



## The Effectiveness of Reality Cybercounseling in Improving Senior High School Students' Academic Honesty

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### Abstrak

Munculnya plagiarisme, mencontek saat ujian, mengopi tugas, dan semua tindakan yang tidak jujur dalam akademik menjadi perhatian khusus. Perilaku tidak jujur tersebut membawa dampak yang tidak baik bagi diri siswa bahkan menjadi kepribadian yang dibawa sampai dewasa. Menyikapi kondisi tersebut dan memperhatikan perkembangan IPTEK, maka aplikasi *andorid cybercounseling* dikembangkan sebagai alternatif bantuan. Tujuan penelitian ini untuk menguji efektivitas *cybercounseling* realita dalam meningkatkan kejujuran akademik siswa SMA. Metode penelitian yang digunakan adalah kuantitatif. Uji efektifitas menggunakan *Single Subject Design* (SSD). Subjek penelitian adalah enam siswa SMA di tiga sekolah kota malang yang memiliki kejujuran akademik rendah. Skala kejujuran akademik digunakan untuk mengukur tingkat kejujuran akademik siswa. Skala kejujuran akademik menggunakan modifikasi skala HEXACO (Asthon, et al. 2014) yang dielaborasi dengan pendapat Tomey (2013) dan Stevenson et al. (2006). Subjek penelitian diberikan intervensi berupa *cybercounseling* realita dengan empat langkah kerja, yaitu: *want, do, evaluation, dan plan* (WDEP). Instrumen yang digunakan dalam penelitian, di antaranya: pedoman wawancara dan skala psikologis. Hasil analisis dalam kondisi pada enam grafik SSD menunjukkan kecenderungan stabilitas dalam kategori stabil. Analisis antar kondisi menunjukkan persentase overlap 0%, yang artinya bahwa intervensi berpengaruh pada kejujuran akademik.

### Abstract

*Plagiarism, cheating, copying homework, and many other academic dishonesties require special attention. Such dishonesty may bring negative effects on students, or even become a part of their personality in the future. To address such issues, android-based cybercounseling had been developed as an alternative for students. The present study seeks to examine the effectiveness of reality cybercounseling in improving senior high school (SMA) students' academic honesty. To this end, a quantitative single-subject experimental study was applied to test the effectiveness. The participants were six students from three SMA in Malang city, whose academic honesty was categorized as low. The academic honesty scale was employed to measure the students' academic honesty. It was the modified version of Asthon et al.'s (2014) HEXACO scale, which was elaborated with Tomey's (2013) and Stevenson et al.'s (2006) view. The intervention was given in the form of reality cybercounseling with four steps: Want, Do, Evaluation, Plan (WDEP). The instruments used in the present study were an interview guide and a psychological scale. The analysis result of the six SSD graphs indicated stability. The inter-condition analysis showed an overlap percentage of 0%, meaning that the intervention affected academic honesty.*

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## INTRODUCTION

Academic honesty means being honest in an educational setting (Koelhoffer, 2009). It is a student's must-have attitude to be a trusted, successful individual in the future (The Center of Academic Integrity, 1999). Students' academic honesty may be seen from their integrity and fairness during the learning process (Ashton et al., 2014; Stevenson et al., 2016; Tomey, 2013). Integrity and fairness could be seen from one's decision to avoid plagiarism, imitating others' work, cheating during the test, and other dishonest actions (Koelhoffer, 2009; Anderman, 2007).

The fact shows that low academic honesty is still an issue among the students. Some forms of academic dishonesty found by Mahira et al. (2013) include capturing the test result and spread it to friends and cheating during a test. Data from National Education Standard Board (BNSP) showed that 37.1% (6,888 out of 18,552) SMA students and 17.7% (1,835 of 10,362) of Vocational high school students in Indonesia cheated during the National Exam (BNSP, 2015). In the US, more than 60% of high school students once cheated and plagiarized, while 90% of them once copied their friends' work (McCabe and Steinberg, in Anderman and Murdock, 2007). A recent study conducted in Malaysia reports that 55% of Muslim student participants are involved in academic dishonesty, which increases to 63% in 2015 (Mustapha, 2016).

