



THE EFFECT OF USING GOOGLE DRIVE AS A MEDIUM FOR COLLECTING ASSIGNMENTS ON STUDENTS' ACADEMIC CHEATING BEHAVIOR

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Abstrak

Perkembangan teknologi informasi membuat proses pengumpulan tugas akademik menjadi lebih mudah dengan memanfaatkan berbagai platform digital, salah satunya yaitu Google Drive. Pemanfaatan Google Drive sebagai media pengumpulan tugas seharusnya dapat meningkatkan efisiensi. Namun, kemudahan akses dari platform ini justru dapat membuka celah bagi praktik kecurangan akademik. Penelitian ini bertujuan untuk mengetahui pengaruh penggunaan Google Drive sebagai media pengumpulan tugas terhadap perilaku kecurangan akademik mahasiswa. Penelitian ini menggunakan pendekatan kuantitatif dengan jenis penelitian korelasional. Teknik pengumpulan data yang digunakan adalah kuesioner, dengan sampel penelitian terdiri dari 35 mahasiswa aktif Program Studi Teknologi Pendidikan, Fakultas Ilmu Pendidikan, Universitas Negeri Yogyakarta angkatan 2024. Hasil penelitian ini menunjukkan bahwa penggunaan Google Drive sebagai media pengumpulan tugas memiliki hubungan yang sangat kuat dan signifikan dengan perilaku kecurangan akademik mahasiswa, dengan nilai uji korelasi sebesar 0,8080 dan nilai uji t sebesar 7,87. Dengan demikian, dapat disimpulkan bahwa penggunaan Google Drive sebagai media pengumpulan tugas berpengaruh terhadap perilaku kecurangan akademik mahasiswa.

Kata kunci : Google Drive; Kecurangan Akademik; Media Pengumpulan Tugas; Mahasiswa

Abstract

Advances in information technology have made the process of collecting academic assignments easier by utilizing various digital platforms, one of which is Google Drive. The use of Google Drive as a medium for collecting assignments should increase efficiency. However, the ease of access to this platform can actually open the door to academic cheating. This study aims to determine the effect of using Google Drive as a medium for collecting assignments on student academic cheating behavior. This study uses a quantitative approach with a correlational research design. The data collection technique used is a questionnaire, with a sample consisting of 35 active students from the Educational Technology Study Program, Faculty of Education, Yogyakarta State University, class of 2024. The results of this study indicate that the use of Google Drive as a medium for collecting assignments has a very strong and significant relationship with students' academic cheating behavior, with a correlation test value of 0.8080 and a t-test value of 7.87. Thus, it can be concluded that the

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use of Google Drive as a medium for collecting assignments affects students' academic cheating behavior.

Keywords: Google Drive; Academic Dishonesty; Assignment Collection Media; Students

I. Introduction

In today's digital era, the development of information technology has brought significant changes to various aspects of life, including education. The integration of technology in the educational process not only facilitates access to information but also changes the pattern of interaction between educators and students, as well as the method of collecting academic assignments (Kusumaningrum et al., 2024). Now, the process of collecting academic assignments can be done by utilizing various digital platforms, one of which is Google Drive. As part of Google Workspace, Google Drive is an application that offers cloud-based storage services that allow users to store, manage, share, and access various types of files online from various devices (Rifdah & Hindun, 2024). Google Drive also offers 15 GB of storage capacity that can be used for free, allowing users to store more data without worrying about running out of space (Hidayati et al., 2022). In addition, users can also store documents in any format, including photos, videos, PDFs, PowerPoint presentations, voice recordings, and other formats (Salsabila & Syarif, 2022). This makes Google Drive one of the top choices for lecturers in supporting the learning process, including as a medium for collecting student assignments.

