RISING STUDENT'S ACADEMIC HONESTY: THE IMPLEMENTATION OF CLASSROOM DEVELOPMENTAL BIBLIOTHERAPY (CDB) IN BAHASA INDONESIA LEARNING AT MADRASAH IBTIDAIYAH

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Abstract. The aims of this research are to find out: (1) the implementation of classrooom developmental bibliotherapy (CDB) in Bahasa Indonesia learning process to improve student's academic honesty, and (2) the result of the implementation of CDB in Bahasa Indonesia learning to improve student's academic honesty. This is a classroom action research. The subjects are 28 students from 5th grade of MI (Madrasah Ibtidaiyah) Cahaya. This research has 3 cycles with 3 to 4 sessions in every cycle. In every session, the learning process are integrated CDB's stage into Bahasa Indonesia learning process in competencies: reading, writing, and speaking. The qualitative and quantitative data are collected with several technics: observation, interview, students self report and students journals analizes. The process of data analysis are: data reduction, data display, and an overview of conclusions / verification. The data analizes is explained as findings and reflections in every cycle that will be follow up to the next cycle or stop the action. The result are: (1) the implemention of CDB in Bahasa Indonesia learning are success especially in playing drama, and (2) the improvement of student's academic honesty is known from by the number of honest student increase to 96%, and the students show some behavior to maintain their academic honesty.

Keywords: Classroom Developmental Bibliotherapy (CDB), Academic Honesty.

I. INTRODUCTION

Academic dishonesty is the issue that is considered by the teachers, students and education practitioners. According to Schab, 22% of students began to cheat in class I, 11% in level VII, and 16% at level VIII (Houser,1982). The number of pupils and students who conduct academic cheating tends to increase (Smith, 1998 and Grijalva , 2006).

As Islamic School, Madrasah Ibtidaiyah teach the student to be honest in their everyday live, including in academic setting. The importance of being honest state in Qur'an Surah Al-Israa: 53

وَقُل لِّعِبَادِي يَقُولُوا الَّتِي هِيَ أَحْسَنُ ۚ إِنَّ الشَّيْطَانَ يَنزَغُ بَيْنَهُمْ ۚ إِنَّ الشَّيْطَانَ كَانَ لِلْإِنسَانِ عَدُوًّا مُّبِينًا

"*And tell My servants to say that which is best (right). Indeed, Satan induces*

(dissension) among them. Indeed Satan is ever, to mankind, a clear enemy"

Academic honesty is a concept that can be understood in many ways, which allows a lot of academic dishonesty behaviors are interpreted and debated (Braun, 2009). Academic honesty can be understood as behavior contrary to academic dishonesty. A person is deemed to have academic honesty if he does not show dishonest behavior in completing academic tasks.

Some research on academic dishonesty at primary and junior high school students are more focused on the cheating behavior (Houser, 1982; Anderman,2004; Murdock, 2001; Tas, 2010). Considering that most of academic dishonesty researchs of the elementary students are about cheating, so in this study we understand academic honesty as student's behavior to avoid cheating in completing academic tasks.

Anderman & Midgley describes some indicators in cheating behavior as copying items from other students on test, cheat n their work, and copy answers from other students in their work(Anderman, 2004). Later, Anderman

et al developed it into 5 behavioral indicators, which includes: copying books / notes for tasks and tests, copying from a note on the test, and copying friend answers while working on assignments and exams(Anderman, 2010).

From the results of the preliminary study at the week of August 3rd 2012 until the week of October 2nd 2012, it was known that students cheating during test or assigment at school and home work. For example, students at MI Cahaya (pseudonym). Students admitted they they cheat at tests and assigments. Teachers often instill the importance of the honesty values to students in discourse / counsel, but it was not integrated in learning nor written on Learning Implementation Plan (RPP). Therefore, we interested in developing learning that is not only aimed in improving academic ability, but also aims to improve students' academic honesty integratedly.

