

THE STUDY OF EDUCATIONAL HONESTY STAGES IMPLEMENTATION IN AN INDONESIAN SCHOOL

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Abstract

Purpose of the study: This study aims to develop an honesty model of education in a school, especially to convey the stages, facilities, and infrastructure needed to carry out honesty education in a school.

Methodology: This study used a qualitative method in a case study approach. Data collection was conducted in five ways, namely direct observation, observer as a participant, interviews, documentation, Soft and physical Devices The numbers of the participant were 29 teachers and 40 students. Activities in qualitative data analysis are carried out interactively and continuously and are holistic in nature. Therefore data analysis this study uses 3 steps to analyze research data. first, data reduction. Second, display data, the third is conclusion drawing or verification.

Main Findings: The results of this research show that honesty culture can be implemented with a strong school system and with stages clearly.

Applications of this study: This study can be useful in moral education or character building for students in a school

Novelty/Originality of this study: The process of implementing honesty culture takes place through 4 stages. The first is protection, the second introduction, the third habituation inside and outside the classroom, and the fourth celebrations. The school compiles programs, policies and provides facilities and infrastructure that are oriented to the formation of an honesty culture for students and for all school members.

Keywords: *Honesty, Stages Implementation, Educational Honesty, Honesty Culture, Strong School System, School Programmes.*

INTRODUCTION

Honesty is a value taught in various religious and non-religious teachings such as in what is explained in the work of John Dewey. In Islam, honesty is commanded in the Quran and is reminded in the hands of the Prophet. In Hinduism, there is a term called Satya which is the main element of faith which means truth ([Muthuswamy 2018](#)). In Buddhist teachings honesty is stated in the holy path "Atthangika Magga", especially the 3rd point, SammaVacca, which means correct speech ([Pravichi Ariyabuddhiphongs 2018](#)). Similarly in Christian teaching ([Hugh Jones 2016](#)). Honesty is God's commandment. Honest people will be able to create a prosperous city and a lie then becomes a cruel act capable of even destruction. This shows that honesty is an extremely desirable characteristic of the Nation. This is the case even in a country like Indonesia despite its various ethnic and religious groups.

Honesty has an important meaning in social, economic, political and public life ([Wells Affairs 2017](#)). Likewise, in the academic world, honesty is needed to prepare students to become human beings with positive characteristics ([Kadir D et all 2015](#)). Honest behaviour is proven to educate students about self-confidence, responsibility, curiosity, and courage ([Syao dih and andayani 2017](#)). In addition to promoting these traits, honesty also exposes students' insight and make students think genuinely and more creatively with a heightened self-confidence. The opposite is that students who are dishonest in academic matters such as cheating in exams are those with low self-esteem.

Efforts to implement and practice academic honesty also aim to increase student self-esteem. Cheating is considered an act that undermines self-esteem, therefore, when honesty is customary, the important value expected is the emergence of self-esteem in students which also has a positive effect on learning ([Baumeister and Vohs 2018](#)). Academic honesty also requires someone to be able to control themselves, and refrain from cheating during the exam. In psychology, this is often called self-control. Restrained behaviour has a good effect on a student, who is more able to manage himself, can achieve higher grades, can avoid using drugs, and be more successful in interacting with others ([Willems et all 2019](#)). Finally, the ability to control oneself can make a person think great, in a long, patient, calm way, not in a hurry to act.

A number of the studies above show the importance of developing honesty for students. However, in fact, there is a lot of cheating in the academic arena or academic dishonesty. There are many students and even students cheating during the exam, and also plagiarism and accepting the work of other students to complete the final assignment such as a Thesis and even a Dissertation. At the same time, this strengthens the opinion that it is not easy to teach honesty to everyone, especially to make honesty as a culture of the school when it is inherent in themselves.

The findings of cheating in various studies above give a warning to observers of education to give more attention to the condition of character education. The findings of fraud also reinforce the importance of strengthening honesty education for students. It should be remembered again that honesty is not only beneficial for the students concerned but also has

implications for the development of the nation. But the question is how to make an honest culture in school to become an inherent characteristic of every individual in school.

