

# Solving The Habit of Cheating (Copy-Paste of Exam's Answer) Through the Implementation of Scientific Learning Activities and Class Management Technique

Sujarwo\*, Dara Fitrah Dwi, Rosmilan Pulungan, Muhammad Noer Fadlan, Ahmad Landong

Universitas Muslim Nusantara (UMN) Al-Washliyah

DOI: [10.36348/jaep.2021.v05i10.005](https://doi.org/10.36348/jaep.2021.v05i10.005)

| Received: 19.07.2021 | Accepted: 22.08.2021 | Published: 25.10.2021

\*Corresponding author: Sujarwo

## Abstract

Student-centered learning activities are aimed to mastery the learning material for preparing a learning evaluation in the form of examination. However, when monitoring, students were still found cheating. If this reality always occurred, then the degradation of students' competence and character cannot be avoided. Based on the phenomenon found, then it should be solved by implementing scientific-based learning activities through classroom management techniques. Learning activities are the involvement of students in terms of attitudes, thoughts, attention to observing, questioning, acting, reasoning and communicating so that optimal learning conditions are created and maintained, then an atmosphere of learning is conducive and interactive in a classroom management system called face-to-face arrangement. . After the learning activity, an exam is carried out as an effort to overcome the habit of cheating by applying soundproof techniques. During the exam, the situation was conducive even though there was a movement to steal the attention but no one was cheating. This showed a decrease in student cheating. In fact, the classroom management technique with face-to-face settings showed that the stages of scientific-based learning activities have been carried out by students. This was proven by his ability to understand and answer questions both at the time of presenting the results of the assignment and during the exam. By implementing classroom management techniques and scientific-based learning activities, it showed that there is a decrease in student cheating. This is shown from the two classes that were observed when the exam was in progress, only a few students cheated through suspicious movements. Thus, it can be stated that scientific-based learning activities with classroom management techniques are able to overcome the habit of cheating.

**Keywords:** Copying, Learning Activities, Science, Classroom Management.

**Copyright © 2021 The Author(s):** This is an open-access article distributed under the terms of the Creative Commons Attribution **4.0 International License (CC BY-NC 4.0)** which permits unrestricted use, distribution, and reproduction in any medium for non-commercial use provided the original author and source are credited.

## INTRODUCTION

Learning activities implemented was student-centered learning for material mastery in case of students' preparation for learning evaluation in semester examination. Therefore, the learning applied was a learning process which characterized to demanding on students' maximum ability. Students who are accustomed to this learning style will have characters such as discipline, motivation, courage, honesty. Because of this implementation students will have experience which assist them to recall their memory related to the experiences of the material was conveyed during their presentation assignments and other forms. By having this experience, students show readiness to be asked and answer questions. Having self-confidence, being brave and proud in a good and right way, having the "capital" to face the semester

exams. They are ready not to cheat even when the opportunity arises.

In fact, the phenomenon occurred when monitoring and evaluating run was that students were still cheating by opening books, opening the cellphone application via browsing. This reality is easy to find, which seems that it is a culture that cannot be abandoned, such as sacred activities that are carried out every time, without any special guidance, even without having notification, then students have initiative, commitment and innovation in preparing cheat materials from time to time.

If this reality always occurs, then the degradation of students' competence and character cannot be avoided. They become losers, people who have no shame, destroyers of the nation. Hafidz (2013)

states that cheating is just bad and misleading behavior. If this habit persists, be prepared to become a true loser who is tantamount to destroying the nation slowly but surely. In addition, Kristiyanto in Sugiarto (2009) explained that cheating has developed very dramatically which is far from the values of creativity and productivity. Cheating is initially a violation of dishonesty, which has the potential to develop criminal behavior. To overcome this, learning activities need to be increased by applying a scientific-based learning model.

## REVIEW OF LITERATURE

### 1. Students' Learning Activities

Learning activities are a reflection of the presence or absence of learning. Without activity, there is no learning. Therefore, activity is a principle in interacting, especially learning and teaching (Widodo, Widayanti, L. 2013). In learning, the activities of students vary, such as reading, listening, writing, and measuring. Likewise activities such as using knowledge for problem solving, concluding experimental results, recalling the content of the subject matter and comparing concepts or concepts with other concepts. (Dimiyati: 2009: 114).

