Practicality of Counseling Guidance Module Religious Based to Improve Academic Integrity

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ABSTRACT: The religiosity-based guidance and counseling module is an effort to overcome low academic integrity among students. In providing services, counselors are very dependent on textbooks available at school, and they have minimal other teaching materials. The research aims to determine the use of a religiosity-based counseling guidance module that is valid, practical, and effective. This study is quantitative research using the experimental research design. Product trials were carried out by 112 students of bengkulu city Public Junior High School, selected using the cluster random sampling technique. The data collection instruments are validation, practicality, and effectiveness instruments in the form of student response questionnaires. The research results showed that there was a significant difference between the pre-and post-test results in both the experimental group and control group trials. Where the average student score increased after using the religiosity-based counseling guidance module. Therefore, the results of this research can be said to be effective in presenting the results, namely 61.4 on the criteria of being quite effective, so that the module developed can improve students' academic integrity.

INTRODUCTION

Academic dishonesty is a rampant and disturbing phenomenon in the world of education in many countries (Eshet et al., 2022; Krou et al., 2021; Mukasa et al., 2023; Striepe et al., 2023). A study by MacLeod and and Easton (2020) on academic dishonesty from 17 universities showed that 53% of survey respondents saw academic dishonesty at their institutions. These findings clarify deviations from the academic integrity proposed by the Center for Academic Integrity, namely honesty, fairness, trust, respect, responsibility, and courage The International Day of Action for academic integrity (ICAI, 2018). Lancaster (2021) has proven in their study that 2.38% of students admitted to being honest, 2.06% admitted to academic dishonesty, and 1.05% admitted to plagiarism, and the 100 most cited papers on academic integrity of all time were three times more likely to includes academic dishonesty in its title rather than academic integrity.

Academic integrity as a normative framework is needed by academic practitioners, namely by building moral values as a form of consistency between thoughts and behavior displayed by academics, to avoid cases of academic violations (McHaney et al., 2016). The level of academic integrity is influenced by gender, school of origin and level of study (Lancaster, 2021). Regression confirmed that higher levels of academic dishonesty were associated with lower moral integrity and higher levels of expected moral disengagement, but not with moral foundation (Ampuni et al., 2020). Academic integrity encourages student behavior that is honest, confident, respectful, fair, and responsible (Eshet et al., 2022), all of which determine educational success and increase intellectual

competence (Brown et al., 2020). School is a place of education in developing the morals of teenagers, both directly and indirectly by making policies to strengthen a culture of academic integrity (Imbush et al., 2021).

Low student academic integrity predicts that students will behave dishonestly and lie in the future (Akbar & Picard, 2020). Apart from that, unethical behavior that occurs in the school environment, such as cheating and dishonest behavior (Brown et al., 2020), will disrupt the learning environment for students (Boehm, 2009). Likewise, academic anxiety has a positive relationship with students' academic integrity in facing national exams of 20.8% (Firmantyo & Alsa, 2017). Interventions based on religious values or spirituality and religiosity (Muarifah et al., 2020) are important and provide an effective and significant influence in overcoming morale, depression, anxiety, schizophrenia, physical illness, increasing students' social intelligence, reducing student delinquency, helping clients in alleviating problems (Orok et al., 2023), the need for knowledge and wisdom, academic fulfillment, and academic dishonesty (Nugroho, 2019).

The large number of cases of plagiarism and fraud is a form of declining academic integrity that is becoming a concern throughout the world today. Technological advances are growing, academic integrity violations are increasing and even leading to fraud. Based on this phenomenon, it can be proven through several existing studies, namely (Imbush et al., 2021) research results state that the level of academic integrity among students in tertiary institutions is low. It was revealed that if guidance and counseling services are utilized properly in tertiary institutions it will help to curb the menace of academic dishonesty (Yang et al., 2017). Likewise, research (Orok et al., 2023) states that there are still many health students who commit academic fraud or dishonesty, and students who tend to commit dishonesty in the academic field will tend to commit dishonesty in the world of work.

Other researchers (Sotiriadou et al., 2020) State that trying to find authentic assessments will prevent students' academic violations, that is, enrich students with skills that increase their employability. Meanwhile MacLeod and Eaton (2020) research results state that the cause of academic dishonesty is administrative. Many university members feel unsupported by the administration, due to the excessive burden of processing paperwork and providing evidence. Faculty also cited unprepared students and international students who struggle with the language and academic context, in Canada as major contributors to academic dishonesty.

