

## The Effectiveness of Group Guidance Services in Reducing Students' Cheating Behavior

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**Abstract:** Cheating is an act that reflects dishonest behavior, this is contrary to the goals of education in Indonesia which want every student to have the noble values of Pancasila which are reflected in his behavior. Related to this, one of the efforts made by the counseling teacher/counselor in reducing cheating behavior is by using group guidance services. This study aims to reduce students' cheating behavior by using quantitative research in the form of Pre-Experimental Design with The One Group Pretest Posttest Design. The population of this study were 264 students of class VIII MTs Al Ittihadiyah Pangkalan Masyhur Medan and the subjects of this study were 12 students based on the results of AUM PTSDL. In addition to reducing students' cheating behavior, the results of this study also aim to find solutions related to students' cheating behavior so as to help students master learning at school.

**Abstrak:** Menyontek merupakan suatu perbuatan yang mencerminkan perilaku tidak jujur, hal tersebut bertentangan dengan tujuan pendidikan di Indonesia yang mengkehendaki setiap siswa memiliki nilai luhur pancasila yang tercermin dari perilakunya. Terkait dengan hal ini, salah satu upaya yang dilakukan guru BK/konselor dalam mereduksi perilaku menyontek yaitu dengan menggunakan layanan bimbingan kelompok. Penelitian ini bertujuan untuk mereduksi perilaku menyontek siswa dengan menggunakan penelitian kuantitatif bentuk Pre Experimental Design dengan desain The One Group Pretest Posttest Design. Populasi penelitian ini yaitu siswa kelas VIII MTs Al Ittihadiyah Pangkalan Masyhur, Jalan Karya Jaya Gg. Karya VII, No. 7A, Sidorejo Hilir, Medan Johor, Medan berjumlah 264 orang siswa dan subjek penelitian ini yaitu sebanyak 12 orang siswa berdasarkan hasil AUM PTSDL. Selain mereduksi perilaku menyontek siswa, hasil penelitian ini juga bertujuan mencari solusi terkait perilaku menyontek siswa sehingga membantu siswa dalam menguasai pembelajaran di sekolah.



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### INTRODUCTION

The world of education is inseparable from problems, one of the problems that is a concern in education in Indonesia and internationally is cheating. Cheating behavior is inseparable from bad study habits, Luthfi (in Moh. Ali, 2008) explains that bad study habits are habits that don't last long in learning, skipping school, studying before exams, looking for leaks. exam questions, and cheating.

Burns (1979) explained that students' cheating behavior occurs due to the lack of time available to complete assignments so that it burdens students with feelings of fear of failure but has a strong desire to achieve high academic achievement. This has an impact on students so that they have the intention to do various ways to achieve their learning goals. Students who are successful in achieving high academic achievement will ultimately feel competent and meaningful.

Conversely, students who fail to achieve high scores will feel incompetent and insignificant.

Bushway (1977) explains that, cheating in class is mostly done by cheating on exam notes, copying answers from other students, copying homework, and plagiarizing. This cheating behavior has existed since a thousand years ago, in line with Brickman's opinion (in Bushway, 1977) explaining that during government exams in ancient China, a small room was prepared for each examinee to prevent cheating from occurring and if the examinee If you are caught cheating, you will be given the death penalty for the examinee and the examiner, but cheating continues to happen.

Based on the results of the Media Group Research and Development survey in 2007 (in Musslifah, 2012) showing 6 big cities in Indonesia (Makassar, Surabaya, Yogyakarta, Bandung, Jakarta and Medan) almost 70% of respondents answered that they had cheated when they were still in school and college. This data is reinforced by the results of research conducted on favorite high school students in Surabaya with a sample of 7% of all students (more than 1400 students). The study explained that 80% of the sample had cheated. % and desk 26%. Based on the survey results, Widiawan (in Musslifah, 2012) explained that 51% of students who cheat wanted to stop their bad habit of cheating.

School is a formal educational institution organized by each educational unit as a place for each student to learn and understand laws, values, morals, norms, social skills (communication, collaboration, creativity, critical thinking) and acquire knowledge. This aims to realize students who are intelligent, capable and have character according to educational goals.

Counselors play a very important role in providing counseling services to students, so that a superior and character education/learning process is realized in schools. Counselors/counselors are expected to always instill character values (honest, independent, responsible, patient, helping each other) to students. Counselor teachers can work together with subject teachers in educating and forming students with character.

