THE EFFECTIVENESS OF MORAL DISCUSSION IN SHORT FILMS WITH THE THEME OF CHEATING TO IMPROVE ACADEMIC HONESTY AMONG STUDENTS

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Abstract

This research aims to examine the effectiveness of the moral discussion strategy employing short films with a cheating theme to improve academic honesty among junior high school students. The study adopts a quantitative approach with a pretest-posttest one-group experimental design. Participants in this research are eighth-grade students at SMP Muhammadiyah 5 Pucang Surabaya. The instrument utilized is the academic honesty scale. The statistical results of the Wilcoxon Signed Rank Test reveal a significant difference in academic honesty (Z = -2.031, sig = .021) between pre and post-treatment. The average score before treatment is = 249.75, and after treatment, it increases to = 259.86. These findings indicate an improvement in the average scores following the implementation of moral discussions. The implication is that moral discussions are effective in enhancing the level of academic honesty among junior high school students.
Keywords: Efektivitas, Diskusi Moral, Kejujuran Akademik, Film Pendek.

Abstrak

Penelitian ini bertujuan untuk melihat efektivitas strategi diskusi moral dengan menggunakan film pendek bertema menyontek untuk meningkatkan kejujuran akademik pada siswa sekolah menengah pertama. Penelitian ini menggunakan metode kuantitatif dengan desain eksperimen pretest-posttest one group. Partisipan penelitian ini adalah siswa kelas 8 di SMP Muhammadiyah 5 Pucang Surabaya. Instrumen yang digunakan adalah skala kejujuran akademik. Hasil statistik Uji Wilcoxon menunjukkan ada perbedaan signifikan kejujuran akademik (Z = -2,031, sig = .021) antara sebelum dan sesudah treatment. Rata-rata nilai sebelum treatment adalah = 249.75 dan setelah treatment meningkat menjadi = 259.86. Hasil ini mengindikasikan peningkatan nilai rata-rata setelah penerapan diskusi moral. Implikasinya, diskusi moral efektif dalam meningkatkan tingkat kejujuran akademik pada siswa sekolah menengah pertama.
.**Kata Kunci**: Efektivitas, Diskusi Moral, Kejujuran Akademik, Film Pendek.

PENDAHULUAN

Education serves as the cornerstone in enhancing the quality of individuals and societies. Through the process of learning, individuals are expected to undergo positive behavioral changes, enabling them to adapt to the changing times and demands of globalization. One crucial aspect of education is character formation, which directly influences individual interactions within society. However, in Indonesia, the importance of character education has garnered increasing attention due to the challenges faced by the education system in shaping individuals who are honest, responsible, and possess integrity.

In recent years, academic dishonesty has emerged as a serious issue across various levels of education. This phenomenon encompasses various forms of dishonest behavior, ranging from cheating to plagiarism, further exacerbated by technological advancements. Academic dishonesty not only directly harms individuals or educational institutions but also undermines public trust in the integrity of education.

Despite the awareness of the importance of addressing academic dishonesty, there remains a knowledge gap regarding its broader impacts on individuals, institutions, and society. Moreover, a deeper understanding of the factors influencing academic dishonesty behavior, along with effective strategies to prevent and address such practices, needs further exploration.

This research aims to bridge these gaps by focusing on understanding academic honesty among 8th-grade students in junior high schools. Through comprehensive data collection and analysis, this article aims to provide deeper insights into academic dishonesty behavior and design more effective strategies to promote integrity within educational environments. Thus, this article is expected to make a positive contribution to efforts aimed at building an educational environment grounded in the values of honesty, integrity, and responsibility.

Payan (2010) explicates that academic honesty encompasses behaviors such as cheating during examinations, collaborating with others to obtain and provide information about exams, as well as plagiarism involving copying from specific materials. These actions are regarded as forms of academic dishonesty, as the use of someone else's work without giving credit to the source is considered morally wrong and illegal. Plagiarism becomes an act that undermines one of the highest values of scholarly writing, which is originality or authenticity. Engaging in computer hacking, manipulating information (for example, by lying to instructors about illness or using inaccurate information) to gain leniency or task postponement, falls within the realm of academic dishonesty. Academic dishonesty can be categorized into four main categories, namely cheating, providing false information, facilitating academic dishonesty, and plagiarism.

