



THE EFFECTIVENESS OF CHARACTER BASED STUDENT WORKSHEET ON INCREASING HONESTY IN ELEMENTARY SCHOOL LEVEL

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Abstract

This study aims to test the effectiveness of character-based student worksheets to increase honesty in Elementary School level for fourth grade elementary school students. This will have an impact on the lack of character of honesty. This research is a quasi-experimental study, with a non-equivalent pretest posttest control group design. This research involved one control class group, and one experimental class group. The research was conducted in class IV A and IV B Elementary School in Yogyakarta city. Data collection instrument for the character variables of Honesty with a self-assessment scale, to measure the character of honesty. Data analysis used the Independent *T Test* statistic. The results showed that there were differences between the experimental class and the control class in terms of achieving the characters of honesty. The use of effective character-based worksheets on the honesty character of fourth grade elementary school students. This is evidenced by the results of the experimental class significance test of 0.047 greater than 0.05.

Keywords: Character-based worksheets, Honesty, Elementary school level.

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INTRODUCTION

Learning activities in schools aim to achieve the basic competencies set out in the curriculum. One of the basic competencies in civic education learning content in elementary schools is related to character development. There are various character values that need to be improved. One of them is honest character. This character for elementary school students cannot be directly taught as it is today, but must be started and accustomed to from the closest environment to students, in this case, namely the family environment (Abustang et al., 2023).

Learning in elementary school level which changed the face-to-face learning pattern to distance learning, or by the Ministry of Education and Culture known as Learning From Home is not a barrier for teachers to continue to pay attention to the development of aspects of student attitudes (Prasetya, 2023). Until now distance learning has been running for more than a year. What will happen if, within one year, until when distance learning will take place, then the learning that is carried out by the teacher is only in the form of giving assignments that are oriented to the knowledge aspect.

One of the teaching materials that is widely used by teachers in distance learning is the Student Worksheet. Many of these teaching materials are given by teachers in the form of tasks that students must do to develop the knowledge aspect, while the attitude aspect has not been given much attention (Hafiz et al., 2018). The implementation of the assessment of student performance through Student Worksheet activities is only oriented to the achievement of knowledge aspect competencies. Therefore, it is necessary for the development of teaching materials in the form of Student Worksheet to integrate character strengthening in it.

The characters of honesty are characters that need attention in the implementation of distance learning. How come? The activities of students in completing various activities related to learning at home cannot be observed by the teacher directly, such as only when students study at school. Parental assistance to students in implementing distance learning often creates a sense of impatience, so that the desire to help complete the tasks assigned to students appears.

Such conditions provide a challenge for teachers in this case to be able to package learning in which it is not only oriented towards achieving competency aspects of knowledge, but also aspects of students' attitudes, especially honesty. Of course learning in elementary school level which integrates character values is not only the responsibility of the teacher, but also requires the participation and support of parents. Fitri Handayani (2020) explained that learning in elementary school level to build students' character requires the participation of teachers and parents.

Based on the background of the problem, this study will examine the effectiveness of a decent character-based Student Worksheet to increase honesty in Elementary School level for fourth grade elementary school students. This study treats character-based Student Worksheet books in the treatment class (experimental), and Student Worksheet books which are usually used by students in the control class.

1. Definition of Honesty Character

Every human person has various characters, one of which is honest character. Literally, being honest means being straight in heart, not lying, not cheating. Honesty is an important character that everyone should have. Honesty is not only spoken, but must also be

reflected in daily behavior (Naim, 2012). Honest character is important for every human being the education that is spoken and what is done must be in harmony. By getting used to saying and acting according to what is said, a person becomes a person who can be trusted.

Someone who behaves is able to convey the truth, admit mistakes, can be trusted and act respectfully becomes a trustworthy person. Honesty is a behavior that is based on efforts to make oneself as a person who can always be trusted (Zubaedi, 2011). This is manifested in words, actions, and work, both towards oneself and others. Honesty is also a behavior that is based on efforts to make oneself as a person who can always be trusted, both to oneself and to others.

