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The Effect of Self Esteem and Social Support on Muslim Students Academic Integrity

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ABSTRACT: *The issue of academic integrity is a major concern in the world of higher education, especially in a religious-based environment, where violations such as plagiarism and cheating are still rampant. This study aims to examine the influence of self esteem and social support on academic integrity in students. This study uses a quantitative approach with an explanatory survey method, involving 100 active student respondents from various Islamic universities in Yogyakarta. Data collection was carried out through an online questionnaire, and data analysis using the Partial Least Squares Structural Equation Modeling (PLS-SEM) technique with the help of the SmartPLS application. The results of the analysis showed that self esteem had a positive and significant effect on academic integrity (coefficient = 0.697; $p < 0.05$), as well as social support (coefficient = 0.290; $p < 0.05$). The R-Square value of 0.963 indicates that independent variables have a very strong contribution in explaining dependent variables. This study concludes that increasing self-esteem and social support have an important role in shaping academic behavior with integrity in students, especially Muslim students. Self-esteem represents variables from within students plays a more important role than social support variables that represent variables from outside students.*

Isu integritas akademik menjadi perhatian utama dalam dunia perguruan tinggi, khususnya di lingkungan berbasis agama, di mana pelanggaran seperti plagiarisme dan kecurangan masih merajalela. Penelitian ini bertujuan untuk mengkaji pengaruh harga diri dan dukungan sosial terhadap integritas akademik pada mahasiswa. Penelitian ini menggunakan pendekatan kuantitatif dengan metode survei eksplanasi, melibatkan 100 responden mahasiswa aktif dari berbagai perguruan tinggi Islam di Yogyakarta. Pendataan dilakukan melalui kuesioner online, dan analisis data menggunakan teknik Partial Least Squares Structural Equation Modeling (PLS-SEM) dengan bantuan aplikasi SmartPLS. Hasil analisis menunjukkan bahwa harga diri memiliki efek positif dan signifikan terhadap integritas akademik (koefisien = 0,697; $p < 0,05$), serta dukungan sosial (koefisien = 0,290; $p < 0,05$). Nilai R-Square 0,963 menunjukkan bahwa variabel independen memiliki kontribusi yang sangat kuat dalam menjelaskan variabel dependen. Penelitian ini menyimpulkan bahwa peningkatan harga diri dan dukungan sosial memiliki peran penting dalam membentuk perilaku akademik yang berintegritas pada mahasiswa, khususnya mahasiswa muslim. Harga diri mewakili variabel dari dalam siswa memainkan peran yang lebih penting daripada variabel dukungan sosial yang mewakili variabel dari luar siswa.

Keywords: *Academic integrity, self-esteem, social support, students, educational psychology.*

INTRODUCTION

Higher education has a strategic role in shaping the character and academic integrity of students as prospective intellectuals and future leaders. Academic integrity is the quality of individuals in educational institutions that always strive to get better over time (Widodo et al., 2022). Keohane (1999) said that academic integrity is the commitment of the academic community to translate the five basic values into action. The five basic values are honesty, trust, justice, respect, and responsibility. This value is the main foundation in

shaping the character of students who are not only intellectually intelligent, but also moral in academic behavior (Fishman, 2014). However, in the midst of academic demands and fierce competition, violations such as plagiarism, cheating, or data manipulation are still rampant (Suud, F. M. 2018). This condition shows that there are individual psychological factors as well as social-contextual factors that affect students' academic behavior. Literature research has found that academic pressure, assignment load, value competition, and time management inability can encourage students to violate integrity (Sozon et al., 2024).

One of the important factors that affect academic integrity is self-esteem. Students with high self-esteem and strong self-efficacy tend to show better behavioral control, as evidenced by a significant negative correlation between self-esteem and cheating practices in academic contexts (David, 2015). Conversely, low self-esteem can encourage individuals to seek external validation, including through unethical means, such as cheating or manipulating the outcome of a task (Rosenberg, 1965). Darma Sena, Purwanto, & Murtadho (2022) found that students with high self-esteem tend to have better academic honesty, where academic honesty acts as a mediator between self-esteem and social loafing. This means that confident students show a more honest academic attitude and are less inclined to do assignments by cheating or riding on other people's work.

In addition to internal factors, social support also plays an important role in maintaining student integrity. Students need positive social support to support students in social interaction and learning to be responsible (Saputri & Sugiharto, 2020). Social support can be defined as a series of social interactions, relationships, and resources provided by a person or group to another individual as a form of emotional help, comfort, and practical support in the face of stress or pressure. This support can be in the form of help in completing tasks, suggestions, or financial support, and can come from family, peers, educators, or educational institutions. When students receive support from their social environment, they are better able to manage academic stress, maintain psychological well-being, and maintain ethical commitment in facing academic challenges (Fadlia, 2024).