McCabe and Trevino (1993) define academic dishonesty as complex behavior that violates principles of honesty in the learning process and can be influenced by multiple factors. Violating rules and ethics in learning, such as cheating and plagiarism, can be considered academic dishonesty. Lewellyn and Rodriguez (2015) define academic dishonesty as any form of deception, including plagiarism, and dishonest behavior during assignments or exams. Koss (2011) adds that academic dishonesty involves borrowing and copying tasks from others, copying answers during exams, and obtaining assignments or exam questions from previous semesters. These actions exemplify academic dishonesty, where individuals attempt to advance in exams by writing answers in concealed places such as body parts, clothing, paper, walls, or desks, and using specific codes to exchange answers with others.

The conclusion drawn from the combined information provided by Payan (2010), McCabe and Trevino (1993), Lewellyn and Rodriguez (2015), and Koss (2011) underscores the pervasive nature of academic dishonesty within educational environments. It is evident that behaviors such as cheating, plagiarism, and deceptive practices during exams and assignments are widely recognized as forms of academic dishonesty. These actions not only contravene principles of honesty and integrity but also undermine the fundamental values of scholarly work, such as originality and authenticity. Academic dishonesty encompasses a range of

behaviors, including collaborating with others to obtain or provide information, manipulating information through deception, and engaging in practices like plagiarism and cheating. The varied definitions and manifestations of academic dishonesty underscore the importance of implementing robust measures to promote academic integrity and deter misconduct. Ultimately, fostering a culture of honesty and ethical conduct is essential for upholding the credibility and integrity of educational systems and ensuring fair and equitable assessment processes.

Kohlberg's (1977) method of moral dilemma discussion represents an approach developed to identify the stages of moral reasoning or consideration in individuals.

Research indicates that moral judgment growth involves a developmental process, rather than merely forming moral rules and values through examples, advice, punishment, and rewards. Kohlberg posited that these moral stages form a sequence and are correlated with a child's age.

Kohlberg emphasized the importance of moral education by implementing a "hidden curriculum" system. He highlighted the role of educators or teachers in creating personal conditions that reflect moral values to learners. In his research with his team, Kohlberg sampled children and adolescents. This step was considered an appropriate approach to concluding a theory of morality that approaches moral perfection. Kohlberg responded to the nuances of moral relativity, which at that time were dominated by Durkheimian views and extreme relativism psychology, by taking a middle approach. He argued that moral development is influenced by the social environment and family, which are dominant factors in shaping a child's morality. Therefore, Kohlberg strongly emphasized the importance of general moral education.

In recent times, several cases of academic dishonesty have garnered attention within the middle school environment, causing concern and triggering deep discussions regarding integrity in education. Examples of such cases include incidents of cheating, unauthorized use of tools during exams, and plagiarism involving copying tasks without proper attribution. One concerning trend is the use of technology as a tool for cheating, with students sometimes using smartphones or other devices to access answers or information during exams. Additionally, increased internet access has opened the door to plagiarism cases, where students copy information from online sources without proper credit.

The pressure for achievement, competition among peers, and the desire to attain good results are the main drivers behind such dishonest behaviors. Some students may feel compelled to take shortcuts to meet expectations, while others may view a lack of supervision as an opportunity for cheating. These cases have raised concerns about academic integrity in the middle school environment. The rising number of cheating cases underscores the importance of creating a learning environment that promotes honesty, builds awareness of ethical values, and enhances supervision and strict regulations. Educators, parents, and the community must collaborate to address this issue. Open discussions about the consequences of dishonest behavior, education on academic ethics, and emphasis on the importance of integrity in the teaching-learning process are crucial steps in curbing cheating rates. It is not just about enforcing rules but also about shaping attitudes and values that prioritize honesty as a fundamental principle in student education.

Moral discussions are crucial in enhancing academic honesty in the middle school environment as they provide deep insights into the moral implications of dishonest behavior. These discussions are not only about enforcing rules but also provide space for students to understand the ethical values underlying honesty. Through these discussions, students are given the opportunity to comprehend the consequences of dishonest behavior, both for themselves and for the learning environment. Discussing real-life cases, their impact on character development, and the associated trust can be essential tools in highlighting the importance of honesty in building moral foundations.

Moreover, moral discussions allow students to reflect on the values they want to embrace in their lives. Through open dialogue, they can explore moral dilemmas they may face, weighing short-term gains against long-term integrity. Moral discussions also broaden students' perspectives on integrity in a broader context. They can learn that honesty is not just about school rules but fundamental values that shape their character as individuals within and beyond the academic environment.

