

## Plagiarism, Self-Efficacy, and Academic Procrastination on University Students

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### Abstrak

*The study aims to examine the effect of academic self-efficacy and academic procrastination on plagiarism behavior in students. The population of this research is the students of Walisongo State Islamic University Semarang. The participants were 388 students selected using stratified sampling method. Data were collected using three scales: the plagiarism behavior scale, the academic self-efficacy scale, and the academic procrastination scale. The data was analyzed using multiple regression analysis techniques. The result showed that academic self-efficacy and academic procrastination simultaneously influence the behavior of plagiarism. The higher the academic self-efficacy and the lower the academic procrastination, the lower the plagiarism behavior, and vice versa. The contribution of academic self-efficacy variables and academic procrastination simultaneously in explaining plagiarism variables was 13%.*

**Keywords:** *plagiarism, self-efficacy, procrastination*

### Abstrak

Penelitian ini bertujuan untuk menguji pengaruh *self -efficacy* akademik dan prokrastinasi akademik terhadap perilaku plagiat. Populasi penelitian ini adalah mahasiswa Universitas Islam Negeri Walisongo Semarang. Pengambilan sampel dilakukan dengan menggunakan metode *stratified sampling*, dan kemudian diperoleh 388 siswa. Data dikumpulkan dengan menggunakan tiga skala yaitu skala perilaku plagiat, skala *self-efficacy* akademik, dan skala prokrastinasi akademik. Setelah itu, data yang terkumpul dianalisis dengan menggunakan teknik analisis regresi berganda. Hasil analisis data menunjukkan bahwa *self-efficacy* akademik dan prokrastinasi akademik berpengaruh secara simultan terhadap perilaku plagiat. Semakin tinggi *self-efficacy* akademik dan semakin rendah prokrastinasi akademik maka semakin rendah perilaku plagiat, dan sebaliknya. Kontribusi variabel *self-efficacy* akademik dan prokrastinasi akademik secara simultan dalam menjelaskan variabel perilaku plagiat sebesar 13 %.

**Kata kunci:** plagiarisme, *self -efficacy*, prokrastinasi

### Introduction

Plagiarism in the academic and intellectual world has always been a public discussion where the behavior is disrupting the academic spirit that upholds honesty and originality. In terms of ethics, religion, and academic rules, plagiarism is "haram" or illegitimate. Also, plagiarism actions could decrease the academic integrity (Firmantyo & Alsa, 2016).

The academic community in tertiary institutions are individuals who is required to have integrity and honesty. If they were proven to commit plagiarism, then

structural and moral sanctions must be given. Plagiarism which is part of academic dishonesty (Adesile et al., 2016; Cronan et al., 2015) might similar to stealing because a plagiarist recognizes the work of others as their works. Extreme plagiarism is stealing all the work of others. However, stealing some work of others is still called plagiarism. The definition of plagiarism, according to the Republic of Indonesia's Minister of National Education Regulation Number 17 of 2010 concerning Prevention and Management of Plagiarism in Higher Education is:

"Intentionally or unintentional acts to obtain or try to obtain credit or value for a scientific work by citing part or all of the work and/or scientific work of another party recognized as scientific work, without clarifying the source accurately and adequately".

With the regulation of the Minister of National Education, it turns out that plagiarism remains widely occurred among academics. Since 2012 to mid-2013, up to 100 lecturers (including professors) in Indonesia were caught to do plagiarism. As a result, two people were fired, and four others were demoted (Republika.co.id, October 2, 2013). There are still many cases of plagiarism carried out by professors, lecturers, and students. Ministry of Research, Technology and Higher Education (Kemenristekdikti) have revoked the academic titles of four professors who have committed acts of plagiarism (Republika.co.id., April 30, 2018).

Kemenristekdikti also suggested the rector of a state university in Jakarta to revoke a doctorate degree from a student for his or her committed acts of plagiarism (Era.id., April 10, 2018). Moreover, there were some articles retracted due to plagiarism, for example, the articles have been published in more than one journal. This phenomenon can be shown in Figure 1.

