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THE CHANGES OF STUDENTS' BEHAVIOR THROUGH THE VALUE OF HONESTY AS CHARACTER EDUCATION IN SENIOR HIGH SCHOOL IN MAROS

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ABSTRACT

This research aims at analyzing and explaining the changes in students' social behavior through the value of honesty as a character education at SMA Negeri 6 Bontoa in Maros Regency. Research method was descriptive-qualitative using a phenomenological approach. It was intended to give a systematic, actual, and factual description toward the objects that are examined. This research focused on changes of students' behavior through values of honesty as character education in the school. The data sources were from informants, by using the techniques of observation, interview, documentation. The informants consist of teachers, parents and students. There are four findings of this research. First, teachers play a role in the learning process to obtain the values of honesty as character education and to build students' self-confidence at the school. Second, teachers become models for students in school. Third, changes of students' behavior that is experienced can demonstrate the formation of attitude, character, noble character, and manners either in relation to teachers or peers. In addition, they leave bad habits or deviant behaviors, such as cheating in the task given by teachers in the school. Fourth, parents also play a role in helping teachers in the school to demonstrate good behavior in instilling the values of honesty either at home or school.

Keywords: Social behavior changes, character education, values, honesty

1. INTRODUCTION

Changes in social behavior are not a process that happens suddenly. Changes in social behavior are not a process that happens suddenly in particular when that change involves individuals or social groups as the target changes. Social change is a variation of the ways of life. It has been accepted because there are changes to the geographical condition, material culture, the composition of the population, the presence of diffusion or ideology as well as new discoveries in society, John Lewis, (1954) [1].

Social changes contain changes to the structure of the patterns of behavior and social interaction. They become the point at issue in social behavior changes that make a group of people doing a deviant behavior. It is the way human beings in attaining their goal. Everyone has goals and expectations to achieve self-satisfaction, but not everyone is basing themselves on the order of values and norms that exist in meeting their needs, Robert (1989) [2].

Changes of student behavior are strongly influenced by factors of education. In this case, the character education is one of the conscious efforts to embody the virtues and qualities of humanity objectively, not just for individuals, but also for the overall. Character education contains the values of honesty. It can affect changes in the students' behavior either individuals or groups. It is because the institutions of formal education are one of the institutions that forms the character education and instills the values of honesty for students at the school, Zubaedi (2011) [3].

The law No. 20 in 2003 on the national education system in section 3, states "national education aims at developing the ability and forming the character and the civilization of the dignity in order to educate the nation, Adisusilo (2013) [4].

The character is the values of human behavior in relation to God, our fellow human beings, environment, and nationality. It is manifested in the minds, attitudes, feelings, words and actions based on religious norms, law, karma, and culture. Character education is a system of formation for character values to the citizens of the school including the component of knowledge, awareness and willingness in action to implement those values to the Lord Almighty. Character education in school involves the components of education itself. They consist of the contents of the curriculum, the learning process and the assessment, the quality of relationships, subjects management, school management, the implementation of extracurricular activities, empowerment of infrastructure, financing, and work ethic.

The focus of the study in this research is the targets embodied in the changes of student behavior through value honesty as character education at senior high school Bontoa, Maros regency. There are three targets in this research. First, teachers play a role in the learning process in the school. Second, teachers become models for students in the school. Third, the role of parents also helps teachers in the school to behave honestly either at home or school.

Social behavior is an atmosphere of mutual dependence that is a must to ensure the existence of human beings. Student behavior that deviates commonly known by the social deviation is a behavior. It is incompatible with value of honesty as the character education either in the perspective of humanity, religion, individual, or a part of social beings, Ibrahim (2001) [5].

Honesty is one of people's attitudes where their actions and speech produced from the heart according to the facts. Honest is a character that should be imitated by any person who is the best example of a person and has a major in terms of personal honesty. Character education for values of honesty in life cannot occur if it is not supported by the example of social

praxis and educators that is continuous and consistent from the social environment. Values of honesty in life are an integral part of the activities of an educational character. In general, it is a planned and conscious effort. It should be the guide of human attitudes and behavior as a private in life who know manners, and have a taste of art, literature, and beauty. In addition, they can appreciate themselves, respect for human dignity, and have a moral taste and manners.