According to Arikunto (2005) in Ariasmini (2018), that learning activities are the involvement of students in terms of attitudes, thoughts, attention. Learning activities can also be categorized as a planned teaching and learning activities, especially for the learning achievement expected (Sardiman, 2007). Therefore, a high intensity of learning produces results as expected and vice versa (Sujarwo: 2016).

Thus, learning activities can be increased as the results of research by Zakiah *et al.* (2013) who concluded that learning activities could be increased by giving assignments. Likewise with the results of research by Ulfaira, *et al.* (2015) who concluded that the learning activities of students have increased by implementing role playing.

### 2. Classroom management

Classroom management is a skill in creating and maintaining optimal learning conditions and restoring them if things happen to disturb the atmosphere of the learning process (Sanjaya, 2006: 44). In line with Mulyasa (2008: 91) states that classroom management is a teacher's skill to create a conducive learning climate, and control it if there is a disruption in learning.

The skills in managing the classroom referred to by Mulyasa (2008: 91) consist of a) the creation and maintenance of an optimal learning climate, b) skills related to controlling optimal learning conditions. The creation and maintenance of an optimal learning climate consists of:

- a. Shows responsiveness by: looking carefully, approaching, giving statements and reacting to class disturbances;
- b. Distribute attention visually and verbally;
- c. Focus group attention by preparing students for learning;
- d. Give clear instructions;
- e. Give a wise warning;
- f. Provide reinforcement when needed

While the skills related to controlling optimal learning conditions consist of:

- a. Behavior modification;
- b. Teach new behaviors by example and habituation;
- c. Promote good behavior through reinforcement;
- d. Reducing bad behavior with punishment.

### 3. The habit of cheating

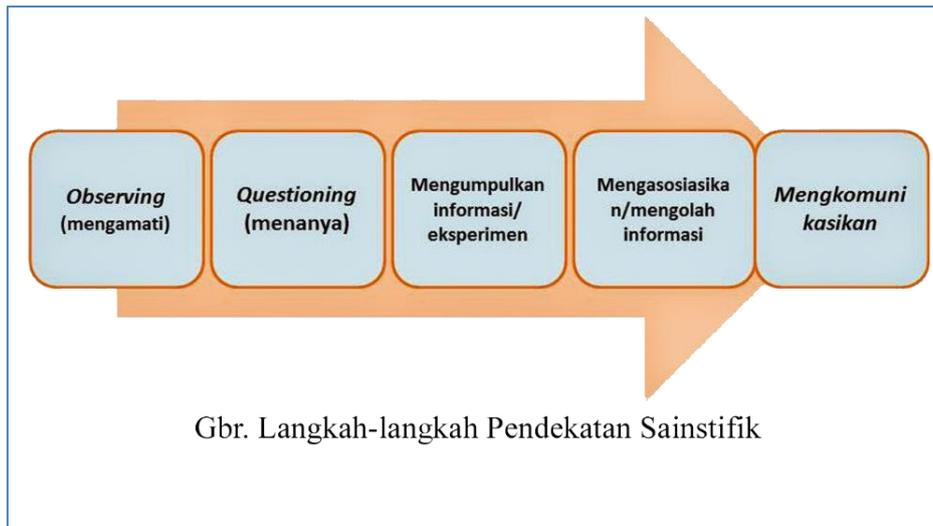
The habit of cheating is the enemy of development because there is no respect for basic values such as being honest, respecting oneself and being responsible. Imitating is behavior (Gunarsa, 2002), behavior is shaped by situations and social circumstances (Ross in Rahmat, 2005). According to Anwar (2003: 448), cheating comes from the word *sontek* which means violating. Poerwadarminta (1976: 960) says *sontek* is the same as *menyontek* (cheating) means breaking the rule (Masada H.T, Dachmiati, 2016). According to Lawson (in Khusartanti, 2009) that students who existed academic lies will tend to lie at work as well. (Andiwatir, Khakim, 2019).