Based on phenomena in the field and supported by interview results, there are still many students who commit cheating or academic dishonesty during exams, for various reasons. Such as cheating or cooperating during exams, procrastinating on work given by the teacher, coming to school often late, wearing uniforms that do not comply with the rules, and leaving the classroom while learning is taking place. This phenomenon is certainly a deviation from academic integrity, this indicates that students' academic integrity is low (Ampuni et al., 2020). Apart from students having low academic integrity, guidance and counseling modules owned by guidance and counseling teachers and students are still very minimal. Meanwhile, the existing guidance and counseling modules have not been tested for expert validation, or practicality tests and have not gone through effectiveness tests the old modules have not been based on religiosity, while the religiosity-based module design is an important element in guidance and counseling services, because the majority of Bengkulu City SMPN students are religious. The module used in addition to the general module should also use a religiosity-based module.

According to The International Day of Action for academic integrity (2018) academic integrity includes fairness, trust, respect, responsibility, and courage. Academic integrity. Academic integrity as a normative framework is needed by academic practitioners, namely by building moral values as a form of consistency between thoughts and behavior displayed by academics, to avoid cases of academic violations. If students have low academic integrity, it will affect their future work (Hendy et al., 2021) modules are teaching materials that are predicted to improve students' academic integrity. Therefore, teachers, in this case, guidance and counseling teachers, must be able to make

breakthroughs modules with a traditional approach have become modules with a modern approach (Grapin et al., 2023). Likewise, research results state that religious-based modules mean modules developed by including Islamic character values (Kuswono & Khaeroni, 2017). Modules are more effectively used in various aspects (Park et al., 2019).

For the various phenomena above, efforts by guidance and counseling teachers or counselors are needed to make breakthroughs, namely developing guidance and counseling service practices to improve students' academic integrity. Researchers are trying to provide alternative prevention by creating a religiosity-based guidance and counseling module to improve students' academic integrity.

METHODS

Design

This study is quantitative research using the experimental research design. Product trials were carried out by 112 of students of bengkulu city Public Junior High School, aged 14-15 years, consisting of 68 girls and 44 boys. Selected using the cluster random sampling technique. The data collection instruments are validation, practicality, and effectiveness instruments in the form of student response questionnaires. The research results showed that there was a significant difference between the pre-and post-test results in both the experimental group and control group trials.

Ethical Compliance

Approval to conduct this research was obtained from the Bengkulu City Education and Culture Office and 25 Junior High Schools in Bengkulu City. All children who were research subjects who gave consent were assessed using condition measures and research criteria.

Dependent Measures

Collection instruments are validation, practicality, and effectiveness instruments in the form of student response questionnaires. (1) The practicality instrument for the religiosity-based guidance and counseling module in the form of a practicality questionnaire was used to determine student responses to the religiosity-based guidance and counseling module. Filling out this questionnaire was carried out on a small-scale trial. This questionnaire will contain student responses regarding ease of use, efficiency of service time as well as the attractiveness and benefits of the religiosity-based guidance and counseling module; (2) Instrument for the effectiveness of the guidance and counseling module based on religiosity. This instrument is used to determine the level of effectiveness of the guidance and counseling module based on religiosity which consists of a) Observation sheet. The observation sheet is carried out to determine student data regarding the use of guidance and counseling services. b) Student response sheet an instrument filled in by students to determine students' responses and desires in participating in guidance and counseling services effectively and efficiently. c) Interviews are carried out to obtain information from teachers about the implementation of guidance and counseling services, obstacles faced, supporting facilities and infrastructure, and concerns from the school and the environment. d) Documentation is carried out to obtain data in the form of archives, letters made by guidance counselors, annual programs, semester programs, monthly programs, weekly programs, and daily programs as well as Service Delivery Plans, as well as service units, program reports, made by Guidance teachers and counseling; (3) The Keohane Academic Integrity Instrument measures an individual's commitment to positive values so that they can act and behave appropriately in creating a good academic situation. Totaling 17 items with reliability strength in the range of 0.866. There are 5 aspects in this integrity construct: namely honesty, trust, fairness, respect, and responsibility. The research results showed that there was a significant difference between the pre-and post-test results in both the experimental group and control group trials.

Counseling Guidance Module Religious Based

Religious-based guidance and counseling module, the aim is for students to have a religious attitude at school in the form of obedience, attitude, behavior, and behavior in obeying all school regulations and participating in various religious service programs organized by the school. It is said that students with religiosity are students who have religious knowledge, religious beliefs, experience of religious rituals, behavior (religious morality), and socio-religious attitudes which are manifested in behavior that has good morals in everyday life. Students who have akhlakul karimah are students whose moral development is good. Students who have good morals have high academic integrity. This is in line with the statement that academic integrity is a moral code in the academic world that is based on fundamental values, namely honesty, trust, justice, respect, and responsibility (McCabe et al., 2017).

