

Application of Educational Comics About Academic Integrity in Elementary School Students

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Abstract

The character of students' academic integrity is currently one of the concerns in the world of education. Many cases of dishonesty in the educational environment are indicative of the low level of student academic integrity. One effort that can be done to grow it is by using comic media. Comic media are expected can develop the character of academic integrity of elementary school students through visualization and story content about academic integrity. The purpose of this study was to determine the tendency of the character of academic integrity of elementary school students when using educational comics. This research used a qualitative research with case study method. The data was collected by observation, interviews, and documentation technique. Based on the results of the study note that there are differences in levels between aspects of student behavior and belief in academic integrity. These differences made the behavior inconsistent with their beliefs about academic integrity. Educational comics in learning activities have a positive impact, students responded enthusiastically when reading comics and students feel motivated by the form of images and stories that are displayed so that it helps students understand the concepts of values contained in academic integrity.

Keywords: academic integrity, education comic, elementary school students

1. INTRODUCTION

Academic integrity is currently a major concern in the world of education. Student cheating and dishonesty behavior is no longer a new problem. Behavior such as copying homework, allowing copying homework, engaging in collaborations that are not permitted, giving information on the contents of the exam, and giving answers during the exam are often encountered among students. Dishonesty behavior in the academic field can be an indication of a decrease in academic integrity (Geddes, 2011; Biswas, 2014).

From the results of research conducted by CAI (Center for Academic Integrity) in 2012 regarding the percentage of academic cheating committed by students showed that 95% of 59 students cheated while 98% of 49 students committed plagiarism. In addition, the results of a survey of 20,000 high school students showed that 80% admitted cheating on school work and two-thirds had cheated on tests, and 90% had copied homework assignments (Seidder, Novick, & Gomez, 2013). In fact, many cases of academic violations that are increasingly making this behavior more socially acceptable and assume that cheating is a normal thing in life. From the results of a survey conducted by Kisamore, Stone, and Jawahar (2007) showed that as many as 92% of 265 students committed violations, and 45% of them felt that violations were acceptable social behavior. Based on the high

percentage of cheating and dishonesty can be an indication that the behavior of students' academic integrity is low.

Academic integrity in the domain of positive psychology is included in positive personality constructions that address issues of plagiarism, ethics and writing (Barnard, Schurink & Beer, 2008; Pfannenstiel, 2010). Academic integrity according to McCabe (in CAI, 1999, p.4) is a commitment to five basic values, namely honesty, trust, fairness, respect, and responsibility. In addition, Williams (2006) states that academic integrity in the view of cognitive psychology is seen from a motivational perspective. Motivation in relation to academic integrity will affect individual actions in taking actions that are allowed and not allowed.

One effort that can be done in order to build the values of academic integrity is the use of innovative learning media in the form of comics. Comic media can present inspiring stories in which there are values of academic integrity in character figures presented in the form of images. Comics are defined as "sequential art" (Eisner, 2000, p. 5). Comics are made by combining two or more consecutive images into an interesting art with the aim of telling an event. If the picture is seen separately it will look like a normal picture, but if the picture is seen in sequence will create the plot of a story. The selection of comics as a medium to be used is based on reasons of compatibility with the characteristics of elementary school students. The cognitive development approach theory proposed by Piaget (in Suyono & Hariyanto, 2011, p. 83) states that elementary school students aged 7-8 years to 12-14

years old are included in the concrete operational stages. All students' thinking still assumes concrete objects and has not been able to form an understanding of abstract material.

In a variety of research comics have been widely used as one of the media used in learning. As conducted by Puspitorini, Prodjosantoso, Subali, and Jumadi (2014) who use comics in science learning. The results of research conducted indicate that the comic media can improve learning outcomes in cognitive aspects and affective learning outcomes and be able to increase student motivation. Other research shows that besides comics can be used as learning media, the use of comics is also effectively used as extension media (Handayani, 2016; Ridha, Selviana, & Azzwar, 2016; Ramadhanti, 2016). Other research on this comic was carried out by Nugraha, Yulianti, and Khanafiyah (2013) whose research results reveal that the use of comics can improve student cognitive learning outcomes. However, the comics used in his research have not been able to develop religious character and curiosity caused by the time spent being too short. The use of comics as a medium for character education learning is also carried out by Sapietro and Soeharto (2015). The results of his research showed that the comics he developed were effective in increasing the character of responsibility and discipline of students.

From the opinions above it can be seen that there has been no research on comics to find out the tendency of the character of academic integrity of students. Therefore, researchers try to carry out this research to determine the tendency of the character of academic integrity. The informative and educative nature of comics makes it possible to instill the values of academic integrity characters with picture messages that are easily understood by elementary school students.

2. RESEARCH METHOD

The study of this research study is focused on the use of comic media in relation to efforts to develop the character of academic integrity of elementary school students. This research uses a qualitative method with a case study approach. Data collection techniques are carried out by triangulation (combined), data analysis is inductive or qualitative, and qualitative research results emphasize more on meaning than generalization. The selection of case studies because this approach can dig deeper about the tendency of the character of academic integrity of elementary school students, especially when using comic media. The results of this study represent the tendency of the character of academic integrity of elementary school students when using comic media from the resource persons, including other activities.

The research instrument used consisted of the McCabe Academic Integrity Survey (M-AIS) questionnaire, a needs analysis questionnaire, material expert test questionnaire, media expert test questionnaire, and student eligibility questionnaire. And data collection techniques carried out were observation, interviews, documentation, and combination/triangulation.