Copying (cheating) as taking an exam through dishonest means, answering questions in ways that are not appropriate (Taylor, 2003). Cheating is an act of using materials that are not permitted, cheating is detrimental to oneself and others, thereby eliminating valuable values such as dishonesty (Prihantari, 2017). Anykind phenomenon appeared are possible to be solved and have a big chance to be eliminated. Like as cheating can be solved by having teachers' counseling which collaborated to parents in assisting students get rid of the habit of cheating (Muhyatun, 2019).

From some of the references above, it can be concluded that the habit of cheating is a way that is done from time to time using other people's answers during the exam.

### 4. Scientific Learning.

Scientific comes from Latin, namely *scientia*, in English, namely science which means knowledge or knowing. Learning can be interpreted as a collection of methods used by educators in learning (Musfiqon and Nurdyansyah, 2015). The learning approach in this study is a scientific approach, which is an approach that uses scientific principles in the learning process (Daryanto, 2014, in Musfiqon and Nurdyansyah, 2015) as seen in the picture below.



Steps	Learning Activities
Observing	Students are directed to observe various information that can be obtained from various sources. The ability to be achieved through observing experience is thoroughness, seriousness and being able to find relevant information with study material.
Questioning	Stimulating and / or without stimulation, students ask questions related to the study material presented, especially on study material that is not understood from what is being observed or questions to obtain additional information about what they are observing. Questions can be factual. The ability that is expected to be achieved is the growth and development of scientific thinking creativity through curiosity shown by honesty.
Collecting Information	Directing students to do learning activities by means of experiments, reading various sources of information, observing objects, remembering and observing what happened, to interviewing someone as a source of information. The ability that is expected to be achieved is that students show courage, are honest, able to communicate.
Processing Information	Directing students to show the results of information processing ranging from a variety of information that deepens and expands information to supporting information, even different or contradictory. The ability to be achieved is that students are able to synergize various information in the form of conclusions comprehensively, so that, among others, students are able to show obedience to rules, work hard, are able to implement a procedure.
Communicating	Directing students to present the results of their information processing in the form of presentations or other relevant forms. The ability to be developed is that students demonstrate their ability to develop honesty, conscientiousness, tolerance, think systematically, express opinions in a concise and clear manner, to the ability to speak properly and correctly.

**Source:** Musfiqon, Nudyansyah. 2015. Pendekatan Pembelajaran Sainstifik. Sidoarjo: Nizamia Learning Center

## METHOD

The research was carried out during the learning process with the explorative method in 2019 in the PGSD study program of UMN Al-Washliyah. The research sample was the fourth semester students using observation techniques during the learning activities and learning evaluation.

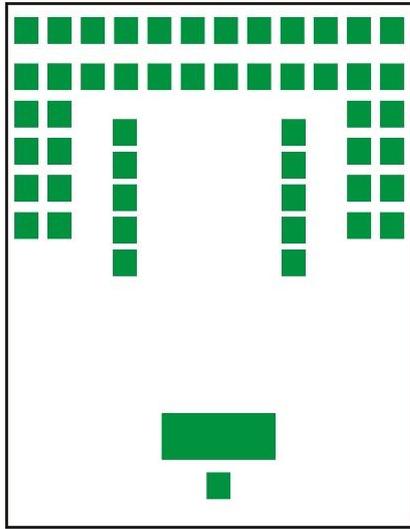
## DISCUSSION

Before scientific-based learning activities, classes are managed in such a way as to maintain a conducive learning atmosphere and pay attention and respond occurs with focus. Class management is adjusted to the shape of the room and class facilities

such as chairs and a table. Chairs are shaped into a U-shape placed close to the wall of the room. The other ten (10) chairs are placed vertically in the middle of the U letter. While one (1) table and chairs are placed in the front most position close to the blackboard.

