



THE PHENOMENON OF CHEATING AMONG ELEMENTARY SCHOOL STUDENTS

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PERILAKU MENCONTEK PADA ANAK SEKOLAH DASAR

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ABSTRACT

Abstract: Cheating on Elementary School Students has occurred for a long time but it is still hard for teachers and the schools to overcome this phenomenon. Cheating will cause the children to be dishonest in achieving a high score. Besides, cheating will also be impactful until the students become adults. This behavior is harmful to other students who have studied hard and been honest in completing exams and assignments from teachers at school. Cheating is an act that is dishonest, fraudulent, and justifies anything to get a high score in completing the task, especially on tests or exams. This article applied a literature review as the research methodology to explain the situational, dispositional, personal, and external factors causing cheating. It was observed that cheating mostly acted by students were changing the answers in the exam after reading notes when the teacher was out of the classroom, using the notes prepared for answering the questions, looking at or asking for answers from other students, and allowing other students to view or copy his answers. This article encouraged the participation from parents, classroom teachers, and school institutions to work together to improve the students' self-awareness in order that cheating would not become a habit to reach a high score in the future.

Keywords: cheating, elementary school, students

Abstrak: Perilaku mencontek pada anak sekolah dasar bukanlah hal baru terjadi namun sangat sulit untuk ditanggulangi oleh guru dan sekolah. Perilaku ini akan membuat anak akan terbiasa menjadi pribadi yang tidak jujur dalam menginginkan suatu prestasi dan nilai yang tinggi dan akan berdampak hingga dewasa. Perilaku mencontek ini sangat merugikan siswa lain yang telah belajar dengan keras dan jujur dalam menyelesaikan ujian dan tugas-tugas yang diberikan oleh pendidik di sekolah. Perilaku mencontek adalah suatu perbuatan atau cara-cara yang tidak jujur, curang, dan menghalalkan segala cara yang dilakukan seseorang untuk mencapai nilai yang terbaik dalam menyelesaikan tugas terutama pada ulangan atau ujian. Faktor situasional, faktor disposisional, faktor personal dan faktor eksternal adalah faktor-faktor penyebab seorang anak melakukan perilaku mencontek. Bentuk perilaku mencontek pada siswa yang sering terjadi adalah mengganti jawaban saat ujian dengan menggunakan catatan ketika guru keluar dari kelas, menggunakan catatan atau membawa jawaban yang telah dipersiapkan, melihat atau meminta jawaban dari orang lain, dan mengizinkan seseorang melihat atau mengkopi jawabannya. Diperlukan peran serta orang tua, guru kelas, lembaga sekolah serta meningkatkan kesadaran diri para siswa agar perilaku mencontek tidak menjadi kebiasaan dalam menginginkan suatu prestasi yang tinggi di masa mendatang.

Kata kunci: mencontek, sekolah dasar, murid

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INTRODUCTION

School is a place to learn, and the knowledge gained should be applied in daily life. Students definitely will get more than one knowledge at school. In elementary or primary

school, there are many subjects, such as Maths, Bahasa Indonesia, religions, and many more. Therefore, many tests will be given. The test aims to improve students' knowledge while the

assignment is to learn with a deep understanding of knowledge (Suwartini, 2018).

In contrast with tests, the assignment is to find out the students' understanding of the material of the lesson. Are teachers sure that assignments, tests, and exams are completed independently by students? Many submitted assignments from students are the result of cheating from other friends, and so on. Either with the exam and test. Moreover, the teacher will give tasks based on the material, and students are required to their utmost to do the task, but some students feel challenged to do the task, and half of them think that it is not important so that they will copy their friends' answer sheet who feel challenged at first. As a result, students who cheat are not going to know the material given by teachers. As tests and exams, cheating is taboo, while students do not feel awkward to cheat, it means that cheating is their habit (Hamdani, 2014).

The reason to cheat is due to their fear of having a low score, while they have no willingness to learn. Therefore, one of the most powerful ways to get a remarkable or high score is by cheating. At the end of the day, cheating is like a culture, especially for primary school students because their awareness to do something honestly has not yet existed, and their priority is not gaining knowledge solely instead of score (Musslifah, 2008). Cheating is not a student habit, if the learning system was not like today, students were scared and respectful to their teachers. It impacts on the students who impossible to not do homework from their teachers (Hartanto, 2012).

