

## **ABSTRACT**

*This study aims to analyze the effect of gender roles and academic burnout on the risk of academic fraud among postgraduate students, as well as to examine the role of Artificial Intelligence (AI) as a moderating variable in these relationships. The object of this research is master's (S2) students in economics and business programs who are actively enrolled in academic activities. Data were collected through both offline and online questionnaires from 264 respondents selected using purposive sampling. The research instruments were measured using a Likert scale and have passed validity and reliability tests.*

*The analytical methods employed include classical assumption tests, multiple linear regression to examine direct effects, and Moderated Regression Analysis (MRA) to test the moderating role of AI. The results indicate that gender has a significant effect on the risk of academic fraud, where female students tend to have a higher risk compared to male students. Academic burnout is also found to have a positive and significant effect on the risk of academic fraud, meaning that higher levels of academic exhaustion increase the likelihood of engaging in academic misconduct. Furthermore, AI is found to moderate the relationship between gender and academic fraud. However, AI does not moderate the relationship between academic burnout and the risk of academic fraud.*

*These findings highlight that internal psychological factors, particularly academic burnout and gender, remain the main determinants in increasing the risk of academic fraud, while the moderating role of AI is selective and does not apply to all relationships examined. This study provides implications for higher education institutions in designing academic fraud prevention policies based on psychological approaches, as well as regulating the ethical use of AI in academic environments.*

**Keywords:** *gender, academic burnout, artificial intelligence, academic fraud, moderated regression analysis.*