

## DAFTAR PUSTAKA

- Alivia, N. P., & Anwar, S. (2023). Academic fraud mahasiswa pada sistem pembelajaran daring dengan self-efficacy sebagai variabel moderasi: Dimensi diamond theory dan penyalahgunaan teknologi informasi. *Al-Kharaj: Jurnal Ekonomi, Keuangan & Bisnis Syariah*, 5(1), 130-151.
- American College Health Association. (2021). *ACHA-NCHA III: Reference Group Executive Summary Spring 2021*. Silver Spring, MD: American College Health Association.
- Anderson, L. W., & Krathwohl, D. R. (2001). *A taxonomy for learning, teaching, and assessing: A revision of Bloom's taxonomy of educational objectives*. New York, NY: Longman.
- Abbas, M., Jam, F. A., & Khan, T. I. (2024). Is it harmful or helpful? Examining the causes and consequences of generative AI usage among university students. *International Journal of Educational Technology in Higher Education*, 21(1). <https://doi.org/10.1186/s41239-024-00444-7>
- Addressing cheating when using test bank questions in online classes*. (n.d.). <https://doi.org/doi.org/10.1016/j.jaccedu.2020.100671>
- Allen, H. K., Barrall, A. L., Vincent, K. B., Amelia, M., Bennett, E., Prevention, P., State, P., & Building, H. D. (2022). *sleep duration and quality*. 28(1), 21–28. <https://doi.org/10.1007/s12529-020-09867-8>.Stress
- Alysa, R., Syahbana, L., & Sampit, U. M. (2025). *Strategies To Tackle Academic Dishonesty In Efl Students ' Writings In The Era Of Artificial Intelligence : A Qualitative Research*. 7(2), 1–14.
- Anindi, D. S., Purwantini, A. H., & Maharani, B. (2022). Perilaku Kecurangan Akademik Mahasiswa Akuntansi: Investigasi Dimensi Fraud Pentagon, Integritas dan Religiusitas. *Jurnal UNTIDAR*, 1(September), 1–18.
- APPLYING THE POWER OF ASSOCIATION ON CAMPUS: A MODEL CODE OF ACADEMIC INTEGRITY*. (1997). 97(Summer).
- Atmini, S., Jusoh, R., Prastiwi, A., Wahyudi, S. T., Hardanti, K. N., & Widiarti, N. N. (2024a). Plagiarism among accounting and business postgraduate students: a fraud diamond framework moderated by understanding of artificial intelligence. *Cogent Education*, 11(1). <https://doi.org/10.1080/2331186X.2024.2375077>

- Atmini, S., Jusoh, R., Prastiwi, A., Wahyudi, S. T., Hardanti, K. N., & Widiarti, N. N. (2024b). Plagiarism among accounting and business postgraduate students: a fraud diamond framework moderated by understanding of artificial intelligence. *Cogent Education*, 11(1). <https://doi.org/10.1080/2331186X.2024.2375077>
- Bashir, H., & Bala, R. (2018). Development and validation of academic dishonesty scale (ADS): Presenting a multidimensional scale. *International Journal of Instruction*, 11(2), 57–74. <https://doi.org/10.12973/iji.2018.1125a>
- Bittle, K., & El-gayar, O. (2025). *Generative AI and Academic Integrity in Higher Education : A Systematic Review and Research Agenda*.
- Campo, L., Delgado, N., Maria, J., & Urbieto, E. (2025). Relationship Between the Use of ChatGPT and Plagiarism in Higher Education : The Influence of Gender , Age and Previous Academic Results. *Innovative Higher Education*, 0123456789. <https://doi.org/10.1007/s10755-025-09830-z>
- Cotton, D. R. E., Cotton, P. A., Shipway, J. R., Cotton, D. R. E., Cotton, P. A., Chatting, J. R. S., & Cotton, D. R. E. (2024). Chatting and cheating : Ensuring academic integrity in the era of ChatGPT Chatting and cheating : Ensuring academic integrity in the era. *Innovations in Education and Teaching International*, 61(2), 228–239. <https://doi.org/10.1080/14703297.2023.2190148>
- Darmayanti, N., Rosyida, I., & Irawan, G. (2020). Pengaruh Dimensi Fraud Diamond Terhadap Perilaku Kecurangan Akademik Mahasiswa Jurusan Akuntansi. *J-MACC, Journal of Management and Accounting*, 3(2), 41–54.
- Dewi, D. K., Nurwidawati, D., Agindaris, A. L., & Maureen, I. Y. (2025). *Investigating Academic Dishonesty among Undergraduate Students : Do Gender and Majors Matter ?* 6(1), 56–65.
- Ekuitas, S., Aysah, P., Hatta, M., Fela, S. F., Supratman, J. W. R., Limun, K., Muara, K., Hulu, B., Supratman, J. W. R., Limun, K., Muara, K., & Hulu, B. (2025). *Pemanfaatan Artificial Intelligence dalam Ketidakjujuran Akademik Mahasiswa Akuntansi : Perspektif Fraud Hexagon*. 7(1), 406–419. <https://doi.org/10.47065/ekuitas.v7i1.8202>
- Eriksson, K., & Strimling, P. (2023). *Gender differences in competitiveness and fear of failure help explain why girls have lower life satisfaction than boys in gender equal countries*. *March*. <https://doi.org/10.3389/fpsyg.2023.1131837>