The value of honesty is also interpreted as everything performed by someone in accordance with conscience and existing norms. Honest means keeping promises or ability, either in the form of words or conscience. Creating the value of honesty at the school is usually conducted through existing activities at the school, either in a relationship between students and teachers, friends or who are involved in school education. Each teacher tries to instill the values of honesty of students through the learning process in expressing opinions in following the daily tests. It is a means to instill the values of honesty of students who do not do anything that does not cheat to complete the task, Gustiafi (2012) [6].

In order to develop character education with the values of honesty for the students, teachers and parents play an important role. The teachers and parents are the closest, and most affect in student growth. In addition, the role of the teacher in the school is also very important in developing the value of honesty for the students from an early age. For example, the teachers give the sanctions to the students who act dishonestly when following and cheating in the exam. Thus, it can train the students to be disciplined and honest. They can know that dishonesty would harm themselves. Teachers can also provide teachings about the meaning and benefits in relation to the values of honesty to the students. In addition, roles of parents in the family help to instill the values of honesty. It can be started early because the value of honesty for the students greatly influences the attitudes and behavior when they are adolescence and even into adulthood. Besides that, they can increase the value of honesty. The students will also have high integrity in their life. The parents must apply honesty within the family in order to give an example to their children. Therefore, their children will grow up with high-value of honesty and have self-confidence and a big responsibility. Thus, the parents should always encourage and support their children to be honest. In addition, they do not ask the child to say dishonest for the sake of the parents. In addition, parents are not allowed to call them as a liar as it will make the child grow into a liar, g-excess, (2011) [7].

There are some results of a national survey conducted by The Ethics of American Youth, *Institute of Yosephson on Ethics* (2006). First, there are 60% of cheating when the execution of the test at the school. Second, there are 62% admitting that the students lied to a teacher about something significant. Third, there are 33% that imitate their task on the internet. Fourth, there are 82% admitting that they lied to their parents. Fifth, there are 23% stole something from their parents or other relatives. Sixth, there are 19% stole something from a shop, Zubaedi (2011) [8].

Based on the background of the problem, the key problem analyzed and discussed in this study is formulated as follows. What is the role of teachers to change student behavior through values of honesty as the character education at SMAN 6 Bontoa Maros. This study aims at revealing the changes in the behavior of students through values of honesty as character education at SMAN 6 Bontoa Maros.

2. METHODS

This study was a qualitative descriptive research. The approach was a phenomenological approach. Qualitative research method is a research method that is used to examine the condition of natural objects. The researchers act as a key instrument. The data collection techniques were triangulation. The data analysis was inductive. The qualitative research results more emphasize on the significance of the generalization, Sugiono (2005) [9].

There were some key informants in order to obtain primary data on changes in the behavior of students through the values of honesty as character education at SMA 6 Bontoa. They were teacher, parents, and students. Secondary data sources (a) legislation (b) Treatise on changes in student behavior and character education of honesty.

The data collection techniques and validation were through interview, observation, and document study. The validation techniques of qualitative research data were credibility, transferability, dependence, conformability, Lexy (2000) [10]. Research data analysis techniques were data collection, data reduction, data presentation, verification and conclusion, Mile (1992) [11].

3. RESULTS AND DISCUSSION

The role of the teacher in the learning process is a part of the character education that becomes the primary task with some indicators. First, the teacher seeks social relationships for the student to build confidence in the learning process, which in turn values of honesty grows in examinations in the schools. Second, teachers instill the values of honesty. Therefore, the students do not conduct plagiarism (taking or copying works of someone without citing the source of the work on each task). Third, the teacher encourages students to express their feeling toward something honestly. Fourth, the students report goods found at the school. Fifth, the students report any data or information honestly. Sixth, the students admit their mistakes or shortcomings, Curriculum (2013) [12].

In addition to the teachers, the parents play an important role in growing moral aspect to increase children's awareness about the importance of giving commitment to moral values. For example, Parents instill a love of their children to behave honestly by no cheating at the school. If they face an exam or assignment, parents should be able to develop a sense of guilt, shame and empathy for the actions of the cheating. This love (moral feeling) would be the most effective internal controls in addition to external control in the form of parental supervision of the children behavior in everyday life.