Honesty is a character that is formed from an attitude of trust (Yaumi, 2014:62). That trust is being honest and reliable in carrying out commitments, duties and obligations. Therefore, being trustworthy or trustworthy means being honest. Kesuma (2012) adds that honesty is a person's decision to express in the form of feelings, words and actions according to the existing reality and is not manipulated by lying or cheating for his own benefit.

Based on the opinions above, it can be concluded that honesty is a condition of a person who is often expressed with words or actions spontaneously in accordance with the actual situation without any manipulation of what is said and done. Whatever he does and says is always right because it is in accordance with the facts, so honesty can be interpreted as the similarity between one's words and actions. Furthermore, Kesuma (2012) characterizes people who have honest characters, namely:

- a. If you are determined to do something, your determination is truth and goodness
- b. If you say don't lie
- c. there is a similarity between what his heart said education he did.

Honest character is instilled in schools through various activities. The values and principles of honesty are also instilled in students at the basic education level through cross-correcting activities in class (Zuriah, 2008). The teacher's role is very important in observing the correction process with the aim of instilling honesty and responsibility in students. The teacher needs to re-correct the students' work one by one after the students finish correcting. Scribbles and student writings listed on the answer sheet, it will be seen the honesty of the child correcting the test results. The teacher then conveys the value of honesty and responsibility to the child and its impact on his future life.

The same thing was also conveyed by Kesuma (2012) further revealing that honesty is very important to be applied in schools as the character of Indonesian children today. This honesty character can be seen directly in life in the classroom, for example when children take exams or tests, namely they are more inclined to cheat so that children are not honest and deceive themselves, friends, parents, and teachers by manipulating the grades they get instead of the results. of the child's true abilities.

Honest character is important to instill in every child from an early age. By getting used to behaving honestly in saying and doing, honest character will be embedded. As stated by Mustari (2011:19) honesty must be applied from an early age, anywhere and anytime. Teachers can make rules that can reduce, even eliminate dishonesty to promote honesty in students at school. School discipline is very important to support upholding honesty education.

Indicators of student achievement in instilling honesty in schools are as follows:

- a. convey something in accordance with the actual situation
- b. Willing to admit his mistakes, shortcomings or limitations
- c. don't like to cheat
- d. don't like to lie
- e. Not manipulating facts/information, and
- f. Dare to admit mistakes.

Table.1 Relationship of Honesty Character Values and Indicators for Elementary Schools

Score	Indicator
Honest : based behavior in an effort to make himself as a person who can always trusted in words, actions and profession.	<ul style="list-style-type: none"> • Not imitating friends' answers (cheating) when doing tests or doing assignments in class. • Answering the teacher's questions about something based on what he knows. • Want to talk about the difficulty of accepting his friend's opinion. • Expressing an opinion about something according to what he believes. • Expressing his discomfort • in learning at school.

2. Character Based Student Worksheets

The term Student Worksheets is actually synonymous with student work sheets, which are sheets containing assignments that must be done by students. In Student Worksheets it is usually equipped with instructions or steps to complete the task (Prastowo, 2015:204). Meanwhile, there is also another opinion that states that in the Student Worksheets there is a need for a summary description of the material.

The preparation of student worksheets is very important because it has the following functions:

- a. As teaching materials that can minimize the role of educators, but activate students more.
- b. As a teaching material that makes it easier for students to understand the material provided.
- c. As teaching materials that are concise and rich in tasks to practice.
- d. Facilitate the implementation of teaching to students (Prastowo, 2015:206).

Prastowo further explained that the purpose of compiling student worksheets is as follows:

- a. Presenting teaching materials that make it easy for students to interact with the material purchased.
- b. Presenting tasks that increase students' mastery of the material provided.
- c. Train students' learning independence.

d. Facilitate educators in giving assignments to students.

The Student Worksheets that will be developed in this study are worksheets that integrate the values of honesty and independent learning. The learning activities in the student worksheets that will be developed will train students to be honest. There is component from learning activities that involve good education between teachers, students and parents. The developed Student Worksheet will be accompanied by a control sheet that students and parents must fill out honestly as a benchmark for affective assessment.