- Espina-Romero, L., Noroño Sánchez, J. G., Gutiérrez Hurtado, H., Dworaczek Conde, H., Solier Castro, Y., Cervera Cajo, L. E., & Rio Corredoira, J. (2023). Which Industrial Sectors Are Affected by Artificial Intelligence? A Bibliometric Analysis of Trends and Perspectives. *Sustainability (Switzerland)*, 15(16). <https://doi.org/10.3390/su151612176>
- Ghozali, I. (n.d.). *Aplikasi Analisis Multivariate dengan Program IBM SPSS 26* (10th ed.). Badan Penerbit Universitas Diponegoro.
- Gorringer, M., Williams, K., & Murray, D. (2025). *Ascilite 2025*.
- Hidayat, R. W., & Sangka, K. B. (2025). Penggunaan ChatGPT Sebagai Variabel Moderasi Pada Kecurangan Akademik Mahasiswa: Sebuah Tinjauan Fraud Pentagon. *JAMBURA ECONOMIC EDUCATION JOURNAL*, 7(3), 820–838.
- Hidayati, N. (2015). (*Antara Domestik dan Publik*). 7.
- Huang, C. L., Shao, X., Wu, C., & Yang, S. C. (2025). Navigating the digital learning landscape: insights into ethical dilemmas and academic misconduct among university students. *International Journal of Educational Technology in Higher Education*, 22(1). <https://doi.org/10.1186/s41239-025-00516-2>
- Intishar, I. N., & Ampuni, S. (2024). *Academic Dishonesty in Online Learning During the COVID-19 Pandemic : The Role of Gender , Moral Self-Concept , and Academic Self-Efficacy*. 51(2), 121–140. <https://doi.org/10.22146/jpsi.90823>
- Isnawati, Miftahudin, U., & Makalao, D. A. M. (2024). Gender dan Kepemimpinan. *Journal of Islamic Education Management*, 9(1), 1–14.
- Journal, M., & Learning, O. F. (2022). *THE EFFECT OF TECHNOSTRESS ON ONLINE LEARNING BEHAVIOUR AMONG UNDERGRADUATES* Suhanom Mohd Zaki , 4 Maisarah Ishak & 5 Siti Fahazarina Hazudin Faculty of Business Management Universiti Teknologi MARA Pahang ( Jengka Campus ), Malaysia Faculty of Business M. 1(1), 183–211. <https://doi.org/https://doi.org/10.32890/mjli2022.19.1.7>
- Khalid, F. M., Hanim, F., Rauf, A., Othman, N. H., Nurhamizah, W., & Mohd, W. (2020). *Factors influencing Academic Dishonesty among Accounting Students*. 12(4), 701–711.