Research related to academic integrity has been conducted by several researchers before. Research conducted by Saadah (2020) examined the relationship between religiosity and academic integrity among vocational school students and found that the higher a person's level of religiosity, the stronger his commitment to academic honesty. These findings confirm that spiritual values instilled in daily life can be an internal basis for rejecting academic dishonest behavior. Meanwhile, Mildaeni et al. (2021) highlight the aspect of psychological distress in the academic world. This research shows that academic stress is one of the main factors that can encourage students to commit ethical violations, such as cheating or plagiarism. Under conditions of high workload and tight time pressures, students tend to look for instant ways to complete their obligations, potentially ignoring the principles of integrity. Research by Natanael et al. (2024) takes the context of final year students in Islamic universities and examines the influence of spirituality and perception on supervisor support on academic integrity. His findings provide an idea that inner values such as the meaning of life, belief in God, and moral awareness can be a bulwark of defense in facing academic pressure and maintaining intellectual honesty.

Another study by Parthasarathy et al. (2024) through personality studies found that the *conscientiousness dimension* in the Big Five Personality Traits had a negative relationship with the tendency to commit plagiarism. Students with a high level of *conscientiousness* generally have the characteristics of discipline, responsibility, and meticulousness, which makes them better able to avoid cheating and uphold honesty in the learning process. Aspects of a supportive academic environment have also been proven to influence the formation of integrity. Bieliauskaitė's (2021) research emphasizes that academic solidarity, or social relationships between students and all elements of the campus, have a strong correlation with the level of academic integrity. A positive and collaborative environment is believed to be able to foster a sense of shared responsibility for the values of academic honesty. The educational aspect is also a concern in an effort to build a culture of academic integrity. (Stephens et al., 2021) emphasized that structured training and education on academic ethics has been proven to be able to reduce cheating behavior among

students. Through a directed learning approach, students can understand the importance of integrity not only as an institutional norm, but also as a value inherent in their academic identity (Al-Fairusy, M., et al., 2024).

The studies above shown that studies on academic integrity related to self-esteem and social support have not been researched. Therefore, this study was conducted with the aim of finding out how much influence self esteem and social support have on academic integrity in students in Yogyakarta. The results of this research are expected to make a theoretical contribution in the realm of educational psychology, as well as provide practical recommendations for educational institutions in forming an academic ecosystem with integrity and competitiveness. This study differs from previous studies in that it integrates the PLS-SEM approach and the Muslim student context, as well as examining the relative contributions of two main psychological factors quantitatively, which have not been comprehensively studied in the study of academic integrity in Indonesia.

METHODS

This study uses a quantitative approach with an explanatory survey design. The survey was chosen because it allowed researchers to obtain data directly from respondents to describe and explain the relationships between the variables studied. Explanatory survey aims to elucidate the causal relationship between two or more variables through initial hypothesis testing, and requires data collected using instruments such as questionnaires from a sample of the population represented (Sari et al., 2022). Meanwhile, an expansive approach is used to see the extent to which self-esteem and social support can affect students' academic integrity. In other words, this study aims to test the cause-and-effect relationship between variables through accurate statistical measurements (Creswell & Creswell, 2017). The analysis model used in this study is Partial Least Squares Structural Equation Modeling (PLS-SEM), because it is able to handle models with many latent constructs and indicators even though it uses a relatively small sample number (Hair et al., 2021). The analysis was conducted using the latest version of SmartPLS software, which

provides an intuitive visual interface and various features such as bootstrap, PLSpredict, as well as reflective and formative model assessment.

Population and Sample

The subjects in this study are active students in several universities in the Yogyakarta area UMY, UII, UAD. The population was selected purposively considering their involvement in an academic environment that is closely related to the topic of academic integrity. The criteria for respondents include: (1) active students for at least the third semester, (2) not on academic leave, and (3) willing to fill out the questionnaire honestly and consciously. Based on these criteria, 100 respondents were obtained. This measure meets the minimum sample requirement for PLS-SEM analysis, which is at least 10 times the indicator on the most complex path in the model (Hair et al., 2021).

Data Collection Instruments

Data collection was carried out through a questionnaire distributed online using Google Form. The instrument is arranged based on three main constructs, namely: self esteem, social support, and academic integrity. The self-esteem scale was compiled by adapting instruments from Fitriah & Hariyono (2019), while social support refers to the scale by Saputri & Sugiharto (2020), to measure academic integrity, the scale from Ramdani (2018) is used. Each construct consists of Self Esteem (17 items), Social Support (13 items), and Academic Integrity (17 items), measured on the Likert scale, to be more easily analyzed statistically and to reflect the variation in respondents' attitudes.

