



Implementation of Instilling the Value of Honesty in Indonesian Elementary School Students: A Literature Review

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Abstract. The purpose of this study was to present and describe multiple efforts to foster the value of honesty in elementary school students. This study was a literature review. The authors used data collection documentation through Google Scholar. Data were analysed by using the interactive approach, which includes data reduction, data presentation, and data verification. Data validation was carried out through dependability and credibility tests. The results of the review obtained that implementing of instilling the value of honesty in elementary school students can be done in various ways, included: (1) Through programs in schools that are guided by school policies. (2) Utilized games emphasizing honesty in their learning activities. (3) The teacher's approached in teaching, guiding and familiarizing students. These ways successfully teach elementary school children the importance of honesty.

Keywords: Honesty Cultivation · Students · Elementary School

1 Introduction

The discussion of human behavior cannot be separated from education. Education has a fundamental role to establishing individual character. Education is an effort that is consciously and significant positive impact on life. Human being is trained by education to develop his potential in insight, personality, and behavior. Education is a continuous and sustainable process that aimed to produce superior people who respect the nation's cultural values [1]. However, the facts found in the field are not directly proportional to national's education goals.

Dishonestly in behavior such as bribing, stealing, corruption, and cheating are still found in daily life. This fact is absolutely not in the right line of the goals contained in national's education. Today, cunning actions are increasingly being discovered and taken for granted, without us realizing it could lead to bad habits. Lacked of attention from some parents and teachers is one of the inhibiting factors for character development in children [2]. This is because parents are busy with their work and fully surrender their children's education to schools.

Meanwhile, teachers also have many responsibilities other than teaching, so they do not focus on helping schools to develop the children's character. What has been done in educational institutions has been only limited to fostering intelligence in the academic field, without seeing the possibility of character declined in students. Dishonesty often done by students is that they are accustomed to cheating on exams. Exam cheating is not only a matter of infidelity, but there are also several cases showed up some elementary school students in Indonesia misbehave and deviate from the existing character values. Several issues of elementary school students occurred in Tana, Tidung Regency, Indonesia reported by the Kalutara newspaper, there were five students caught by citizen while stealing in a groceries shop.

The development of character education in schools is the government's solution to the problem of behavior that deviated from the values, norms, and characters that apply in Permendikbud (Regulation of The Minister of Education and Culture) numbers 20 years 2018 concerning at "Strengthening Character Education in Formal Education Units". In Sect. 2 of the regulation, strengthening character education is carried out by applying the values contained in Pancasila, especially religious, tolerance, honesty, hard work, discipline, creativity, democracy, independence, curiosity, nationalism spirit, appreciate achievements, love the homeland, communicate, love peace, care for the environment, love to read, be responsible, and care about society. This value embodies 5 core values: religion, nationality, independence, cooperation, and integrity. In Article 4 of the regulation, the implementation of strengthening character education at the elementary school level is more significant than at the secondary school level. Character content in maintaining character education is carried out through the curriculum and habituation in primary or secondary school academic units. The purpose of character education is to instill the values of the nation's character effectively through the implementation of the National Mental Revolution Movement, which is the focus of learning, civilizing, and habituation, so that national character education can change behavior, pattern thoughts, and actions to become an excellent Indonesian nation with integrity [3].

Character education is based on anti-corruption values through habituation in elementary schools, namely implementing an open canteen. Habituation in the honesty canteen is done through daily activities, spontaneity, and conditioning [4]. Character education through honesty is effective, with all activities carried out using habituation techniques [5]. The results obtained that the facilities and infrastructure at the school include the Amanah canteen. The Amanah Canteen contributes to realizing the importance of honesty in schools, especially for students [6].

One of the qualities that must be instilled in early childhood is honesty. The sooner the value of honesty is instilled in children, the more it will be embedded in their character. This teaches children the importance of honesty for themselves, others, and the country [7]. Honesty is a guide from God, who is also a role model for the Prophets and Apostles. Honesty is a character of goodness that contains the truth and trains oneself to refrain from lying about the fact. In addition, honesty can be defined as a character that avoids cheating, acts according to regulations, and so on. Honesty can also refer to the suitability of goals, statements, and someone's actions are reflected in other good deeds and avoid lousy behavior (violating). Given the importance of this honesty value for humans, the most effective place to instill the value of honesty is in educational institutions,

especially schools. Several schools have programs in implementing the inculcation of honesty and character values, and from these programs, it is hoped that they will be able to overcome the problems among elementary students. The purpose of this writing is that Several schools have programs in implementing the cultivation of honesty and character values, and from these programs, it is hoped that they will be able to overcome the problems among elementary students. The purpose of this writing is that Several schools have programs in implementing the cultivation of honesty and character values, and from these programs, it is hoped that they will be able to overcome the problems among elementary students. The purpose of this writing is to describe various ways to implement the cultivation of the honesty value of elementary school students.