As stakeholders, subject teachers and counselors have a role in preventing students' cheating behavior by overcoming learning difficulties and providing effective teaching so that students are able to master the subject matter thoroughly. Wibowo (2012) explains that subject teachers have an important role in helping students master subjects. One of the roles that must be carried out by the subject teacher is to teach well and complete the learning material.

Counseling guidance (BK) services in schools are an attempt to help students to develop their personal, social, study and career lives. Prayitno, et al (2013) explained that counseling services have five functions, namely the functions of understanding, maintenance and development, prevention, alleviation, and defense. The prevention function aims to help students be able to prevent and avoid themselves from problems that will hinder self-development and interfere with effective daily life (KES).

Conyne (2004) in counseling services explains that "prevention" is "to come before", that is something that comes or is given before something or a problem occurs. There are 3 dimensions of prevention, namely primary prevention, secondary prevention, and tertiary prevention. Furthermore, Chaffe & Pransky (1991) which was launched by the Lyla S. Hallman Foundation explained that primary prevention is prevention that is carried out before a problem occurs, secondary prevention is prevention that is carried out when there are signs of impending problems, and tertiary prevention is prevention that is carried out so the problem doesn't happen again.

Reducing cheating behavior can be done with various services and support activities in counseling guidance. Prayitno (2012) explained that there are 10 services in counseling, namely orientation services, information, content mastery, placement and distribution, individual counseling, group counseling, group counseling, mediation, consultation, and advocacy. The counseling service used in this study is group guidance services. Prayitno (2012) explains that group counseling is an activity carried out by a group of people by utilizing group dynamics and discussing various things that are useful for

personal development or solving individual and social problems.

Based on the understanding of group guidance services above, so this research is used to reduce student cheating behavior, because each student is free to interact and express opinions and find the right solution to the problems that exist within them, namely cheating behavior. Through this group guidance activity, intimacy is established, understanding the characteristics of friends and respecting fellow group members.

According to Prayitno (2016) explains that group guidance services organized by counseling teachers serve to provide students with an understanding of reducing cheating behavior that is good for them, environmental conditions and circumstances, future planning so that it will lead to an increase in student knowledge. Group guidance services were chosen because all individuals can play a more active role so that group dynamics occur because it allows for the exchange of thoughts, experiences, hearing and understanding the opinions of friends.

The same thing was explained by Pallitteri (2006) explaining that: *"the teacher's behaviors therefore can encourage or discourage particular behavior in students. These basic social learning principles can be systematically used to increase the student's behaviors that are associated with cheating behavior."* This means that reinforcement in the form of motivation, praise given by the teacher can systematically improve student behavior related to cheating behavior. It can be concluded that the counseling teacher is one of the educators who has an important role in cultivating understanding and providing reinforcement and knowledge to students in order to reduce students' cheating behavior through group guidance services.

## METHOD

This research is a quantitative research with an experimental research design, according to Iskandar (2009) explaining experimental research is a study that requires researchers to manipulate and control one or more independent variables and observe the dependent variable, and see differences according to the manipulation of these independent variables or research that looks

at causal relationship to two or more variables that treat more (treatment) to the experimental group.

Manipulation carried out can be in the form of certain situations or actions that are given to individuals or groups, then after that the effect is seen. According to Sukardi (2014) what is meant by manipulation is an action or treatment carried out by a researcher on the basis of scientific considerations that can be accounted for openly to obtain differences in the effect on the dependent variable.

The experimental research design uses a pre-experimental design the one group pretest posttest design with a time series design research design. This design is an experiment that was carried out with 3 pretests (before) and 3 posttests (after treatment) in order to determine the causal relationship between variables. The population of this study were students of class VIII MTs Al Ittihadiyah Pangkalan Masyhur, Jalan Karya Jaya Gg. Karya VII, No. 7A, Sidorejo Hilir, Medan Johor, Medan totaling 264 students and the subjects of this study were 13 students based on the results of AUM PTSDL. The instrument used was the observation of cheating behavior using the Guttman scale model which was then analyzed using the Wilcoxon Signed Rank Test.

## RESULT AND DISCUSSION

### A. RESEARCH RESULT

This research was carried out at MTs Al Ittihadiyah Pangkalan Masyhur Medan in class VIII as many as 13 students received group guidance services. The implementation time is April - May 2023, specifically this research is to reduce cheating behavior through group guidance services. The following is the pretest and posttest data.

