

The Impact of Alienation Through Neutralization on Students' Academic Dishonesty

by Luqman Hakim Dkk

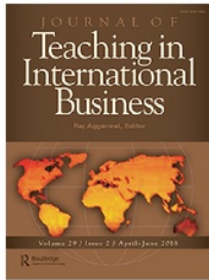
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The Impact of Alienation Through Neutralization on Students' Academic Dishonesty

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ABSTRACT

Dishonesty is a phenomenon that is often encountered in educational institutions. It indicates the existence of cheating done by students in the academics. One of the strong assumptions about the phenomenon of dishonesty in students in academics is the existence of alienation that causes students' self-confidence to be low and encourages students to be dishonest. This article aims to determine the effect of alienation on academic dishonesty of second-grade students in vocational high school accounting skill competence through neutralization as an intervening variable the using General Alienation Scale, Neutralization Scale, and Cheating Scale and a development indicator. Subjects in this study were 218 students with data collection methods in the form of questionnaires and interviews. The results show that alienation does not directly affect student academic dishonesty, but has an indirect effect on student academic dishonesty through neutralization

KEYWORDS

Alienisation; Neutralization;
Student academic
dishonesty

1. Introduction

Dishonesty is a phenomenon that is often encountered, especially in educational institutions. Dishonesty, one aspect of which may be indicated by fraudulent behavior committed by students, has long been considered seriously by academics. Several reports have indicated that cheating commonly happens among students at the middle-high school and college levels (Wright et al., 2012). Raskin (2013) also suggests that students cheat in high school. He adds that a lot of high school students cheat routinely. There is no exception for vocational high school students; academic dishonesty might not happen as new things but as everyday problems that students continue to face. Whitlock (2016) describes in her journal article "Teaching About Social Business: The Intersection of Economics Instruction and Civic Engagement" that there are many curricula in business and economics; one of these is the One Hen curriculum, where students are given the freedom to create

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their own business. Learning in this curriculum focuses on students, to learn about how students are participating in the business and economic activities for a personal benefit such as optimizing revenues and profits. Some programs in the curriculum are also specifically associated with social problems; in this case, that means someone's honesty and responsibility in doing business. Furthermore, this behavior can have more negative implications during employment. Kantšukov and Medvedskaja (2013) indicate that in the world of finance, many fraud schemes—bank fraud, insurance fraud, counterfeiting, and credit card fraud, among others—are based on cheating, lying, and forging. Thus, the employer who hires an employee with such behavior may suffer. ²⁰

Walls (1988), quoted in Sims (1993), suggested that employee dishonesty is responsible for 30% business failures. He reported that “time theft” added up to \$170 billion during 1988. We have witnessed great financial collapses in many admired companies among others in America (e.g., Enron, Sunbeam, Tyco, Arthur Andersen, WorldCom). Cohn, Fehr, and Maréchal (2014) also gave the example of a recent wave of problematic behavior in financial sectors, such as the practices of the two rogue traders Jérôme Kerviel and Kweku Adoboli, which resulted in total damages of almost US\$10 billion. Other examples, such as manipulation of key interest rates (e.g., LIBOR) as well as several tax evasion affairs, have led to a dramatic loss of reputation and a crisis of trust in the financial sector. Those schemes raise many questions, such as about ethics education for an accountant and its function to provide the best financial statements in an academic setting. We all know that today's students are tomorrow's business people who will take all the control. ⁴⁰

Some research shows that business and accounting students have a greater tendency to cheat than students of science, as cited by Klein et al. (2007), where St Pierre et al. (1990) found that accounting students scored lower on a moral reasoning test than psychology students did. Hosmer (1999) reported that accounting and finance students perceive business ethics as less important than nonbusiness students do. McCabe (2005), quoted in Smith et al. (2012), also found that business students cheating more frequently than nonbusiness students. Petrovici (2014) describes global simulation teaching methods to acquire business knowledge to see the actual situation. In international business learning, this method is a new didactic method that puts the learning process as a top priority of teachers. The global simulation is designed and tailored to the concepts to be taught, the communication situation, and the target audience, so it can help students understand the issues, culture, how to act, and the honest role in the running of the economy. Academic dishonesty committed by accounting vocational high school students is worrisome, considering its negative impact on their professional lives in the future.