Data Analysis Techniques

The data that has been collected is analyzed using the Structural Equation Modeling approach with the PLS method. The selection of PLS is not without reason: in addition to being suitable for non-normal data and limited samples, it is also flexible in handling models with many constructs and indicators (Hair et al., 2021). Through SmartPLS, researchers can test the validity, reliability, and strength of

the relationship between variables at once, to then draw conclusions about the direction and magnitude of the influence of self-esteem and social support on students' academic integrity.

RESULTS AND DISCUSSION

Result

Validity testing in this study was carried out using the SmartPLS application through outer loading analysis on a reflective measurement model. Each indicator associated with a reflective latent variable must have a significant loading value. The instrument was tested on 50 respondents, and the main data collection involved 100 respondents. Based on SmartPLS results, items with a loading value ≥ 0.50 that also meet composite reliability and Average Variance Extracted (AVE) requirements are declared valid and suitable for further analysis using the Partial Least Square Structural Equation Modeling (PLS-SEM) approach.

Analisis Partial Least Square

This analysis was carried out using the Partial Least Squares Structural Equation Modeling (PLS-SEM) approach to evaluate the relationships between latent constructs simultaneously. The analysis procedure begins with the assessment of the measurement model (outer model), then continues with the evaluation of the structural model (inner model).

Evaluation of Measurement Models (Outer Model)

The measurement model aims to test the validity and reliability of research constructs, including convergent and discriminant testing. The initial steps in this evaluation are shown through the following model illustration:

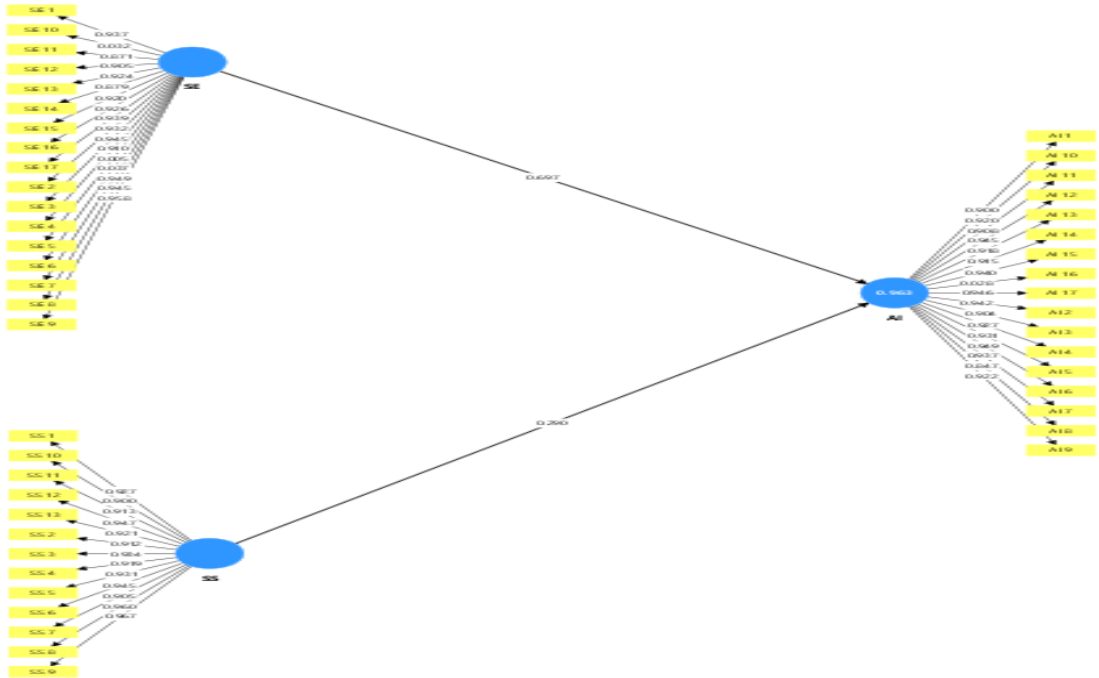


Figure 1. Model of Analysis of the Influence of Self Esteem and Social Support on Academic Integrity in Muslim Students

Convergent Validity

Validity testing was conducted to ensure that each research instrument accurately measured the latent constructs of Self Esteem, Social Support, and Academic Integrity. The reflective measurement model was evaluated using outer loading analysis in SmartPLS. Indicators with outer loading values of 0.70 or higher were considered ideal, while values between 0.50 and 0.70 were acceptable if the constructs satisfied composite reliability and Average Variance Extracted (AVE) requirements. Indicators with values below 0.40 were removed from the analysis for not contributing meaningfully to the constructs. Accordingly, four indicators—SE5, SE6, SE10 (Self Esteem), and AI16 (Academic Integrity)—were eliminated. The remaining indicators all exceeded the acceptable loading threshold, confirming that they reliably represented their respective constructs. Furthermore,

Table 1 presents the outer loading value of each indicator used in this research model.