In-depth interviews with some school counselors in Malang revealed that that among attitudes developed in Curriculum 2013, students' academic honesty was in the lowest level. Meanwhile, the academic honesty scale result indicated that 17% of the 310 senior high school students in Malang city have low academic honesty.

It is crucial to immediately address students' low academic honesty as it may affect their future life (Davis & Ludvigson, 1995; Whitley & Spiegel, 2001). Considering the potential damage the academic dishonesty may impact, preventive and curative efforts from teachers, parents, and governments are required. Indonesian Minister of Education and Culture Regulation (Hereafter Permendikbud) No. 54 of 2013 on Primary and Secondary Education Graduates' Standard Competence defines honesty as one of the required components of competence mastery completeness in education. In addition to regulation, efforts have also been made by education analysts. Some scholars have also attempted to improve students' academic honesty through learning and counseling activities, such as active learning, contextual learning, and bibliocounseling (e.g., Nofiyanti, 2011; Rasyidah et al., 2011; Sugiarti, 2015)

However, some efforts are found to be less than expected because they have not addressed three main components of cognitive, affective, and behavior (Ibuot, 2020). Counseling is one of the solutions to improve students' academic honesty. Reality counseling was selected in this study to make students meet the 3R criteria (i.e., Responsibility, Reality, and Right). Individuals who meet the 3R criteria, according to Glasser (1998), is called responsible individual. Reality counseling may improve students' academic honesty, as supported by Ginting and Gulo (2017), reality counseling may improve honesty attitude by 20 percent.

In addition to fulfilling the 3R criteria, reality counseling can cover the three attitude components (cognitive, affective, and behavioral). Responsible individuals, according to Burdenski and Wubbolding (2011), are individuals who can balance

their desire/purpose/needs with four behavioral dimensions (i.e., thought, feeling, physiology, and action). These dimensions could be analogous to a car component, where desire serves as the steering wheel while the thought and action are the front wheels while feelings and physiology are the rear wheels. Thus, it is crucial to apply a process that can address cognitive, affective, and behavioral components to develop students' academic honesty. Such a process occurs when individuals can adjust their desire or purposes to their thought, feeling, physiology, and action.

The adjustment begins by exploring the students' wants or needs. It is followed by exploring how to realize their wants/needs (do). In the evaluation stage, students are asked to evaluate the process, whether or not it complies with the 3R principle. The thinking process in the evaluation stage is expected to construct the students' belief (the cognitive component) to be more responsible. Students' belief in responsibility may be realized through their action, which is designed through the planning stage. When students' thinking process and responsible acting are in line, their feelings and physiology may follow (affective components).

With technological advancement, counseling could be done in an online setting, known as cybercounseling (Bloom & Walz, 2004). Cybercounseling allows the counselor and the client to have virtual meetings through, among others, video conferences. Cybercounseling is expected to help counselors in providing service outside the school. Basic data of Education (Dapodik) 2016 showed that East Java province was short of  $\pm 12.556$  educational personnel from elementary to senior high school level (Rachman, 2016). This shortage makes school counselors lack time to provide counseling services at school.

In Indonesia, video conference-based cybercounseling is developed in a web-based setting (Prabawa et al., 2018; Hidayah, 2015). A web-based cybercounseling has its advantages and disadvantages. It could be accessed almost anywhere and at any time, allowing users to meet in real time in a cost- and time-efficient manner. However, it obliges users to have a computer/laptop with stable internet access, and less flexible when it is compared to an android smartphone.

To address the disadvantages, Prabawa et al. (2018) develop an android-based cybercounseling. Android is flexible, easy to use, and has many features (Irsyad, 2016). Based on the description above, the present study attempted to see the effectiveness of Android-based reality cybercounseling in improving senior high school students' academic honesty.