To be able to anticipate the dishonest behavior of students, the cause should be identified. Various studies have been undertaken to define, predict, and find solutions related to a dishonest act committed by students. Several studies have been done and are progressing to identifying what creates and supports students behaving dishonestly. Then, those research studies provide a developed structural equation model that refers to the associated influence of motivation on fraudulent behavior. Some of the variables affecting students cheating on them are alienation and neutralization.

Alienation is a psychological condition that often produces aberrant behavior. In lessons, students who are alienated have a tendency to act with academic dishonesty to get better results, so they will be considered more capable than their peers. In various studies, alienated students also require justification for dishonesty, which refers to neutralization. This is supported by a statement by Haines et al. (1986), quoted by Klein, Levenburg, McKendall, and Mothersell (2007): "Rationalizing behaviors is one of additional personality traits linked to higher rates of cheating behavior. Also, students who are alienated tend to relatively exert little effort on their studies and to be rewarded with lower grades." Kaçire (2016) in most circumstances found, based on previous observation, that students need more than just the willingness to cheat. They need things to support their willingness and help them to justify their actions. It can be concluded that the willingness itself needs some of supports to minimize students' guilt and support their actions, so they can engage in academic dishonesty without feeling bad afterward. A study conducted by Hussain and Ayub (2012) explains that one's habits and learning styles can affect one's behavior; this also applies to students who have a habit of solitude or can be experiencing alienation. In studies, international business learning is very important for individuals to establish relationships; this also applies to students, who will be able to improve their skills while learning in groups while educational research on motivation by Vallerand et al. (1992) had the present findings provide adequate support for the factorial validity and reliability of the Academic Motivation Scale and support its use.

Based on preliminary studies, approximately 50% of the 40 students of class XI like accounting and only 2.5% do not; then, as much as 47.5% of students expressed doubts about liking or disliking the accounting subject. Another phenomenon was also found to be quite interesting, that 75% of students admit that taking accounting skills competency is their own choice. But even a glance it can be assumed that the students' intrinsic motivation is strong enough, such that they turned out to have a tendency to be dishonest that was very high at 85%. The percentage of students alienated, 45%, and as much as 52.5% of students are likely to have neutralization as a rationalization of academic dishonesty.

Based on the preceding, this research tries to examine in depth the effect of alienation through the neutralization of the students' academic dishonesty vocational competence accounting expertise in Indonesia. It is hoped that the research will serve as input for academics to design appropriate interventions in an effort to minimize students' academic dishonesty behavior in order to improve the ethics quality of graduates.

2. Finding theories

According to Storch and Storch (2002) in Austin, Collins, Remillard, et al. (2006), academic dishonesty is defined as "the act of giving or receiving unauthorized assistance in the academic task or receiving credit for work that [has been] plagiarized." This is not much different from the way that Athanasou and Olasehinde (2002), in Wright et al. (2012), describe academic cheating as students' conscious participation in or involvement in deception (i.e., lying, falsifying, corruption, misrepresenting, copying, plagiarism, or the unlawful assistance provided to someone else), typically aiming for performing well or giving a perception of performing well on an academic task. Tsai, Young, and Cheng (2011) in "Confucian Business Practices" explain that dishonesty basically has an impact on someone's lack of confidence in their capacities, thus pushing the person to cheat to achieve the goal. In teaching international business, a teacher needs to instill moral values and good ethics when doing business.

According to Pavela (1978) in Donse and van de Groep (2013), academic dishonesty includes four broad aspects: Students can cheat by using materials that are not authorized; they can fabricate information, results, and references; students can engage in plagiarism; and finally, students can help other students engage in dishonest academic behavior. However, it should be noted that there are always certain motives for the students themselves as to why they engage in the dishonest behavior, which in this study are assessed in terms of the involvement of alienation and neutralization factors in students.