Table 1. Results of Outer Loading Values

Variable	Indicator	Outer Loading	
Self Esteem (X1)	SE1	0.937	
	SE2	0.932	
	SE3	0.945	
	SE4	0.910	
	SE7	0.949	
	SE8	0.945	
	SE9	0.958	
	SE11	0.871	
	SE12	0.905	
	SE13	0.924	
	SE14	0.879	
	SE15	0.920	
	SE16	0.926	
	SE17	0.939	
	Social Support (X2)	SS1	0.927
		SS2	0.912
		SS3	0.934
SS4		0.919	
SS5		0.931	
SS6		0.945	
SS7		0.905	
SS8		0.960	
SS9		0.967	
SS10		0.900	
SS11		0.913	
SS12		0.947	
SS13		0.921	
Academic Integrity (Y)	AI1	0.900	
	AI2	0.942	
	AI3	0.904	
	AI4	0.927	

Variable	Indicator	Outer Loading
	AI5	0.931
	AI6	0.949
	AI7	0.937
	AI8	0.847
	AI9	0.922
	AI10	0.920
	AI11	0.908
	AI12	0.945
	AI13	0.918
	AI14	0.915
	AI15	0.940
	AI17	0.946

Composite Reliability Test

Table 2. Composite Reliability Value Results

Construct (Variable)	Value Composite Reliability
Self Esteem (X1)	0.987
Social Support (X2)	0.987
Academic Integrity (Y)	0,988

Composite Reliability (CR) measures the internal consistency of indicators in forming a construct. Values above 0.70 indicate high reliability. Based on the analysis results, the CR value for Self Esteem is 0.987, Social Support 0.987, and Academic Integrity 0.988, which shows that the indicators of each construct are very stable and strong in representing the measured variables.

Cronbach's Alpha

Table 3. Cronbach's Alpha Score Results

	Cronbach's alpha
Self Esteem (X1)	0.959
Social Support (X2)	0.987
Academic Integrity (Y)	0.980

Cronbach's Alpha (CA) assesses internal consistency complementarily to CR. All constructs exceeded 0.70, showing good reliability. The Cronbach's Alpha values for each construct were 0.959

for Self-Esteem, 0.987 for Social Support, and 0.980 for Academic Integrity, indicating high internal consistency. These results confirm that all indicators are reliable and stable, making them suitable for further analysis using PLS-SEM.

AVE (Average Variance Extracted)

Table 4. Average Variance Extracted

	Average variance extracted (AVE)
Self Esteem (X1)	0.704
Social Support (X2)	0.864
Academic Integrity (Y)	0.801

Average assesses convergent validity. An AVE ≥ 0.50 shows that the construct explains more than 50% of the variance of its indicators. The **Average Variance Extracted (AVE)** for each construct also met the minimum requirement of 0.50, with Self Esteem at 0.704, Social Support at 0.864, and Academic Integrity at 0.801, confirming good convergent validity for all constructs.

Evaluation of the Inner Model (Structural Model)

The figure below shows the structural model developed in the study. This model illustrates the relationship between latent variables as well as the direction and power of influence between Self Esteem, Social Support, and Academic Integrity which are analyzed using the PLS-SEM approach through the SmartPLS application.