Participants and Procedure

The research population was 25 schools, both urban and rural schools, the sampling technique used the Area (*Cluster) Sampling technique* (sampling by region). *The cluster sampling* technique that will be used goes through two stages, namely first determining the sample area, and the next stage determining the people in that area by sampling. Based on this opinion, *first,* the researcher determined the school zones that had been determined by the government, *second:* the researcher determined the schools in each zone, so that the overall research sample was 112 students.

Data Analysis

Analysis of module reliability using percentages (Nur'ain et al., 2015), analysis of module practicality by calculating the average results of filling out the practicality sheet, and analysis of module effectiveness using *N-Gain Score (*Mckagan, 2017).

RESULTS AND DISCUSSION

Data Analysis of the Practicality of the Religiosity-Based Guidance and Guidance Module to Improve Student Academic Integrity

To determine the practicality of the religiosity-based guidance counseling module, data analysis was used through questionnaires from 112 selected students. Subject selection is based on student learning outcomes scores during guidance counseling learning using the religiosity-based guidance counseling module, where from these results students are then grouped into three criteria, namely high, medium, and low. In the practicality questionnaire, the aspects assessed are relatedness, material, and language. The results of the practicality assessment of the guidance counseling module are in the form of quantitative data, scores for each aspect, and a description of suggestions. Quantitative data is then converted into the quality of each aspect.

The aspects contained in the questionnaire questions are aspects of language suitability, aspects of presentation appearance, aspects of convenience, and aspects of students' conditions when learning using the religiosity-based guidance counseling module. Analysis results from a questionnaire regarding student responses with a total of 112 students after using the guidance counseling module in class. On average, all students expressed a positive response with an average score of 89.89% with quite practical criteria.

Effectiveness of the Religiosity-Based Guidance Counseling Module

To determine the effectiveness of using the product (module), this research used *a nonequivalent pretest-posttest control group design.* In this design, there is *a pretest* before the treatment (module) is given. Because there is *a pretest*, the level of group equality is considered. Based on the design used, when product implementation activities took place, two categories of sample groups were involved, namely the experimental group and the control group. The

experimental group was given treatment in the form of learning using a developed module, while the control group was given actions that are usually carried out at school. Before the treatment was given, both groups were given an initial test (pretest*)* using the same instrument, then the treatment was given only to the experimental group. After the treatment was deemed sufficient, then both groups were given a final test (posttest*)* with the same instrument, the details can be seen in the table 2.

Table 1. Description of Score Statistical Data *Pretest-Posttest* Experimental Class Students

	N	Min	Max	Mean	Std. Deviation
Pre-Exp	112	15.00	80.00	45,00	13.16
Post-Exp	112	55.00	100.00	79,73	11.16

The table above shows that the *pretest and post-test results data* in the experimental class totaled 112 students, with an average score on *the pretest* of 45 with a standard deviation of 13.169. Meanwhile, in *the posttest*, experimental class students obtained an average score of 79.73 with a standard deviation of 11.167. Likewise, data on *pre-test* and *post-test results* in the control class are also given actions that are usually carried out in schools where the total sample size is 105 students, in full can be seen in the table 2.

Table 2. Description of Score Statistical Data *Pretest-Posttest* Control Class Students

	N	Min	Max	Mean	Std. Deviation
Pre-Control	105	15.00	80.00	47,28	12,89
Post-Control	105	15.00	80.00	52,07	13,96

The table above shows that in the control class, the total number of samples was 105 students, with an average *pretest result* of 47.29 with a standard deviation of 12.898, while in the *posttest results* of control class students, the average was 52.05 with a standard deviation of 13.79. To find out the difference in the average *post-test scores* between experimental class students and control class students, can be presented in the form of a table 3.

Table 3. Test Results for Differences in Average *Post -Test Scores* Between Experiment Class Students and Control Class Students

	F	p	Q	df	M	SE	95% CI	
							Low	Upper
Equal variances assumed	7,06	,008	16,17	215	27.68	1,71	24.31	31.05
Equal variances not assumed			16,06	199,0	27.68	1,72	24.28	31.08

Based on the table above, *Levene's Test for Equality of Variances column* shows a sig value of 0.008, which means that the two sample groups have different variances (not homogeneous). Then *the P-value* (sig) in *the t-test for Equality of Means* at *source Equal variances not assumed* ie equal to 0.000 < 0.05*.* This means it is rejected, so it can be concluded that there is a significant difference in the average *post-test score* between the experimental class students and the control class students after the treatment, so further testing of the effectiveness of the module can be carried out. To test the effectiveness of the module, a value is then determined *N-gain*. *Gain normality* or *N-Gain Score* aims to determine the effectiveness of using a particular method or treatment in quasi-experimental research.