## RESEARCH METHODOLOGY

### Research Design

The present study applied single-subject experimental design with A-B-A' model (Sunanto et al., 2015) Three stages were done, namely baseline stage (A), treatment stage (B), and baseline stage (A'). The baseline stage (A) was done by measuring students' academic honesty for three times. The treatment stage (B) is the intervention stage, where the intervention was given and the students' academic honesty was measured for four times. The baseline stage (A') was the

post-intervention stage. In this stage, the measurement was done for three times to see the effect of the treatment.

### Source of Data

The participant of the study were six 10th-grade students from three different schools with low academic honesty.

### Data Collection Technique

The data were collected through a structured interview and psychological scale. The structured interview guide was used to see the changes in academic honesty graphic. The interview guide substituted the function of observation guide. It was done because in conducting android-based cybercounseling, the observation could not be done as in face-to-face counseling. The interview guide was developed based on Asthon et al.'s (2014) HEXACO theory, which was elaborated with Tomey's (2013) and Stevenson et al.'s (2006) views and by considering the research content and context to represent observation guide. The psychological scale was employed to capture the students' academic honesty before and after the treatment was given. The psychological scale was developed based on Asthon et al.'s (2014) HEXACO Modification which was elaborated with Tomey's (2013) and Stevenson et al.'s (2006) views.

### Data Analysis Technique

The effectiveness test was done by examining the A-B-A' graphical data (Sunanto et al., 2005). The graphical data were obtained by recording behaviors that reflect academic honesty. It was obtained through a structured interview. The classification of answers during the interview was converted into numerical data and categorized. There were three categories of academic honesty: high, medium, low. There were shown in Table 1. The indicator of academic honesty was developed based on Asthon et al.'s (2014) HEXACO, which was elaborated with Tomey's (2013) and Stevenson et al.'s (2006) views. The graphic was visually analyzed.

**Table 1** Categories of Academic Honesty

Score Interval	Categories
46,8 – 60	High
33,4 - 46,7	Medium
20-33,3	Low

According to Sunanto et al. (2005), the visual analysis consists of intra-condition and inter-condition analyses. Condition analysis comprises (1) Length of condition, (2) trend (3) stability, (4) data trace, (5) stability and range, and (6) change

level. Inter-condition analysis comprises (1) Number of changed variables, (2) changes in trend, (3) stability, (4) changes in level, and (5) data overlap.

Length of condition could be seen from examining the score of each condition. Trend displays changes in data (behavioral changes) from one session to another. Stability represents the degree of variation or data group ranges. The smaller the range, the more stable the data group is. Change level presents the significance of changes in data in a certain condition (Sunanto et al., 2005). Data is considered stable if it is included in 75-100% criteria, when it is lower than 75%, it is considered to vary. Range/scope is defined as the difference between the lowest frequency subtracted by the highest frequency. Level change is the result of the first point frequency subtracted by the last point frequency. To find out the overlap score, the overlapped data point is divided by the number of data points in a condition and multiplied by 100%. An intervention is considered effective when the overlap score is lower than 10%, while it is questionable when the score is 10-25%, and it is ineffective when the score is higher than 50%.

**RESULT**

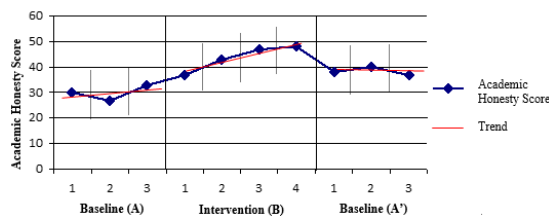
The result of the study was presented in the SSD graphic. The SSD graphic was obtained through an interview on students' academic honesty. It was done ten times using the interview guide. The obtained score was put on the graph to obtain the trend of students' academic honesty. The SSD graph is shown in Figures 1-6. Table 2 displays the pretest and posttest results.