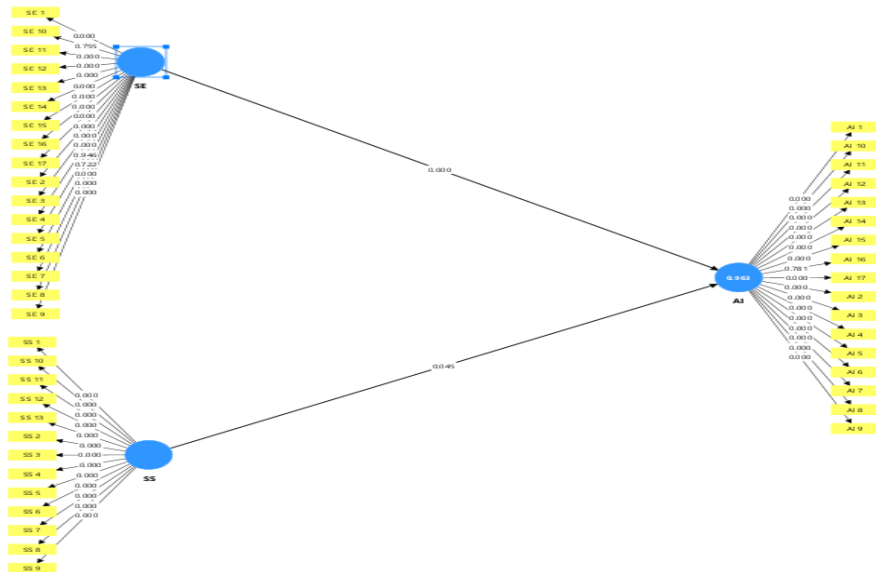


Figure 2. Structural Model of Analysis of the Influence of Self Esteem and Social Support on Academic Integrity in Muslim Students

R-Square Value

Table 5. R-Square Value Results

	Nilai R-Square
Academic Integrity (Y)	0.963

Source : Primary Data processed

The R² value indicates how much variance in the dependent variable is explained by the independent variables. Based on the results of data processing using SmartPLS, it was obtained that the Academic Integrity variable had an R² value of 0.963. This means that 96.3% of the variation in Academic Integrity can be explained by two independent variables, namely Self Esteem and Social Support.

Path coefficient (original sample estimate), T-statistics and p-value

Table 6. Test results of Path Coefficient, T-statistics and p-value

Causality	Koefisien Path Value	T statistics	p-value	Information
Self-Esteem -> Academic Integrity	0.697	4.928	0.000	Signifikan
Social Support -> Academic Integrity	0.290	2.005	0.045	Signifikan

Source: Primary Data processed

The results of the path analysis in the structural model show that the *self esteem* variable has a strong and significant influence on *academic integrity*. This is indicated by the value of the path coefficient ($\beta = 0.697$) which is in the high category, because it is close to the number 1. In the PLS-SEM approach, the value of the path coefficient above 0.50 is considered to have a strong influence on the dependent variable. In addition, the T-statistic value of 4.928, which exceeds the threshold of 1.96 at a significance level of 5%, suggests that this

influence is statistically significant. This is reinforced by a p-value of 0.000, which is far below the critical limit of 0.05, so it can be concluded that *self-esteem* actually affects *students'* academic integrity.

Meanwhile, *the social support* variable was also found to have a significant but moderate influence on *academic integrity*. This is reflected in the value of the path coefficient ($\beta = 0.290$) which is in the range of 0.20–0.49, which is generally categorized as a moderate influence in the context of PLS-SEM. A T-statistical value of 2.005 indicates that this influence is significant, as it exceeds the minimum limit of 1.96 at a significance level of 5%. Similarly, the p-value of 0.045 is still below the 0.05 threshold, which reinforces the conclusion that this influence is statistically significant.

DISCUSSION

Before discussing the influence of Self Esteem and Social Support on Academic Integrity, it is important to note that the research instruments were assessed for validity and reliability using the SmartPLS application. The reflective measurement model was evaluated through outer loading analysis, where indicators with loadings ≥ 0.70 were considered ideal, while values between 0.50 and 0.70 were acceptable if the constructs met the requirements for Composite Reliability (CR) and Average Variance Extracted (AVE). Indicators with outer loading < 0.40 were removed from the model as they did not contribute meaningfully to the constructs (Mohd Dzin & Lay, 2021; Hair et al., 2019). All remaining indicators showed acceptable outer loading values, $CR \geq 0.70$, and $AVE \geq 0.50$, confirming that the measurement model was valid and reliable.

The structural model (inner model) was evaluated using R^2 to assess the explanatory power of independent variables. Bootstrapping with 5000 subsamples was conducted to test the significance of path coefficients, where t-values > 1.96 and $p < 0.05$ indicate significant effects (Hair et al., 2019; Chin, 1998; Henseler et al., 2015). This methodological approach ensures that the relationships between Self Esteem, Social Support, and Academic Integrity are statistically robust, providing a strong foundation for interpreting the subsequent findings.

