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**Character Values: Fraud Academic Prevention**

ABSTRACT: The purpose of this study is to analyze the contribution of added value in academic cheating. A sample of 95 students, used descriptive analysis with percentage done in depth. The findings found for academic achievement is important for students, but the way that most students do academic cheating and is considered as something reasonable. Factors affecting academic cheating are dominated by religious factors, situations, and self-efficacy. Teachers give rewards to students who are honest and have a hard effort. The punishment is done by tearing up the fraudulent student exam sheets, making special notes, repeating the exam in front of the teacher. The implications of the research need further study on the culture of anti-cheating through the growth of manners in school.

***Keywords:*** *Character Values, fraud academic*

INTRODUCTION

The issue of character values of the nation is now a demand of various aspects of life. Character education is a moral education plus, which involves aspects of knowledge (cognitive), feeling (feeling), and action (action). Education that is less emphasized on the aspect of character planting raises various problems among students, whether social, economic, and morality. Various problems continue to emerge as a result of the declining quality of character values in students, especially student academic cheating and are considered as common, especially towards national examinations by making efforts such as academic transactions or preparing ways to cheat. The results of this academic fraud behavior can potentially damage the image and expectations of society to the morality of graduates as the future leaders of the nation.

Anderman and Murdock (2007) define a cheater as someone who can accept or perform activities to copy or copy (trace) someone else's work during a test or use notes that are not allowed or help someone cheat when the test or while the exam takes place. Bower (in Kushartanti, 2009) states cheating is an act that uses illegitimate means for a legitimate or honorable purpose of obtaining academic success to avoid academic failure. Abbas and Naemi (2011) found that students with high grade (GPA) achievement indices tend to engage in academic fraud, even clever students can easily engage in academic fraud by utilizing all available opportunities. David (2015) states that students with high self-esteem and high sense of mastery tend not to cheat. While the pattern of plagiarism, getting answers from friends, helping others to cheat, and get help will be more acceptable and the most commonly used way of cheating.

The previous studies has been done by Lambert, Hogan and Barton (2003), Thomas Lickona (2011:35), Supraptiningrum and Agustini (2015), and Naufal Ilma (2015). Lambert, Hogan and Barton (2003) stated that *Academic Fraud* or *Academic Dishonesty* is very difficult to clearly define. While Thomas Lickona (2011) stated that there are 10 signs of times to watch out for, that are (1) increased violence among adolescents, (2) the use of language and worsening words, (3) strong peer-group influence in acts of violence, (4) increased self-destructive behavior such as drug use, alcohol and free sex, (5) The blurring of good and bad moral guidelines, (6) declining work ethic, (7) the lower the respect for parents and teachers, (8) the low responsibility of individuals and citizens, (9) cultivate dishonesty, (10) the presence of suspicion and hatred among others. On the other hand, Supraptiningrum and Agustini (2015) found that character building through the school culture can be built by performing routine habits such as: (1) routine activities that students do continuously and consistently every time; (2) spontaneous activity by the students spontaneously on the spot; (3) model is behavior, attitude of teacher, educator, and student in giving example through good actions so that expected become role model for other student; and (4) conditioning by way of the creation of conditions that support the character of character education. And the last, Naufla Ilma (2015) stated that education is very important factor to create character to face globalization challange.

Recognizing the seriousness of the issue of academic cheating in the increasingly widespread education field, the high academic cheating in the students' environment, the high level of academic fraud triggering factors, the implementation of character values has not been done integrally by the entire academic community. For that we need to find solutions to various problems of academic cheating by implementing the values of character in schools that are integrated in the learning process.

RESEARCH METHODS

This research is a qualitative descriptive research using scientific way based on rationality, empirical and systematic where sourced from observed behavior researcher to certain object either in the form of action, word or writing. Researchers participated during field data retrieval, careful notes on what happened, conducted reflective analysis of the various documents found in the field, and made detailed research reports.

This research was conducted at Vocational High School of NU Sunan Ampel, Poncokusumo Village, Malang District. Key informants involved School Principals, 25 Class Teachers, Counseling Teachers, and 95 students. Data analysis method used is descriptive analysis with percentage. Researchers choose informants based on needs and fulfillment of information about the implementation of character values ​​in schools, as those who have an important role in the issues that want to be known to answer research questions. Data analysis method used is descriptive analysis percentage. Data collection procedures conducted by researchers in this study include observation, interview, documentation, and questionnaire. At the beginning of field data taking, the researchers used an open questionnaire. Activities in data analysis, i.e. data reduction, display data and conclusion drawing / verification. In determining the validity of the data required examination techniques, namely triangulation, persistence of observation, and member check. In qualitative research, data collection is done on natural condition, primary data source, and data collection technique using questionnaire, interview, observation, and documentation.

RESULT AND DISCUSSION

RESULT

The results of data analysis indicate that the need for good academic achievement on students of Vocational High School of NU Sunan Ampel Poncokusumo, known 98.9% of respondents stated that it is should be avoided. Based on data collected research is known that 73.7% of students always try, to get good academic achievement because they have the desire to make parents happy, go to university, continue to higher level, and ease in getting a job. While students who do not always try to get academic achievement on all their lessons have the assumption: the lessons that do not take the national exam need not be studied in earnest, not all subjects are favored by the students and are not sure of their ability to get good academic achievement. Most students consider national and vocational exams an important lesson to master, which holds the key whether the student can graduate from the vocational school or not, thus making the student strive to understand and master only on the lessons tested in the exam. 91.6% students do the self study, 5.3% do the group learning activities, and 3.2% student join the extra class.