The *N-gain Score* test is carried out by calculating the difference between *the pretest* (test before implementing the module) and the *post-test score* (test after implementing the module). *Average normalized gain* or average N-gain is a measure of the effectiveness of a treatment

in promoting concept understanding. Based on the results of descriptive statistical calculations of *N-gain scores* in the experimental class and control class, the data were obtained (Table 4).

Table 4 Summary of Descriptive Statistical Data for *N-Gain Score* Experimental and Control Group

	N	Min	Max	Mean
N Gain Exp	112	.00	100.00	61.365
N Gain Contol	105	-75.00	100.00	7.7320

The table above on the *N-Gain value* in *percent* (%) and the descriptive statistics table above shows that the average *N-Gain score* for the experimental class is = 61.3657 or 61.4% is in the quite effective category. Meanwhile, the average *N-Gain score* for the control class is 7.73 or 7.7%, which is in the ineffective category. Thus, it can be concluded that the use of the religiosity-based counseling guidance *module* is quite effective for improving students' academic integrity.

Discussion

Academic integrity in question is honesty, trust, fairness, respect, responsibility, and courage (Stevenson et al., 2023). Religiosity is influential and significant to cheating behavior, it is said that students who have high religiosity, cheat less often than religiously low students (Onu et al., 2021). In research it is said that religiosity Can be a predictor of integrity. Apart from religiosity, another factor thought to predict academic integrity is culture (Khan et al., 2019), in a study, Hendy et al. (2021) found that there is a connection which significant between culture with dishonesty, which intended in here is cultural individualism and collectivism.

Collectivist and individualist cultures generally encourage honesty and discourage lying, meaning that the different cultural values espoused by each culture may be associated with different types of lies that are endorsed as more socially acceptable. This has been shown in situations where lies told to maintain modesty are more acceptable and less negative than lies told to hide offenses committed especially at school.

Although Lots of studies find diverse factors as predictors of integrity academic, most para researchers mention that variable demographics can influence important on dishonesty academic (Orok et al., 2023). The general factors that cause academic dishonesty among students are fear of failure (77.0%), social stigma, and peer pressure (37.0%) (Orok et al., 2023). In meta-analysis, said that gender influences academic dishonesty. Their findings say that the majority of students Men who are vulnerable to cheating are men (Yang et al., 2017). Meanwhile, strategies to reduce academic dishonesty among students in education are in the form of training and implementing strategies.

There is a strong reason why the module guidance and counseling is based on religiosity effective for improving student learning outcomes is see some of the benefits of learning with the system module is stated as follows: (1) module can provide feedback to students know the shortcomings and do it immediately improvement, (2) in the goal module is set clear learning, so that student learning achievement focus on achieving learning objectives, (3) module which is designed to be attractive, easy to learn, and easy to use answering a need, of course, it will be able to bring it up student learning motivation, (4) flexible modules because the module material can be studied by students different ways and speeds, (5) cooperation is possible established, because with Mdul competition can be achieved minimized and between learning and students, (6) improvements can be made as the module provides sufficient opportunity for students to discover their weaknesses based on the evaluation given.

Implications

This research shows that the Guidance counseling module can be used practically to improve the academic integrity of State Middle School students. In this way, the guidance counseling module can be used by counselors in providing services on behavioral aspects of religiosity.

Limitation and Strengths

Apart from the results of the research findings, the researcher realized that there were limitations in this research, namely first, the sample only focused on junior high school students; secondly, in this research, the distribution of religiosity instruments used Google Form, which caused reluctance and boredom for students to fill it out, some did not have mobile phones and internet data, third; In the future, it would be better to involve a sample of all students at the junior secondary level, both private schools and religious schools, so that they can produce broader and more interesting data.

CONCLUSION

Research findings regarding the low academic integrity of students have many factors that influence it, including students having low learning motivation, lack of attention from parents, feeling uncomfortable with the assignments given, high expectations, fear of failure, demands for high grades, rampant social media and not confident. The students' low academic integrity can be improved by providing guidance and counseling services using the religiosity-based guidance and counseling module which has been produced in research quite effectively, the percentage score of 61.4% means that the module can be used.

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AUTHOR CONTRIBUTION STATEMENT

All researchers completing this research provided contributions by their expertise, such as full contributions in designing, conceptualizing, writing, and revising the research manuscript.

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