



Students' passion for learning without cheating behaviour

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ABSTRACT

The purpose of this study was to find out the background of students' enthusiasm for learning in class VIII-1 without cheating behaviour at UPTD SMP Negeri 3 Mandrehe Utara. What makes students active in learning but when doing assignments or exams do not cheat. The focus of the research is the spirit of learning of students without cheating behaviour. The research approach used is qualitative with the observation method. The subjects in this Journal are six students at UPTD SMP Negeri 3 Mandrehe Utara from class VIII-1. The results showed that there was motivation that made students enthusiastic about learning without cheating behaviour, namely coming from extrinsic motivation in the form of rewards in learning given by teachers and parents. The award is in the form of prizes such as money and credit, accumulated points which can later be used to avoid the next daily test, as well as bonus scores that can be used for additional scores in the race for class rank. On the other hand, there are consequences that cause students' learning motivation, namely buying class tools and memorising if they get low scores. Meanwhile, extrinsic motivation in the form of learning environment conditions is not one of the causes in the spirit of learning.

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1. INTRODUCTION

Education that focuses on the end result and the demand for high academic achievement that makes students feel pressured to achieve good grades is allegedly triggering the emergence of cheating behaviour in some students.

Improving the quality of education is done by improving human quality physically and spiritually as well as good thinking skills (Zuhaeriah et al., 2020) (Hardiansyah, 2022) (Muzakki, 2022). This has a reason because through education humans can process natural resources optimally. Education that is carried out will shape and develop the potential that exists within the individual (Pearce & Turner, 1989) (Mansir, 2020).

The occurrence of the educational process certainly has a learning process that must be passed in order to actualise and develop every potential that exists (Feuerstein et al., 2015) (Jarvis, 2004) (Wells, 1993). The learning process is a form of potential development that will later be evaluated to see whether the learning outcomes that have been carried out are successful or not (Said & Muslimah, 2021) (Furió et al., 2013).

The success of the learning process is influenced by learning motivation (Vanthournout et al., 2012) (Ferreira et al., 2011). The spirit of learning is influenced by learning motivation which has a

strategic role in influencing the learning process of students (Naziah et al., 2020). This is because strong learning motivation will make students have high enthusiasm for learning (Sullo, 2009) (Qin et al., 2023) (König, 2021). Conversely, students who have low learning motivation will tend to experience learning failure which indicates that the learning objectives are not successful (Ames & Archer, 1988). If the learning objectives are not successful, it means that the development of self-potential is not successful (Kholdun et al., 2023).

The enthusiasm for learning that comes from inside and outside students in carrying out the learning process will get maximum results if it is based on good learning motivation (Duțăa, 2018). Cheating behaviour is motivated by several factors, namely internal and external factors (Madara et al., 2016). Research conducted by Andiawatir et al explains that internal and external factors have an important influence on cheating behaviour carried out by students (Febry et al., 2023). Internal factors are described by the fear of disappointing parents, not passing the exam, and feeling worried when taking the exam (Smith & Ellsworth, 1987) (Folkman & Lazarus, 1985). On the other hand, there are external factors which are described by getting the influence of friends, parents' demands, and lack of interest in learning (Lamb, 2007).

Cheating has become a habit of students from elementary school to university (McCabe et al., 2012) (Moeck, 2002). However, at the junior high school level (SLTP) is more prone to cheating behaviour. This is based on observations and it was found that junior high school students like to cheat more than students from elementary schools (Boysen, 2007).

Some students from class VIII UPTD SMP N 3 Mandrehe Utara remain enthusiastic in learning even though they have not committed cheating behaviour until now. This can be seen from the various cases of cheating that occur (Franklyn-Stokes & Newstead, 1995). Based on a field survey conducted when they were carrying out the end-of-semester exam. This was reinforced by four students who stated that (Concannon et al., 2005) "...there are several students who have this cheating behaviour in almost all learning evaluation programs such as assignments, daily tests, and final exams (Cizek, 2003). I do this because parents always give test questions related to lessons at school and if the question can be answered well without cheating we will be rewarded by parents so that we get used to not cheating" (MYA, VIII1).