According to Kohlberg, academic honesty is influenced by students moral reasoning. As Piaget who considers that children cognitive development is related to their moral reasoning development (Kohlberg, 1976). Kohlberg argues that moral reasoning can be enhanced through the development of cognitive abilities related to their consideration in facing a dilemma, as when students are faced with a dilemma for the benefit (high score) to perform dishonesty or maintaining the principle of academic honesty. That's why, it need a kind of treatment/ action in learning that can improve cognitive development toward behavior change. It is cognitive- behavioral approach.

One of the treatment that are based on cognitive-behavioral approach is bibliotherapy (Shechtman, 2009). According to Bouley and Godfrey bibliotherapy activities can lead students to internalize values (Bouley, 2008). The type bibliotherapy that appropiate is developmental bibliotherapy, because according to McMillen developmental bibliotherapy can be used in a class to facilitating the normal development of the students or to teach attitudes, feelings and behavior (McMillen, 2006). In this study, it is called Classroom Developmental Bibliotherapy (CDB). Bibliotherapy is integrated in *Bahasa Indonesia* learning, because according to Johnson, et al, bibliotherapy can enhance language development (Johnson, 2000).

This action also support social role in student's learning process. According to Vygotsky, in learning at school, there is a system of complex instructions, which need to be adapted to the child's way of thinking (Vygotsky, 1986). In this study, CDB activities are given by considering student's ability and gradually through modeling activities, exercises and assignments as a form of support gradually (scaffolding) to students with teachers support and peer interaction. CDB in learning will strengthen academic honesty becomes the norm and the class orientation as social support. The implementation model is described below.

CDB stages which are integrated in the *Bahasa Indonesia* Learning is a series of bibliotherapy stages applied by Forgan and Iaquinta & Hipsky, named: (1) pre-reading, (2) guided reading, (3) post-reading discussion, and (4) problem solving (Forgan ,2002; Iaquinta , 2006). It intehrated with the steps outlined in the RPP learning in order students can experience the process of CDB.
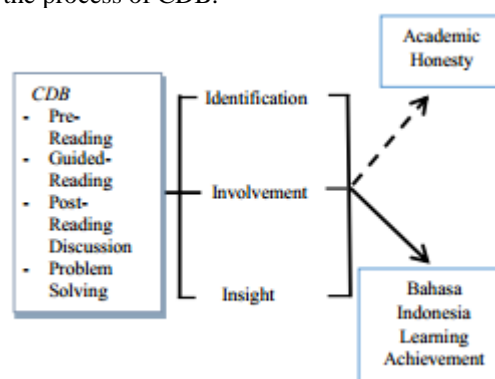

Fig. 1 CDB Relation Model with academic honesty and *Bahasa Indonesia* Learning achievement

Note:

- - -> Instructional Effect

——> Nurturance Effect

Changes in the ways of thinking, feeling up the behavior will occur to every student through the bibliotherapy processes, which in this study refers to the term Sridhar and Vaughn wich is called: identification, engagement and insight that allow students to identify himself with the character that faces problems (Parker, 2005). The same, then they will be emotionally involved in the story and experience the catharsis of emotion, then he will develop an awareness that the problems faced can be solved as well as the characters in the story.

In this action research, the application in *Bahasa Indonesia* Learning CDB to improve academic honesty at 5th grade MI Cahaya is developed and tested. The problems of this action research are: (1) how is the application of the CDB in *Bahasa Indonesia* Learning to improve the students' academic honesty at 5th grade MI Cahaya?, and (2) is the application of the CDB in *Bahasa Indonesia* learning can improve students' academic honesty at 5th grade MI Cahaya?

In general, the study of this action, the application of CDB in *Bahasa Indonesia* Learning is expected to increase students' academic honesty. Specifically, this research is expected to improve the student's performance in *Bahasa Indonesia* and provide theoretical and practical usability that support learning..

II. METHODS

This study is a classroom action research (action research). This study is classified the type of outsider (s) in Collaboration with insider (s), researcher collaborated with *Bahasa Indonesia* teachers who implement learning (Herr, 2005).