Previous research states that honesty can be cultivated with best role model for students, ([Tschannen Moran Gareis 2015](#)), giving awards to students who are honest and dishonest ([Ma F Heyman et al 2018](#)), increasing student awareness of the honest importance ([Galil et al 2019](#)), building students' self-confidence ([Bender O Connor and Evans 2018](#)), developing literacy curriculum, Improving Critical Thinking for student on reading activities ([Tilke 2016](#)). Our research offers a complete way in the school system with clear steps. This study aims to explore the experience of a school in Aceh to develop an honest culture in the school and investigate the effects of the systems they implement. The honesty education process is carried out in several stages. It has a positive effect on increasing student honesty.

Therefore, this research is important to overcome academic dishonesty and improve student honesty. This study is intended to determine the implementation of the stage of educational honesty in school, to understand the concept of honesty education and the program that used to create and maintain the honesty culture at Aceh Sukma Bangsa school. The objectives of the study are as follow:

1. What facilities and infrastructure are prepared by schools to support the implementation of honesty in Pidie Sukma Bangsa school?
2. How the implementation of educational honesty inside and outside the classroom?
3. How have the steps taken by schools in order to implement honesty education in the Aceh Sukma Bangsa School?

LITERATURE REVIEW

Honesty is part of the personality in psychology. Initially around the 1980s to the beginning of the 20th century, what was known in the description of personality was the big five personalities that mentioned these five factors to be very important and could describe differences average among humans. Then the question arises from the feeling that there are less complete in the discussion of big five personalities, namely honesty. Therefore, honesty is called the sixth personality ([Ma G et al 2019](#)).

The honesty meaning in psychology studies has diverse views. Seligman and Peterson, as psychologists and initiators of positive psychology, argue that honesty is not only limited to the technical meaning of saying the truth, but honesty is also a strength of character accompanied by responsibility for how someone manages feelings and keeps what he does to compatible with what he has chosen ([Shryack Steger and Krueger 2010](#)). Meanwhile, Gerlach explained that some experiences sometimes teach that honesty can cause physical or emotional pain such as shame, guilt, rejection, fear, or loss ([Gerlach 2015](#)). But many researchers say honesty provides true happiness for the culprit ([Eijkholt M and Sparling 2019](#); [Lopes and Shane 2019](#)).

Anita E. Kelly, a Western Psychologist from Notre Dame University associated honesty with health. According to him, Americans lie 1-2 times a day or 11 times a week and they often involved in health problems. Therefore, she conducted a study of 110 people in America by making a control group and an experimental group (No-lie group). The results of his research prove that participants experience improved health, especially reduced headaches, sore throat, tension, and anxiety. In addition to experiencing their health improvements that do not lie also experience improvements in interpersonal relationships with others ([Kelly A E and Wang L 2012](#)). With the result that, honest leads the people to goodness and gives mental health. Thus this study also shows that dishonesty can be reduced or even abolished in human life.

The Other standpoint on honesty can be found in the results of research conducted by Staats ([Staats Hupp and Wallace 2008](#)) and Silvia ([Silvia et al 2011](#)). Staats conducted experiments on several minority students who did not carry out academic fraud at school. The two experiments concluded that students who could be honest were those who had souls of heroism and courage in their life. The students were competent to face a challenge and strong to get risks. Silvia argues that honestly had a relationship with creativity. Therefore, these two traits can be developed to improve honesty in students.

The opinions of the researchers show that honesty has a close relationship with the courageous nature of facing reality and having the nature of empathy and knowing which are good and what are not. Likewise, in positive psychology, honesty is associated with courageous Emotional Strengths. Mihaly mentions in his book that honestly has the meaning of courage, which is the courage to express the truth, behave not pretend and be responsible for whatever happens ([Mihaly Csikszentmihalyi 2006](#)). The last meaning of honesty is close to assertiveness ([Fuspita Susanti and Putri 2018](#)). So, honesty has a positive effect on building a social relationship.