Other students also gave similar statements that "...duh discussing this cheating case is not a few who do mbak. Every time I take an exam either combined with any class, surely not a few of them do cheating behaviour, some even get leaked answers from other schools when the end of semester test (Al Jawabreh, 2009). This does not affect me because I am more comfortable in facing the exam without expecting answers from the results of cheating." (IL, VIII-1)

Another learner also gave a similar statement that

"...not cheating is a very common thing for me to do. There were even some friends who gave cheats but I refused because I was sure of my own answers..." (FR, VIII-1).

A learner named AP also said that "...actually cheating is something that is often done by friends besides me. yes, this is what I don't want to do because even though there are teachers who give consequences for buying class tools while I don't have money, for snacks alone are often treated by friends, so I learn myself from reading books and the internet. The reason I prefer not to cheat is because I feel satisfied with the results of my own learning ..." (AP, VIII-1)

Not many students have the behaviour of not cheating when doing assignments, midterm exams and final exams when getting assignments and exams related to calculations such as mathematics (Maciejewski, 2021). This action certainly has an impact on the exam results by getting a grade according to the learning system that students do (Cunningham, 2008).

Research related to learning enthusiasm without cheating behaviour has not been done by any researcher. Because currently researchers only focus on student behaviour in cheating. Meanwhile, non-cheating behaviour has not been the focus of research so far. This makes me interested in taking action in analysing the spirit of learning without cheating.

2. RESEARCH METHOD

This research uses a qualitative approach of direct observation method. The selection of the direct observation method in this study is based on the research focus that explores the enthusiasm for learning of students without having cheating behaviour.

This research was conducted at UPTD SMP Negeri 3 Mandrehe Utara, precisely in class VIII-1, which has a non-cheating behaviour Determination of informants is based on the following criteria: (1) Looks relaxed during the exam. (2) Not turning left and right to ask friends during the exam. (3). Collect assignments faster. Does not bring mobile phones to school.

The data collection techniques used in this research are interviews, observation, and documentation. The interview technique used in this research is an in-depth interview technique on informants who focus on the learning motivation of students who do not like cheating behaviour related to the first intrinsic motivation that encourages them to learn such as enthusiasm, ideals and hopes, and the desire to succeed in learning. Secondly, extrinsic motivation includes giving rewards and rewards in learning achievements when asked questions directly about learning.

The observation technique was used to collect data that was not obtained from other techniques such as the provision of rewards, punishments, and praise, and to see the atmosphere when learning took place. Documentation data collection was used to examine the rules that have been set at school to support the learning atmosphere of students.

The focus in this study is the learning motivation possessed by students who behave cheating with learning motivation variables and several indicators such as; (1) Having a desire to succeed in learning. (2) Having hopes and ideals. (3) Having a passion for learning. (4) The existence of rewards in the learning process. (5) An environment conducive to learning. Data analysis in this study was carried out using the Milles and Huberman model, activities in data analysis, namely data collection, data reduction, data display and conclusion drawing or verification (Sugiyono, 2014: 92).

After data is collected related to the learning motivation of students who have cheating behaviour. Furthermore, data reduction or data reduction is then focused on the learning motivation of students who have cheating behaviour at SMA B Lamongan. Furthermore, data display or presentation of data in narrative form is carried out related to the learning motivation of students who have cheating behaviour, what makes them active in learning but when doing assignments or exams is done by cheating behaviour. Then at the stage of conclusions or drawing conclusions, it is concluded related to the enthusiasm for learning of students without cheating behaviour at school.

3. RESULTS AND DISCUSSIONS

The spirit of learning without cheating by some students has several forms and is carried out in every learning process. The phenomenon of not liking cheating does not seem to be a matter of great concern as well as examining the behaviour of students who like to cheat.