Nowadays, the education system is no longer as disciplined as it used to be, where students are no longer obey to the teacher, and they even think of teachers as their friends, so they do not respect them if the task is not completed, and even if they cheat, the teachers will not punish them, the point is the task has been completed (Prabaningrum, 2013). There are many tricks by students to cheat on tests. Starting from making notes on a piece of paper that contains lesson material, some of them look at the notebook in the drawer during the test, then they will easily copy it into the book. Moreover, the worst thing is that they cheat by using electronic media such as

smartphones, put them in drawers or pockets, and easily find the answers from a smartphone. This is rarely known by teachers or supervisors due to students' expertise in hiding their smartphones (Pudjiastuti, 2012).

This cheating habit is lifted or appeared in schools at any level, including elementary or primary school students. Moreover, primary school students understand later technology better than their teachers. Yet sometimes a student do cheating not because he is stupid or ignorant but due to many other students cheat, while actually, he is a smart student. The reason for this action is he dislikes the lesson, or he does not understand the lesson. It is like when the student likes math lessons and he dislikes rote lessons like history. Therefore, in a test or quiz related to calculating, he was not going to cheat, but when the test or quiz that is rote then that he would be cheating because he did not like the lesson (Sari, 2013). Yet sometimes the student was sure of the answer during the exam but because another friend said different answers with them, his concentration would be lost and finally because he was not confident the student copied his friend's answer, even though at first he was sure of his answer (Feist et.al, 2010).

Sometimes the students do cheating only to get inspiration. To illustrate, when he cannot recap a lesson, but when he sees his friend's model answers he could recall the information, then able to answer the question differently. Meanwhile, talking about the assignments, sometimes students do not understand the material specifically primary school students must be able to read, count, and many more so it is hard for them to understand materials with high-order thinking skills. Therefore, when they are given a task about the material they do not understand at first, they will be tired to think, lazy to write. They understand that the task must be completed but they are not able to understand the lesson so they ask help from family to answer then write them on the book. It the worst level than cheating due to is cheating is limited in imitating, while in this case the students will copy and are helped to copy the answer on the book. Therefore, students will always depend on the person who cheated and the person who wrote

it (Musslifah, 2008).

Cheating is also a process of copying or plagiarizing from one source or several sources, while this is prohibited. It is getting worst if it continues. Cheating makes pupils think that learning is not necessary. Understanding or gaining knowledge is not the priority as long they got a good result in daily tests and other

assessments. This is a misleading concept in Indonesia because indirectly stated that score is more important than the learning process. As it is rooted in the school culture, therefore, many people rely more on cheating than learning and because it is considered more practical, fast and the results are good, without considering other elements (Pudjiastuti, 2012).

THEORETICAL SUPPORT

The Definition of Cheating

According to the Indonesian Dictionary, cheating comes from the word 'sontek', which means breaking to ridicule, rubbing up, which means quoting writing and so on as the original, plagiarizing. Kushartanti (2009) states that cheating has various meanings, but it is usually associated with school life, especially when there are tests and exams.

There are various definitions of cheating, namely:

1. Cheating is an activity of imitating or quoting other people's work as the original.
2. Cheating refers to the Wikipedia Encyclopedia is a conscious act of dishonesty to create profits that ignore the principle of justice.
3. Cheating is a manifestation of using illegitimate means to achieve a legitimate end (achieve academic success or avoid academic failure)". It can be sum up that cheating is an act that uses illegal means for legitimated/honorable purposes, namely gaining academic success or avoiding academic failure.
4. Cheating is an attempt an individual makes to attain success by unfair methods." That is, cheating is an attempt made by a person to succeed via dishonest ways.

From the various definitions above, it can be concluded that cheating is an act or method that is dishonest, fraudulent, and justify any means that a person does to achieve the best score in completing tasks, especially on tests or exams.