Ray (1982) mentions that alienation is one of the most widely used constructs in sociology. It begins with someone feeling alienated, which can be caused by many things and affects many other things. Alienation is used to "refer to both a personal psychological state of mind and a type of social relationship" (Robert, 1987, in Reza Khan, 2014), while according to Davy et al. (2007), alienation is a state of psychological estrangement from a culture, which includes feelings of social isolation, powerlessness, and the absence of norms (Seeman, 1991), and is often manifested by deviant behavior. Budlova (2014) describes that communication is an important aspect of learning the business, and a person with poor communication skills will tend range to isolate him- or herself. With communication, people will build trust

and relationships, developing themselves, in a simulated communication international business learning through an online forum and verbal dialogue.

Typically, people perceive they are being isolated from a social group/world of work/self that they aspire to become or belong to, they try to modify their behavior to mirror what they believe will help them to belong (Elliott & Menard, 1996, Huizinga, 1995, and Thornberry et al., 1993, in Khan, 2014). According to Social Cognitive Theory, when someone believes, feels, or understands being alienated and acts in a manner for the sake of trying to “tune,” the person lets the psychological processes affect behavior. For that purpose, in studying international business needs for simulation in communication, Lusia and Skorzynska (2014) described that an increase in communication skills can be achieved by providing a simulation environment for students; the simulation¹¹ can be done online or in person.

Mann (2001) also offers a theoretical exploration of the student's experience of higher education by reframing how he views this, from a focus on surface/strategic/deep approaches to learning to a focus⁴ alienated or engaging experiences of learning. Mann (in Case, 2008) argues that the assessment practices in higher education are similar to a Marxist system of exchange, and are therefore similarly alienating. Four aspects of alienation are identified: (1) alienation from the products of one's labor (assignment, tasks); (2) alienation from the process of production (one's learning); (3) alienation from oneself; and (4) alienation from other humans³ (classmates and lectures). More by Newmann (1981), in Johnson (2005), identified four fundamental aspects of student alienation: normlessness, meaninglessness, powerlessness, and social isolation. Normlessness reflects a lack of appropriate rule-governed behavior (e.g., academic dishonesty). Meaninglessness describes alienated students' interpretation of curriculum as irrelevant to their current and future needs. Powerlessness refers to student perception of the absence of personal control in learning. Loneliness and separation from peers and teachers characterize social isolation.

There are more details regarding alienation in students from the perspective of teachers, according to Brophy (1998), in Santrock (2008), who write that the most difficult issue of motivation is to include students who are apathetic, not interested in learning, or alienated from the learning process. Achievement at school is not important to them. To embrace apathetic students, sustained effort is needed to take on (socialize back) their attitudes related to school achievement (Murdock, 1999). Thus, understanding the role of alienation²⁷ students is very important for the world of education. Alienation is a useful construct for understanding the mechanisms associated with undesirable learner outcomes and in developing strategies to circumvent student³⁹ academic failure (Redden, 2002, Taylor, 2000, and Thorpe, 2003, in Johnson, 2005).

Sykes and Matza (1957) put forward a theory that suggests the type of neutralization in criminals. They suggested that people who apply procedures that are dysfunctional or offensive are not completely against the values and norms, but temporally separated from moral ones, and commit an illegal act. This is called neutralization behavior. Sykes and Matza (1957) suggested five main types of related aberrant behavior of neutralization: denial of responsibility, denial of the injury, denial of the victim, condemnation of the condemners, and an appeal to higher loyalties. Each type refers to the motives underlying each neutralization process-related decision for deviant action.

Davy et al. (2007) and Smith et al. (2009), also quoting Sykes and Matza (1957), defined neutralization as the rationalizations and justifications for unethical/dishonest behavior used to deflect self-disapproval or disapproval from others. Those who neutralize profess to support a societal norm but rationalize to permit themselves to violate that norm. This is in line with Haines et al. (1986), quoted in Klein, Levenburg, McKendall, and Mothersell (2007), as stated earlier, about personality traits that support cheating behavior.