This research was conducted in class IV Elementary School in Bandung. This school was chosen because it has a

mission to develop pilot schools based on local customs, care for the environment, literacy and information and technology literacy. In this study, researchers focused on 5 students to be the subject of research. Intake of respondents is done purposively, this is done to give intensity to the researcher to observe the tendency of the academic integrity of their students.

This research was conducted through four stages, namely pre-research, research stage, data analysis stage, and data preparation stage. First, in the pre-research stage the researcher examined in depth the theme and direction of the research to be carried out. Second, the research phase begins with a preliminary study, planning and making of educational comics aimed at developing the character of students' academic integrity. In this activity, researchers need approximately one month to plan and make comics, as well as conducting research through observation, interviews, and documentation. Second, the data analysis stage is carried out in four stages, namely the stages of data collection, reduction, depiction, and verification. Finally, the report preparation stage is the final stage in the research implementation process.

3. RESULTS AND DISCUSSION

The research was conducted to determine the tendency of the character of academic integrity of students in the class. Retrieval of information about the tendency of the character of academic integrity is done through the McCabe Academic Integrity Survey questionnaire that is distributed to students in the class. Based on the results of the questionnaire, it is known that the behavior of students' academic integrity is in the high category. When viewed from the presence or absence of students in each category, there is no student in the very high and very low categories. Around 22 students in this class are in the high category and the rest are in the low category. While in the aspect of students' beliefs about academic integrity it is known that as many as 14 students are in the low category. While the rest are equally even in the high and very low categories.

In the implementation of this research conducted during five meetings. This is adjusted to the distribution of the values of academic integrity proposed by McCabe in which there are five values contained in academic integrity, namely honesty, trust, fairness, respect, and responsibility (respect responsibility).

Based on the explanation above when using comics as a media in developing the character of academic integrity, it is known that there are findings that can illustrate the tendency of students' academic integrity characters. The first finding regarding students' conceptual knowledge of the values of academic integrity found in comics. In this finding, it is known that students understand the concept of academic integrity values in the form of behavior that exemplifies values. In Piaget's cognitive development theory elementary school students are at the age of 7-8 years to 12-14 years at a concrete operational stage so that at this age students' understanding of the concept of values in the character of academic integrity is still in the form of behaviors that

represent values and can not yet understand the concept of value in a more conceptual form.

In line with the above findings, there are other findings in which all research subjects interpret the value of trust in comics as the value of confidence. The students' thoughts that have not been able to think conceptually make students interpret the behavior that is exhibited by the characters in the comics as confident behavior. This is due to the concept of confidence closer to students. So far, even in learning that is introduced to students is confidence, so that students more often hear the concept of confidence. Moreover in the comic character "Cloud" demonstrates the behavior of doing the task with one's own abilities and rejects the answers offered by his friends, so that according to students' understanding Cloud behavior reflects an attitude of trust in oneself.

The second subsequent finding regarding student behavior that violates academic integrity, for example in the initial activity on the topic of honesty (honesty) when researchers ask "have you ever lied", they also answered directly that they had done it when playing with reason because they wanted to win. In addition, there were also some students who answered that they had also helped their friends when doing assignments because they were forced by their friends. They do it with the reason "want to get good grades, so they are not scolded by parents, unable to do work, and lazy to learn". From these findings it can be seen that the factors that cause students to violate academic integrity are caused by motivation or goal orientation, peers, and parents.

In social cognitive theory views integrity as the consistency of behavior in dynamic systems that underlie psychological mechanisms, such as goals and motivation. Williams (2006) explains that in the view of cognitive psychology regarding the behavior of one's academic integrity in taking actions that are allowed and not allowed to be influenced by motivation. Motivation is considered as a condition that encourages someone to act in a way to achieve goals.

Then the second factor is peers. Students are more likely to commit fraud when they see their friends involved in cheating. In addition, according to Piaget (in Slavin, 2012) regarding moral reasoning explains that at the age of 10 years to 12 years, children are at the stage of autonomous morality. Where at the stage of morality children begin to change due to their ideas about morals began to be mixed because of the social interaction of children who began to expand. In line with this opinion, Kohlberg (in Santrock, 2011) explains that moral reasoning like this is at the second level (conventional) at the stage of orientation regarding good children. At this stage the child begins to show an action orientation that can be judged good or bad by others or the community.

Besides the pressure exerted by peers can also be a driving force for students to violate academic integrity. This is evidenced when the researcher asks the factors that cause the subject to give an answer or help his friend in doing the task, the subject then answers "so as not to be opposed by his friend" and "because he was scolded by his friend if not giving an answer". The pressure felt by students' forces them to commit fraud in order to maintain friendships, avoid rejection, or avoid social accusations given by peers (Jiang, Emmerton, & McKauge, 2013; Geddes, 2011; Zimny,

Robertson, & Bartoszek, 2008; Callahan, Dworkin, & Dranvon, 2001).

The last factor is academic integrity fraud caused by parents. Parents can be a stimulus for creating dishonesty in their children. The fear of being scolded by parents for getting small or low grades in school or the failure of children in academics is a driving force for children to do everything they can to get good grades. Actions like this that indirectly teaches children to lie to avoid the anger of their parents (Park, Peterson, & Seligman, 2004; Teodorescu & Andrei, 2009).

4. CONCLUSION

Based on the findings and discussion of the results of research on the character of academic integrity of elementary school students it is known that there are differences in the level of behavioral aspects and students' confidence in academic integrity. This difference makes the behavior inconsistent with their beliefs about academic integrity inconsistent. This is caused by three factors, namely demographic factors, personality factors, and situational factors. The use of comics as a medium for delivering information about academic integrity has a positive impact. Students respond enthusiastically when reading comics and students feel motivated by the form of images and stories that are displayed so that it helps students understand the concepts of values contained in academic integrity

5. REFERENCES

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