The result of the research found that the constraints to get the academic achievement there are 55.8% of students stated internal factor, 28.4% of students stated come from external factors, and 15.8% students stated from internal and external factors of students. Students' responses to academic fraud were 92.6% of students said not important. From the results, it can be concluded that most students understand that cheating is an act that should not be done, this is because the students reasoned: honesty is the most important thing, good results if obtained from the cheating results do not give pride to students, friends who will Cheated is not necessarily the right answer, will damage the morale and character of students, the knowledge we get becomes useless, and do the cheating to make students not smart. Students who commit academic fraud are reasoned: want to get good grades, not be able to do, and afraid of being scolded by parents. Activities that students usually do in academic fraud include: copying the tasks assigned by the teacher from the work of friends, asking for help friends to complete the tasks given teachers, helping friends to complete the tasks given teachers, cheating on the exam / test, make notes Small to be copied at the exam, give cheat compressions during exams / tests, and exchange answers to friends.

Factors that cause students to do academic fraud conducted by students in Vocational High School of NU Sunan Ampel in this study consist of: 1) individual or personal by 16.4%, 2) personality of 2.4%, 3) peers of 2.4%, 4) Situation of 19.9%, self-efficacy of 16.9%, (bad) moral development by 14%, and (low on) religion by 27.9%. Based on these results we can know that the factors that cause students to do academic cheating among the seven factors is the greatest religious factor that is equal to 27.9%.

DISCUSSION

Academic achievement is the result obtained by the students after following the learning process at school which is manifested in the form of good value when doing daily task repetition, or exam. Based on the results of research most of the students stated that obtaining good academic achievement is important, because it can make parents happy, upgrade, ease in continuing to higher level and can ease in looking for work, so students should always try hard to learn well Independent, study group or by following the guidance of learning outside school, in addition students must resist the sense of lazy in learning.

Based on the results of the study known students of Vocational High School of NU Sunan Ampel in trying to get academic achievement there are doing well and also there are doing in a way that is not good, as for a good way is to do: learn independently, study groups, and follow the guidance Learning, while the bad way is to do: copy the tasks assigned to the teacher from the work of friends, ask for help friends to complete the task given by the teacher, cheating on a friend during the exam / test, make small notes to be cheated on the exam, And exchange answers to friends.

Obstacles in obtaining good academic achievement, for a learner is a challenge that must be fought, based on the results of research barriers to get good achievements experienced by students of Vocational High School of NU Sunan Ampel include: internal factors: lazy in learning, dislikes lessons, habit of cheating, Difficult to understand lessons, less serious in learning, unable to manage study time, often forget from what is learned, external factors: friend, less conducive learning environment, games, social media, girlfriend, family that is not support, no time Learning, teachers, learning facilities.

Vocational High School of NU Sunan Ampel every new student acceptance, always make introduction of school environment, in which there are training and character education from train student discipline, order, honesty, responsibility, and mental coaching through *istighosah* (pray) activity. Over time, a problem is found in the existence of a relatively high level of academic fraud, is certainly a problem that needs to be addressed by the school, because if it is not immediately addressed it will have a negative impact on the character of students. In overcoming these problems, teachers at the time of implementation of teaching and learning activities in every theme and basic competence always instill the values of *akhlakul karimah* characters to the students in order not to engage in academic cheating activities, both inside and outside the classroom.

Prevention of academic fraud is also done by the teacher at the time the student will do repetition or exams by way of advice in order to do the students do with full responsibility and not doing academic cheating, in addition the teacher also provide information related to the reward that will be obtained by students if students’ Academic cheating and will provide punishment if the student does academic fraud. In giving reward, the teacher usually do: give praise for honesty and hard work in doing the task, giving spirit to remain honest and responsible, giving added value in subjects that I teach from behavior aspect. While on the punishment side the teacher usually performs the following actions: 1) tearing out the Test Answer Sheet (LJK) during the exam and replacing it with the new LJK, 2) making special notes for the assessment process in the report card, repeating the tests or tests already done, Exam in front of the teacher. This is important and supported by research from Kristjan, K. (2013) which states that there should be an idea that should be applied in schools as a first step to instill the value of character and virtue in moral education at school.

To overcome the problem of preventing the occurrence of academic fraud that has been done by the teacher, it has not been able to provide significant changes for students, because there are still many students who still keep doing academic fraud activity even though it has received sanctions that have been given by the teacher, this is possible because there Some teachers are less consistent in preventing the occurrence of academic cheating by allowing students to cheat on the exam, the school can only provide rules through the rules and then handed over directly to the guardian of the classroom and teacher subjects related to cheating students and there has been no discussion on the issue of abuses Students further, in addition to the existence of school policies that still raise students who often commit violations.

CONCLUSION

Based on the results of research and discussion, it can be concluded that obtaining academic achievement is very important for the career of advanced students. Patterns that students do to get academic achievement, some are doing with a good way and there is also a cheating so as to give the impact of the growth of disgraceful character in the students. Students' responses to academic fraud are common, especially in forced circumstances, even if they know that the activity is a violation and will get sanction from the teacher if caught. Therefore, the method of obtaining academic value should be based on noble values ​​of education which become the basis for human resource development. Character values ​​implemented in preventing the occurrence of academic cheating, done by the way teachers to instill honesty, discipline, and responsibility in every teaching and learning activities both in the classroom and outside the classroom, in addition to prevention in order to avoid academic cheating by students by giving rewards and punishment consistently.

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