The research was conducted in the second semester of academic year 2012-2013 on February 11th 2013 until March 1st 2013 in accordance with the timetable *Bahasa Indonesia*. The subjects were all students at B-class 5th grade MI Cahaya (28 students).

This study was consisted of 3 cycles of action. Actions are given 3-4 times a week as one cycle in accordance with the *Bahasa Indonesia* Schedule. During the action, data collection on learning process and outcome measurements to be reflected on the learning process and outcome. After one cycle, then evaluated and developed for the next cycle.

The action plan outlined in the Teacher's Handbook contains guidelines for teachers organize *Bahasa Indonesia* Learning in B-Class 5th grade MI Cahaya, it integrated the CDB stages: (1) pre-reading, (2) guided reading, (3) post-reading discussion, and (4) problem solving with the learning step in the RPP.

Based on the research purpose, the data collected in the form of the action process (learning) and the result. Action process data obtained through observation, field notes, students' journals and semantic differential. The result, academic honesty is measured through behaviors to avoid cheating. Dishonest academic behavior measured quantitatively through the checklist technique, also assessed by observation field notes and interviews on the behavior of students while completing on a weekly exam. As Sagor suggested, this action research was completed the data with triangulation matrix (Mills, 2007).

III. RESULTS AND DISCUSSION

Based on the result of this classroom action reserch, the Implementation of CDB in *Bahasa Indonesia* Learning that has performed 11 session in three cycles that was developed from the results of reflection and follow-up the previous cycle, we propose some general findings of the research.

The general finding is described as the findings of the action (learning process), outcome findings (the results of the action /student's academic honesty), and additional findings.

A. Action Findings (Learning Process)

The findings in the research process of this classroom action, is obtained by performing four activities: planning, implementing, observing and reflecting actions taken by the researchers. There are several findings about the learning process. First, all the stages of CDB (pre-reading, guided reading, post-reading discussion, and problem solving) in *Bahasa Indonesia* Learning has to be integrated in the RPP. From the learning process is known that the RPP in cycle 3 can be implemented very well, teachers and students can develop the learning process so that learning becomes more conducive atmosphere and fun.

Second, the implementation of CDB stages in the learning develop from cycle 1 and achieve excellent category

in cycle 3. On the 3rd cycle on the basic competence plays a short drama, the implementation is in excellent category.

Third, it is known revelations CDB process experienced by students progressed from cycle 1 to cycle 3. During the implemention of CDB in learning process, students experience the process CDB (identification, involvement and insight) that stimulated through supplementary questions presented in class discussions, group discussions and independent tasks. It can be seen in Figure 2.
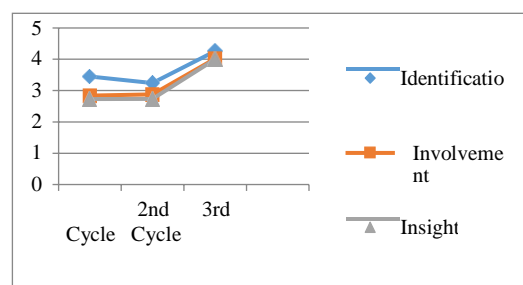

Fig. 2 Graphic The Students Development

The graph show that student's disclosure on CDB process they experienced from 1st cycle to 3rd cycle 3 is developed.

Fourth, the successful development of learning in 3rd cycle on the active prticipation of teachers and students is also influenced by the interest of the students towards learning.

From the four findings of this learning process is known that the learning process in 3rd cycles develop wich is characterized that the implementaion of CDB stages in learning and the disclosure of students experience on CDB process that is proved develop.