The use of Google Drive as a medium for collecting student assignments should improve efficiency and transparency. By using Google Drive, students can submit assignments from anywhere and at any time, while lecturers can check and assess student assignments centrally without having to deal with the hassle of managing physical files (Trilaksono, 2020). Google Drive provides a shared drive feature where students can upload their assignments, which can then be accessed by lecturers as proof of assignment submission (Hardiansyah, 2024). This reduces the risk of losing assignments and makes it easier for lecturers to manage student assignment data. Features such as revision history also allow tracking of changes made, thereby ensuring student accountability for their work (Technology, 2024). This transparent and documented digital system should minimize plagiarism, manipulation of submission times, and copying of assignments between students.

However, the reality on the ground shows that technology adoption does not always go as expected. Based on initial observations, it was found that although the majority of students use Google Drive to collect assignments, there are indications that the ease of access and collaborative features of this technology actually open up opportunities for academic cheating. Academic cheating refers to dishonest actions committed by individuals in an academic environment, especially in the context of formal education, such as schools or universities (Pertama & Anggiriawan, 2022). Academic cheating behavior includes various forms of behavior that benefit students

dishonestly, including copying during exams or doing assignments to get the desired grades, copying friends' assignments verbatim, stealing, and falsifying anything related to academic activities (Hadijah & Jamaluddin, 2020). Google Drive, which is collaborative and easily accessible, allows students to share, copy, and modify assignments quickly. Many students take advantage of the ease of use of this technology to commit plagiarism and other forms of academic misconduct, such as copying their friends' work without permission and submitting assignments that are not their own work.

This phenomenon is reinforced by Arifin's (2021) findings, which stated that the use of technology without proper supervision and guidance has the potential to increase academic misconduct, especially in the form of plagiarism and cheating. In addition, Yaqin & Suadi (2022) revealed that easy access to information, the lack of a learning system that prevents cheating, and student mental factors characterized by unpreparedness in learning, reluctance to read, the desire to quickly complete assignments, and fear of getting low grades and the desire to get high grades also contribute to cheating behavior in completing assignments. Furthermore, research conducted by Rahayu et al. (2025) shows that the ease and access to technology, which should support the learning process, are instead being used to commit acts of cheating, such as cheating, plagiarism, or academic result manipulation. Research conducted by Hafizhah & Akbar (2022) also shows that the misuse of information technology for academic cheating (students of Accounting at UPN "Veteran" East Java) has a positive and significant effect. Therefore, it can be concluded that the misuse of technology is a factor that triggers and increases the risk of academic cheating in the educational environment.

However, previous studies show that the use of Google Drive in the context of assignment collection media, especially in relation to student academic cheating behavior, has not been systematically studied. Several studies have focused on the use of technology in general, so there is no comprehensive study that maps out how Google Drive is used as a medium for collecting assignments and the extent of its influence on students' academic cheating behavior. This gap in the literature is what drives the importance of this research.

On the one hand, the use of Google Drive as a medium for collecting assignments does increase efficiency and transparency, but on the other hand, it can also open up opportunities for academic cheating. Therefore, this study aims to determine the effect of using Google Drive as a medium for collecting assignments on students' academic cheating behavior. Thus, the results of this study are expected to provide practical recommendations for lecturers and educational institutions to develop effective monitoring strategies and create an academic environment that upholds integrity in the digital age.

II. Research Method

This study was conducted using a quantitative approach with a correlational research design. According to Syahroni (2022), the quantitative approach is a research approach that is systematic, planned, and clearly structured from the beginning to the creation of the research design. This quantitative approach requires the use of numbers, starting from data collection, interpretation of the data, and presentation of the results. Meanwhile, correlational research is a statistical data analysis technique used to find relationships between two or more quantitative variables. In this study, the relationship between variables can be a positive correlation (unidirectional change) or a negative correlation (opposite change) (Hasbi et al., 2023). This type of correlational research aims to determine the relationship between two or more variables without any attempt to influence those variables. This type of research was chosen to test the effect of the independent variable, namely the use of Google Drive as a medium for collecting assignments, on the dependent variable, namely student academic cheating behavior.

