Abstract

Many probabilities as the bottleneck in the process of university student learning, thus indicate the impression that learning is something that is heavy and unpleasant, or even feel depressed when being have to study. The mush rooming practice of academic dishonesty among college students in different forms of learning evaluation, sometimes regarded as a burden.

Several theories underlying the intensity of university student academic dishonesty in the evaluation study, among others: Academic Cheating Theory of Lambert, Hogan and Barton (2003) with the term academic dishonesty, as well as some of the theories that underlie the emergence of actions/Intensity, among others: the theory of Reasoned Action Fishbein and Ajzen (1975-1980), the modern theory of symbolic interactionism: William James (1978) with the concept of self (self-concept), A.H. Maslow (1908-1970) with the concept of Self Actualization-Hierarchy Of Need, Charles Horton Cooley (1846-1926) with the concept of looking glass self, John Dewey (1884-1888) with the concept of adjustment process, and George Herbert Mead (1863-1931) with the concept of social process/socializing, W.I. Thomas (1966) with the concept of the definition of situation, Herbert Blumer (1969) with the concept of meaning/interpretation, Georg Simmel (2002) with the concept of social control linkages with social interaction, K. Bertenz (2007) with the concept of ethics/morality.

This research is the quantitative descriptive study with survey approach, which intends to explore and clarify the phenomenon or the social reality, by describe some variables related to the problem surveyed. The data collection techniques with the open questionnaire, the data analysis techniques in this study using cross-tabulations.

From this research gave the proof that, the intensity of academic fraud practiced by the college students are varied, ie the intensity 1-3 times or low intensity were 112 university student (62,9%), moderate intensity category is 4-5 times as many as 15 university student (8,4 %), the intensity of academic dishonesty more than 5 times or high intensity category were 51 university students (28,7%) during a college student.