METHODOLOGY

Data collection in qualitative research ([Wolf 2017](#)) was conducted in five ways, namely direct observation, observer as participant, interviews, documentation, Soft and physical Devices. Observations were carried out for one semester, for 6 months. The interview lasted 45 minutes for each informant. Interviews were conducted in Indonesian and translated into

English by the English teacher in the school who was researching field and the lecturer colleagues at the university. All methods of data collection are carried out alternately and simultaneously during the research. Participants are 3 school founders, 1 school director, 3 principals, 14 teachers, 40 students, 3 guardians of students, 2 school committees and 3 support staff. All of the participants are 69 persons.

The data analysis of this study is carried out through three stages. First, reducing data that are summarizing, choosing the main things, focusing on important things, and looking for themes and patterns. The reduction process carries out by three steps. These are coding processes of notes from observation, interview, and documentation, soft and physical devices. The second is the display data. The results of data reduction that are still scattered are simplified and described later analyzed to be more in-depth. Furthermore, the data is arranged in core themes that provide key answers to research problems. The last is conclusion drawing or Verification done to find justification and agreement so that validity can be achieved.

DISCUSSION / ANALYSIS

The implementation of honest culture is carried out holistically, comprehensively and integrated into all fields of study. Schools draw up the programs or activities both inside and outside the classroom to make the learning environment, that gives support to the student, becomes accustomed to honest behaviour. Facilities and infrastructures are prepared to help students behave honestly in school. The development of the honesty culture occurs through 4 stages. The following will explain all the school programs in the 4 stages.

1. Notification and Protection

This school has been known by the community as a school that has an honest culture. However, when the student first comes to school, the school still gives an understanding of school rules. In the beginning, the school notifies students and their parents that the school is a school that has honesty culture, and the school has clear rules. If students are cheating on an examination or caught lying, a sanction will be given as explained in the integrity pact. The students with their parents sign on the integrity pact sheet which showed that they accept and approve the school rules (Interview with RD, February 25, 2018). So the researcher stated that this is the beginning of building awareness ([Bender O Connor and Evans 2018](#)) about being honest in school.

2. Introduction of School Culture

The school has explicit rules that must be implemented. The rules are arranged from the foundation, the school, and the class. All school rules and regulations are given to all school members. The same with the school's vision, mission, and the school's goals, everything is well known by all school members. All school cultures, school rules, forms of violations and sanctions for cultural honesty offenders are explained and introduced to students at the beginning of the admission of new students.

The introduction of school culture is carried out in a training called Kesukmaan Training in the school. This training is a series of activities *conducted by the* recruitment committee when students are declared that they are accepted as a student of SukmaBangsa School. *Kesukmaan* Training is designed attractively and has many contents, they are a movie screening, sharing experience, positive games, with strengthening family sense. This explanation implies that Sukma's school also paid attention to teamwork. Strengthening teams in a system become important in an organization so that the school culture can run as expected, ([Blouin Tekian and Harris 2019](#)) everyone can work together, and have the same view of the goals to be achieved.

3. Practice

a. Honest habituation process and supporting facilities in the class

The process of habituating students to be an honest person is carried out in several ways and is assisted by adequate facilities and infrastructure. Schools develop learning systems and evaluation systems in class to help students be honest in learning. The learning process does not only take place in the classroom but can take place anywhere. Students can study in every corner of the school and the teacher adjusts the learning material based on the location that used. The teacher can study in the ceremonial field, to study about the height of an object and how to measure it, so the mathematics teacher takes them to study on the driving field to measure the flagpole. In addition to teaching, the teacher can also directly assess students from the results of their group work.

Honesty in the class is closely related to assessment. How a teacher gives an assessment and how the exam process takes place. Some studies show that student cheats during an exam. Some students are afraid of failure, and the level of religiosity is lacking, the pressure, there is an opportunity, because of difficult lessons and difficult problems to solve and some things that can be rationalized so that cheating can be accepted. In addition, McClain said examination tested their level of understanding and more guaranteed them to be honest and useful than just as a formality for obtaining grades ([McClain PGulbis and Hays 2018](#)). However, the collective exam and written exam will provide a chance for students to cheat. So, the choice of giving group assignments, class projects or different independent tasks one and the other will help students not get caught up in the desire to commit fraud during the exam.