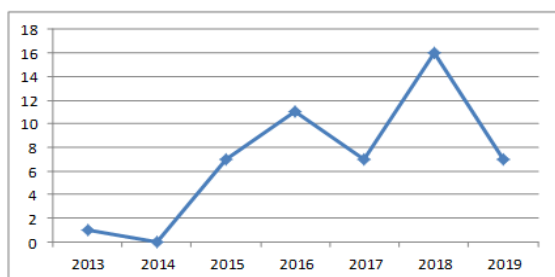


Figure 1. Number of Articles Retracted from the Journal (garuda.ristekdikti.go.id, 2019)

Figure 1 shows that there has been an increase in the number of articles were withdrawn from the journals due to plagiarism. In 2013, only one article was withdrawn, in 2018 there were sixteen articles, while in 2019 there were only seven articles withdrawn. It is likely that there would be many articles to be withdrawn because many journals have not yet published in 2019.

This phenomenon is a small example of proven plagiarism. There might be more of plagiarism actions that have not been proven. Plagiarism is an iceberg phenomenon that looks small on the surface, but is very large underneath.

To deal with plagiarism issues, it is necessary to have an understanding of the influential factors of plagiarism. Research on plagiarism is still exceedingly minimal, so it is considered important. Previous studies showed that academic self-efficacy (Ogilvie & Stewart, 2010) and the relationship between accessibility to information-communication technology and the web (Jereb et al., 2018) are correlated with plagiarism.

Previous studies examined academic dishonesty and academic cheating. Research on academic dishonesty includes research on the relationship between self-efficacy and academic dishonesty in students (Syahrina & Ester, 2016), the effect of self-efficacy, group conformity, and self-esteem on academic dishonesty (Lestari & Lestari, 2017), and the relationship of procrastination academics with academic dishonesty of students (Indah & Shofiah, 2012).

The research on academic cheating includes research on the relationship between dishonest behaviour and academic cheating (Santoso & Yanti, 2015), the effect of fraud, specifically pressure, opportunity, and rationalization of student cheating (Fitriana & Baridwan, 2012), and the relationship between academic procrastination with academic cheating on students (Indi & Handayani, 2019).

Moreover, research on cheating includes research on the relationship between the level of self-efficacy and cheating behaviour on students (Wahyudiati, 2015; Kusrieni, 2014), the relationship of self-confidence with cheating behaviour (Kushartanti, 2009), peer influence on cheating behaviour (Teodorescu & Andrei, 2008), differences in cheating behaviour between men and women (Mujahidah, 2009).

This study examines the effect of self-efficacy and academic procrastination on plagiarism. Academic self-efficacy is students' beliefs in their ability to do their academic tasks (Situmorang et al., 2018; Yulikhah et al., 2019). According to Bandura (1997), self-efficacy is individuals' beliefs about their ability to organize and complete a task that is needed to achieve certain results. Students who have high academic self-efficacy have the confidence that they can complete any difficult task while studying and trying to complete the task with their abilities. Meanwhile, students who have low academic self-efficacy always tend to show themselves unable to do the work, so they tend to commit various forms of academic violations among students (Marsden et al., 2005).

The academic procrastination is a habit or tendency to put off completing academic tasks repeatedly (Solomon & Rothblum, 1984). According to Lay (in Ferrari et al., 1995), procrastination is a habit or general tendency to postpone or suspend something important to achieve several goals. Furthermore, according to Aiken (in Fibrianti, 2009), academic procrastination is a type of delay that is done on the type of formal assignments related to academic assignments or academic performance. These types of students come by psychological pressure from themselves and the environment in the form of demands to immediately complete the task (Tondok et al., 2008). Academic assignments for such students are distress.

The pressure becomes stronger if facing the deadline (the final limit for the collection of tasks). This pressure can trigger students to commit academic fraud in general, even worse, plagiarism (Pino & Smith, 2004).

Students with high academic self-efficacy have the confidence to be able to complete any difficult task while studying. This confidence will encourage students to plan learning activities, monitor and manipulate the environment in such a way as to support their learning activities (Adicondro & Purnamasari, 2011). Students can complete assignments with their abilities, take the initiative to find legal learning resources, and are more confident when doing assignments or examinations. With these beliefs and learning endeavours, it can be used as a foundation for students not to do plagiarism.

Conversely, students who have low academic self-efficacy tend to show themselves unable to complete assignments. This tendency can affect the behaviour or actions displayed when working on a task. Another influence is his involvement in various forms of academic violations (Marsden et al., 2005). Research by Syahrina and Ester (2016) showed that there is a correlation between self-efficacy and academic dishonesty in students. In line with the study, Lestari and Lestari (2017) showed that self-efficacy influences academic dishonesty. Research by Pudjiastuti (2012), Wahyudiati (2015), and Kusrieni (2014) also showed that there is a relationship between the level of self-efficacy and cheating behaviour in students. The research on plagiarism behaviour, among others, was carried out by Ogilvie and Stewart (2010) concluded that academic self-efficacy influences the intention to commit plagiarism. In contrast to the conclusions above, the study of Atani and Wetra (2017) showed that the level of academic self-efficacy does not reflect academic cheating behaviour.