B. Outcome Findings (Student's Academic Honesty)

The main outcome is the improvement of student's academic honesty from the 1st cycle to the 3rd cycle recognized form the increase in the number of students who didn't show academic dishonest behavior, increasing forms of academic honest behavior and improvement in the attitude and tendency of academic honesty. First, since the 1st cycle to the 3rd cycle there is an increase in the number of students who completed the task honestly, as seen in Figure 3
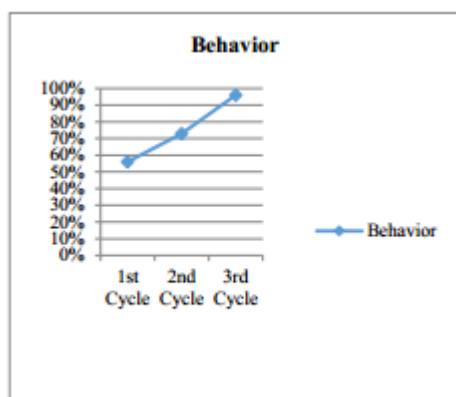
Fig. 3 Graphic Academic Honesty Behavior

From the graph, it is known that from the 1st cycle to the 3rd cycle there is an increase in the number of students who behave honestly in completing the task. In the 1st cycle there 54% students, then increased to 73% in the 2nd cycle and at the 3rd cycle of up to 96% of students.

Third, academic honesty increased is evident from the development of academic honesty indicators which characterized the honest behavior of some students recorded when completing exam. In summary it can be seen in Table 1 below.

TABLE I
FILE NOTE SUMMARY OF ACADEMIC HONESTY
BEHAVIOR DURING EXAM

Behavior	Cycle		
	1	2	3
Independently	√	√	√
Orderly	√	√	√
Do not talk with their friend	√	√	√
Ask the teacher	√	√	√
using their own resources	√	√	√
sitting across the table		√	√
shifting answers			√
covering their answer			√
reject friend requests			√

From the research findings, it is kown that that Bahasa Indonesia lesson is appropriate to integrate bibliotherapy in learning. Bibliotherapy activities in learning also improve learning achievement as well through improving the students' language development, in addition to increased academic honesty.

Until the 3rd cycle, it is known that there is an improvement on students' academic honesty behavior characterized by 96% of students in completing the exam, even when students are faced with a dilemmatic choice when his close friend ask for help, he firmly refused to help as the characters in the story did. This is because students have experienced the CDB process to be able to develop the ability to maintain academic honesty. As Sridhar and Vaughn said that that while students experienced developmental bibliotherapy activities in learning, a process

that occurs in students, namely: identification, involvement, and insights (Parker, 2005).

A.   The Implementation of CDB in Bahasa Indonesia
       Learning Process
The discussion in this research with qualitative and quantitative analysis on the learning process. The implementation of the CDB on Bahasa Indonesia Learning in this study follow the bibliotherapy stages proposed by Forgan: pre-reading, guided-reading, post-reading discussion, and problem solving (Vygotsky, 1986).

The implementation of CDB stages on Bahasa Indonesia Learning on B Class 5th grade MI Cahaya classified as very good. It based on several indicators. First, all four stages of CDB integrated in Bahasa Indonesia learning activities had already done: pre-reading, guided-reading, post-reading discussion, and problem solving in the learning step. Integration of four stages of CDB in Bahasa Indonesia Learning has been adapted to the Bahasa Indonesia on 5th grade SD/MI syllabus for 2nd semester, with four standards of competence to be achieved in Bahasa Indonesia subjects namely listening, reading, writing and speaking, customize the content and learning activities as support phased in learning, namely: modeling, exercises and assignments. In this classroom action research study, action has given 3- 4 times a week as one cycle. After one cycle, then evaluated and developed for the next cycle.

In the first cycle of competency standards covered are reading, particularly on basic competencies to compare two texts that read at a glance. Reading competency standards have been synonymous with the act of reading bibliotherapy. The second is, that bibliotherapy can improve reading ability and skills (Parker, 2005; Heath, 2005). Third, read is the special skills during the elementary.