The next habituation of honesty culture development is that the student is given trust and opportunity to assess their teacher. The school gives confidence to students to assess their teachers. This assessment surveys qualitatively and quantitatively (Interview with IZ and ND, February 12, 2018). The implementation of this survey was conducted in about 15 minutes in the computer lab room which was used interchangeably. Students give an assessment in descriptive form and in the form of numbers to the teacher. The survey conducted by the counselor consists of several things. However, the focus of this research is the assessment of students and teachers because this will have a great effect and directly to build students' honesty.

The other activity in the classroom to build the culture of honesty is to create emotion icons. Students are given the freedom to organize and apply their classes creatively. One part of the classroom wall is decorated with emotion icons. A face symbol describes the mood of students on that day. So, students could express their feelings honestly. This treatment not only inculcates honesty in the student but also develops courage and sensitivity with the mood of his friends.

Stephens explained how to create an honest culture in a school. This paper is a review of several studies that have been conducted on efforts to realize honesty in school sustainably. The results show that honesty education must be developed through all interventions (Stephens 2015). It means not only for students but also for teachers and everyone in the school. Schools must consistently respond to each case of fraud even when a small form and the school prepares an agreement at the outset as a form of agreement to run an honest culture in school. Various forms of honesty and dishonesty need to be explained to students, the school conducts an evaluation every year and parents are involved in signing integrity pacts with their children. The teacher and principal always strengthen and reminds them of school culture, school rules and school goals every year.

b. Honest habituation process and supporting facilities outside the classroom

1) Morning Circle

The morning circle program is a meeting held by the teachers every day for several minutes before entering the class. This event starts from 07:30 until before 08:00 in the school breezeway by standing and forming a circle, so that it is called a morning circle. This activity is filled with motivational words, followed by announcements, giving new and final vocab and closing with a prayer. Morning Circle activities become one of the activities that can be categorized into activities supporting the culture of honesty program. This activity takes place in the breezeway where the writing, "Honesty is a Must" is placed, so the teacher can see it continuously together every day. Furthermore, the morning circle is also an activity where all teachers are open to express opinions about everything.

"Tuesday to Saturday our teachers have a morning circle program. That is a way that we do to bring up effective communication with each other at every level. So, every morning we update, what activities we do, what plans we will do, what problems we find, then what is the solution. It is important in the education process especially at school because this school is not an office that works normally. We need to share information continuously every day, and that we apply in our morning circle. So, what every teacher does after the morning circle is a collective agreement and the results of the joint discussion" (Interview with NL, January 8, 2018)

Besides Morning Circle for teachers, Morning Circle for students also takes place every Monday. This event is a substitute for the flag ceremony for students and school residents named Monday Morning Circle (MMC). The activities that took place in this program were singing Indonesia Raya song, *LupangHinirang* song, namely the Philippine national song, and Mars Sukma Bangsa. Furthermore, students give motivation, continued by motivation the teacher and closed with a prayer together.

MMC activities are part of honesty education that supports programs at Sukma Bangsa School. The teacher and headmaster recalled the honest culture that existed at Sukma Bangsa School on this occasion. Students have a turn to come forward and speak in front of all school members which starts from elementary every week. They provide words wise and motivation for all. This program trains students to come forward and foster courage. It's also to appreciate their ability and this is a part of being honest with themselves.

2) Culture of Queuing

Students from all levels, both elementary, middle and high school will gather in the canteen for lunch every day. The lunch sequence starts from the elementary level. While the teacher also joined the line of the students. There are two places to take rice, so students make two long lines to take food. Many students who are hungry after learning patiently stay in line waiting for their turn. One or two students cheat by cutting the queue to take food. But this is strictly prohibited, everyone is obliged to respect others here and obey the queuing rules even though it is the teachers or school directors.