This research was conducted at the Educational Technology Study Program, Faculty of Education, Yogyakarta State University. This was chosen by the researcher so that the researcher could delve deeper into gathering information, so that the data obtained was more accurate and in line with the research objectives. The population in this study was all active students of the Educational Technology Study Program, Faculty of Education, Yogyakarta State University, class of 2024. The sample size for this study was 35 students, and the research was conducted in October 2025.

The data collection technique used in this study was a questionnaire to obtain the desired data in order to answer the research questions. A questionnaire is a data collection technique that contains a series of questions given to respondents either directly or indirectly, whether by telephone, computer, face-to-face, or mail. Respondents were required to fill out or answer the questions provided in the questionnaire, which would later be used as material for analysis and as a basis for drawing conclusions in the study. This questionnaire was designed in a structured manner using a 4-point Likert scale to measure variable X and variable Y, where the answer choices ranged from "Strongly Disagree," "Disagree," "Agree," to "Strongly Agree." There are two parts to the questionnaire. The first part consists of questions about the use of Google Drive as a medium for collecting assignments, covering aspects such as ease of access, collaboration features, effectiveness, and frequency. The second part consists of questions about students' academic cheating behavior, covering plagiarism, unauthorized collaboration, and copying friends' assignments.

The validity test process in this study will be conducted using the Pearson Product-Moment correlation formula, which means that the higher the validity coefficient value of an instrument, the better the instrument is. Meanwhile, the reliability test of the instrument will be conducted using the Cronbach's Alpha coefficient (α), where an

instrument is generally considered reliable if the α value produced reaches 0.60 or 0.70 and above. After conducting the validity and reliability tests of the instrument, the questionnaire data will be analyzed using descriptive statistical analysis. The analysis technique used is simple linear regression to test the effect of using Google Drive as a medium for collecting assignments on the variable of student academic cheating behavior. Then, data processing will be carried out using SPSS software. After that, a correlation test and a significance test will be carried out to see the relationship between the two variables.

III. Findings and Discussion

A. Research Findings

The effect of using Google Drive as a medium for collecting assignments on student academic cheating behavior was measured based on data obtained through questionnaires filled out by 35 respondents, namely active students of the Educational Technology Study Program, Faculty of Education, Yogyakarta State University, class of 2024. The results of the statistical analysis of the questionnaire data can be seen in Table 1.

Table1. Statistical Analysis Calculation Results

No.	Statistics	Variable X	Variable Y
1	Number of Samples	35	35
2	Standard Deviation	1,42	1,33
3	Average	23,43	18,60
4	Median	23,00	19,00
5	Frequently appearing values	25,00	20,00
6	Range	5,00	5,00
7	Lowest Value	20,00	16,00
8	Highest Value	25,00	21,00
9	Total Value	820	651

Source: Questionnaire Results

Based on the data in Table 1, it is known that the distribution of answer values on variable X, namely the use of Google Drive as a medium for collecting assignments, ranges from a minimum value of 20 to a maximum value of 25. Based on this distribution of values, the average value obtained is 23.43 with a standard deviation of 1.42. Furthermore, the median value is 23.00, the most frequently occurring value is 25.00, the range is 5.00, and the total value is 820. From this data, it can be concluded that overall, the use of Google Drive as a medium for collecting assignments by Educational Technology students at Yogyakarta State University is in the high category.

Meanwhile, the distribution of answer values for variable Y, namely student academic cheating behavior, ranged from a minimum value of 16 to a maximum value of 21. Based on this distribution of values, the average value was 18.60 with a standard deviation of 1.33. Furthermore, the median value is 19.00, the most frequently

occurring value is 20.00, the range is 5.00, and the total value is 651. From this data, it can be concluded that, overall, the academic cheating behavior of students at the Yogyakarta State University's Faculty of Educational Technology falls into the moderate category.