In the 2nd cycle, selected competency standards are written in the basic competence book summarizes with regard to the use of spelling. This competency standards have been an important part of bibliotherapy is a reflection of students on reading. In presenting classical bibliotherapy, reflection can be done in writing. It is based on Tang, that some strategies to help students reflect on the content of reading adapted with group discussions, role-playing activities, and work at the desk (drawing, creative writing, writing journals, and others) (Tang, 2002). On Writing activities, when students were asked to summarize the contents of the book, they reflect the content of the book without realize it. At 3rd Cycle, competency standards chosen are speaking by playing short drama with appropriate expression. It's appropriate, as Krajewski states that the drama and experiential dialogue can improve character education because it stimulate students' learning experience (Krajewski, 1999).

According to Keats, after reading, discussion and guided activities, it provide opportunities for students to express their reactions and offer solutions to the problems experienced by the characters in the story (Afolayan, 1992). Especially at this problem solving stage, the students

revealed the acquisition of insights they gained from reading plays, through the task of completing independently and group discussion, the scrips that gaps / not completed, and to demonstrate it.

The second indicator is the development of the implementation on all CDB stage in every cycles. At 1st Cycle 4 stages of CDB is implemented generally quite good. It is grown in 2ndCycle and 3rdCycle. In 3rd Cycle student activity more dominant because the teacher has been helped by learning media in presenting the material. Teachers are also open to students ideas and have the motivation to develop the learning activities, that's why since the 2nd session, all 4 stages of the CDB have been developed. It was also supported by students' motivation and interest towards the drama activity and the opportunity to practice and demonstrate the drama.

Third, by develop and implement lesson plans (RPP) that allow to implement 4 stages CDB in learning that has been workable, it was known that students' ability to express CDB process (identification, involvement, and insight) they experienced, growing from 1stCycle to 3rd Cycle at the katergori well.

B.   he Learning Outcomes on Bahasa Indonesia with CDB Implementation in Learning

Discussion on of the results of this clasroom action research carried out by the analysis of qualitative and quantitative data on the increase of student academic honesty. As Creswell and Mills said that the action research using data based on the quantitative and qualitative methods on a specific problems, practical and try to formulate solutions to these problems (Mills, 2007; Cresswell, 2012).

Based on the results of research actions reflections, the increase of student academic honesty as very good, based on four indicators. First, the number of students who behave honestly in completing the task by avoiding cheating increased, in there are 14 students (56%) at 1st Cycle, 19 students (73%) at 2nd Cycle, and 25 students (96%) at 3rd Cycle.

Third, students show some behavior that leads to avoid cheating on maintaining academic honesty. This developed from indicators of academic honesty is developed from Anderman et al indicators which includes copying books / notes for tasks and tests, copying from a note on the test, and copying friend answers while working on assignments and exams (Anderman, 2004). Until the 3rd Cycle, students develop their academic honesty behavior by maintaining academic honesty with protecting the answer by arrange the seat, cover answer and refused to give an answer.

Fourth, the increase on students' attitude and tendency to avoid cheating from the 1st Cycle to the 3rd Cycle indicates that the student has been able to internalize the honesty values from literature/ reading material, as noted Bouley and Godfrey that the bibliotherapy activities can lead students to internalize values (Bouley, 2008).

It was possible because the stimulation and disclosure on CDB process (identification, involvement and insight) experienced by students has increased from 1st Cycle to 3rd Cycle. Through those process, students internalize the honesty values contained in the passage. In the identification process, the reader recognize the main character and events in the story. In the involvement process with the main character, the reader relates to events and feel the emotional involvement with the characters. Currently reading influent in changing their perceptions of behavior. In the insiht process, the reader aware that problems they experienced are similar to the story. In this case, the experience related to academic honesty.

The improvement of student's academic honesty is also achieved because the CDB process teach problem-solving skills to students that can direct attitude and behave honestly in academic setting. As Harvey said that the purpose of applying bibliotherapy is to obtain a change in attitude or behavior, readers improve their skills to solve the problem ((Harvey, 2010). CDB process direct students to think, act and behave honestly when they were faced with the dilemma in academic setting.