Nonis and Swift (1998), in Davy et al. (2007), and Smith et al. (2012) stated that students neutralize to allow themselves to cheat without feeling inherently dishonest, thereby eliminating a sense of guilt for the dishonest action, and report that students use neutralization to rationalize academic dishonesty. In *A Global Approach Towards Teaching Ethics in International Business Learning*, Rammal (2012) describes the ethical values and moral influence of one's lot in business; students who often violate the ethics and morals have a tendency to commit a dishonest act and to cheat. In addition, this rationalization of academic dishonesty occurs when students consider cheating to be consistent with their personal codes of ethics (Packer et al., 2006, in Ellahi et al., 2013). However, it should be noted that if neutralization is to lead to deviance among people with conventional values, these people must (1) accept a technique of neutralization and (2) perceive that they are in a situation where the technique is applicable (Agnew & Peters, 1986). If someone is not in such a situation, neutralization does not have any effect on the deviation.

As noted by Davy et al. (2007), alienation produces aberrant behavior, because alienation tends to result in deviant behaviors, so it is reasonable to expect increases in alienation will create a greater need to engage in neutralizing behaviors. Smith et al. (2012) also argue that "alienation has been found to have a significant positive relation with ... and neutralization among accounting, finance, marketing and management majors." In a research model of cheating in Smith et al. (2012), alienation proved to have a positive influence indirectly on a student's academic cheating behavior through neutralization. When an individual is increasingly alienated, the person more often rationalizes cheating behavior, and this will further

increase the tendency to behave dishonestly in the future research about cheating behavior also had been conducted by Smith, Davy, and Easterling (2004). They did it in three public AACSB-accredited business schools. The result showed that tests of the aforementioned theoretical model indicated the primary influences on future cheating were prior cheating and the degree to which one neutralized prior cheating behaviors.

According to those statements of Smith et al. (2012) that define that alienation often manifests itself in deviant behavior and has contributed to the academic cheating behavior, we formulated hypothesis 1 as follows:

H1 : Alienation has effect on a student's academic dishonesty.

Then, referring to the theory that neutralization will increase the potential of a student's academic dishonesty, as proposed by Haines et al. (1986), quoted in Klein, Levenburg, McKendall, and Mothersell (2007), and Smith et al. (2012), the second hypothesis is formulated as follows:

H2 : Alienation has an effect on a student's academic dishonesty through neutralization.

3. Research methods

The data collection techniques in this study are using questionnaires and interviews. The questionnaire is used to determine the influence of variables. Interviews are used for preliminary research and form an outline of the causes of student conduct in terms of academic dishonesty related to alienation, neutralization, and a tendency toward dishonest behavior. The questionnaire consists of 35 items using a Likert scale of 1–5. This study uses analysis techniques of structural equation modeling (SEM) provided by AMOS22 software (Figure 1).

In Smith's recent study, cheating and dishonest students' behavior were measured using a scale from Tom and Borin (1988) for assessing the likelihood of fraud in the future and also of continuing to use fraud prevention items in the class as before. According to the explanation by Theodorakopoulos, Figuera, Kakabadse, and Kakabadse (2012) that businesses are dynamic, the learning done must be dynamic to follow developments and innovations. The item contains a valid academic dishonesty fraud prevention item to measure whether students decide to be dishonest if faced with the urgency of academic achievement. This consists of 12 situations in the classroom when a test is in progress, such as the student's seating position, supervision methods, and so forth. Urgency of academic achievement is

