Student's Academic Cheating at
Pondok Pesantren Teknologi Riau, Indonesia

Trampas académicas de los estudiantes en Pondok Pesantren Teknologi Riau, Indonesia

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ABSTRACT

Students with low self-efficacy have cheated during school exams. This study aims to determine the efforts made by teachers to overcome cheating behavior in Madrasah Aliyah. Data analysis was performed by reduction, display, and conclusion drawing or verification. The results show that cheating behavior was surmounted by an integrated system of teachers, parents, and students with a comprehensive approach. In detail, there were significant efforts by using preventive, curative and psychological mental development methods for students.

Keywords: Academic Cheating, Dishonesty, honesty, religious, self-efficacy.

RESUMEN

Los estudiantes con baja autoeficacia han hecho trampa durante los exámenes en la escuela. Este estudio tiene como objetivo determinar los esfuerzos realizados por los maestros para superar el comportamiento de trampa en Madrasah Aliyah. El análisis de los datos se realizó mediante reducción, visualización y elaboración o verificación de conclusiones. Los resultados muestran que la conducta fraudulenta fue superada por un sistema integrado de maestros, padres y estudiantes con un enfoque integral. En detalle, hubo esfuerzos significativos mediante el uso de métodos de desarrollo mental preventivo, curativo y psicológico para los estudiantes.

Palabras clave: Autoeficacia, deshonestidad, engaños académicos, honestidad, religión.

INTRODUCTION

The function and role of Madrasas in general is to educate students by forming students who are honest, polite, disciplined, responsible and so on. Based on that explanation, Madrasa has the responsibility to educate the Indonesian Muslim community (Rizal & Iqbal: 2018, pp.185–207). Institutions that preserve Islamic culture and pioneers for improving the quality of society (Tambak&Sukenti: 2020, pp.41–66). Madrasah help to develop Islamic studies through guidance, and training which are expected to generate Muslims who live and practice Islamic studies that lead development of the Islamic community and establish Islamic studies as a characteristic of Madrasah.

In the application, Madrasas face more serious challenges now and in the future; that means Madrasas not only maintain their existence as advanced and quality Islamic educational institutions, but also face patterns of student behavior as citizens who live in information technology (Andriyani et al.: 2020, pp.264–271). Electronic media play an essential role in people living in the age of information technology, even in determining the pattern of life. One of electronic information tools that are using is social media that can switch lifestyles and human behavior. Further, students make computers and social media as a replacement for their parents and teachers who provide advice for them. Moreover, social media (Syaiful et al.: 2019) are able to supply answers to fundamental questions for students.

In a row, Madrasah and development of community life are located at the two sides of a coin. On the one side, Madrasah is required to be able to carry students to have good progress. On the other side, Madrasah also deals with many problems with student behavior. The action occurs throughout with technological developments, and the level of growing up of students who are moving towards maturity is involved in many deviate practices from school rules and religions. The attitude examples are drug users, liquor, free sex, fights and brawls between schools, smoking, cheating (Vonkova et al.: 2017, pp.36–53), and using mobile phones (Kazancoglu&Ozkan-Ozen: 2018) when studying and others.

There are several factors that cause students to cheat, including influenced by the environment, model, cheating experiences, cognitive conditions of students, negative reinforcement, and weak self-efficacy (McKay et al.: 2019, pp.1–14). Another factor is getting high test scores because high scores also show high achievement. The other factor that causes students to do cheating is pressure from parents who expect their children to have high grades (Ariail et al.: 2015, pp.7–26) as a configuration of good achievement and pride. Further, the pressure that demands children to get good grades, high grades in the examination obtained in various ways, including cheats to please parents.

Another factor that causes cheating for students is a lack of self-confidence. On the contrary, fraudulent behavior may damage their confidence in their true abilities. Some of them have good skills, but because of a lack of self-confidence, they do the test fraudulently (Brocas& Carrillo: 2019, pp.4–12). Hence, they will look for opportunities to cheat, and even cheating will be one solution in carrying out the test.