Chairs that make up the letter U are intended for students who have not and / or have communicated the results of their observations, namely as the audience who have the opportunity to ask questions to the presenter group students or who communicate the results of their observations. The other ten (10) chairs in the middle of the letter U are intended for groups of students who communicate the results of their

observations who alternately serve as presenters. Class management as referred to be called face-to-face arrangement. For more details, look at the image below:



Picture Face to Face Sheet Arrangement

Science-based learning activities are carried out in accordance with scientific stages supported by class management techniques face to face in order to give optimal attention in the process of communicating, creating and maintaining a conducive learning atmosphere. With scientific, learning is more active and not boring, students build their cognitive and psychomotor with facts found in the field (Kemendikbud, 2013 in Emanuela Ine, 2015) when making observations, asking questions, doing and associating them. The stages of learning activities carried out on a scientific basis are:

**a. Observing**

As a group, students made observations in the environment around UMN Al-Washliyah. Observations are based on energy matter and its changes. By observing, students carry out activities such as identifying, searching, investigating, searching, and finding related energy, energy use, and energy changes.

**b. Questioning**

The activity of observing students is accompanied by asking about changes in energy and writing down the results in the books that have been provided.

**c. Collecting Information / Experimenting**

Based on the information obtained from questioning and observing, students investigate the change of energy from one energy to another by conducting a simple experiment that can be done by each student, namely moving their hands so that they produce a sound like they are clapping their hands so that it produces a sound from their clapping. They get this from the results of observing someone moving their hands when playing the guitar, from the movement of their hands producing the sound of the guitar strings.

**d. Processing information**

Based on the information obtained, students show the results of the information they have obtained, such as when students clap their hands to produce a sound. In fact, they get this information when they see someone playing the guitar at the time of observation.

**e. Communicating**

From the results of observations to processing the information further communicated through class management face-to-face settings.

After scientific-based learning activities with classroom management techniques are carried out, then a learning evaluation is carried out in the form of an exam with the aim of knowing the real situation that occurred during the exam. This is done as an effort to overcome the habit of cheating by applying soundproofing techniques, namely wearing a mouth mask so that the sound is muffled during the exam.

When the exam was in progress in one class, the class atmosphere were conducive to different sitting styles even though there was a movement of stealing the attention by giving a sign language code and showing two fingers, taking out the cell from his pocket then hiding it again, looking back, speaking while lowering his mask to his chin and lifted the answer sheet then showed it to the friend who sat behind him and took a photo of the answer paper. Meanwhile, in other classes, the class condition is very conducive and there are no suspicious movements like the same class. Test takers feel watched and so they are afraid to do nothing. Even if they don't even dare to take the mask down for a long time, it's just that the test takers feel stuffy because they wear the mask to cover their nose, so it can be concluded that no one is cheating. Thus, students who do not cheat are much bigger than students who cheat, only a few students who cheat.

**CONCLUSION**

Classroom management techniques with face-to-face arrangements show that the stages of scientific-based learning activities have been carried out by students. This is evidenced by his ability to understand and answer questions both at the time of presenting the results of the assignment and during the exam. By implementing classroom management techniques and scientific-based learning activities, it shows that there is a decrease in student cheating. This is shown from the two classes that were observed when the exam was in progress, there was only a few students cheated through suspicious movements. Thus, it can be stated that scientific-based learning activities with classroom management techniques are able to overcome the habit of cheating.