Based on the results of the analysis summarized in Table 6, this study examines the causal relationship between Self Esteem and Social Support to Academic Integrity in Muslim students. The test was carried out using the Partial Least Squares-Structural Equation Modeling (PLS-SEM) approach through the SmartPLS application. Here are the results of the hypothesis test:

The Influence of Self Esteem on Academic Integrity

Based on the calculation results, the instrumental support dimension is the highest dimension with an average score of 3.045, indicating that students feel the most support in the form of concrete assistance, such as facilities or technical assistance. Instruments used in this study were evaluated for validity and reliability. Based on the results of research conducted on UMSIDA Psychology students who are preparing their thesis, it is known that the instrumental support dimension is the most prominent aspect compared to other social support dimensions. This is reflected in the highest percentage of respondents who consider instrumental support to be in the high category, such as assistance in the form of facilities, technical guidance, or direct assistance in completing tasks. These findings show that students feel more positive impacts from concrete assistance in facing academic challenges, especially when writing their thesis (Pananto & Paryonti, 2024). Meanwhile, the information support dimension occupies the lowest position with a score of 2.993, which indicates that students' needs for information, advice, or direction are still not fully met, although the difference is relatively small and remains in the high category.

These findings support the assumption that individual self-confidence plays an important role in maintaining honest and responsible academic behavior. *Self esteem* is the main foundation in the formation of academic integrity (Rosenberg, 1965). College students with high self-esteem tend to view themselves as capable and worthy individuals. This positive outlook becomes an internal strength in the face of academic pressure and ethical dilemmas. With a stable and positive self-perception, students do not feel the need to seek external validation through dishonest means such as cheating or plagiarizing the work of others (Ryan & Deci, 2000; David, 2015).

The theory of self-concept from Rosenberg (1965), which emphasizes that self-esteem is the global perception of the individual as a meaningful being. In line with that, David (2015) showed a negative correlation between self-esteem and the tendency to commit academic violations. The higher the self-esteem of students, the lower their tendency to cheat (Ancheta et al., 2024). Similar results were revealed by Sena et al. (2022) who found that high self-esteem is able to increase academic honesty and suppress social loafing behavior, which is the tendency to rely on others to complete group tasks. Students who believe in their own capacity will prefer to complete assignments independently and honestly.

Research from Ancheta et al. (2024) using a mixed-method approach also corroborates these findings. Previous researchers found that students with low self-esteem are more prone to academic violations because they lack confidence in their competence. On the contrary, high *self-esteem* acts as a protector against unethical behavior, especially when individuals face academic pressure. The research of Theresya & Setiyani (2024) also supports this finding. Previous researchers have shown that *self-esteem* contributes positively to academic resilience through increased self-efficacy, which in turn can improve student integrity. These findings confirm that strengthening self-esteem is an important element in the strategy of developing student character with integrity.

Based on a literature review conducted by Virginia et al. (2024), there are five main categories of factors that affect *self-esteem* in students. First, family factors, such as parental parenting, parental education level, warmth in family relationships, and family economic conditions have been proven to contribute to the formation of self-esteem. Second, academic factors, such as learning achievement and academic difficulties, have a close relationship with students' perception of their abilities. Third, social support, both from peers, lecturers, and the campus environment, plays an important role in increasing students' confidence and self-worth (Suud, F. M., et al., 2024). Fourth, psychological factors, include self-efficacy and life satisfaction, where individuals who feel capable and satisfied with their lives tend to have higher *self-esteem*. Fifth, other factors, such as academic pressure, the quality of interaction with lecturers, and

religious values can also affect the level of student self-esteem, both as a risk factor and a protective factor. In Islam, *self-esteem* or self-esteem is known as *'izzah*, which is self-glory that comes from faith and piety. The Qur'an affirms that: "*Whereas glory belongs only to Allah, His Messenger, and to those who believe*" (QS. Al-Munafiqun: 8). This verse shows that the glory of a Muslim does not depend on the judgment of the world, but on his relationship with Allah. Therefore, a Muslim who is aware of his spiritual identity will maintain his self-esteem by staying away from unethical behavior, including in academic contexts such as cheating or plagiarism.

According to Arroisi (2022), *mur'ah* or self-esteem in Islam "can be seen through a person's relationship with his fellow man and also his relationship with God," which emphasizes that self-esteem in an Islamic perspective is built on the basis of spirituality and moral trust, not mere individual achievements. In the Islamic view, self-esteem is the awareness that human beings are created with honor (*karamah*) and have an ethical responsibility in using their intellect in a trustworthy manner according to religious guidance. The Prophet PBUH also said: "*A strong believer is loved by Allah more than a weak believer, and in both there is goodness.*" (HR. Muslim No. 2664). This hadith emphasizes the importance of character strength, including in upholding one's integrity. Muslim students with high self-esteem will be better able to resist the academic pressures that encourage cheating, because they are aware that honesty is a form of worship. Thus, *self-esteem* in Islam is not only understood as individual confidence or achievement, but as spiritual awareness of self-honor as a servant of Allah who is entrusted with knowledge. Students who have faith-based *self-esteem* will be encouraged to maintain honesty, behave fairly, and reject all forms of academic violations because they feel that they are being watched by Allah SWT.