Students who have high academic procrastination tend to procrastinate in doing academic work, and this is done repeatedly (Solomon & Rothblum, 1984). The delay will bring unfavourable consequences, such as psychological pressure from oneself and the environment, in the form of demands to immediately complete the task (Tondok et al., 2008). The pressure becomes stronger when students face the deadline for collecting assignments, causing panic feelings. The panic has the potential to lead students to academic cheating, including plagiarism (Pino & Smith, 2004). Research by Indah and Shofiah (2012) showed academic procrastination correlates with student academic dishonesty. Research by Indi and Handayani (2019) also showed the link between academic procrastination and academic cheating among students who study while working. In contrast to the conclusions above, Tondok et al. (2008) research showed that academic procrastination is not related to the intention to buy an essay or thesis.

Based on the description above, it can be obtained that many studies examine various variables that influence academic dishonesty, academic cheating, and cheating. There are still very few studies that specifically examine the factors that influence the plagiarism. Also, there are inconsistencies in the result of research on the relationship between self-efficacy and academic procrastination with plagiarism and other academic fraud. This research is designed to overcome the lack of research specifically discussing plagiarism in terms of self-efficacy and academic procrastination. The study was also used to review the effect of academic self-efficacy and academic procrastination on plagiarism, due to inconsistencies in the results of previous studies. The result is expected to provide appropriate input to solve plagiarism problems.

The research subjects were students of the State Islamic University (UIN)

Walisongo based on the study of Safrodin et al. (2009) on the thesis or essay of Islamic Guidance and Counseling students of the Da'wah Faculty of UIN Walisongo in 2005 to 2008, found similarities in writing, substance, and editorials, without mentioning the correct reference. These similarities are particularly in Chapter II (literature review) and Chapter III (research content).

Based on the description above, the hypothesis proposed in this study is that there is an influence of academic self-efficacy and academic procrastination on plagiarism in students of Walisongo State Islamic University Semarang.

### **Research Method**

This research is a quantitative study that has one dependent variable, plagiarism and two independent variables, academic self-efficacy and academic procrastination. The operational definitions of each research variable are as follows:

Plagiarism is the act of taking or using words or sentences, ideas, opinions, works, data from other people's work without mentioning or including sources properly and adequately in an academic activity. High and low plagiarism is reflected through the scores obtained by subjects on the scale of plagiarism behaviour. A high score indicates that plagiarism behaviour is high, and conversely, a low score indicates that plagiarism is low.

Academic self-efficacy is an individual's belief in the ability to organize and complete a task required to achieve certain results, including aspects of magnitude, generality, and strength. High and low on self-efficacy is reflected through the scores obtained by subjects on the self-efficacy scale. A high score indicates that plagiarism is high, and conversely, a low score indicates that self-efficacy is low.

Academic procrastination is the tendency or habit of procrastinating on an individual who is carried out repeatedly in

doing or completing academic tasks, including learning to face exams, assignments, performance of administrative tasks, and attending meetings. High and low on academic procrastination is reflected through the scores obtained by subjects on the academic procrastination scale. A high score indicates that plagiarism is high, and conversely, a low score indicates that academic procrastination is low.

The population in this study were students of UIN Walisongo Semarang in the second semester to the twelfth semester. Sampling is done by stratified sampling technique, which is a random sampling system for groups in the population (Creswell, 2002). Based on the sampling technique and subject criteria, a sample of 388 students was obtained.

The data collection method in this research is the psychological scale method. The scale used in this study is the plagiarism scale, the academic self-efficacy scale, and the academic procrastination scale. The plagiarism scale was prepared by the author, while the academic self-efficacy scale and the academic procrastination scale are the scales that the authors have modified from the existing scale. The self-efficacy scale was compiled by Ahkam (2004), and the academic procrastination scale was compiled by Natanieliem (2001).

The plagiarism scale has five answer choices: almost always (AA), very often (VO), sometimes (ST), very rarely (VR), and rarely (AN). The Self-efficacy Scale and the Academic Procrastination Scale have five very appropriate answer choices (VA), appropriate (A), between appropriate and not (Neutral), not appropriate (NA), and very not suitable (VNT). The score depends on favourable points. The answer score moves from four (5) to one (1) in favourable answers and from one (1) to four (5) in unfavourable answers.