METHODS

This research is a quantitative research using a quasi-experimental design. The design of the quasi-experimental research was intended in this study because the subject who was given treatment, in this case the students, could not be fully controlled by the researcher. This study will test the effectiveness of character-based worksheets in increasing students' honesty and independence in learning in elementary school level. If presented in tabular form, the research design will look as follows:

Table.2 Table form the research design

Group	Pretest	Treatment	Posttest
Experiment	O1	X1	O2
Control	O3	X2	O4

Information:

O1 : pretest experimental group

O2 : posttest experimental group

O3 : group pretest endidi

O4 : group postets endidi

X1: treat for the experimental group using character-based worksheets.

X2 : treatment for the control group using the commonly used worksheets.

This research begins by giving a pretest to the experimental group and the control group. Then each group was given treatment. After the treatment for the groups and experiments was completed, both were given a posttest to see the results. The next step is to compare the results of the pretest and posttest in the two groups.

RESULTS AND DISCUSSION

a. Data Normality Test

The normality test of the data in this study used the Kolmogorof Smirnov test. The data is said to be normal when the significance value of the calculation results 0.05, then it is said to be normally distributed. But vice versa if the value 0.05, then the distribution is not normal. The following are the results of the normality test for all research variables.

Table 3. Summary of Normality Test Results

No.	Data	Sig (p)	Information
1.	<i>Pretest</i> Increased honesty Class IV A (Control Class)	0.031	Significance > 0.05 then it is said to be normal
2.	<i>Posttest</i> Class IV A Increased honesty (Control Class)	0.168	Significance > 0.05 then it is said to be normal
3.	<i>Pretest</i> Improved honesty Class IV B (Experimental Class)	0.188	Significance > 0.05 then it is said to be normal
4.	<i>Posttest</i> Improved honesty Class IV B (Experimental Class)	0.095	Significance > 0.05 then it is said to be normal

Based on the results of the data normality test above, it is known that the data distribution is normal. Furthermore, hypothesis testing will be carried out using parametric statistics, because the data meets the requirements tested by parametric statistical analysis.

b. Data Homogeneity Test

After testing the data normality analysis, homogeneity was then tested. Similar to the normality test, the homogeneity test was also carried out with the help of SPSS. The terms of the variance of the data are said to be homogeneous if the significance is greater than 0.05. The results of the data homogeneity test can be seen as follows:

Table 4. Summary of Data Homogeneity Test

No.	Data	Sig.	Information
1.	Pretest class IV A	0.236	The significance of > 0.05 then the data is said to be homogeneous.
2.	Post test Class IV A	0.447	The significance of > 0.05 then the data is said to be homogeneous.
3.	Pretest Class IV B	0.490	The significance of > 0.05 then the data is said to be homogeneous.
4.	Pretest Class IV B	0.661	The significance of > 0.05 then the data is said to be homogeneous.

Based on the data distribution above, the variance of the data between the control class and the experimental class is said to be homogeneous. Thus, the data meets the requirements for analysis.

c. The Effect of Using Character-Based Student Worksheets on Increasing Honesty

The first hypothesis in this research is "character-based worksheets have an effect on increasing honesty in fourth grade elementary school students". The analysis used is by using the T test. The student worksheets book based on the character of honesty was used as a treatment for the experimental class. In the experimental class data analysis results obtained data that the significance of 0.047 is greater than 0.05, it can be concluded that there is a difference between the results of the pretest and posttest.

The control class was not given any treatment in this study. The control class uses normal learning, namely with the student worksheets books that are usually used. Data analysis test in the control class obtained a significance value of 0.000 less than 0.05, it can be concluded that there is no difference between the results of the pretest and posttest.

Based on these data, it shows that there is a difference between the experimental class that was given learning treatment with honesty character-based student worksheets compared to the control class that was not given special treatment in learning the honesty character of fourth grade elementary school students. Thus it is said that the use of character-based worksheets has an effect on increasing the honesty character of fourth grade elementary school students.