**Table 2** Pretest and Posttest Result

Subject	School	Score	
		Pretest	Posttest
IR	A	86	99
MAC		85	88
DA	B	85	99
GSA		84	99
NY	C	84	113
MF		79	110

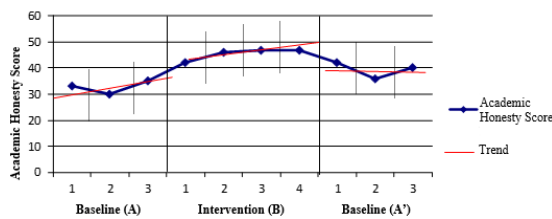
Figure 1 represents the result of the intervention to IR. Intra-condition analysis indicated that each condition was stable. The baseline A shows scores of 27-30, indicating that students' academic honesty before the intervention was stable in these scores. Inter condition analysis on the trend aspect shows an increasing trend from A-B and decreasing trend from B-A'. This indicates a change in academic honesty when the intervention was given. The level change in A-B was +6, while in B-A' was -10, meaning that the academic honesty increased when the intervention was given and decreased when the intervention was removed.

The overlap percentage was 0%, meaning that the intervention influences the client's academic honesty.



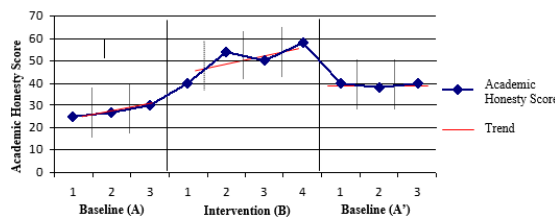
**Figure 1** Result Graphics of Intervention to IR

Figure 2 represents the result of the intervention to MAC. Intra-condition analysis indicated that each condition was also stable. The baseline A shows scores of 30-35, indicating that students' academic honesty before the intervention was stable in these scores. Similar to IR, inter condition analysis on the trend aspect shows an increasing trend from A-B and decreasing trend from B-A'. This indicates a change in academic honesty when the intervention was given. The level change in A-B was +7, while in B-A' was -5, meaning that the academic honesty increased when the intervention was given and slightly decreased when the intervention was removed. The overlap percentage was 0%, meaning that the intervention influences the client's academic honesty.



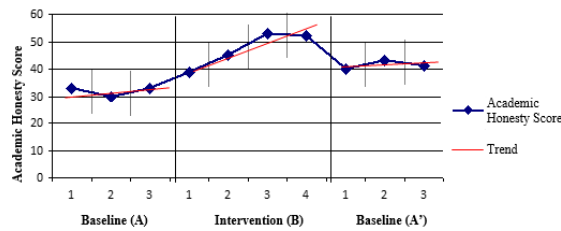
**Figure 2** Result Graphics of Intervention to MAC

Figure 3 represents the result of the intervention to DA. Intra-condition analysis indicated that each condition was also stable. The baseline A shows scores of 25-30, indicating that students' academic honesty before the intervention was stable in these scores. Inter condition analysis on the trend aspect shows an increasing trend from A-B and flat trend from B-A'. This indicates a change in academic honesty when the intervention was given. The level change in A-B was +10, while in B-A' was -18, meaning that the academic honesty increased when the intervention was given and decreased when the intervention was removed. The overlap percentage was 0%, meaning that the intervention influences the client's academic honesty.



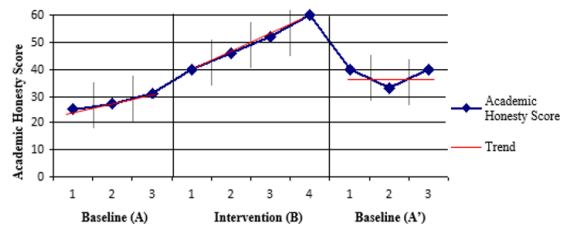
**Figure 3** Result Graphics of Intervention to DA

Figure 4 represents the result of the intervention to NY. Intra-condition analysis indicated that each condition was stable. The baseline A shows scores of 30-33, indicating that students' academic honesty before the intervention was stable in these scores. Inter condition analysis on the trend aspect shows an increasing trend both from A-B and from B-A'. This indicates a change in academic honesty when the intervention was given. The level change in A-B was +6, while in B-A' was -12, meaning that the academic honesty increased when the intervention was given and decreased when the intervention was removed. The overlap percentage was 0%, meaning that the intervention influences the client's academic honesty.