The exertion to eliminate cheating is by using group guidance from counseling teachers. In addition, fraudulent will reduce by strict supervision during the examinations from the subject teachers and exam supervisors. The teachers need to collaborate with counselors (Balobaid et al.: 2016, pp.1–6) in preventing unfair manner. The Other way, the counselor can provide classical guidance, guidance services, and individual services. Also, they must pay more attention to student behavior to make them more active in learning. Hence students will perform well behave (Yusuf &Wekke: 2015, pp.137–141).

Teachers and examiners have applied practical ways to overcome existing problems, but behavioral issues still occur in some schools and Madrasas . The basic way to overcome cheating is to strengthen the essential value of belief. A study concluded that there was a significant negative relationship between the power of faith and fraudulent behavior. The higher of strengthens of faith, the lower of cheating habits. Conversely, the lower of strengthens of belief, the higher the motivation for cheating. Thus, teachers are advised to keep motivating and improving the quality of faith power.

The strategy that can be done is to intensify the number of studies, both independently and participate the study that discusses about the confident. Based on the results of the cheating research score categorization in the research above, cheating behavior carried out by students is included in the low category, so researchers discuss education of faith as a solution to the problem of cheating. Therefore, creed needs to be done continuously so that the teacher can improve students' attitudes in cheating

Cheating behavior has been extremely disturbing for schools and Madrasahs. The Ministry of National Culture Education stated that there were 126 cases of cheating on the National Examination at the SMA and SMK level in 2019. While the print and online media of Riau Province report that there was continually cheating that occurred in the implementation of the National Examination. In the other case, students were cheating during semester exams. The pupils look very disciplined in following the exam, and the supervisor takes a seat in front of the class without supervising students in that session. In these circumstances, answer sheets were circulating during the exam. They were looking at the answer sheet for the exam. Moreover, they have used the opportunity to do cheating by distributing the exam answer sheet to the other friends carefully to avoid the supervisor. They did not get caught by the supervisor while there was no well supervised by the teacher when students carried out the exam. For this reason, it will need unique and new strategies to cope with cheating habits.

It is feared that cheating behavior will adversely affect students' attitudes. Cheating behavior is considered the forerunner of practice that will render students possess corrupt and liar attitudes in the future. Cheating behavior is a shape of disingenuous virus that is epidemic and will spread to entire educational institutions in the country, even throughout the world. This virus is called a dishonesty virus, even if some students regret cheating. In addition, honesty will give happiness to students (Bahiroh et.al.: 2020). Considering the problem of cheating has an enormous effect on students, the study was conducted to explore ways that could be used to get over the issue of cheating among students.

METHODOLOGY

This research is a qualitative research with a case study approach. Data collection is done through observation, interviews and documentation studies. While, the participants were teachers, principal of Madrasah, vice principals, supervisors of the dormitories, controller of training in agricultural training, trustee of computer training activities, workshop supervisor. Other, the informants in this study are Madrasah leaders, teachers and supervisors of cleaning services and canteen officers. Further, the researchers also require documentation former in connection with administrative documentation about Madrasah Aliyah Pondok Pesantren Teknologi. Data analysis is performed through data reduction, data display, and drawing conclusions or verification.

RESULTS

Preventive Efforts to Outgrow Cheating Behavior

Prevention efforts to avoid cheating behaviour are carried out in a systematic, directed, and planned manner which has been completed through advising about not cheating before entering class. Moreover, teachers try to improve student morale and create Islamic training activities (pesantren) to counteract acts of fraud that will emerge. Thus, deterrent efforts are expected so that fraudulent behaviour does not occur in students. In planning, various prevention efforts have been made by the teacher who understandable the psychological aspects of students. The teachers distinguish about developmental psychology, counselling, pedagogy or teaching, and psychology of religion (Payan et al.: 2010, pp.275–291).