According to Hamdani (2014) say that there are four forms of cheating behavior, namely: 1) Individualistic-opportunistic can be interpreted as behavior in which students replace an exam or test in progress by using notes when the teacher

leaves the class. 2) Independent-planned can be identified as using notes when a test or exam is taking place, or bringing the answers that have been completed or have been prepared by writing them before the test takes place. 3) Social-active, which is cheating behavior in which students copy, see or ask for answers from others, and 4) Social-passive is allowing someone to see or copy answers.

Factors of Cheating in Students

Sari (2013) states that based on several studies, there are 4 factors that influence cheating behavior, namely:

1. Situational Factor
 - a. Goal-orientation. Newstead, et al. shows that pursuing high grades is a motivating factor for students to cheat. Educators often remind pupils to get good academic rankings rather than understand the subject comprehensively. Parents want their children to achieve maximally, but some of them realize that their children's abilities are not too good so that they do not demand high-grade, instead of motivating them to do better. Some fathom that their children have mediocre abilities but still insist that their children get high scores, and if they get bad grades they will be scolded by the parents. And this is what causes most children to cheat, and Keller reports that 69% of students mentioned that high-grade pressure is what makes them strong enough to cheat.
 - b. Control or supervision during exams. The tighter exam controlled, the lower the level of desire of students to cheat. On the other hand, the relaxed of the supervision, the greater the

chance for students to cheat. And students think that if supervision is lax it will make it easier for them to cheat because the teacher will not know it. According to Carolli, students cheat because they feel their actions are not known by the supervisor.

- c. A large number of students in the class. If there are a lot of students in one class, it will be easier for them to cheat. Because there are many of them, they will sit close together and it will be easier to cheat. In addition to the effect of seating with a large number of students, most teachers will choose objective questions, and through these multiple-choice questions, it will make it easier for students to cheat.
- d. Curriculum. The curriculum is one of the factors that causes many students to cheat. This is because most of the curriculum requires students to be able to understand the material that is quite difficult, so some students are pessimistic and most of them take shortcuts by cheating.
- e. Peer-influence. The influence of peers is much more significant than other factors, where if many children like to cheat in a class, it will influence other children to do so.
- f. Difficult test questions. It is indeed very stressful for some students. These challenging questions cause many students who are pessimists to do the test correctly so that many of them prefer to cheat; as they believed the possibility of failure is much greater.
- g. Unpreparedness to take exams. This student unpreparedness depends on how they learn, and most students learn solely when they want to take exams. This learning habit causes students not to be optimal in studying exam materials, and they end up cheating.

2. Dispositional Factors

- a. School academic atmosphere. Researchers generally believe that the academic environment in schools has eroded the claim that "anyone who cheats will be punished". Due to the lack of attention from the school, it causes the statement he above is only a statement without any further action. So that students think that "if you do not want to

cheat, it means you have wasted the opportunity."

- b. Intelligence. Eisenberger and Shark state that students who have a high level of intelligence tend not to cheat. In contrast, those who have a low level of intelligence tend to cheat easily. Likewise, with the student's way of doing assignments, if the student is accustomed to doing tasks personally, the student will not cheat. But if the student is always dependent on other people to do his job, it will increase the student's chances of cheating.
- ## 3. Personal Factors
- a. Lack of confidence. Students who less confidence in carrying out exams will always be anxious because they are afraid that the answer is not the same as other friends. As a result, many of them cheat or even open books to confirm the answers made.
 - b. Self-esteem and need for approval. Students who have high self-esteem and low need for approval will not be cheating or copying, because their self-confidence is considerably high while their need for help from others is relatively low. But if students have high self-esteem and need for approval, their chances of cheating are also high.
 - c. Fear of failure. This circumstance appears when the student is afraid of failure, but the student also doesn't want to delay taking the test. Failure experiences in the previous tests may partly contribute. According to Vitrio and Schoer failure in the past tests caused students to prefer to cheat for the next test.
 - d. Competition for grades. The results of research by Bruns, et al. show that competition for high scores and high rankings will make these students more likely to cheat. And at the elementary level, when most students see their friends win when they don't, they will feel pity in their hearts and make them cry. This is what these students will pursue because if they win the class, then their image will be better among their peers.
- ## 4. Eksternal Factors
- a. Gender. According to research, it is stated that women cheat less often than men because women find learning fun and satisfying, so

they do not like to cheat.