**Figure 4** Result Graphics of Intervention to GSA

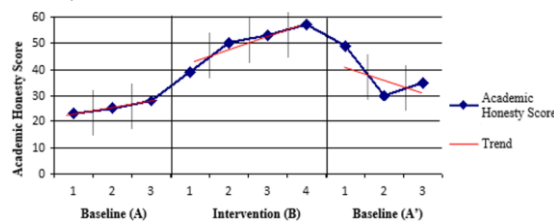
Figure 5 represents the result of the intervention to GSA. Intra-condition analysis indicated that each condition was stable. The baseline A shows scores of 25-31, indicating that students' academic honesty before the intervention was stable in these scores. Inter condition analysis on the trend aspect shows an increasing trend from A-B and flat trend from B-A'. This indicates a change in academic honesty when the intervention was given. The level change in A-B was +9, while in B-A' was -20, meaning that the academic honesty increased when the intervention was given and decreased when the intervention was removed. The overlap percentage was 0%, meaning that the intervention influences the client's academic honesty.



**Figure 5** Result Graphics of Intervention to NY

Figure 6 represents the result of the intervention to MF. Intra-condition analysis indicated that each condition was also stable. The baseline A shows scores of 23-28, indicating that students' academic honesty before the intervention was stable in these scores. Inter condition analysis on the trend aspect shows an increasing trend from A-B and decreasing trend from B-A'. This indicates a change in academic honesty when the intervention was given. The level change in A-B was +11, while in B-A' was -8, meaning that the academic honesty increased when

the intervention was given and decreased when the intervention was removed. The overlap percentage was 0%, meaning that the intervention influences the client's academic honesty.



**Figure 6** Result Graphics of Intervention to MF

The intra-condition analysis of all participants showed that that the stability was categorized as stable. The inter-condition analysis showed an overlap percentage of 0%, meaning that the intervention given affected academic honesty. In addition to graphic analysis, the pretest and posttest result showed improvement in students' academic honesty.

## DISCUSSION

Visual analysis of the participants shows an improvement in academic honesty when reality cybercounseling was applied. The SSD graphic of the participants exhibit an improvement when the intervention was given, proving that academic honesty is changeable. This is supported by Supraptiningrum and Agustini (2015) who state that honesty could be internalized through conditioning activities at school. The conditioning process may establish the school culture, thus strengthening the students' character.

Academic honesty is an important part of the education process in school. Due to its importance, the Ministry of Education and Culture states that integrity should be one of the main characters to be developed at school. Integrity deals with honesty, responsibility, and trustworthiness. Honesty should be internalized since an individual is at a school level. The educational institution should ensure that the academic honesty doctrine reaches all students (Gambescia, 2007).

Davis & Ludvigson (1995) and Qudsy et al. (2018) believe that a person's current honesty is affected by their past honesty. Accordingly, academic honesty should be built systematically and consistently in the family, school, and community environment. For school-aged children, the school environment may have a significant role in internalizing academic honesty since They spend most of their time at school.

The pretest and posttest results as displayed in Table 2 indicate an improvement in students' academic honesty scores after the treatment was given. This finding supports Ginting and Gulo (2017) who found that reality counseling may improve the average score of honesty by 20%. Azwar (2005) and Oppenheim (1973) state that academic honesty is an attitude that comprises three main



components, namely cognitive, affective, and behavioral components. In other words, efforts to internalize academic honesty at school should reach those three components. This concept is in line with the behavioral change concept in reality counseling. Behavioral changes in reality counseling are done by understanding total behavior, a synergy among thought, action, feeling, and physiology. Total behavior drives individuals to adjust their desire or purposes to their thought, feeling, physiology, and action. Total behavior could be analogous to a car. The thought may represent the right-front wheel, action may represent the left-front wheel, while feelings and physiology are the rear wheel, and want is the steering wheel. When the steering wheel is moved, the front wheel moves according to the steering wheel's direction, while the rear wheel follows the front wheel (Burdenski & Wubbolding, 2011).