All three scales have been tested before being used. The pre-test is intended to select items that have good validity. Item

selection is done by finding at the correlation of the item's score with the total score, which results in an index of item validity known as the index of discrimination of items or the total consistency of items. Discrimination in the item is the extent to which items can distinguish between groups that have the attributes measured by groups that do not have attributes. The calculation is done internally by calculating the correlation between the scores of each total item score (Anastasi & Ubrina, 1997). The analysis technique used is the product-moment correlation technique which is corrected, with a correlation coefficient limit of .25 (Azwar, 2012).

Also, the reliability test was carried out. Reliability is synonymous with constancy, stability, reliability predictability or lack of distortion (Kerlinger & Lee, 2000). Something reliable if something shows consistent, predictable and trustworthy things. In this study to estimate the high reliability of measuring instruments used Cronbach's internal consistency approach (Cronbach, 1951). The reasons for using the internal consistency approach are significantly accurate and practical. Through this approach, it can be shown that the consistency between items on the scale. For computing, the Cronbach alpha coefficient is used (Cronbach, 1951). The reliability calculation is performed on data items as a whole as well as specifically selected data items through the item validity test.

After the pre-test, scale items are selected. The plagiarism scale consists of 17 items with alpha .84, the academic self-efficacy scale consists of 16 items with alpha .879, and academic procrastination consists of 17 items with alpha .834. Data analysis used statistical methods with multiple regression analysis techniques. The analysis technique serves to test the effect of academic self-efficacy and academic procrastination simultaneously on plagiarism among students.

### Research Result

The result of the study was used to obtain a general picture of plagiarism data, academic self-efficacy, and academic procrastination. Data from the three variables were analyzed descriptively to show the minimum and maximum scores. Also, to obtain the value of the central tendency (mean) and standard deviation. The data description of each variable is shown in Table 1.

Table 1 showed the empirical mean of the plagiarism variable is lower than the theoretical mean, but still below one in Standard Deviation (SD) The empirical average of the academic procrastination variable is higher than the theoretical mean, but it is still under one in SD. The mean empirical variable of plagiarism is 37.85 and academic procrastination is 46.32. This means that research subjects have moderate academic plagiarism and procrastination. While the average academic self-efficacy variable is higher than the theoretical mean, and more than one in SD. The empirical mean of academic self-efficacy variable 54.22. This finding indicates that research subjects have high academic self-efficacy.

The data result of the research obtained (see Table 1), hence performed data analysis with multiple regression analysis techniques. The data result of analysis test is shown in Table 2.

From Table 2 it is shown that the data of the effect of academic self-efficacy and academic procrastination simultaneously on plagiarism showed the coefficient of effect F of 30.009, with a significance value (P-value) of .000. Referring to this P-value, it can be concluded that the hypothesis stated that there is an effect of academic self-efficacy and simultaneous academic procrastination on plagiarism is acceptable. Moreover, interpretation can be taken that the lower the academic self-efficacy and the higher the academic procrastination, the higher the plagiarism. And vice versa, the higher the academic self-efficacy and the

lower the academic procrastination, the lower the plagiarism.

Table 1  
Data description of the subject's response to each study variable

Variable	Minimum Score		Maximum Score		Mean(M)		SD Empirical
	Theoretical	Empirical	Theoretical	Empirical	Theoretical	Empirical	
Plagiarism	17	18	68	66	42.50	37.85	9.88
Self-efficacy	16	31	64	79	40	54.22	10.17
Procrastination	17	19	68	68	42.50	46.32	9.21

Table 2  
Test of multiple regression analysis of variance (ANOVA)

Model	Sum of Squares	df	Mean Square	F	Sig.
Residual	32683.594	385	84.892		
Total	37778.722	387			

- a. Predictors: (Constant), Academic Procrastination, Self Efficacy
- b. Dependent Variable: Plagiarism

Table 3  
Test data analysis of the relationship between academic self-efficacy variables and academic procrastination

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.367 <sup>a</sup>	.135	.130	9.21371	1.822

- a. Predictors: (Constant), Academic Procrastination, Self Efficacy
- b. Dependent Variable: Plagiarism

Data analysis on the relationship between academic self-efficacy variables and academic procrastination is shown in Table 3. From Table 3, it is shown that the Adjusted R Square value of .130, which is indicated the contribution of academic self-efficacy variables and academic procrastination simultaneously in explaining plagiarism by 13%. The remaining 87% is explained by other predictors and other errors (error sampling and non-sampling). Partially the contribution of academic self-efficacy variables in explaining plagiarism variables was 13.3%, while academic procrastination explained plagiarism variables 5.5%.