The behaviour of not liking cheating that is often carried out by some students is known from the results of daily observations where students try to answer all questions themselves on various occasions when taking exams and assignments. Exams conducted to evaluate the ability of students have several types such as daily tests, midterm exams and end-of-semester exams. Teachers give various assignments and exams to determine the ability of students after carrying out the learning process. This is important to do because with the results of assignments and exams the teacher can provide feedback according to the results that have been obtained.

Students from class VIII-1 UPTD SMP Negeri 3 Mendrehe Utara apply non-cheating behaviour on various occasions such as daily tests, mid-semester exams, end-of-semester exams and in assignments. And they are more likely to answer questions from the results of learning at home during daily tests and assignments. Non-cheating behaviour carried out during daily tests takes the form of independent learning and good learning planning which is a pre-planned learning activity by relying on personal abilities from the results of daily learning at home and at school, while independent learning is a behaviour that learners do spontaneously without planning it in advance. The reason underlying learners' non-cheating behaviour in this form is that teachers tend to carry out strict

supervision and be more vigilant when conducting exams, especially if they encounter suspicious movements. Another underlying reason for not cheating behaviour is because the questions given by the teacher during daily tests tend to be many and must be done in a short time. This makes students do not have time to turn left and right to ask for answers. So that students always try to memorise and study harder at home.

It is similar when working on assignments at school. In working on assignments, learners who do not like cheating behaviour never bring cheats or cheats, let alone ask for answers from their friends. In this condition, students always rely on their ability to do assignments.

The conditions and situation when conducting daily tests and doing assignments are not in doubt. This can be recognised by their behaviour which causes students to be declared not to cheat in any form. In working on assignments, sometimes the teacher cannot supervise the process, but even so, students still do not want to cheat in any form. Besides that, before the teacher gives the task, the learners have made an agreement to work together in solving the problems in the task.

Learners who do not like to cheat when conducting exams related to lessons tend to behave independently without cheating when different from learners from those who tend to cheat will look nervous and always turn their heads left and right.

The behaviour of not cheating that is practiced will have an impact on the exam results obtained. The exam results obtained from cheating tend to be high but in daily learning activities tend to be inactive. The behaviour of not liking cheating in class VIII-1 UPTD SMP N 3 Mendrehe Utara students is carried out on the background of learning motivation from within (intrinsic) and from outside (extrinsic).

Intrinsic motivation is a motivation that comes from within students whose existence does not have to be stimulated from outside because the students have appeared by themselves. If a learner already has intrinsic motivation, he will realise by himself to carry out all learning activities without having to be ordered by others. This is because the learners have the motive and drive to perform all learning actions (Fathurahman and Sulistyorini 2012). Intrinsic motivation includes the desire to succeed in learning and success in achieving goals. This reason makes students eager to learn without having to cheat.

Extrinsic motivation that underlies students to be enthusiastic without cheating is a motive that comes from outside the learners. Motivation is placed on learning goals beyond factors that come from within learners. There are various ways to foster learning motivation. In general, it is done by the school and parents. Extrinsic motivation can be in the form of giving awards in the learning process and a very supportive surrounding environment such as habits from home to continue studying at certain hours and motivation of parents and families to continue to be enthusiastic about learning without cheating by giving examples and role models and good attitudes so that students want to study at home.

4. CONCLUSION

From the research on extra-curricular activities with student learning creativity that has been Based on the data that has been presented, it can be concluded that the enthusiasm for learning of students without cheating behaviour comes from extrinsic motivation, especially in learning awards. Giving awards is reflected in giving gifts in the form of money and credit. This gift giving is done in several different conditions. Giving money prizes is done when the learning process is carried out offline while giving credit is done when learning online. Meanwhile, the consequences of buying class tools and memorising make students motivated to learn independently and avoid low grades. Because these consequences are formed and applied when students get low grades. These consequences have the impact of feeling uncomfortable so that learners avoid them as much as possible. Giving awards is done when students get high scores on condition that they do not cheat. And it can only be judged based on learning behaviour every day at school.

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