Another habit that happened at the canteen is that all students have an obligation to be responsible for the items used. Students should be honest to tidy up a chair after having used it. Likewise, the dishes that have been used must be returned to the kitchen on the place of the dirty dishes. Each student also only takes his own food, students are accustomed to honestly telling the canteen officer if he is going to take his friend's food which at that time because he might be sick. The habituation of these small things has occurred every day and has become a habit that is inherent in every individual in the school. So, if there is a student or teacher who does not return the chair in place, other people will see it as a strange thing. Someone who forget or do not know the rules because they are guest or a new teacher, then it will be conveyed by anyone

who sees these irregularities (interview with NL, January 8, 2018). Thus, its visible everyone will advise each other easily without feeling afraid or reluctant. This is due to the openness and freedom that is accustomed to expressing opinions.

3) Time discipline

Keeping time to attend school and entering class on time is part of embedding honest values in the school. The authors of the book *Effective School Management* of the school culture section explained that keeping time in school is part of the habit of embedding honest values for students. Therefore, corruption is not only in money but also in time, so that, keeping time is also a concern at school.

"Another thing that we maintain is discipline in a timely manner, the rules for maintaining time have been established in the past, and this is related to fingerprints. Honest with himself to fulfill the requirements of working according to the time determined by the rules of the school. So, now we set in a year a teacher should not be late for more than 23 times. Why 23 times, we assume from the number of effective learning times in one year in Indonesia, ranging from 220 to 248 days. We take only 10% late in a year that is a significant number. (Interview with School Director, January 25)

The discipline of keeping time is clearly associated with honesty in the above statement. Honest behaviour with yourself is very important for the teacher because they are becoming a model for students in the process of embedding an honest culture for students. In addition, the discipline of the teacher to arrive on time is also a lesson for students to attend on time in class as they see the discipline of their teachers.

4) Religious activities

The worship activities meant are prayers in congregation, praying of dhuha and recitation of alquran which are conducted regularly. SSB High School students perform the zuhur prayer in the mosque of school. After performing the prayer, there are several small agendas that are usually carried out such as a brief speech by students who have been determined by the student board of the worship section and student announcements. High school teachers join in prayers together with students and listen to speech and information announced by students. The teacher also gives an announcement to students if there is something that needs to be conveyed to all high school students.

Yasinan activities - reciting Surah Yasin in alquran together- are carried out on Friday in the mosque and previously students are recommended to pray dhuha first. The agenda under the Religious education teacher-coordinator is a program that can help maintain a culture of honesty in school. The religious activity provides two benefits in the process of embedding honest values with students. First is the existence of religious practice such as reading Yasin together and performing dhuhaprayer which will help students be more able to accept the moral values conveyed to them, in other words, pious practices will strengthen students' morale. Second, yasinan and dhuha prayer activities have a predetermined time. This requires students to be disciplined and honest with themselves and their teachers to take part in this program.

5) Online Assessment System

The Online Integrated School Information System (SISTO) is one of the tools to support the implementation of educational honesty at SukmaBangsa School. This computer device is an information management system that connects everyone in the school as an integrated system. Students, teachers, non-teachers, principals, directors, foundations and even parents can access this SISTO device. This device has the purpose of collecting data and managing it, both qualitative and quantitative data. So that diverse data from all divisions can be stored properly and accessed whenever needed.

The school has various divisions that are directly related to teaching, support division, facilities, and infrastructure. Each division has their respective roles, functions, and responsibilities as part of the school system. This tool ensures that each division works well to achieve the school's vision to implement transparent and accountable school management, this is the application or embodiment of the mission.

Teachers input reports on the attendance of students and the respective subject areas they teach. The teacher also writes how the classroom conditions and how the learning process runs that day. The number of students attending, activeness, discipline, the honesty of students, methods used in teaching, obstacles and successes, the material taught was all reported by a study by a teacher here. His report was then called the teaching reflection report. The teaching-learning process is then recorded and stored in this application. The data can be accessed by students through their own accounts as well as that of the parents. The headmaster for teacher evaluation needs could access the teaching performance and development of a teacher through the principal's account. So, from this process implied the meaning that this open attitude that made the identity of "honest school" was maintained (interview with Az, January 8, 2018). Therefore, through SISTO access to information is very open to a variety of users both by the teachers, parents, and students.