### Discussion

Based on the result of the data analysis (see Table 3), it is concluded that there is an effect between academic self-efficacy and simultaneous academic procrastination on plagiarism among respondents. The higher the academic self-efficacy and the lower the academic procrastination, and will be lower the plagiarism. And the lower the academic self-efficacy and the higher the academic procrastination, the higher the plagiarism. Students with high academic self-efficacy have the belief that these students can complete any difficult tasks while studying and are not easily swayed in trying to achieve goals because they feel confident about their competence (Pudjiastuti, 2012). Students do not take shortcuts to obtain what they desire, which is completing assignments well. In this case, they do not practice plagiarism.

Belief in one's abilities supported by low academic procrastination becomes the basis for students not to do plagiarism in sequence with complete their academic assignments. Conversely, if students have low academic self-efficacy and are combined with high procrastination, these students tend to give up quickly, worry, and avoid something that is considered a threat, including when students have to face academic assignments. These conditions

affect the behaviour displayed, including the involvement in various forms of academic violations among students (Marsden et al., 2005).

Based on the result of the data analysis in Table 2 showed that partially, academic self-efficacy significantly influences the plagiarism variable. It can be shown from the probability value of the academic self-efficacy variable t-count of .000. High academic self-efficacy will make plagiarism lower. While plagiarism occurs because of low academic self-efficacy factors. Academic procrastination has no significant effect on the plagiarism variable because the probability value of the t-count of academic procrastination variables is .306.

The effect of academic self-efficacy on plagiarism by research from Elias (2009) stated that there is a negative correlation between perceptions of self-efficacy and academic cheating among business students. Ogilvie and Stewart (2010) also found that academic self-efficacy is negatively correlated with academic cheating. Meanwhile, according to Gunawan (2012), there is a negative correlation between one's academic self-efficacy and information technology fraud. That is, the lower the academic self-efficacy, the more cheating people will use information technology to launch plagiarism. Moreover, the higher one's academic self-efficacy, the level of information technology cheating will decrease. Advances in technology do allow someone to undoubtedly perform plagiarism. However, belief in academic ability makes one consider cheating information technology as unethical. That belief provides the decision to complete academic tasks without having to commit fraud that utilizes information technology. In line with Gunawan's research, Angell (2006) concluded, students with high academic self-efficacy would consider cheating to be unethical. In contrast to students with low academic self-efficacy, it

will be considered cheating as something normal.

The result of data analysis as shown in Table 3 showed that although the academic procrastination variable and the academic self-efficacy variable simultaneously influence plagiarism, partially, it does not affect. This is following the research of Tondok et al. (2008) that students who avoid tension or anxiety in their academic processes, do not necessarily tend to do plagiarism (for example buying a thesis or essay). Gunawinata et al. (2008) found out in their research result that other factors influence students doing plagiarism, such as buying a thesis or an essay. One such factor is the perfectionism personality type. The results of Pino and Smith (2004) study showed different findings. Academic procrastination can bring the consequences of psychological pressure on the procrastinator in the form of demands to immediately complete their assignments. The demand creates panic, and in the end will direct students to commit academic cheating, such as choosing to do plagiarism so that the task is quickly completed and eliminated panic.

The study result of the analysis indicated that there is an effect of academic self-efficacy and academic procrastination simultaneously on the plagiarism variable, but the percentage is relatively small, which is 13.5% (See Table 3). This is because there are still other variables that affect plagiarism, including the level of education and the educational environment. Based on additional analysis with a two-way variant analysis technique, it was found that the level of education and the educational environment significantly influence plagiarism.

Based on the level of education, the differences in the plagiarism test produces F-count of 2.555 with a significance value (P-value) of 0.039. The magnitude of the P-value is smaller than 0.05 (5%), it can be concluded that there are significant

differences in student plagiarism based on the level of education (semester).

Data descriptive analysis of student from Walisongo University of Semarang showed that the highest plagiarism scores were students of the twelfth semester (40,266), followed by the tenth semester (39,158), second semester (37,845), fourth semester (37,231), sixth semester (36,333), and the lowest semester eight (36,221). Based on these percentages, the twelfth and tenth-semester students had an average higher plagiarism score than the others. This can be assumed that they have entered the final semester. It can be stated that they are under pressure due to the maximum limit of study time, which is seven years (14 semesters). Other pressures are related to financial reasons, that the longer a student has not completed studies, the more costs must be incurred, such as paying tuition (Tondok et al., 2008). Therefore, some of them ought to immediately finish their thesis or essay so they can obtain an academic degree as soon as possible, without having to work hard according to the correct scientific research and writing procedures (Lako, 2012).