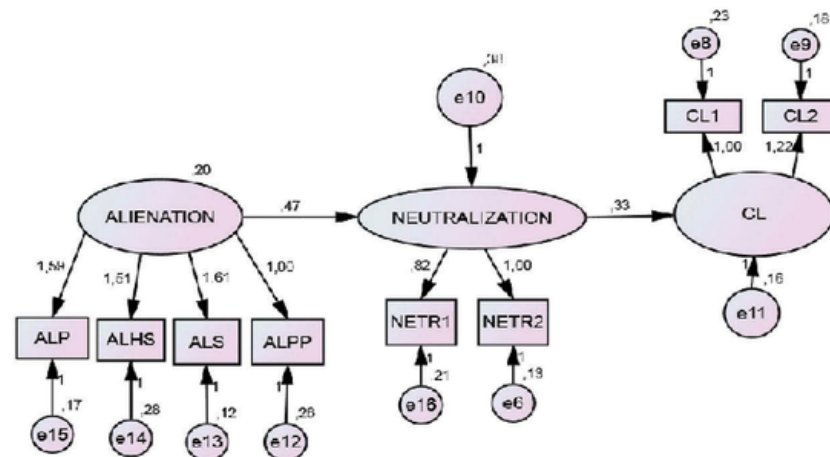


Figure 1. Factor Model by authors using Amos Software, 2017. Result of research model analysis. ALP, political alienation; ALHS, social affiliates alienation; ALS, social alienation; ALPP, psychology of mind alienation; NETR1, neutralization 1 (difficulty); NETR2, neutralization 2 (access); CL, cheating likelihood (students' academic dishonesty); CL1, cheating likelihood 1 (academic dishonesty 1); CL2, cheating likelihood 2 (academic dishonesty 2).

conditioned to stimulate students' decisions related to their involvement in behaving dishonestly.

Furthermore, in terms of alienation, Smith et al. (2012) adapted 11 of the 20 items of the General Alienation subscale of Ray (1982). Furthermore, the 11-item subscale is divided into three categories, namely, political alienation, social affiliation, and social alienation. According to Olsen (1982) in Vinod and Deshpande (2013), political alienation is a feeling of disentanglement where a person feels unable, due to the external system, to stop something politically or feels prevented from effective participation. Indicators of political alienation were measured with three items.

From a psychological perspective, social alienation can be defined as how a person thinks and behaves in alienated ways as a form of social stimulus effect, which can be realized in the form of feelings of isolation, dissatisfaction, cynicism, and so on that characterize one's alienation. Social alienation was measured by three items. The alienation of social affiliation is how someone who is alienated explains, thinks, and behaves in a social group (affiliate). Indicators of alienation social affiliation were measured using four items.

Researchers add statements and classify them into indicators based on categorized psychology of the mind, based on the definition of alienation according to Brophy (1998) in Reza Khan (2014) and Kaçire (2016). Indicators of psychological alienation of mind were measured using two items.

Furthermore, neutralization is measured by the 11-item statements consisting of 6 items for indicators of difficulty and 5 items for research access

indicators adapted from Smith et al. (2012). Smith et al. (2002) found two principal subscales of the 11-item scale used for neutralization. The Smith Neutralization Scale (2004–2012) was first developed by Ball (1966) and later used by Haines et al. (1986). This neutralization scale measures the students' response to the approval of the other students under some conditions specified in each item, using the cheaters versus noncheaters perspectives used by Haines et al. (1986). In the cheaters versus noncheaters perspectives, cheaters are conditioned to feel pressed so they need to break the rules, to make noncheaters allow dishonest acts by cheaters. A difficulties subscale showed the constraint being faced by noncheaters to perform dishonest acts. Furthermore, the subscale showed a way of easy access for noncheaters to rationalize dishonest behavior.

4. Results and discussion

Based on the neutralization variable frequency distribution, it can be concluded that students with neutralization (the average percentage score of 3–5) make up in the range of 21.7% of the 218 students, which is 47 respondents. The student's academic dishonesty variable showed 31.4%, as 67 respondents, and variable alienation ranged from 1 to 8.5%, which is 41 respondents. Thus, it can be concluded that the students have had a tendency for dishonest behavior and neutralization higher than students with a tendency to neutralization. Further analysis will determine the loading value of each indicator.

Overall standard loading alienation of each indicator of neutralization and academic dishonesty for students showed values > 0.60, so that it can be said that construct indicators make up the model, which is valid and reliable. To strengthen the reliability indicators, the calculation of construct reliability (CR) is derived as in Table 1.

Table 1. Construct Reliability of Variables' Indicators.