- b. Age. This age doesn't matter. But according to research Newstead, et al. shows that students younger students tend to be easier to cheat compared to older students.
- c. Grade or Score. According to Witley, students with lower grades tend to be more likely to cheat. However, other research states that scores or ranks are often negatively correlated with cheating habits.
- d. Morality. This morality depends on the learner's ability to judge an action, from goodness, truth, and error and decide what should be done under the assessments made.

Apart from the four factors above, there are other contributing factors that we must aware of. Riyanti (2015) states that the factors that cause students to cheat include the following bullet points:

1. Being influenced after seeing other people cheating even though at first there was no intention of doing it
2. Being forced to open a book because the exam questions are too book-centric.
3. Feel that teachers are unfair and discriminated against while scoring.
4. There is a chance due to untight control in the

exams.

5. Fear of failure. Pupils are not ready to sit on the test but at the same time do not want to postpone the tests.
6. Expect for high marks but not willing to keep up with studying hard.
7. Not confident. Pupils have studied regularly but there is a concern that they will forget it and it will cause a loss. Therefore, it is necessary to anticipate it by bringing a small note.
8. Pupils are under panic attacks about the exam so that they completely lost their memory and then forced to open a book or ask a friend who is sitting nearby.
9. Find difficulties to memorize or remember, while the questions are demanding for recall information.
10. Find a shortcut with consideration rather than learning something that hasn't come out yet it is better to look for leaked questions
11. Consider the assessment system is not objective so that a personal approach to the teacher is more effective than serious learning
12. Irrational assignment from teachers which results in students being -pressed.
13. An assumption that teachers will not check the assignments given.

METHOD

Literature study or what is known as a literature review is a description of the theory, findings, and other research materials that are used as the basis for research activities in developing a framework for the formulation of the problem. Good review literature is relevant and the most up-to-date to support the topics discussed in the study (Sugiyono, 2015).

In general, literature comes from books or scientific journals, so it is valid to use as a

reference. Literature uses reading or basic material that can be taken as a reference in writing scientific papers. Literature can also be in the form of non-books such as recordings, LPs, laser disks, films, tapes, and so on. Researchers try to provide opinions and suggestions for teachers and parents in educating children to be honest individuals not to cheat while at school.

RESULT AND DISCUSSION

Common Ways in Cheating

Sari (2013) state that the method of cheating is divided into three activities, namely:

1. Cheating by asking. Students often cheat by

asking friends who are sitting close to them at the test center. Students start cheating when the teacher is off guard by touching the shoulder of their closest-sitting friend.

2. Cheating using notes or answers keys. These activities are much more efficient than asking friends because they minimize the fuss in the room. These little notes are well-settled in a desk drawer or a pocket, so when the teacher is careless the students will act to open these little notes. Not a few students cheat using this method, because it is considered more effective.
3. Cheating using search-engines. The more technology is developed and occupied, the more sophisticated the way students are cheating. At this moment, many schools are allowing students to carry cellphones. Elementary school children are no exception. Students in grade 4 already have their gadgets in hand. Many of them also have personal social media accounts. Cheating using an internet searching browser is classified as easy because students only need to type the keywords. The answers displayed are classified as valid.

Dealing with Cheating

There are four components that play a role in handling cheating cases for elementary school children, namely:

1. Yourself (personal)

In handling this case of cheating, it is themselves who have the most role in handling it, because if there is no will within the student, then the student will cheat every time. Therefore, students must fortify themselves with a high sense of willingness to learn. Besides, several things must be done to handle this cheating case, such as increasing self-confidence. If a student is confident, he will easily answer exam questions without having to look at his friend's answer. Because indeed the most important thing is self-confidence because with this confidence we will be more advanced. Then the feeling that must be in the person of a student is to want to make himself a professional person. Because by not cheating he will know to what extent his ability is, with this student will continue to hone his skills so that he becomes professional. And the last thing is don't be too ambitious, that is, don't be too overly ambitious to get high scores if we have mediocre abilities. And what we have to do is to continue to learn and reach those high grades with pure (Santoso, 2002).