6) Lost and found Box

Researcher finds some items belonging to students such as drink bottles, jackets, and even student watches. The students or a cleaning service officer takes them and put them in a lost and found box which is in the Administration's Room. The school prepares a place called the lost and found a box to keep the school clean and to collect the items of students who are

left behind. So this box, besides its functions to store items found, also functions as a place for students to take their left behind items.

The box is placed in the administration room. Every student who feels the loss of something can collect their belongings at the lost and found the box in the administration room. The results of the observations showed that there were many student items in the box that were not taken for days. This is because first, the student does not feel the loss of stuff, and second, students forget which items belong to them. Students have the same drinking bottle so that they are worried that it is not their property, so the item is not taken for a long time. So, it becomes an evaluation and the teacher announces that students should write names on the belongings they have brought to school.

7) Suggestion Box

The suggestion box is the equipment provided by the school to accommodate suggestions and criticism of the school. Anyone including students, parents, teachers and employee non-teachers can write and give suggestions for improving a quality school. This box is locked and placed on the wall of the hall so that all can easily reach it. "Suggestion boxes and student surveys aim to establish an attitude of openness, not only for peer assessment of students and teachers but also for the whole aspect of the school" (Baedowi 2005). Schools provide freedom and opportunities for all school members to provide and worthwhile criticism for school improvement and progress. So that honesty which is a culture here can be realized in all forms, one of which is honestly expressing what is felt and thought to be put in the suggestion box.

8) Promotional Media

The promotional media are a collection of banners, billboards, school brochures and other items such as bags and T-shirts produced by school cooperatives. A banner that says "*honesty is a must*" hangs in the hallway which is a very strategic place. This is called strategic because this place is always passed by everyone in the school, especially teachers and students as well as a cleaning service officer. This place also used to get together a place for teachers and students in morning circle program every morning. The next banner was also placed around the canteen with different writing, "*Honesty, Dignity, and Respect*". The school also put up posters that written "*Honesty, Responsibility, Dignity, Awareness, Recognition, Respect, Peace*" all these words were then translated into Filipino. This gives the impression that this is a value that all school people must carry out, including students from other countries.

School advertisements on large billboards installed outside the school also contain a message that the school is an honest school. As well as the brochures printed and distributed to the public, the school still includes the word honest as the identity of this school. Researchers found writing "*brave to be honest is different*" in the big pasteboard. In addition, writing of "*the school culture of no cheating, no bullying and no smoking*" were included in the list of reasons why students should study in Sukma Bangsa Pidie School. Therefore, it can be concluded that schools are open and very confident in promoting self-identity as an honest school.

4. Evaluation and celebration

The school gives awards to all school members in a program every year called the *Sukma* Award. Awards are given to students, teachers, and all employees including cleaning service, canteen officers, gardener, driver, and security. Each of those selected will be given a certificate and a gift. A nominee who is given awards is the most disciplined, favorite, clean, creative and multitalented (Interview with IZ, December 1, 2018). The researcher saw that the school's efforts do not provide rankings on the school where an attitude of respect for students according to their respective abilities. Students still get award certificates when taking a report book, because they have high grades in their respective fields of study. Some of them are strong in mathematics, some are fluent in the language, but there are also those who are experts in social or historical fields, all of whom get awards from their teachers. The teacher also thanks to the students when they explain something, even if it is a small thing.

Violation of honest culture is a high level of offense in this school. This applies to all students, both teacher, and non-teacher. It's also replicated to someone who is close to the leader. It means the sanctions are still given to anyone no matter who they are. The ongoing experience shows that this model contributes greatly to preserving the culture of honesty in school. Where students who are proven cheating during the exam will be given strict action in accordance with the agreement that was signed when they first entered the school. Punishment for lies is not only given to students but also to teachers who let the students cheat or help students during exams. Dishonesty outside of learning also received the same attention, if found fraudulent employees in financial matters, similar penalties were also applied.