Other prevention efforts are organized by intensifying religious studies, fostering student morals conducted by aqidah moral teachers by gathering them at certain times outside of study hours when they rest and on Friday mornings. In addition, there are religious activities on Friday and students also arrange Friday prayers and act as implementers, starting from the muezzins, preachers and priests on Friday prayers. Moral development executes consistently and continuously with supervision, and all student activities will undoubtedly be obtained to expand good morals for students. Moral development is a significantly necessary effort, especially in an era of sophisticated technology where a lot of negative influences from outside enter to our culture—that why it can damage the morals of the younger generation. Religious education is an essential factor in nurturing morals, and religious education can provide guarantees of peace of mind and improve morals, this is following the objectives of Islamic religious education, namely achieving noble morals.

The role of the teacher in the madrasa is determined by his position as an adult, educator, and teacher. Based on this position, the teacher must show good and correct moral behaviour. Teachers as educators, instructors and mentor of students, while students as young people must always be a role model, both inside and outside the madrasa/school. A teacher constantly must be aware of his position for twenty-four hours a day, wherever and whenever the teacher will always be seen as someone who must demonstrate behaviour that can be imitated by their students. Nowadays, it is often heard that the respect of young people for parents and teachers decreases; this is due to the influence of foreign cultures and the inability of parents to preserve their positions.

Another activity related to deterrent efforts in overcoming cheating behaviour is advising students continuously by the teacher. Exhortation always accompanies students during their time in the school or boarding school environment. Through well advice, pupils obtain enlightenment and solutions from the encountered thing in their daily lives. Every night after the maghrib prayer, the dormitory teacher takes turns in giving tausiah for ten minutes, the material delivered is related to aqidah, morals and Sufism. We have continued to do this routinely since we established this institution, with a look forward that the various suggestion materials that heard by students, there were core points that crossed the hearts of santri. Hopefully, it could be applied in their daily life (Hursen: 2011, pp.2452–2456).

Efforts to provide counsel that has been done is appropriate for raising the personality of students. Teacher belief that in a child's soul, there is a disposition could be influence by hearing the right words. Giving advice is something that is convenient and does not require other efforts to implement it, especially if it is related to the possibility of people who can accept it openly. Therefore, in giving advice must be through approaches that are prudent, such as good greetings and expressions or with attitudes and actions that reflect character. Furthermore, students will be easily touched and will receive advice that gives by the capable teachers.

The teacher provides the right attitude, become a role model for students. It is also one of the preventive efforts to get over cheating behaviour. The role model is one of the most effective methods of moral development because it is through exemplary that pupils get a real picture of how they should behave. The example that they notice directly from the teachers, especially the model related to obedience in the discipline of a teacher that must have the great attitude that is highly commendable, the position and behaviour of the teacher will be a guide for students. The teacher must play this representative, it includes that the teacher prohibited from smoking, both in front of students and backwards them (Kajonius: 2014,pp.311–325).

The teacher succeeds to become a role model in several life activities that were passed by students in the boarding school environment. For example, in worship activities, prayers, teachers act as imams and lead other prayers. As a role model, teachers dress neatly and cleanly, use polite language, work hard, and enter class on time. As a motivator, the teacher gives praise to students who perform well behave, not only provide punishment to students who commit violations. As a supervisor, the teacher offers counsel and chastisement that has a deterrent effect on students who carry out the breach (Otten: 2017).

Further efforts that can deter cheating are guidance and assistance. This is a very effective method applied in a boarding school environment. This method is implemented to get closer to students with their foster teacher, solve various difficulties in the student learning process and also being a mediator in dealing with students' problems. Guidance and assistance by the foster teacher of boarding school have functioned as understanding, prevention, development, improvement, distribution, adaptation and adjustment. Meanwhile, the guidance also utility in supporting individuals to adjust dynamically and constructively with educational programs, school regulations, or religious norms. With the guidance and assistance provided by boarding school teachers, there are many benefits for students both to improve learning outcomes and develop the morale and personality of students, to learn more regularly, to improve discipline and to be regulated as well as possible.