2. Parents

Parents have important roles in handling this issue. There are always parents who always want their children to get good grades. This desire affects pupils to do anything that includes cheating. Therefore, the role of parents here is to know to what extent the child can master the subject, and do not doted to get high grades while the children do not understand the lessons. They should motivate their children more and support everything their children do. For example, if the child gets good grades or achievements, the parents will buy the child a small-gift, so that the child will continue to try to do his best. And if the child gets unsatisfactory achievements, then the role of the parents is to motivate the child and support the child to continue learning, and do not scold him because he gets angry, the child will feel depressed and get good grades he will do all the means including cheating so that their parents don't get angry. And here parents also need to supervise their children in learning. Parents must know how the child's process can achieve that achievement, not only seeing their child achieving but the process that the child goes through, the parents do not know (Koesoema, 2010).

3. Teachers

Here the role of the teacher is no less important than the role of parents (Muslich, 2011). The things teachers need to do to reduce the intensity of cheating are as follows:

- a. Form respectful relationships between teachers and students, and help students act honestly and responsibly.
- b. Create and support rules regarding cheating, because students understand the rules of teacher actions.
- c. Develop learning habits and skills and help students plan, implement learning styles.
- d. Do not allow students to cheat if it occurs in the classroom with a reprimand or other appropriate way of doing things, as an application of discipline.
- e. Responsible to reflect truth and honesty. That is, the teacher makes himself a student role model and instills the value of truth and honesty.
- f. Use subjective testing as the basis for the test

and exam process.

- g. Emphasize learning is more than just getting grades, which is helping students understand the meaning of learning as a goal for their school and value will be meaningful if it is purely by the students' abilities

4. School

Yusuf (2007) state 10 principles that must be done by schools in dealing with student cheating problems, namely as follows:

- a. Provide affirmation or reinforcement of the importance of academic integrity.
- b. Encourage a love of learning.
- c. Treat students like themselves.
- d. Help the development of a trusting environment.
- e. Encourage student responsibility in achieving academic integrity.
- f. Clarify the expectations of students.
- g. Create or create a fair and relevant test form.
- h. Reduce the possibility of academic dishonesty.
- i. Against academic dishonesty.
- j. Help define and support the creation of academic integrity standards.

CONCLUSION

Cheating is an ingrained activity, and it will be difficult for people who are used to cheating not to repeat. But, if the person instills in himself that he will not copy, he will learn seriously to get rid of this malicious-habit. The role of the teacher is crucial because teachers should not neglect their students and make the subject matter as interesting material. For example, there is a material that is less-interesting to study, so the teacher can convey the material with media or props to divert students' attention to the course so that students will no longer copy as they understand the material well instead of memorizing it.

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The role of the school here is to provide facilities and strict supervision for students in carrying out the learning process or exams. During teaching and learning activities, schools should emphasize the importance of mastering and understanding knowledge (Ghufron, 2010). These policies can be implemented through the school curriculum and the staff or workforce assigned by the school. For instance, when the lesson is a complicated core subject and the teacher who are in charge often absent, and the school gives no response, so students will not understand the lesson at all. So to get the scores, they prefer to cheat because it is considered more effective than learning but cannot understand. For examinations, schools should anticipate so that students cannot cheat. For example, by managing their positions in the exam can reduce the possibility of cheating. Another way is to give different questions to each student so that students cannot cheat because the questions-sets are different, and they will automatically learn if they want to get good grades.

affects pupils to do anything that includes cheating. Therefore, the role of parents here is to know to what extent the child can master the subject, and do not doted to get high grades while the children do not understand the lessons. They should motivate their children more and support everything their children do. For example, if the child gets good grades or achievements, the parents will buy the child a small-gift, so that the child will continue to try to do his best. And if the child gets unsatisfactory achievements, then the role of the parents is to motivate the child and support the child to continue learning, and do not scold him because he gets angry, the child will feel depressed and get good grades he will do all the means including cheating so that their parents don't get angry.

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