Students in the second and fourth semesters also had an average plagiarism score which tended to be higher than semester six and eight. It is assumed that this happens because of technical problems in scientific writing, such as not knowing how to cite others' papers correctly according to scientific rules. According to Suwarjo et al., (2012), in many cases, academic plagiarism occurs because someone lacks an understanding of what is meant by plagiarism. Besides, some lecturers do not warn and question if their students commit plagiarism. This condition is exacerbated by the low ability of some lecturers to distinguish which works of plagiarism and which are not (Lako, 2012).

Plagiarism differences test due to educational environmental factors produces an F-value of 3.528 with a significance value (P-value) of 0.015. By showing the



magnitude of the P-value less than 0.05 (5%), it can be concluded that there are significant differences in student plagiarism based on the educational environment (faculty). Descriptive analysis showed that the highest average plagiarism score is the students of the Faculty of Tarbiyah and Teacher Training (39,9388), followed by the Faculty of Da'wah and Communication (38,363), then the Faculty of Usuluddin (37.6421), and the lowest in the student of the Faculty of Sharia and Islamic Economics (35.4021).

Tarbiyah and Teacher Training Faculty students have the highest average plagiarism score because the ratio of the number of students and permanent lecturers remains unbalanced. Another factor, the workload of Tarbiyah and Teaching Faculty lecturers is relatively heavier than lecturers from other faculties. For example, additional tasks such as managing Teacher Professional Education and Training (PLPG) and others. As a result, some lecturers experience physical fatigue and reduce concentration. As a result, some lecturers were not careful in correcting students' papers and theses or essays. Some of them also did not want to bother checking whether the students' work that was tested was authentic and was free from the sins of academic scientific ethics. As a result of the looseness of the academic process, it can be a cause of the emergence of plagiarism (Lako, 2012).

The average score of plagiarism on students of the Faculty of Sharia and Islamic Economics tends to be lower than that of other faculty students, it is assumed due to the application of strict sanctions on the part of the faculty against students who have proven plagiarism. The Faculty of Sharia and Islamic Economics stated that a student was declared not to pass the comprehensive examination and had to make a new thesis or essay proposal because there were indications of plagiarism. Even more extreme, the faculty has revoked the graduate student because

the thesis or essay is written is the result of plagiarism. The steps that have been taken are assumed to reduce plagiarism.

The descriptive analysis result showed that the plagiarism of UIN Walisongo students is moderate. This can be understood because they have the opportunity to obtain accurate and objective information about plagiarism behaviour. Such information can be obtained by students through the rules relating to academic integrity at UIN Walisongo or through books or other sources of information. It is suspected that by understanding the ins and outs of plagiarism behaviour, some of them are careful in writing, so they tend to avoid plagiarism. Besides that, even though UIN Walisongo already has rules regarding plagiarism, the implementation in the field has not been carried out the same. There are still loose, but some are already tight. This condition is assumed to be the cause of moderate student plagiarism.

The result of descriptive analysis also showed that the academic procrastination of students was moderate. This can be understood because the subjects of this study are the second-semester students to twelfth-semester students. In other words, most of the research subjects are students under semester ten. According to Solomon and Rothblum (1984) that an indication of academic procrastination will appear in the tenth semester and will be higher with the length of study.

Unlike the plagiarism and academic procrastination of students who are classified as moderate, the result of a descriptive analysis indicated that students' self-efficacy is relatively high. Among the factors thought to cause high student self-efficacy was that most of the learning at UIN Walisongo used active learning. The learning model requires students to work together to discuss groups. According to Van Dinther et al. (2011), interactions in the classroom can increase student confidence in their learning abilities.

## Conclusion

The conclusion of this study, there is an influence of academic self-efficacy and academic procrastination simultaneously on plagiarism among students of UIN Walisongo. The higher the academic self-efficacy and the lower academic procrastination, the lower the plagiarism, conversely the lower the academic self-efficacy and the higher the academic procrastination, the higher the plagiarism. The contribution of academic self-efficacy variables and academic procrastination simultaneously in explaining the plagiarism variable was 13%.

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