Hereinafter, other preventive measures to overcome fraudulent behaviour are also by being authoritative teachers. Based on the theory, Researchers say that authority is one part of personality competence. Therefore, authority is paramount and must be integrated with a teacher. Prestige is necessary so that educational goals will realize. Teachers, who considered to have influence and charismatic are able to become leaders, and many people widely study their knowledge. However, when learning with an authoritative teacher begins to fade due to some simple things. Still, it makes the lack of willingness to follow the learning process in the classroom, even though the material to be conveyed is essential. This authority is important to provide enthusiasm for learning to students.

A teacher is a person who is very influential in the learning process. Therefore, the teacher must be able to bring students to achieve their goals. Teachers must be able to influence their students, have broad views, and hold a variety of criteria as authentic teachers. Some things that are difficult to maintain from a teacher are prestige, which is very important possessed by a teacher because the authority has seriousness, strength, and something that can give an impression and influence.

Another deterrent effort that must be done is the similarity of norms held by the teacher will lead to cooperation in terms of guiding students. The teacher is quite solid in fostering students, especially in raising student morale; this is due to an oral agreement in maintaining student morale. The norms that are agreed upon by teachers in the form of madrasa rules are written in billboard, which contains noble characters (Khaidir, et al.: 2020, pp. 50-63)., and this is one of the models of teacher cooperation in fostering students.

Cooperation indicates that there are two or more parties that interact dynamically to achieve a common goal. Group collaboration means learning activities that emphasize how much each group member contributes to achieving the group's goals. If the teacher is compact, it means that they have done a good collaboration, that solidarity is formed. The more often the members are attracted to each other, and the more agreed the members are with the group's goals and objectives, it shows the more cohesive the group is.

Highly cohesive groups usually consist of individuals who are motivated to unite; with the result, management tends to expect the cohesive group to indicate effective performance as a reliable team. It can be defined as a dynamic process reflected in a tendency to establish and develop togetherness to achieve a common goal coherently.

DISCUSSION

Applying Honesty Education Overcoming Cheating Behavior

Carrying out honesty education starts from providing continuous teaching. Honesty coaching is through by eternally reminding students to be honest consistently, saying something straightforward, and reminding students to be upright. Even though we are faulty, it must be recognized with honesty, and for students to do continuous and integrated learning in general (Barends et al.: 2019, pp.103-856). Teachers always associate general subject matter with religion, in this is the Islamic study, and still connected one subject.

The teacher always explains the subject matter based on Qur'anic verses and hadith, in order that the variation of learning is still inseparable from the teachings of Islam. The teacher also invites students to pray before learning. A sample must support the application of honesty education. All teachers set honesty, the teacher no needs to promise each other, but the teacher himself must keep that promise. The teacher must be honest with students, and if the teacher is wrong, he must admit his fault in front of students. The application of honesty education is better by getting used to behaving honestly. This is done by applying the rule of Islamic boarding schools, including avoid using the property of friends even though they really need or do not have, but it is not justified to use the belongings of other friends. Even though we do not have it, for the sample is uniform, students are not allowed to wear other people's clothes. One of the characteristics of a nation that needs to be developed in the world of education is honesty.

The application of honesty education is enforced by holding reflections, which are reflections on students' moral development activities. Meanwhile, when doing a lot of reflection coaching activities carried out by an order, in the sense of criticizing how this coaching activity is carried out, how the results are, and the obstacles the teacher faces in carrying out student moral development activities. The design of pesantren activities is never reflected, except to take action against students who violate pesantren activities.