Changes in cognitive development can improve moral reasoning (Kohlberg, 1976). At 3rdCycle students demonstrated the ability to solve problems on the various continuation plays that almost all of them leading to academic honesty with alternative solutions to problems over selection on the dilemma, cheating and achievements. They have been able to develop problem-solving in order to good learning achievement without cheating.

The improvement of a student's academic honesty also because of the CDB stages support student's cognitive development. Children, in order to learn to their potential, should be developed with a series of opportunities and resources that construct learning (Mitchell, 2003). Piaget, which depicts three crucial processes at each stage of development and facilitate the progress of children from one stage to the next stage, named: assimilation, accomodatin, and equilibration (Piaget, 2003).

CDB activities that presents the opportunity to read the stories of honesty and experience a series of stages and learning process in the CDB has provided students the opportunity to construct new meanings. At the beginning, the students looked at cheating as solution to difficult task, then as new information about the importance of maintaining honesty in reading and CDB activities undertaken, students can construct new knowledge until the end of the action (3rd Cycle) students can demonstrate problem-solving skills to maintain honesty. It is evident at 3rd Cycle, students develop various alternative solutions to the academic honesty problems in completing script at the 3rd session. At the 4th session, students communicate their ideas to their friends in a group, discussing to jointly build a mutually agreed solution alternatives. Students experience a process of assimilation, accommodation until equilibration. Almost the entire group direct the selection of alternative solutions with academic honestly, some ideas equipped with learning to maintain academic achievement.

IV. CONCLUSIONS

Based on the research findings and discussion of these research, we proposed conclusion. First, the general application of the CDB in Bahasa Indonesia Learning to improve student academic honesty, characterized by: (1) 4 CDB stages namely (a) pre-reading, (b) guided reading, (c) post-reading discussion, and (d) problem solving that are integrated into learning steps fitted reading themed academic honesty and honesty; (2) integration of four CDB stages in learning done flexibly at each session in accordance with the materials and learning activities, namely: modeling, exercises and assignments; (3) at post-reading discussion and problem solving stage, given stimulation in the form of supplementary questions in the discussions and read journals, as well as a short drama play activities to direct students experience and express CDB process (identification, involvement, and insight); (4) the learning process is supported with learning media in power point and video clips form to deliver learning material; and (5) the process and learning outcomes are evaluated based on some records: observations, interviews, student journals, and semantic differential.

The learning process has been carried out well in every cycle, especially in speaking, practise a short drama. It is characterized by several things, they are: (1) the implementation of 4 CDB stages are growing very well because of teacher's active role, creativity and openness to stimulate and strengthen student's interest and active participation in learning develop very well, that known from students activity in questioning, alacrity to answer and courage to express their creative ideas that develop learning process; (2) student's disclosure on the CDB process they experienced are very well, has led to their ability to solve academic problems honestly; and (3) students positive responses to the learning process is increases, in both categories marked with enthusiasm expression and semantic differential positive results and rising.

Second, in general, the result of this classroom action research is the improvement of academic honesty up to very well. It is characterized by the development of a student's academic honesty of the 1st cycle up to 3rd cycle: (1) the number of students completing the exam with honest (56% at 1st Cycle, 73% at 2nd Cycle, and 96 %at 3rd Cycle), and (2) the honest behavior in completing task that increasingly leads to maintaining their academic honesty is characterized by behaviors to avoid giving an answer to the friend by adjusting the seat, covering answer, and reject friend requests.

Recomendation related to theoretical usefulness of scientific research are: (1) designing similar studies with larger scale, (2) developing a quasi experimental research and time series experiment with the findings of this study as treatment model. Practically, donated advice is: (1) to teachers to use and develop learning model findings, (2) to the principal in order to disseminate the results of research, and (3) to the Bahasa Indonesia textbook authors to develop instructional materials appropriate to these findings.

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