2 Method

The design of this research is Literature Review. Literature review is a description of theories, findings, and other research materials obtained from reference materials to be used as the basis for research activities. Literature Review which contains reviews, summaries, and the author's thoughts on several library sources (articles, books, slides, information from the internet, etc.) topics discussed. A good literature review must be relevant, up-to-date, and sufficient. The foundation of theory, theory, and library.

The number of literature reviewed were 13 relevant papers as data sources. The reasons and benchmarks for choosing the literature as the object of study are the relevance of the variables studied in this study, the journal sources were used are reliable, the papers published in the last five years, the paper selected are only focused on education in elementary schools.

In addition, the approach was used to obtain data is documentation through Google Scholar. The selected population is a written document that discusses the inculcation of the value of honesty for elementary school students. While the sampling method used is purposive sampling, a sampling method with specific criteria. The keywords selected in the Google Scholar search were "implementation of honesty values" and "primary students' honesty values". Data validation of this study used is the test of dependability and credibility. The data were then processed using Miles and Huberman data analysis techniques: data reduction, data presentation, and verification.

This literature review was synthesized using a narrative method with grouping similar extraction data according to the results obtained measured to answer the objectives of research journals that meet the criteria inclusions are then collected and a journal summary is made including the names of researcher, year of publication, country of study, research title, method and summary of results or findings. A summary of the research journal is submitted to in the table sorted alphabetically and the year the journal was published and according to the above format. To further clarify the analysis of abstract and full text journals are read and scrutinized. The summary of the journal is then carried out analysis of the content contained in the research objectives and results/findings study.

3 Result and Discussion

Based on Table 1, there is a complete review of the 13 sources of data obtained, namely:

Table 1. Results of papers Related to Instilling the Value of Honesty in Elementary School Students

Number	Author	Year	Title
1.	Munif, Rozi, Yusrohlana	2021	“Teacher’s Strategy in Shaping Student Character Through Honesty Values”
2.	Khotimah, Putro, Utomo, Hidayah, Astrianti, Sari, Alfanani, Muthmainnah, Mazliza, Zakiah	2020	“Instilling Honesty Characters Through Anti-Corruption Canteens in Elementary/MI Students in Ngargorejo, Ngemplak, Boyolali”
3.	Rahmadonna, Suyantiningsih	2020	“Anti-Corruption Learning Multimedia to Instill the Value of Honesty and Simplicity in Elementary School Students in Yogyakarta”
4.	Noviati, Giwangsa	2019	“Analysis of the Value of Honesty in the Tatarucingan Game”
5.	Hariandi, Puspita, Apriliani, Ernawati, Nuhasanah	2020	“Implementation of Students’ Academic Honesty Values in Elementary Schools”
6.	Sari, Akhwani, Hidayat, Rahayu	2021	“Implementation of Anti-Corruption Values-Based Character Education through Extracurricular and Habituation in Elementary Schools”
7.	Febriana	2021	“Implementation of Anti-Corruption Education Values, Honest Responsibility and Discipline at SDN Kotalama 6 Malang City”
8.	Muflihah, Noor, Wahyudin	2021	“Implementation of Character Education Values in the Formation of Morals in Students of SDN Tanjung Sari 02”
9.	Khusnan, Faridah	2020	“Implementation of Character Education Through Honest Cooperatives at Madrasah Ibtidaiyah Sunan Ampel Sidoraharjo Kedamean Gresik”
10.	Faini, Alexon, Tarmizi	2021	“Use of Educational Game-Based Media to Grow the Value of Honesty”

(continued)

Table 1. (continued)

Number	Author	Year	Title
11.	Anam, Sakiyati	2019	“Honesty Canteen as an Effort in Character Building”
12.	Ichsan	2019	“Class-Based Honesty Value Education at Madrasah Ibtidaiyah Negeri 1 Bantul Yogyakarta”
13.	Nur	2021	“Application of Anti-Corruption Education for Elementary School Students”

The teacher’s strategy in shaping student character through honesty values. The results obtained are that the efforts of teachers at Blimbing 3 Public Elementary School, Besuki, Situbondo to shape the honest character of students are: (1) Before starting the lesson, the teacher always reads the hadith about honesty. The aim is to provide students with an understanding of what is mentioned in the hadith so that they can apply it in everyday life, both inside and outside school. (2) Teachers always understand student achievement by awarding students development in the academic and extracurricular fields. The teacher also provides a stimulus to students whose learning outcomes are still in the average range, so they always try and want to get better learning outcomes according to their abilities. (3) Teachers are required to guide students to get used to behaving and being honest at school by providing a quiet classroom environment that stimulates students to be honest in exploring ideas and expressing their views on the issues discussed. (4) Teachers are responsible for increasing students’ understanding of the importance of education. Teachers must be proactive in teaching so that the honesty taught in schools is compelling. (5) Teachers need to set an example in cultivating a culture of honesty in schools through honesty cooperatives. The procurement of honesty cooperatives has effectively educated students about honesty [8].