In applying honesty, teachers need to investigate the development of student learning patterns as a preventive measure. The teacher understands that whatever student behavior is never separated from the process of growth and development, their behavior is a form of growth and emotional development of students that must be handled psychologically, and the teacher must be very familiar with the development of their students (Gaias et al.: 2019,pp.124–139). The application of honesty education by providing assistance to students to find a way out and present motivation if students feel unprepared for exams and feel afraid of failure. The teacher assisted students in dealing with examinations in the form of discussions related to grids of the exam, and it carried out one week before the exam. Then the lattice exam questions and even the teacher explain it again based on the subject. Teachers also will deliver a suggestion when going to run the exam. While the advice related to the review should be done calmly, quickly, carefully, do not be in a hurry, and do not run out until the question is not finished. The most common thing is to remind students to stay unbeaten and not fail because they cannot answer questions.

The teacher's role in organizing improvements to teaching methods that enable students to be actively involved in learning is urgently needed to increase learning outcomes as expected. One effort that can be done is through the application of the Problem Based Instruction learning model. The learning model based on this problem consists of presenting real and meaningful problem situations to students, which can later make it easier for students to conduct investigations. Furthermore, students are accustomed to solving real problems skillfully according to their daily lives. Trying to find solutions to problems and stimulate the development of the ability to think creatively and comprehensively, by working together in small groups, so it is expected that student learning outcomes can improve.

Furthermore, the application of honesty education is also made by explaining the badness of cheating to students. It is always reminded of students that fraud is self-harming behavior. Also, cheating is a behavior of lying and distrust with one's own abilities, even the initial cheating behavior of corrupt activities. This is most often reminded by teachers in various activities on various occasions and always encourages students that they are able to achieve good results with their own abilities, and cheating is a lie that will often lead to other lies. The application of honesty education to students who score below standard is implemented by providing opportunities for consultation with teachers. Furthermore, if the students' abilities are below the standard, the teacher is required to provide additional learning outside of school hours. Besides, regular remedial activities are also carried out, especially in exact subjects with guidance or assignments.

The application of honesty education is already for students who are caught cheating. These students have not lowered their self-esteem or are ridiculed, but they still obtain the opportunity to perform responsibility for their fault. The teacher and the madrasa never judge students even though they cheat, and they are yet

given motivation to students, appreciation, and advice. The teacher and the madrasa still respect them but still enforce a cheating consequence, and they must repeat the exam by themselves in the exam committee room. If students' ability is beneath the standard, then the teacher will give additional learning outside school hours.

Another application of honesty education from teachers is not to make students inferior, mainly because of the mistakes of those who cheat. The teacher and the madrasa never look down on students who have cheated on the exam; instead the teacher is still shady. With this attitude, students admit that cheating was done by their own volition (Suud et al.: 2019, pp.502–510). The teacher still calmly deals with the students who are cheating, even though the teacher shows a dislike for cheating behavior.

CONCLUSION

Strategies for beating fraudulent behavior are arranged by building integrity in students' honesty and habitual actions that are fostered continuously; hence honesty is a hallmark of superior student personality. Honesty guidance will be the icon of educational institutions that teach honesty. Freedom of learning without virtue is less meaningful to develop this nation. Several educational institutions want to show sincerity, but not all educational institutions implement it. Meanwhile, the Madrasah Aliyah Pondok Pesantren Teknologi Riau applies such a thing.

Madrasah avoids cheating behaviour on students. Therefore, several prevention efforts are made. First, it equates the understanding among teachers that education creates students who excel in high morals. Second, comparing knowledge among teachers that deviant behaviour among students must be blow away by cooperating among teachers. Third, cheating behaviour is the main focus that must be addressed in learning and coaching activities.

Fourth, give suggestions every day continuously before students access the classroom that cheating is prohibited. Fifth, the way to surmount fraudulent behaviour is by applying the nature of honesty. Sixth, cheating behaviour is overcome by conducting stringent supervision during the exam. Seventh, there are sanctions for students who cheat ranging from minor concurrences to severe consequence, that is dismissed. All activities accomplished in the pattern of a noble moral guidance program are advantages for Madrasah Aliyah, and this program is carried out by all element. Correspondingly, the strategy to overcome fraudulent behaviour is more conducive to the development of moral character than the application of consequences and penalties.

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