This shows that academic integrity is not just the result of external supervision, but a reflection of the quality of faith and internal self-esteem built on religious values. With this foundation, character education in the context of higher education needs to strengthen the spiritual dimension of students so that they have self-control and commitment to honesty independently.

The Influence of Social Support on Academic Integrity

The dimension of feeling capable (competence) shows the highest contribution to the construct of *self esteem*, with an average outer loading value of 0.951. This reflects that the students in this study have a strong belief in their ability to complete academic tasks and face challenges. Self-confidence and self-efficacy are key aspects that shape their overall perception of self-esteem. In contrast, the dimension of perceived feeling (significance) had the lowest contribution, with an average outer loading of 0.888. Although the score is still in the valid category, these findings indicate that some students feel that they lack social recognition from their surroundings. This can signal the need to increase social support and interpersonal relationships in the context of self-esteem building.

Social support from peers, family, and the campus environment provides a sense of emotional security that contributes to the formation of ethical behaviors in academic contexts, as shown by the findings of Cheng et al. (2021) that a high ethical climate strengthens the relationship between ethical attitudes and a decrease in the tendency to academic cheating. This is supported by the findings that "when students have adequate social support, their academic achievement will be less likely to be affected by risk factors" Malecki & Demaray (2006) and that the presence of social support is significantly associated with academic adjustment, self-esteem, and a reduction in symptoms of depression and anxiety (Rueger et al., 2010).

A study by Saputri & Sugiharto (2020) shows that social support is negatively related to academic stress. When students feel emotionally, informationally, and instrumentally supported, they are better able to manage academic pressure and maintain honesty in carrying out assignments. Thus, although the direct effect of *social support* on *academic integrity* is limited, its role as an indirect facilitator through other psychological variables remains significant. Research by Ullah et al. (2023) published in *Frontiers in Psychology* shows that social support reduces academic stress through emotional intelligence mediation. They wrote: "SS significantly mediates the relationship between EI and academic stress." Social support in this context not only acts as an emotional buffer, but also serves as a moral mechanism that strengthens students' capacity to manage stress and maintain academic

integrity. Furthermore, the study by Zhang & Qian (2024) in *PLOS ONE* also confirms that: "Social support indirectly and positively affects academic performance through self-efficacy and learning engagement." This statement reinforces that social support functions through psychological pathways, such as strengthening self-efficacy and academic involvement. Factors that contribute to supporting integrity in academic behavior. However, the effectiveness of *social support* is highly dependent on the quality of social relationships. Achdiyah et al. (2023) noted that quantitatively *social support* does not have a direct effect on academic achievement, but in qualitative aspects such as emotional involvement and interpersonal relationships. This support continues to play an important role in shaping students' ethical attitudes.

According to Liu et al. (2024), students' perceived *social support* includes three main dimensions: support from parents, peers, and lecturers. Through a meta-analysis of 27 studies with a total of 31,019 participants, the study found that the three types of support had a positive and significant relationship with students' academic achievement, with support from lecturers showing the strongest effect. These findings highlight the importance of establishing a support system in the campus environment, not only from family and friends, but also from interactions with faculty in strengthening student academic outcomes.

Islam also strongly encourages the formation of healthy social support, which is referred to as *ta'awun* or helping in kindness. The Qur'an says: "And help yourselves in virtue and piety, and do not help each other in sin and enmity." (QS. Al-Ma'idah: 2). Social support in Islam includes emotional, informational, and material aspects, and is part of a collective system to maintain the psychological and moral stability of the ummah. The hadith of the Prophet PBUH also strengthens this principle: "Whoever relieves a muslim of any difficulty in the world, Allah will relieve him of the difficulty on the Day of Resurrection, and Allah always helps his servant as long as he (likes) helping his brother." (HR. Muslim from Abu Hurairah).

Azhari (2021) explained that "social support in Islam is not only a form of social interaction, but also part of worship, because helping each other in kindness is a form of realization of Islamic *ukhuwah* and religious teachings

that strengthen mental health" In the academic context, support from friends, lecturers, and family is very important in helping students maintain honest and responsible academic commitments.