Table 2. The Results of Correlation and Significance Tests for Variable X and Variable Y

Type of Analysis	Value	Description
Correlation Test	$r_{calculation} = 0,8080$	$r_{table} = 0,334$ Significant at $\alpha = 0,05$ and $n = 35$
Significance Test	$t_{calculation} = 7,87$	$t_{table} = 2,034$

Source: Processed Data

Based on Table 2, the correlation test results show that the correlation coefficient between the use of Google Drive as a medium for collecting assignments (X) and student academic cheating behavior (Y) is $r = 0.8080$ at a significance level of $\alpha = 0.05$. The correlation coefficient value ($r_{calculation}$) is bigger than the product-moment r_{table} ($0,8080 > 0,334$), so it can be concluded that there is a very strong and positive relationship between the two variables.

Furthermore, in the significance test, $t_{calculation} = 7,87$, which was greater than the $t_{table} = 2,034$ at a significance level of $\alpha = 0.05$. Thus, it can be concluded that the use of Google Drive as a medium for collecting assignments (X) has a significant relationship with student academic cheating behavior (Y). Therefore, the alternative hypothesis (H_a) is accepted and the null hypothesis (H_0) is rejected, which means that the use of Google Drive as a medium for collecting assignments affects student academic cheating behavior.

B. Discussion

Based on the results of the study, the use of Google Drive as a medium for collecting assignments by students of Educational Technology at Yogyakarta State University has been proven to provide various conveniences. The questionnaire data show that almost all respondents consistently use this platform to upload their assignments. Students feel flexibility in accessing documents from various devices and locations, ease of uploading files in various formats, and cost savings because they do not need to print documents. In addition, digital storage is considered safer than physical assignment collection because the risk of loss is much smaller. Thus, Google Drive serves as an efficient, practical, and economical medium in supporting student academic activities.

However, various consequences also arise behind this convenience. Easy access to files stored on Google Drive has opened up opportunities for students to commit academic fraud. Questionnaire data shows that most students admit to having seen or opened their friends' submitted assignments for reference, and some even copied or paraphrased the content without permission. Plagiarism from the internet without

citing the source also still occurs, although not as much as copying friends' assignments. Furthermore, the tendency to collaborate and seek help from others, including artificial intelligence technology, in completing individual assignments shows that the digitization of assignment collection actually increases the space for unethical behavior. This is in line with the findings of Nurhidayanti (2022), who emphasizes that the opportunity for cheating increases when students have open access to digital sources without strict supervision.

The correlation test results further reinforce this finding. An r value of 0.8080 indicates a very strong relationship between the use of Google Drive and academic cheating behavior. The significance test also confirms that variables X and Y have a significant relationship, with a $t_{calculation}$ value of 7,87, which is greater than the t_{table} value of 2,034. In other words, the more often students use Google Drive to collect assignments, the greater the likelihood of their committing academic misconduct. Research by Rifdah and Hindun (2024) also supports this by stating that digital technology, although it can facilitate the learning process, still has a negative side in the form of increased plagiarism and unauthorized collaboration.

Thus, it can be concluded that Google Drive has both positive and negative impacts in an academic context. On the one hand, this platform provides easy access, time efficiency, and significant cost savings for students. However, on the other hand, this convenience also opens up opportunities for academic misconduct, such as plagiarism, collaboration on individual assignments, and dependence on external assistance. Therefore, the use of Google Drive needs to be accompanied by the instilling of academic integrity values and stricter supervision, so that the benefits of Google Drive can still be felt without sacrificing honesty and the quality of learning.

IV. Conclusion

Based on the results of the study, it can be concluded that the use of Google Drive as a medium for collecting assignments has a very strong and significant relationship with students' academic cheating behavior. Google Drive has been proven to provide convenience, efficiency, and flexibility in assignment collection, but easy access to digital files can also open opportunities for academic cheating practices, such as plagiarism, unauthorized collaboration, and dependence on external assistance. Thus, Google Drive not only facilitates the assignment collection process but can also trigger unethical practices in the academic environment. The implication is that the use of digital technology in education needs to be balanced with the strengthening of academic integrity values and the implementation of a stricter monitoring system so that the benefits gained do not compromise the values of honesty and quality of learning.

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