- Kurniawati, D., & Ariyanti, T. D. (2022). Academic Dishonesty Identification through Gender and Grade Using Chi-Square Analysis. *Journal of Social Sciences and Humanities*, 12(3), 290–299.
- Kurniawati, N. D., & Djasuli, M. (2022). Persepsi Mahasiswa Terhadap Whistleblowing System Sebagai Upaya Pencegahan Academic Fraud. *Jurnal Ekonomika Dan Bisnis*, 2(3), 824–830. <http://www.jurnal.minartis.com/index.php/jeps/article/view/306/268>
- Kusumayanti, N. P. D., & Utama, I. M. K. (2024). Fraud Triangle, Integritas, dan Penggunaan Teknologi Informasi terhadap Kecurangan Akademik Masa Pandemi Covid-19. *Jurnal Samudra Ekonomi Dan Bisnis*, 15(1), 188–200. <https://doi.org/10.33059/jseb.v15i1.7916>
- Lestari, S., & Mutmainah, S. (2024). *Academic Fraud Enigma among Accounting Vocational School Students : Insights from Heptagon Framework and Relevance of Artificial Intelligence*. 11(2), 207–228.
- Ling, S. K., Dominguez-lara, S., & Carranza, R. F. (2024). *Heliyon Gender-based differences in the impact of Dark Triad traits on academic dishonesty : The mediating role of moral disengagement in college students*. 10(November 2023). <https://doi.org/10.1016/j.heliyon.2023.e23322>
- Liu, Z., Xie, Y., Sun, Z., Liu, D., Yin, H., & Shi, L. (2023). Factors associated with academic burnout and its prevalence among university students: a cross-sectional study. *BMC Medical Education*, 23(1), 1–13. <https://doi.org/10.1186/s12909-023-04316-y>
- Maisyaroh, S., & Kholisna, T. (2024). Pengaruh Academic Burnout Terhadap Motivasi Belajar Mahasiswa. *Psikodinamika: Jurnal Literasi Psikologi*, 4(1), 001–014. <https://doi.org/10.36636/psikodinamika.v4i1.3936>
- Manh, H., & Daisaku, N. (2024). Unmasking academic cheating behavior in the artificial intelligence era : Evidence from Vietnamese undergraduates. *Education and Information Technologies*, 29(12), 15999–16025. <https://doi.org/10.1007/s10639-024-12495-4>
- Maslach, C., & Leiter, M. P. (2016). *Understanding the burnout experience : recent research and its implications for psychiatry*. June, 103–111. <https://doi.org/10.1002/wps.20311>
- Pagaddu, J. V. A. (2021). *The Gender Dimension of Plagiarism : A Case Study*. 1, 263–265. <https://doi.org/10.22161/ijels>

- Pramudyastuti, O. L., Fatimah, A. N., & Wilujeng, D. S. (2020). Perilaku Kecurangan Akademik Mahasiswa Akuntansi: Investigasi Dimensi Fraud Diamond. *Journal of Economic, Management, Accounting and Technology*, 3(2), 147–153. <https://doi.org/10.32500/jematech.v3i2.1301>
- Pratama, D. F., & Chaniago, H. (2018). Pengaruh Gender Terhadap Pengambilan Keputusan di Lingkungan Kerja. *Jurnal Riset Bisnis Dan Investasi*, 3(3), 57. <https://doi.org/10.35697/jrbi.v3i3.945>
- Puspitosari, I. (2022). *Fraud Triangle Theory On Online Academic Cheating Accounting Students*. 2(4), 229–240. <https://doi.org/10.47153/afs24.5082022>
- Rahman, D. H. (2020). *Validasi School Burnout Inventory versi Bahasa Indonesia The validation of School Burnout Inventory-Indonesian version*. 13(2), 85–93.
- Rodrigues, M., Silva, R., Borges, A. P., Franco, M., & Oliveira, C. (2024). Artificial intelligence: threat or asset to academic integrity? A bibliometric analysis. *Kybernetes*. <https://doi.org/10.1108/K-09-2023-1666>
- Seethamraju, R., & Hecimovic, A. (2023). Adoption of artificial intelligence in auditing: An exploratory study. *Australian Journal of Management*, 48(4), 780–800. <https://doi.org/10.1177/03128962221108440>
- Sharma, P., & Lavania, S. (2022). The Effect of Gender on Achievement Motivation. *International Journal of Indian Psychology*, Vol 10(Vol. 10 No. 1 (2022): Volume 10, Issue 1, January-March, 2022). <https://doi.org/https://doi.org/10.25215/1001.072>
- Singh, G., Sharma, S., Sharma, V., & Zaidi, S. Z. H. (2023). *Academic Stress and Emotional Adjustment: A Gender-Based Post-COVID Study*. 30(2), 100–108. <https://doi.org/10.1177/09727531221132964>
- Smith, K. J., Emerson, D. J., & Mauldin, S. (2021). Online cheating at the intersection of the dark triad and fraud diamond. *Journal of Accounting Education*, 57, 100753. <https://doi.org/10.1016/j.jaccedu.2021.100753>
- Stoesz, B. M., Quesnel, M., & De Jaeger, A. E. (2023). Student perceptions of academic misconduct amongst their peers during the rapid transition to remote instruction. *International Journal for Educational Integrity*, 19(1), 1–18. <https://doi.org/10.1007/s40979-023-00136-1>