In relation to the above statements, the character education can create social behavior changes with some characteristics. *First*, the change that is realized and deliberated, where the behavior changes occurred is a conscious effort of the individual concerned. Similarly, the results of the individual concerned are aware that social behavior change has occurred as a result of the influence of character education with values of virtue that should be implemented in the school. *Second*, Sustainable behavior changes make the increase of students' knowledge through character education. It creates the values of virtue, knowledge, and skills. It is essentially a continuation of the knowledge and skills that have been acquired earlier. *Third*, any changes of students' behavior that occur can be utilized for the benefit of life or the individual concerned, either for the benefit of the present or the future. For example, the students who learn about character education, knowledge and skills can be utilized to study and develop their behavior. In addition, they can learn and develop changes of student behavior, as well as socialize either in the school or the society. *Fourth*, the changes are positive. The behavior change that occurs is the normative, and it shows the direction of progress. Before the students learn about character education, they assume that the process of learning can influence their behavioral change in the school. Fifth, the changes are active. In

order to obtain a new behavior, every individual concerned actively seeks to make changes. For example, students who want to acquire new knowledge through character education should actively engage in reading and reviewing the educational books. Sixth, the change is permanent. Students' changes behavior that is acquired through the learning process of character education tends to settle and become part of them. For example, the students learn to operate a computer. Therefore, the skills in operating computer will settle and attached to the students. Seventh, Change in behavior has a purpose and direction. Each student or individual who involves in the process of learning wants to achieve a particular goal. For example, a student who involves in the learning process will gain knowledge, attitudes, and skills through character education. One of them is values of honesty, Surya (1997) [13].

Education and learning are changes of behavior. If the learning process has been implemented for certain things, the best achievement is to change the behavior of students to be positive. Therefore, there are some behavior changes as the results of the learning process in shaping character education. First, changes of students' behavior are the result of social interactions either in the school or the community's environment. For example, before the children begin for schooling, they are spoiled, whiny, and selfish. However, after several months of entering primary school, their behavior is changed into nice children. They are not overly emotional. In addition, they already want to hang out with their friends. Second, change of the habit is learning that can successfully change the habits from the bad to be good, such as smoking, drinking booze, hang out, wake up late, etc. The bad habits must be changed to be a good habit containing the character values for the students. Third, the development and improvement of skills will be able to add and change the skill, such as sports, art, services, engineering, agriculture, fisheries, lessons, etc. Someone who is skilled at playing badminton, football, boxing and other sports are sourced from learning, talent, and exercise seriously. It is the same thing with skill of playing. It is necessary to learn seriously and diligently to create character education. Fourth, the change is increased knowledge. Learning aims at increasing knowledge in the various fields of science. For example, the students cannot read, write, count, speaking English. Learning can change them from not knowing into knowing. Therefore, through education, the students will gain knowledge as the effort to revamp themselves in a well-behaved, sociable

In order to interpret the character education, it is a process of education in a holistic way. It connects the moral dimension with the realm in the lives of students as a foundation for the formation of qualified generations who are capable of living independently. In addition, they can have a principle of truth that can be accountable. It further says that character education is defined as education that develops the character values of the students. Therefore, they have character values. Besides, they apply these values for their life as well as live among the public at large. Character education teaches a way of thinking and acting that helps individuals to live and work together as a family, community, and state and helps them to make decisions that can be accounted, Raharjo (2010) [14].

Thus, it is known that character education contain values of honesty implemented in the process of learning. It is very influential in changing the behavior of the students at the school.

4. CONCLUSION

The teachers play a role of changing student behavior through values of honesty as character education in SMA Negeri 6 Bontoa Maros. Based on the discussion of results, the researchers have some conclusions. First, teachers play a role in the learning process to obtain the values of honesty as character education and to build students' self-confidence at the school. Second, teachers become models for students in school. Third, changes of students' behavior that is experienced can demonstrate the formation of attitude, character, noble character, and manners either in relation to teachers or peers. In addition, they leave bad habits or deviant behaviors, such as cheating in the task given by teachers in the school. Fourth, parents also play a role in helping teachers in the school to demonstrate good behavior in instilling the values of honesty either at home or school.

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