Thus, *social support* in Islam not only plays a role in providing emotional or practical support, but also strengthens the moral and spiritual dimensions of students so that they remain on the right path in carrying out academic responsibilities. In this perspective, the formation of academic integrity is a social process that is closely related to students' relationships with the surrounding environment. In a healthy academic community, ethical norms are enforced collectively and mutually reinforcing, so that each individual feels a moral responsibility to uphold honesty as a shared value.

The Influence of Self Esteem and Social Support on Academic Integrity

Based on the results of structural model analysis using Partial Least Squares Structural Equation Modeling (PLS-SEM), it is known that the R-Square (R^2) value for *academic integrity* constructs is 0.963. This value shows that 96.3% of the variance that occurs in the academic integrity of students can be explained by two independent variables, namely *self esteem* and *social support*. Furthermore, the contribution of each variable to the total R^2 is calculated based on the path coefficient value. The test results showed that Self esteem affected academic integrity and had a path coefficient value of 0.697. Social support affects academic integrity has a path coefficient value of 0.290. Using the formula proportional to the value of R^2 , it was obtained that: Self esteem contributed 68.0%, Social support contributed 28.3%, and the remaining unexplained (residual) was 3.7%.

The results of this study show that self esteem is the most dominant factor in explaining the academic integrity of students, with a contribution of 68.0%. Students with a positive perception of their values and self-esteem tend to have good self-control, as well as a commitment to be honest academically. Meanwhile, social support contributes 28.3%, which remains significant in shaping academic integrity, especially through emotional and social support from the surrounding environment. Thus, strengthening academic integrity needs to be done through two paths: personal empowerment through

increasing self-esteem and creating a supportive social environment. The remaining 3.7% is explained by factors outside the model, which shows that this model is already quite robust in explaining the variables of academic integrity.

The results of this study have significant practical implications, especially for Muslim students. Iqbal (2022) emphasized that Islamic religious education in higher education is one of the main pillars in character formation because it teaches *aqidah*, morals, and *fiqh* in an integrated manner. In line with that, Muthoharoh (2021) said that character education is very urgent to build student morale in the midst of complex social challenges. One of the main morals in education is integrity (Suud, F.M., Salsabillah, W.T. (2024). Building integrity as a noble personality makes others believe in someone (Harmaini, H., et al., 2022). In addition, morals are also the main value in religion.

Especially for Muslim students, the religious values taught in the curriculum are expected to strengthen the character and integrity of students (Khaidir, E., & Suud, F. M. 2020). However, the reality on the ground shows that violations of academic integrity still occur even in religious-based settings. Research by Herlyana et al. (2017) found that religiosity had a negative effect on academic cheating, while Laka & Krismiyanto (2024) found that religiosity had no significant effect. These findings suggest that religious values alone may not be enough to warrant honest academic behavior, so it is necessary to consider supportive personality factors and social environment. In this case, the role of self esteem and social support becomes relevant to be further studied as predictors of academic integrity.

Therefore, educational institutions need to design student character development programs that emphasize strengthening *self-esteem* and developing a supportive social environment. Self-esteem training programs can be designed through a psychospiritual approach that touches on the affective dimension of students. On the other hand, the development of a conducive social ecosystem can be realized through peer mentoring, ethical discussion forums, character development communities, and stigma-free counseling services. The implementation of the program requires collaboration between lecturers, education staff, academic supervisors, and student organizations. In the long run, an academic environment that

strengthens self-esteem and positive social relations will create graduates who are not only intellectually superior, but also have high integrity and readiness to face the moral challenges of society.

CONCLUSION

This study shows that self-esteem and social support have a positive and significant effect on the academic integrity of Muslim students. These results confirm that individual self-confidence and support from the social environment have an important contribution to shaping honest, responsible, and ethical academic behavior. With an R-Square value of 0.963, the constructed model shows very high predictive power, explaining almost all variations in academic integrity based on the two main constructs. This study found that it is unique that self-esteem plays a more important role in shaping academic integrity compared to the social support around it. This means that educational institutions are advised to develop character strengthening programs through self-esteem training. Theoretically, these findings enrich the literature in the field of educational psychology and academic integrity, especially in the Islamic educational environment. Practically, these results can be the basis for universities to design programs to strengthen student character, such as self-esteem training, improving social support systems, and fostering academic ethics. This study has limitations in the field of methods because it only conducts quantitative research to measure the influence between variables. So that it is not possible to know more about other factors that affect the academic integrity of students. In addition, the respondents in this study are still limited to Muslim students at private universities, so the results of this study cannot be generalized to other students. Therefore, further research is recommended to conduct research with a mixed method method with different respondents. In addition, it is also recommended to explore mediating variables such as religiosity, self-efficacy, or academic pressure to understand the dynamics of academic integrity more comprehensively.

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