Discussing moral values, students not only gain an understanding of the importance of honesty but also internalize these values. Moral discussions enable them to strengthen their own ethical foundations, motivating them to make honest and responsible decisions. This becomes a crucial foundation in creating an educational environment that encourages integrity and produces students who are not only academically successful but also have strong and trustworthy characters. Using short films as a tool to facilitate moral discussions can be a highly effective strategy in enhancing academic honesty among middle school students. Short films can be powerful means to depict complex situations, present moral dilemmas, and illustrate the consequences of dishonest behavior.

In the context of academic honesty, a short film could depict a situation where a student faces the choice to cheat or act dishonestly during an exam. The film can show the impact of these choices on the student's own life, relationships with peers, and reputation at school. After watching the film, students can engage in deep discussions about the ethical values underlying honesty. They can be given the opportunity to explore the feelings, thoughts, and reactions to the situations faced by the characters in the film. Discussions can include questions about how they would act in similar situations, how honesty affects peer relationships, and how the decisions made can impact their future. Short films can also serve as a basis for posing profound moral questions. Students can be asked to consider the values underlying honesty, such as integrity, responsibility, and the importance of honesty in building a strong character.

Through short films, these moral discussions come to life, allowing students to engage emotionally and intellectually. This can help them not only understand the concept of honesty abstractly but also encourage deeper personal reflection, shaping honest and responsible attitudes in their daily lives. Based on the above explanations, it is necessary to implement some form of intervention in the form of moral discussions through short films to assess its effectiveness in enhancing academic honesty among students.

This study is similar to Jessica's research (2019), which states that moral discussions through films can enhance prosocial behavior. Test results show a significant difference in adolescent prosocial behavior before and after moral discussions through films. Ungusari (2015) found that teachers and the internet influence students' cheating and plagiarism actions. Most internet use for plagiarism involves quoting found data. Student motivations for plagiarism include avoiding failure and striving for maximum achievement. Cheating behavior is deemed reprehensible by society, but some students may feel it can be forgiven. Veronikha et al. (2013) found a relationship between moral judgment maturity and cheating behavior in students. Farid et al.'s research (2021) indicates high academic dishonesty in schools, yet effective moral discussions improve academic honesty. Koscielniak and Bojanowska (2019) highlight the relationship between values and academic dishonesty, with the moderator role of student academic achievement. This research demonstrates that moral discussions through films can effectively enhance students' academic honesty.

Education is considered the cornerstone in enhancing the quality of individuals and society. One crucial aspect of education is character formation, which directly influences individual interactions within society. Academic dishonesty has emerged as a serious issue across various levels of education, raising concerns about academic integrity in the middle school environment. Individuals are expected to undergo positive behavioral changes, enabling them to adapt to the changing times and demands of globalization. Despite awareness of the

importance of addressing academic dishonesty, there remains a knowledge gap regarding its broader impacts. Educators, parents, and the community must collaborate to address this issue. It is important to implement interventions such as moral discussions through short films to assess their effectiveness in enhancing academic honesty among students. This study stands out with its focus on using short films themed on cheating to enhance students' academic honesty, providing valuable practical insights in educational settings.

METODE

This research methodology utilizes a quantitative approach to examine the effectiveness of moral discussions with short films themed on cheating on students' academic honesty. The study employs an experimental design with a pretest-posttest one-group design, where one group of students is randomly selected and given a pretest before the treatment, and a posttest after the treatment to compare changes. The research subjects consist of 8th-grade students aged 13-14 years at SMP Muhammadiyyah 5 Pucang Surabaya who do not practice academic honesty. The sample is selected using purposive sampling technique, with a total of 28 students.

The research variables comprise moral discussions as the independent variable and academic honesty as the dependent variable. The research design employs a pre - experimental design with The One Group Pretest-Posttest type, without a control group. The experimental procedure consists of preparation, experiment implementation, and evaluation phases. The preparation phase includes problem formulation, proposal preparation, surveying the school, obtaining permission letters, scheduling, and sample selection. The experiment implementation involves presenting moral discussions with short films on cheating four times during the treatment. Evaluation is conducted by analyzing data from the pretest and posttest. Data analysis begins with normality tests using the SPSS program, indicating that the pretest data are not normally distributed. This suggests that non-parametric statistical methods may be required for further analysis. Therefore, data analysis utilizes non- parametric Wilcoxon statistics.