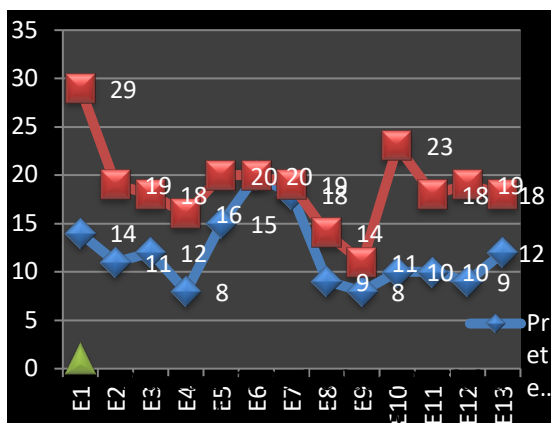
**Table 1. Pretest and Posttest Frequency Distribution of Students' Cheating Behavior**

Interval	Kategori	Pretest		Posttest	
		Frekuensi (f)	Persentase (%)	Frekuensi (f)	Persentase (%)
≥ 25	High	8	61,54	1	7,69
12-24	Medium	5	38,46	4	30,76

≤ 11	Low	0	00,00	8	61,54
<b>Jumlah</b>		<b>13</b>	<b>100</b>	<b>13</b>	<b>100</b>

Based on the data in the table above, there is a significant difference in students' cheating behavior before and after being given group guidance services, where the pretest score in the high category is 8 people with a percentage of 61.54, the medium category is 38.46% and the low category amounted to 0 students with a percentage of 00.00%, while the posttest scores in the high category decreased to 1 student with a percentage of 7.69%, the medium category became 4 students with a percentage of 30.76% and the low category amounted to 8 students with a percentage of 61.54%.

The data also shows that the frequency of students' cheating behavior decreased from the high category to the medium and low categories. This shows that group guidance services can reduce students' cheating behavior. Meanwhile, to see changes in cheating behavior in each student can be seen in Diagram 1 below.



**Figure 1. Diagram changes in cheating behavior in each student**

Diagram 1 above shows that each student experienced a decrease in the score of cheating behavior after being given treatment in the form of group guidance services. Of the 13 students, on average students experienced a decrease in cheating behavior, both in the high, medium and low categories. Thus it can be concluded that group guidance services can be used to reduce students' cheating behavior.

**B. DISCUSSION**

Based on the results of the study it can be concluded that the group guidance services that have been implemented can reduce students' cheating behavior at MTs Al Ittihadiyah Pangkalan Masyhur, Medan. At the end of the group guidance activity meeting, each student is committed not to engage in dishonest or fraudulent behavior in learning and provide input or solutions in solving their problems:

1. Self-confident

Students/individuals who have self-confidence (self-efficacy) in themselves will have an independent attitude, not dependent on others. This means that students who have self-efficacy, these students will be able to choose behavior based on the level of difficulty of the task they are facing and also have the power of effort to avoid cheating behavior, and are confident in their ability to face various tasks. This is in line with the opinion of Ormrod (2008) explaining that self-efficacy is a person's assessment of his own ability to carry out certain behaviors or achieve certain goals.

2. Not Ambitious but Realistic Thinking

In learning or facing exams, every student should not only think about the orientation of the learning outcomes that will be obtained (high scores and good achievements) but think more about how to be able to master each learning material well.

3. Self Concept

Students who have a good (positive) self-concept are students who are able to know themselves and know their potential which can be developed both in the academic and non-academic fields. The purpose of this self-concept is that students can determine realistic learning goals so that it is easier to obtain optimal achievement. Research by Setyani Uni (2007) explains that 21.5% of SMAN 2 Semarang students commit cheating because they have a low self-concept.

**CONCLUSION**

Based on the research findings obtained after carrying out statistical analysis and hypothesis testing, it can be concluded in general that group guidance services are effective in reducing student cheating behavior, specifically the findings of this study are that there is a significant difference in students' cheating behavior before and after

being given group guidance services in reduce students' cheating behavior.

### RECOMMENDATIONS

Counseling service activities, such as this group guidance service, should be held in every school in the city of Medan in particular and throughout Indonesia in general. The goal is that problems in the world of education, especially students' cheating behavior, can be resolved, so that students no longer cheat in their learning process, have noble character and character.

This group guidance service activity can also be an alternative solution for schools and counseling teachers/counselors in alleviating students' problems in reducing their cheating behavior.

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