Indicators	Standard Loading ($\Sigma\lambda_i$)	Measurement Fault ($1 - \lambda_i^2$)	Validity
ALHS	0.786	0.382	0.88
ALP	0.860	0.260	
ALS	0.898	0.194	
ALPP	0.666	0.556	
Overall alienation	3.210	1.392	
NETR1	0.837	0.299	0.8
NETR2	0.790	0.376	
Overall neutralization	1.627	0.675	
CL1	0.649	0.579	0.64
CL2	0.718	0.484	
Overall students' academic dishonesty	1.367	1.063	

Note. From data processed by the authors, 2017.

In the alignment variable, the ALS indicator is the most dominant in forming the alienation variable because it has the largest loading standard, 0.898, while the smallest contribution indicator is ALPP because it has a loading standard of 0.666. But overall, the standard loading value has a value >0.5 , so it can be said that all construct indicators that make up the alienation variable are valid and reliable. The results show that the total CR is very good, 0.88, which is above 0.70, so it can be said to be used in conceptual models.

In the neutralization variable, the NETR1 indicator is the most dominant in forming the neutralization variable because it has the largest standard loading, 0.837, while the smaller contributor indicator is NETR2 because it has a smaller loading standard, 0.790. But overall the value of standard loading has a value >0.5 , so it can be said that all construct indicators that make up the neutralization variable are valid and reliable. The results show that the total CR is a very good, 0.8, which is above 0.70, so it can be said to be used in conceptual models.

In the students' academic dishonesty variable, the CL2 indicator is the most dominant in forming the students' academic dishonesty variable because it has the largest standard loading, 0.718, while the smaller contribution indicator is CL1 because it has a smaller standard loading, 0.649. But overall the standard loading value has a value >0.5 , so it can be said that all construct indicators that make up the students' academic dishonesty variable are valid and reliable. The result shows that the total CR is 0.64, above 0.60, so it is said that the neutralization construct shows a good enough reliability value that it can be used in conceptual model.

In terms of the data normality test, it should be noted that the data are not normally univariate multivariate normal yet. It is said that the whole construct showed good reliability values and multivariate normal distribution so that it can be used in the conceptual model.

4.1. Results

Researchers analyzed the effect of alienation of academic dishonesty directly. The analysis showed no significant value where CR -, 058 less than -1.96. Furthermore, the p value for alienate against academic dishonesty students is well above .954, 0.05. Based on the results of these parameters it can be concluded that alienation has no influence on student academic dishonesty directly so that the second hypothesis is rejected. Furthermore, researchers reprocess the data by entering the neutralization as an intervening variable in order to get the model SEM as follows:

Based on the goodness of fit, the output model showed that the chi squared and the probability are not good (poor fit), with the value of chi squared at 70.349 and probability 0.000. But in Ghozali (2014), chi squared is

sensitive to the sample size, and therefore it can be seen that it fits other criteria. The results of analysis of the model assert that the goodness of fit for other criteria gives an overall value of goodness of fit index (GFI) 0.929, comparative fit index (CFI) 0.932, and $0.911 \geq 0.90$ normed fit index (NFI) and Tucker-Lewis index (TLI) adjusted goodness of fit (AGFI) 0.858 and 0.894 in marginal fit. Thus, it can be concluded that the model was a good fit. Moreover, the degrees of freedom (df) for the model is 18, and if the value of df is positive, it can be classified as an overidentified model.

The amount of significance and acceptance of the research hypothesis can be seen from the output of the regression weights and standardized regression weights table. The result for the alienation variable parameter estimation for neutralization showed a significant effect with $CR\ 3.988 > 1.96$ and $p\ value\ 0.000 < 0.05$. Neutralization variables showed significantly high values of the student academic dishonesty with $CR\ 4.167 > 1.96$.