## REFERENCES

- Andiwatir, A., & Khakim, A. (2019). Analisis Perilaku Menyontek dan Rancangan Perubahan Perilaku pada Siswa SMP. *Intuisi: Jurnal Psikologi Ilmiah*, 11(2), 88-97.
- Ariasmini, N. (2017). *Penerapan Metode Resitasi Dalam Upaya Peningkatan Aktivitas dan Hasil Belajar Siswa Pada Mata Pelajaran Akuntansi Kelas XI Akuntansi 1 di SMK Negeri 1 Tejakula Tahun Pelajaran 2016/2017*. E-journal Jurusan Pendidikan Ekonomi Vol: 10 No: 2 Tahun: 2017. Available online: <https://ejournal.undiksha.ac.id/index.php/JJPE/article/download/11160/7132>. Diakses 30 Agustus 2019.
- Daryanto. (2014). *Pendekatan Pembelajaran Saintifik Kurikulum 2013*. Yogyakarta: Gava Media.
- Ine, M. E. (2015). Penerapan pendekatan scientific untuk meningkatkan prestasi belajar siswa pada mata pelajaran ekonomi pokok bahasan pasar. In *Prosiding Seminar Nasional* (Vol. 9, pp. 269-285).
- Laelasari, N. (2016). *Penerapan Pendekatan Sainstifik Untuk Mengembangkan Keterampilan Proses Sains dan Sikap Ilmiah Siswa Pada Konsep Kelarutan dan Hasil Kali Kelarutan*. Available online: <http://journal.uinsgd.ac.id/index.php/tadris-kimiya/article/view/1159>. Diakses 17 Juni 2017.
- Masada, C., & Dachmiati, S. (2016). Faktor pemengaruh perilaku siswa dan mahasiswa menyontek. *Sosio e-kons*, 8(3).
- Muhyatun, M. (2019). Upaya Preventif Perilaku Menyontek Siswa Melalui Layanan Dukungan Sistem. *Belajea: Jurnal Pendidikan Islam*, 4(2), 157-164.
- Mulyasa, E. (2015). Menjadi guru profesional, menciptakan pembelajaran kreatif dan menyenangkan.
- Musfiqon, N. (2015). *Pendekatan Pembelajaran Sainstifik*. Sidoarjo: Nizamia Learning Center
- Prihantari, R. (2017). Menurunkan Kebiasaan Mencontek Melalui Metode Apa? Lantas, Bagaimana? Dan Sekarang Bagaimana? Dalam Bimbingan Kelompok Pada Peserta Didik Kelas VIII. 1 SMPN 1 Citeureup. *INSIGHT: Jurnal Bimbingan Konseling*, 6(1), 40-49.
- Sanjaya, W. (2019). Strategi pembelajaran berorientasi standar proses pendidikan.
- Setyowati, L. (2015). Pengaruh Metode Pembelajaran Penugasan Dan Peran Orang Tua Terhadap Hasil Belajar Bahasa Inggris. *DEIKSIS*, 7(03), 227-236.
- Sujarwo, D. (2013). *Pengaruh Metode Pembelajaran dan Gaya Kognitif Terhadap Hasil Belajar Ilmu Kealaman Dasar Mahasiswa FKIP UMN Al Washliyah*. Kultura Volume: 15 No. 1 Maret 2014.
- Sujarwo, S. (2016). Potensi kecenderungan cara belajar visual terhadap prestasi belajar mahasiswa. *Jurnal penelitian pendidikan mipa*, 1(1), 34-37.
- Sulastri, S. (2018). Implementasi Pendekatan Saintifik Dalam Pembelajaran PAI Di SMP Negeri 2 Dan SMP Negeri 5 Kota Bandung. *Atthulab: Islamic Religion Teaching and Learning Journal*, 3(2), 185-198.
- Suparti, S. (2014). Penggunaan Metode Penugasan atau Resitasi Untuk Meningkatkan Hasil Belajar Siswa Kelas III dalam Memahami Konsep Mengenal Pecahan Sederhana. *PEDAGOGIA: Jurnal Pendidikan*, 3(1), 54-66.
- Sutarna, N. (2016). Penerapan Metode Penugasan Untuk Meningkatkan Kemampuan Memahami Peta Pada Siswa Sekolah Dasar. *Jurnal Geografi Gea*, 16(1), 34-43.
- Ulfaira, U., Jamaludin, J., & Septiwiharti, S. Meningkatkan Aktivitas Belajar Pada Siswa Kelas III di SDInpresMarantale Dalam Pembelajaran Pkn Melalui Penerapan Metode Pembelajaran Role Playing. *Jurnal Kreatif Online*, 3(3).
- Widodo, W., & Widayanti, L. (2013). Peningkatan aktivitas belajar dan hasil belajar siswa dengan metode problem based learning pada siswa kelas viia mts negeri donomulyo kulon progo tahun pelajaran 2012/2013. *Jurnal Fisika Indonesia UGM*, 17(49), 80105.
- Yani, A., & Ruhimat, M. (2018). Teori dan implementasi pembelajaran saintifik kurikulum 2013. *Bandung: PT Refika Aditama*.
- Zakiah, Z., Jamaluddi, J., & Imran, I. Meningkatkan Aktivitas Belajar Siswa Kelas IV pada Pembelajaran PKn melalui Metode Pemberian Tugas di SD. *Jurnal Kreatif Online*, 1(2).