The following illustrates the change in academic behavior through reality counseling. Students committing academic academically dishonest behavior, indicating a gap between their hope/desire and their thought, or even their feelings and physiology. They want to have a satisfying grade by violating norms, such as plagiarism and cheating. In other words, individuals' behavior will not violate anything when there is harmony among their hope and action, thought, feelings, and physiology. This harmony could be achieved by introducing total behavior to students through reality counseling.

Applying reality counseling, there is a relationship between total behavior dimensions (i.e., acting, thinking, feeling, and physiology) and components of attitude (cognitive, affective, and behavioral). In this process, the counselor begins by exploring the students'/ clients' wants or needs. It is followed by exploring how to realize their wants/needs (do). In the evaluation stage, students are asked to evaluate the process, whether or not it complies with the 3R principle. The thinking process in evaluation stage is expected to construct the students' belief (the cognitive component) to be more responsible. Students' belief in responsibility may be realized through their action, which is designed through planning stage. When students' thinking process and responsible acting are in line, their feelings and physiology may follow (affective components).

Some previous studies prove that reality counseling is effective to improve one's attitude competence. Students' responsibility and discipline could be improved through counseling reality (Rusdiantie, 2014; Widodo, 2010; Musyarofah, 2014). Based on the previous studies, it is assumed that reality counseling could be used to improve students' academic honesty.

Pretest and posttest result, as displayed in table 2, also indicates school C exhibited significant improvement, School C was known to implement a high standard of discipline (semi-military school). This implies that the learning

environment also plays role in developing students' honesty. Through the school environment, students learn to develop the values of fairness, honesty, trustworthiness, and truthfulness (Samani and Hariyanto, 2012). In other words, a school environment with high discipline and honesty standards may provide a model for students to exhibit similar behaviors. Whereas in the school environment with low honesty standards, students may find it easy to commit dishonest actions. Such dishonest actions may include imitating friends' work, searching the answer on the internet during the test, opening notes during the test, as found in Khodaie et al. (2011), Friyatmi (2011), Koss (2011), and Nursalam et al. (2013).

Technology advancement allows counseling services to be conducted online or by combining online and face-to-face meetings, or known as blended form. The term 'blended' is familiar in the teaching-learning context. It is a learning method that combines the E-learning method and conventional (face-to-face) methods (Rooney, 2003). In the counseling context, it is known as cybercounseling. Cybercounseling is the extended version of e-counseling, developed by combining e-counseling and elements of conventional counseling (Bloom, 2004).

Cybercounseling allows the counselor and the client to have virtual meetings through, among others, video conferences. Applying cybercounseling allows a counselor to provide service anywhere at any time according to the agreement with the client, as long as the privacy is upheld. Since students nowadays are also familiar with social media, cybercounseling in the form of video conferences was selected as a delivery system to improve student's academic honesty.

This consideration is also supported by Darimun (2009) who found that the effectiveness of cyber counseling is categorized as high. Students report that they like to consult the counseling bureau through the school website. Furthermore, Mallen et al.'s (2005) study found that 98% of the professional psychologist use the telephone to open the service, while 69% of the client has used therapy service through telephone and 79% of them said that it was helpful during emergency condition. To conclude, cybercounseling could be considered one of the answers to today's challenge and suits the digital native students' character.

## CONCLUSION

The effectiveness test through intra-condition and inter condition shows a stability and overlap percentage of 0%. The pretest and posttest scores also indicate improvement in students' academic honesty. It could be concluded that reality cybercounseling could be used to impor the students' academic honesty. The four-session reality cybercounseling in this study was able to change individuals to behave honestly following 3R (right, reality, responsibility) by changing their cognition and actions, which eventually result in physiological and affective

changes. In other words, internalizing academic honesty through reality cybercounseling could cover all psychological aspects (i.e., cognitive, affective, physiological, and behavioral). In the future, reality cybercounseling can be used as an approach to increase other positive attitudes, for example: psychological well-being, responsibility, discipline, etc. In this research, the weaknesses and strengths have not been identified so that further researchers can identify them.

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