Furthermore, based on standardized regression weights, it can be seen that the most influential factor in the model is the social alienation at 0.898, followed by political alienation at 0.864, social affiliates alienation at 0.784, and last by psychology of mind alienation at 0.660. Neutralization to manifest variables that have the greatest effect are neutralization 2 (access) of 0.872 followed by neutralization 1 (difficulty) at 0.758. Based on standardized regression weights, the indirect effect alienation against academic dishonesty students through neutralization is $0.323 \times 0.475 = 0.153$. Because CR and p value are significant and there is an indirect effect through the neutralization variable, then based on the parameters and causality it can be concluded that alienation has a significant influence on the academic dishonesty of students through neutralization, so the second hypothesis is accepted.

4.2. Discussion

Results of the first test conducted showed there was not effect of alienation with academic dishonesty students directly. Empirically, the test results for alienation of academic dishonesty students directly in this study do not support Davis and Ludvigson (1995) in Elias (2009), who found that the student with alienation is more likely to cheat than other students. It does not support research by Smith et al. (2012) that significantly contributed to alienation in a theoretical model of imposture. Even defined that way, alienation manifests itself in deviant behavior, which in the academic domain is academic dishonesty, but in this study, the alienated students did not directly commit a dishonest act.

Students who indicated alienation in the vocational high school students' accounting skills competency in Jember can be approximately detected by a variety of emergent behaviors. This is reflected in some of the behaviors as students who want to finish school work but just do things that are easy to

do, tend to separate themselves even when having trouble, copy the work of friends, and copy others' dishonesty in academic exams. Based on Caruana et al. (2000), alienation caused a decrease in student dependency, and will encourage students to perform academic dishonesty indirectly.

Based on descriptive statistics, some students feel quite high doubt in their minds, related to feelings of alienation and being uncomfortable about being not only capable but still having the desire to be equal with other friends. In addition, most students also feel alienated strange in social relationships, where they feel that basically no one is really nice and cares about them. Students who are alienated from social affiliation tend to feel uncomfortable, feel unhappy, and do not trust either the teachers or friends. This can lead to a crisis of confidence both to themselves and others (Serrie, 1992; Funk & Wise, 1989). Students who are alienated do not believe that they are able to learn well and do not believe the environment will understand their difficulty in learning, especially where this research is, in accounting subjects.

A literature review is partially able to explain that students will be alienated and not always commit dishonest behavior. In this case, the bottom line is they're just making less effort. In this study, the students are also faced with a situation in the form of a barrier to dishonest action, which is a questionnaire containing an intervention situation by the school toward a student's academic dishonesty. Also, it is evident that alienated students given obstacles to dishonest behavior do not want to try further, wherein being dishonest also requires efforts in implementation. Students who were alienated surrendered with discomfort and disbelief, so they did not directly commit academic dishonesty (Williams & Williams, 2012).

Furthermore, the second hypothesis test results show there is influence for alienation against academic dishonesty students through neutralization. Typically, when people perceives they are being isolated from a social group/world of work/self that they aspire to become or belong to, they try to modify their behavior to mirror what they believe will help them to belong (Elliott & Menard, 1996, Huizinga, 1995, and Thornberry et al., 1993, in Khan, 2014). Students who were alienated had a propensity for deviant behavior. Because alienation produces deviant behavior, it is reasonable to expect that the increasing alienation will create a greater need to neutralize behaviors (Davy et al., 2007). Vorobjeva, Vladimiora, and Filippova (2015) describe students with low communication skills, with language proficiency that is poor in dialogue, and who rarely would be more inclined to exert themselves, so their ability declines, while those in teaching international business preferred communication skills as these will have impact on the ability of students in doing business simulation.

According to Whitley (1998) in Davy et al. (2007), ²students who feel alienated are more likely to cheat, as was ²⁹previously supported by Davis and Ludvigson (1995) in Elias (2009), who found that students with fear of

failure, with alienation, and under pressure from their peers or family are more likely to cheat than other students. In this case, students who feel disadvantaged in an accounting course will try to align themselves in order to be considered as capable as their friends. Surely this was confirmed by neutralization as justification to do something. Changes in behavior are referred to in this case in terms of academic dishonesty committed by students, where the purpose is tailored to the needs of these students. Students who were alienated went through a neutralization process to minimize feelings of guilt by bringing up a tolerance or excusing themselves for being dishonest. It is necessary to design business learning that is innovative, as a business simulation with an open forum to provide an opportunity for teachers and students to design learning they need, as described by Glen, Suci, Baughn, and Anson (2015), using the design thinking of learning to facilitate international business students and teachers in making innovative learning.