3.1 Result

The inculcating the character of honesty through the anti-corruption canteen in elementary students of Ngargorejo, Ngemplak, Boyolali. The results obtained are that the anti-corruption canteen program is effectively implemented. Using an anti-corruption canteen with a self-service system approach is an effective method to instill honesty in students [9].

The anti-corruption learning multimedia to instill the value of honesty and simplicity in elementary school students in Yogyakarta. The results are that (1) The preliminary examination of the creation of anti-corruption multimedia provide the development of the essential value of honesty in schools. (2) Multimedia development involves two stages: the development of learning materials through the ADDIE model (Analyze, Design, Develop, Implement, and Evaluate) and the Rob Philips model approach used for media development. (3) The developed multimedia can be used as an alternative media to promote the value of honesty in elementary school students [10].

The analysis of the value of honesty in the Tatarucingan Game. The results obtained are that in the tatarucingan game, there is a value of honesty where the game's concept is when the opposing party is asked to guess the answer, and the answer must be consistently true or false. If the party requesting the question wants to win, don't allow the other party to be able to respond correctly, but you must be wrong. By playing the tatarucingan, students will be accustomed to always behaving honestly, even if it is only a game [11].

The implementation of students' academic honesty values in elementary schools. The results are that students' honesty during high exams is proven when students take exams from two subjects on the same day but only research one subject. Students strive to learn the second subject matter when they have the time and opportunity to do so before the second exam takes place [12].

Implementation of anti-corruption values-based character education through extracurricular and habituation in elementary schools. Character education is based on anti-corruption values through habituation in elementary schools, namely implementing an open canteen. Habituation in the honesty canteen is done through daily activities, spontaneity, and conditioning [4].

The implementation of anti-corruption education values, honest, responsibility, and discipline at Kotalama 6 Malang City, public Elementary School. Character education through honesty is effective, with all activities carried out using habituation techniques [5].

The implementation of character education values in the formation of morals in students of Tanjung Sari 02 Public Elementary School. The results obtained that the facilities and infrastructure at the school include the Amanah canteen. The Amanah Canteen contributes to realizing the importance of honesty in schools, especially for students [6].

The implementation of character education through honest cooperatives at Sunan Ampel Islamic Elementary School, Sidoraharjo, Kedamean, Gresik. The results are that moral character education is carried out through habits in the school curriculum, including school cooperatives with a self-serving system without supervision [13].

The use of quizzz educational game-based media to grow students' honesty values in online learning. The results are that (1) using Quizizz-based educational game media can encourage students' honesty. The average value of observations from the first cycle has a score of 24.75 and is categorized as good. While in cycle II the average value is classified as very good with a score of 26.25. (2) The value of honesty in students increased as evidenced by the increase in the questionnaire results from 82.75 in the excellent category in the first cycle to 90.00 in the excellent category in the second cycle [14].

The honesty canteen as an effort in character building. The results obtained that the honesty canteen is a successful means to instill the concept of honesty and familiarize students with its application in their daily lives [15].

The class-based honesty value education at 1 Bantul Islamic Elementary School, Yogyakarta". The results obtained are that the education on the value of honesty in class-based students at MIN 1 Bantul is carried out by integrating the importance of honesty in learning science, mathematics, and social studies using the STAD type of cooperative learning approach and by incorporating the values of openness in learning

Indonesian using LVEP method. The teacher implemented the STAD type cooperative learning strategy for science, mathematics, and social studies, starting with the low category completeness in Cycle I, high category completeness in Cycle II, and very high completeness in Cycle III [16].

The application of anti-corruption education for elementary school students. The findings are that teachers must cultivate the value of honesty in students since they enter class so that students understand what it means to be honest and behave honestly, namely by (1) setting a good example to their students. (2) Teachers must be nimble in dealing with problematic students, whether honest students or not related to the problem [17].

3.2 Discussion

Based on the analysis of the documents found, many ways can be used to instill the value of honesty in students in educational institutions, especially at the elementary level. This is because the value of honesty is so significant for students that it needs to be instilled since students start entering the school room. Each school must have its program to instill the value of honesty, for example honesty canteen, honest cooperative, Amanah canteen, and anti-corruption canteen. In addition, some go through games, for example, the game of hooks and games Quizizz education. The teacher's role is also very influential in instilling the value of honesty in students; teachers must educate and guide students to always be honest through habituation methods, teachers must use certain media in learning, and teachers must be able to provide examples and be skilled in solving student problems related to education honesty value.

4 Conclusion

Based on the results and discussion, it can be concluded that the implementation of inculcating the value of honesty in elementary school students can be carried out in various ways, namely: (1) Programs held in schools following school policies. (2) Games with an emphasis on honesty in learning activities. (3) The teacher's approach to teaching, guiding, and familiarizing students is always to be honest in their daily lives. These techniques successfully teach elementary school children the importance of honesty.

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