DISCUSSION

Important character education is taught at all levels of education, especially at the basic education level. Given the importance of good character values since students have studied at school, including elementary schools. Character education has the task of developing moral knowledge, moral feelings, and moral behavior of students. Kamaruddin (2012:224) explains that strengthening character is an important part of the performance of the educational process. The formation of student character is expected to be attached to him and become a guide in behaving. Therefore schools should not override the process of character education in school program activities.

The achievement of the goals of character education is influenced by whether or not the message of learning about character values to students is achieved. Knowledge of the character values possessed by students will affect student behavior in accordance with these character values. Submission of learning messages to students can be maximally achieved, if it is supported by the use of various learning media. Through the use of student worksheets, the enthusiasm of students in learning increases, so that learning becomes more effective (Fuadati and Wilujeng, 2019:35).

It is hoped that knowledge of the character of honesty in the character-based student worksheets will become the basis for student behavior that reflects indicators of honest character values. Hudi (2017) in his research explained that there is a correlation between the knowledge possessed by students and the moral behavior shown. Based on the findings of previous research, when expecting students to behave in an honest character, they need to have knowledge of the values of honesty in themselves beforehand.

Berkowitz and Bier (2007) explained that one of the things that can be done in character education is to choose a pedagogic strategy in implementing character education. In this study the pedagogic strategy chosen involved the use of character-based worksheets in the implementation of learning. When the student worksheets based on the character of honesty and learning independence is used as an activity in the classroom, it is hoped that the results in strengthening honest character for students will be more optimal, compared to those who do not use character-based student worksheets (Berkowitz, 2015).

The use of character education based on honesty and independent learning in character education is also discussed in the research findings of Sasminto and Mustadi (2015) that integrative thematic student worksheets based on character education has an effect on

improving student character education. In this case student worksheets based on the character of honesty can be used as teaching material in student learning activities. Based on the information received through the material in the student worksheets book based on the character of honesty that students learn will be a provision of moral knowledge to guide students in behavior.

The presence of student worksheets based on the character of honesty is intended as an alternative learning material for students in learning. Elementary school students will like teaching materials such as student worksheets which has interesting pictures and stories that contain character values in it. Therefore, teaching materials such as character-based worksheets are made by taking into account the characteristics of these elementary school students. Pradipta and Wangid (2017:69) explain that the use of character-based worksheets affects the character of students in learning. Suryani (2017) further stated that student interest in learning has a significant influence on improving student character after participating in learning by using the right choice of teaching materials.

Regarding the character-based student worksheets teaching materials used in honesty character education, the content of the material in the character-based student worksheets is also related to the values of honesty. To be able to have a sense of honesty, students must first strengthen their understanding of the importance of honest behavior, through learning the importance of honest behavior. Widyaningsih (2014) explained that the value of honesty is a character value that is instilled in a person through examples and role models. Through character education will influence the way of thinking to individuals, attitudes or honest behavior in everyday life.

Learning that starts from the student's immediate environment is in accordance with the characteristics of elementary school children considering that elementary school students will more easily understand the material more broadly, if it starts from their immediate environment. In order to arouse students' curiosity about the content of the material in character based student worksheets, the contents of the student worksheets material are packaged attractively to arouse students' curiosity about the importance of honest behavior. Mustadi (2017) explain in the results of their research that a good understanding of concepts in students begins with good curiosity as well.

Based on the discussion from the various kinds of literature above, the character based student worksheets is influential for learning to improve the character of honesty. Strengthening character through character based student worksheets begins with understanding students' knowledge about the importance of behaving honestly, so that they have an honest character with themselves. After that, it is hoped that it will have an impact on his behavior, so that later it will become a culture that is inherent in him for the provision of children in living their lives.

CONCLUSION

Based on the research findings and data analysis carried out in this study, it can be concluded that 1) the use of student worksheets based on honesty character has a good influence on enhancing the honesty character of fourth grade primary school students. The experimental class significance test findings, which are greater than 0.05 at 0.047, demonstrate this.

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