In the research model of cheating by Smith et al. (2012), the alienation proved to have a positive influence indirectly on a student's academic cheating behavior through neutralization. The more alienated an individual is, the more likely it is that this person rationalizes cheating behavior, both of which in turn enhance the likelihood of future cheating. This results are not consistent with those of Ellahi et al. (2013), where students in Pakistan show that alienation through rationalization has no significant value against dishonest behavior, but the results support Smith et al. (2012), who argued that alienation proved to have a significantly positive effect and neutralization in the subject of accounting, finance, marketing, and management in previous studies. As has been previously described, that role in the neutralization of accounting students has been reinforced by the tendency of students to engage commit academic dishonesty being quite large. Once alienated students were associated with academic dishonesty through neutralization, then the tendency of students to act dishonest increased and was significant.

The test results of the structural model in this study suggest that alienation has a greater contribution in the academic dishonesty of students. According to the table of causality, it is known that the indirect effect of alienation on a student's academic dishonesty through a greater neutralizing effect is significant. The number of students who were alienated was also greater.

In conclusion, when alienated students are in stressful situations that encourage behavior change, then the students will go through the process of neutralization prior to executing a dishonest act. Students who were alienated also went through a neutralization process to minimize feelings of guilt by bringing up a tolerance or excusing themselves for dishonesty. Dishonest behavior is intended for a specific purpose, which, as

described in the preceding, is that when the students feel more capable or difficulty in accounting subjects compared to other friends, they will have a tendency to behave dishonestly. Through the process of neutralization, students will open themselves wider and give way to academic dishonesty.

Alienation may be only one among other individual psychological factors that influence someone to act with dishonest behavior. And we can see the potential chain of work-related dishonesty, based on the fear of failure similar to that of alienated students. As stated before, students who engaged in dishonest ways to accomplish their tasks were more likely to be accepting of the need for unethical behavior in the workplace. As an accountant, it might be possible that they would make an unethical decision by carrying on fraud in order to avoid failure while also being forced to show success under company pressure. Then the financial fraud can have serious ramifications for the long-term sustainability of an organization, as well as adverse effects on its employees and investors, and on the economy as a whole (Abbasi et al., 2012, in Kantšukov & Medvedskaja, 2013). Thus, we need to insert ethical behavior in an academic setting in order to prevent dishonest action in their future business workplaces.

5. Conclusions

The results showed that alienation does not directly affect a student's academic dishonesty but significantly had a positive effect on students' academic dishonesty through neutralization. Students who are alienated can perform academic dishonesty under a certain condition such as feeling incompetence or facing difficulty in accounting subjects compared to other friends, and students get pressure to achieve certain targets, so then there will be a tendency to behave dishonestly. However, these behaviors are not realized without specific processes that encourage the students to break the rules. Thus, there is the role of one type of "track" for students as a justification of the decision to commit dishonest behavior, and in this study, special attention is paid to its contribution to the process of committing dishonest acts. This study showed evidence that through the neutralization process, alienated students will open a wider way to engage academic dishonesty.

The implication of this research is the need to attempt early identification of factors that allow students to commit academic dishonesty. With proper identification, the intervention measures taken will have a significant impact on reducing academic dishonesty in educational institutions. There should also be special attention given to alienated students who face difficulty in their academics and provision of better ethical development for them, rather than only focusing on their analytical ability. Individuals who have achieved a higher level

of ethical development, largely through education and training, can be expected to behave in a more ethical manner (Kohlberg, 1971, in Thomas, 2004).

In testing the model, some fit model assumptions are not met. Therefore, in addition to the lack of presentation of data and indicators, and the limited scope of the survey respondents, the research revealed a less detailed discussion result. Further research is expected to add more variables or indicators in the model. The broader scope will contribute not only to accounting education but also to other educational competency skills that will turn out to be more general.

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