The description above explains that the decision to an embedded culture of honesty in school is truly trained seriously, consistently and has a strong commitment. This is in accordance with the research conducted by Lickona, that there are 11 things that must be considered to educate the character of an educational institution (Murray 2019). In addition to the seriousness possessed by the school, the teachers have the ability to increase student motivation, to be honest, so students do not feel forced to behave honestly but honesty becomes their own consciousness.

Positive psychology researchers reinforce these findings. According to them, there are three sources of moral motivation that affect someone to do the best. These three things are empathy, moral affirmation, and commitment to personal

principles or standards. The ability to feel what is felt by others can encourage someone to be willing to do something good, such as the desire for someone to return the wallet he found. Moral affirmation in question is how a child wants to imitate someone who a model of goodness in his life is. For students, this model is teachers who show strong commitment and consistently behave honestly (Menéndez María Paz and Valle 2018). The third is someone has a moral standard in his life. To foster this feeling, it takes the teacher's care for all adults in the school and good parents' contribution.

The implementation of a culture of honesty is derived from the fundamental of the school, namely from the School's Vision and Mission with keywords creating a positive educational environment. One positive education indicator is honesty which was then used as a school culture (no cheating, no bullying, and no smoking). The process of implementing an honest culture takes place in four stages. First, students, teachers and support staff are bound by signing an integrity pact. This means that they know the rules, know it and agree that if they violate the rules, they will receive sanctions as determined. Secondly, the introduction of school culture in the *kesukmaan* training program. The third is through habituation and fourth is evaluation and appreciation or celebration.

CONCLUSION

The implementation of honesty culture is carried out holistically, through various approaches. Honesty is taught in class through religious subjects. Furthermore, it is integrated with all fields of study both in material and in teaching methods and in the process of assessment for students. Honesty becomes a hidden curriculum with a variety of activities formed and designed to familiarize the formation of honest culture outside of the classroom. In addition to designing various school activities, providing facilities and infrastructure, the school also has clear rules introduced to students when recruiting new students at the school. The culture of behavioural honesty is not enough to just teach it to students but it is also being supposed to all teachers even for all employees with the same rules and consequences. Adults in schools starting from the highest leadership, teachers and support staff are role models for students. Honesty becomes part of a whole and strong school system, so that anyone who takes part in the system, it will be formed to become an honest individual.

In addition to designing activities that help students, to be honest, another important thing to note is how the model or method is developed by the teacher. The description above shows that to be protected implementing honest culture not only starts from protection or making binding rules, but also the school helps students to get used, to be honest through developing modifications teaching strategies and modifications assignment system for students. Furthermore, the important thing is to give more attention to improve good relations with parents and school committees. It's because the success of forming student character cannot be separated from the support and attention of parents. Overall the education model implemented in schools is through giving a good model, giving advice, habituation, reward, and punishment, committing to implementing rules, strengthening the school system, and kinship models or building attachments between all the school components.

Educational observers, especially observers of character education, principals, policymakers and teachers should be able to select educational honesty models in Sukma as one of the references. Activities that have been developed in Sukma can be modified again in accordance with the conditions of the school that adopted them. Every program has advantages and disadvantages. So that further research is needed whether the students can maintain honesty after they graduate. This question can be investigated with further research. This means that there are still possibilities for developing educational honesty models for the best result of educational character. Finally, overall is needed collective concern and serious effort to create a culture of honesty in this country. Hopefully, this research can provide enlightenment and scientific contribution to creating a positive education in Indonesia.

LIMITATION AND STUDY FORWARD

This research was carried out with qualitative methods and found a model that could be developed to establish honesty in students. However, the researcher cannot guarantee whether honesty developed with this model can be effectively owned by students until they graduate from school and continue their education in college. Therefore further research is needed with different methods to see the effectiveness of the honesty education method that has been offered in this study.

PRACTICAL IMPLICATION OF THE STUDY

The results of this study indicate that the steps in the implementation of honesty education in the Aceh Sukmaschool have a significant influence. Students have seen independent in doing their school work and accustomed to not cheating. So that, other schools can make an honesty education model with steps from the results of this research as consideration and lessons to create honesty for students in a school.

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