HASIL DAN PEMBAHASAN

Moral discussions serve as an effective strategy in enhancing academic honesty among junior high school students and aiding them in developing a deeper understanding of ethical and moral values. Prior to the treatment, based on the pretest conducted in class VIII F, it was found that 2 students (7.14%) were categorized as having low academic honesty, 4 students (14.30%) were in the fair category, 3 students (10.71%) were in the high category, and 19 students (67.85%) were in the very high category. Following the treatment, as observed in the posttest, it was evident that 5 students (17.85%) were categorized as fair, 3 students (10.71%) were in the high category, and 20 students (71.44%) were in the very high category. There were no students categorized as low or very low after the treatment. In this study, the Wilcoxon test was utilized to compare and discern the differences between the pretest and posttest data. The Wilcoxon test results for class VIII F students indicated a Z score of

2.031 and a significance value (sig) of .021 ($p < 0.05$), indicating a difference in academic honesty before and after the treatment. The average value before treatment was 249.75, while after treatment, it increased to 259.86. This suggests that moral discussions are effective in enhancing academic honesty among students.

This research highlights the importance of moral education in shaping students' character, focusing on the influence of moral discussions on their academic honesty levels. Findings indicate that moral discussions not only enhance students' academic honesty but also help them develop a deeper understanding of moral values. This extends beyond behavior improvement to encompass understanding the moral implications of their actions towards themselves, others, and the environment. From a psychological perspective, the research suggests that moral discussions play a crucial role in developing students' personal

responsibility towards their actions. This can be interpreted as the formation of moral intelligence that goes beyond mere behavioral improvements.

Interpretation of the results suggests that the treatment provided had a significant impact on improving students' academic honesty levels. While it does not depict causality, the results indicate that the difference between pretest and posttest data is not coincidental but rather related to the effect of the implemented treatment. However, it's important to note that these results are based on limited data samples from class VIII F. Broader interpretations or generalizations to larger populations may require a deeper understanding of the context, treatment procedures, and characteristics of individuals within the group.

The study underscores the importance of implementing treatment to enhance students' academic honesty. While the majority of students exhibited high levels of honesty prior to the treatment, the observed improvement post-treatment indicates the effectiveness of the approach used. In further research or broader implementations, other factors that may affect academic honesty levels need to be considered, along with more meticulous control studies to measure the treatment's impact more thoroughly.

In conclusion, the observed changes in the average academic honesty from pretest to posttest data indicate that moral discussions or treatments have a significantly positive impact on enhancing students' academic honesty. The implications of these findings can assist in designing better approaches in fostering academic ethics in educational environments. Therefore, the substantial increase seen in the posttest data provides a strong foundation for the success of the intervention in improving academic honesty among students in class VIII F.

SIMPULAN

Academic honesty serves as a crucial foundation in the realm of dignified education. However, in recent years, there has been a worrying increase in academic cheating incidents. Factors such as high academic pressure, unrealistic standards of success, and technological advancements have been the main triggers in perpetuating cheating practices. It is important to understand that academic honesty is not just about avoiding cheating or plagiarism but also about intellectual honesty in all aspects of learning. Compromising integrity in writing, research, and assignments can undermine the essence of education, which should nurture creativity, critical thinking, and character development.

Research aims to provide a more comprehensive solution regarding the long- term consequences of cheating actions, both at a personal and social level, and seeks to raise awareness of the importance of academic integrity. Considering the context of educational globalization, it is important to understand cultural differences, social norms, and social contexts that can influence perceptions and behaviors related to academic cheating in various countries or regions. Addressing these gaps will help develop a deeper understanding of academic honesty and design more effective strategies to prevent and address cheating practices in the education world.

Pre-test data were then examined for normality distribution using SPSS 28 for Windows software through the Shapiro-Wilk test, with the statistical result being .881 ($p > 0.05$), indicating that the data has a normal distribution. In the analysis of the non- parametric Wilcoxon Signed Ranks Test, $Z = 2.031$ was obtained with Sig (1-tailed) $= .021$ ($p > 0.05$), thus it can be concluded that moral discussions are effective in enhancing academic honesty among students. The average academic honesty after moral discussions was 259.86, which is higher than the result before moral discussions, which was 249.75. Therefore, this research confirms the hypothesis stating that moral discussions through short films themed on cheating are effective in enhancing academic honesty among students. Regular moral discussions will maximize the reduction of academic cheating in the education world, thus providing benefits for the moral development of future generations.

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