- Sugiyono. (2015). *Metode Penelitian Kuantitatif, Kualitatif, dan R&D*. Alfabeta.
- Sun, M., Piao, M., & Jia, Z. (2024). The impact of alexithymia, anxiety, social pressure, and academic burnout on depression in Chinese university students: an analysis based on SEM. *BMC Psychology*, *12*(1). <https://doi.org/10.1186/s40359-024-02262-y>
- Sun, R., Tang, M., Zhou, J., Loan, N. T. T., & Wang, C. Y. (2025). The dark tetrad as associated factors in generative AI academic misconduct: insights beyond personal attribute variables. *Frontiers in Education*, *10*(July), 1–7. <https://doi.org/10.3389/educ.2025.1551721>
- Technostress: Technological Antecedents and Implications*. (2011). *35*(831–858), 28. <https://doi.org/10.2307/41409963>
- Tindall, I. K., Fu, K. W., Tremayne, K., & Curtis, G. J. (2021). Can negative emotions increase students' plagiarism and cheating? *International Journal for Educational Integrity*, *17*(1), 1–16. <https://doi.org/10.1007/s40979-021-00093-7>
- Wahyuningtyas, E. T., & Aisyaturrahmi. (2022). The incidence of accounting fraud is increasing: is it a matter of the gender of chief financial officers? *Journal of Financial Crime*, *29*(4), 1420–1442. <https://doi.org/10.1108/JFC-10-2021-0230>
- Wang, H., & Zhang, Y. (2022). The effects of personality traits and attitudes towards the rule on academic dishonesty among university students. *Scientific Reports*, *12*(1), 1–7. <https://doi.org/10.1038/s41598-022-18394-3>
- Wilson, L. O. (2016). Anderson and Krathwohl Bloom.s Taxonomy Revised. *A Taxonomy for Learning, Teaching, and Assessing: A Revision of Bloom's Taxonomy of Educational Objectives*, *1*(1), 1–8.
- Yao, Y., Chen, J., Chi, H., Hang, Y., & Qiao, Z. (2025). *Perceived abusive supervision and mental health among Chinese graduate students : the chain mediating roles of autonomy need and professional identity*.
- Zawacki-Richter, O., Bai, J. Y. H., Lee, K., Slagter van Tryon, P. J., & Prinsloo, P. (2024). New advances in artificial intelligence applications in higher education? *International Journal of Educational Technology in Higher Education*, *21*(1). <https://doi.org/10.1186/s41239-024-00464-3>

Zhao, L., Mao, H., Compton, B. J., Peng, J., Fu, G., Fang, F., Heyman, G. D., & Lee, K. (2022). Academic dishonesty and its relations to peer cheating and culture: A meta-analysis of the perceived peer cheating effect. *Educational Research Review*, 36(May), 100455. <https://doi.org/10.1016/j.edurev.2022.100455>

Zhao, S. (2022). *Gender in the Field of Education : The Impact of Gender Bias on the General Perception of Academic Integrity*. 4, 185–197.

