

# Cheating Experience and Effect Model, Cause Students Cheat in Senior High School No. 1 Tegineneng

SABAR PRAYOGO<sup>1</sup> PARGITO<sup>2</sup> DARSONO<sup>2</sup>

1. Students of Master Social Science Education, Faculty of Teacher Training and Education, University of Lampung

2. Lecturer of Master Social Science Education, Faculty of Teacher Training and Education, University of Lampung

## Abstract

Cheating behavior is a solution for students to work on assignments, tests, and even the National Exam. It is becoming common problems recurring, so it needs to be the thought about it. This research aimed to discuss and describe the behavior of cheating on students, in the study of social cognitive Albert Bandura. Much cause for students cheat, but discussed was cheating on the student experience before becoming a senior high school student, and the influence of friends cheating on exams. Methods used in this research is a qualitative approach to the interpretive paradigm, and narrative strategies. Techniques sample selection using purposive sampling, data collection using interview and observation techniques and reinforced with documentation. This research was done in Senior High School No 1 Tegineneng Pesawaran district, the second semester of the 2015/2016 academic year. The conclusion are: The model is a friend who cheated, then the students to imitate the behavior of cheating, so that other students join the cheating behavior. Experience is influence the behavior of cheating, cheating the experience question is a past, experience that when students in elementary school, junior high, and senior high school Class X. experience is constructed when students are not able to answer the test questions.

**Keywords:** imitating of model, experience, cheating, students.

## I. Introduction

Cheating behavior since they were in elementary school to college. They did not stop cheating though never found out and reprimanded by the teacher / supervisor. (Pujiatni, & Lestari, 2010: 107). "Model" this article be interpreted as a friend who cheat, which affects other students. The model is defined as follows: 1. See his friends cheat, then imitate cheat, 2. see and write what is done by a friend. In the process of cheating, Bandura calls students who cheat (deviant). As for those who imitated as a model / reference for students. Starting from the theory, in fact cheating is a process of imitation of the model involves the thinking of students. Perspective of social cognitive theory models or friends as one of the studies, Individuals or students behave by observing what the model first, then the individual or the students to imitate. Ellis describes the model observed by individuals or students : a) *live models*, human or others, b) *symbolic models*, It can be real and fictional character illustrated in books, television, movies, and other media, c) *modeling*, models that demonstrate, describe the desired behavior the observer or researchers (Ellis, 2008: 12). The following explanation of the model:

Table 1. Behavior due to the model or modeling

Effect	Example
1. Functioning as a guide imitate the behavior of others	Imitating crime
2. (a) strengthen, or weaken. certain actions (b) refrain from	Students cheat on exams (a) punished, or (b) not punished
3. Demonstrate new behavior patterns	Cooking shows on television

(Source: Gredler. 2011: 429)

In effect column 1, the model as a guide u imitate the behavior of others. If the model positive behavior then the imitators would behave positively in accordance with the values, norms, or rules. If the model behaves negative then the imitators will tend to behave inappropriately like what he saw. As a result of the action of the model that will influence others to imitate cheat. In effect column 2, the model as a support will strengthen or weaken the imitators behavior. If negative behavior models were then given the sanctions would weaken the others to imitate them, otherwise if the negative behavior of the model but not sanctions, it strengthens the imitator to inappropriate behavior. It is known to strengthen the model. In effect column 3, imitation model positive behavior will affect the formation of new patterns of behavior. If the cheating done a students begins in elementary school, junior high school, and so on. These events illustrate the behavior of cheating actually exist in the students themselves and become self-concept. Bandura also explained in the learning process, an indispensable component. Bandura explanation: "In a naturalistic setting, individuals learn new behaviors by observation or model and the consequences of his actions. Learning components are: a) behavioral models, b) the consequences of behavior

exemplified, c) internal process learners, d) The belief in the toughness of the learners themselves.(Gredler. 2011: 428).

In fact, the stages of the process of , test, exam or evaluation of learning in the classroom many students cheat. Many students cheat at senior high school No. 1 Tegineng. Assumptions obtained when researchers did research beginning, almost in every classroom is being exam must be students cheat. Data pre-research shows that the semester exams, in each class many students cheat. Even when the National Examination (Pre research, in March-May 2015). This background and become an attraction for doing research in Senior high school No. 1 Tegineng. This research discusses cheating behavior on the study of social cognitive theory of Bandura. This article discussed only cheating behavior as a result of the model and experience of the students in the past. This research revealed in depth, explorative through words or sentences, or personal data, feelings, beliefs through in-depth interviews. One strategy of qualitative research is descriptive narrative. Creswell explains: "narrative is a research strategy in which researchers investigated the lives of individuals and ask the individual or group of individuals to share their lives. This information is then retold by researchers in the chronology of the narrative " (Creswell. 2009: 21). Researchers gather information about students cheating. informants consisted of students and teachers through interviews. Then the collected data, reinforced with observational data and documentation, retold by researchers in the form of descriptive.

## 2. Method

The research approach used is qualitative. The sample in this research used purposive sampling. informant research as follows: 1. Students in kelas twelve IPS totaling 21 people, then the researcher determine key informant, the next key informant providing information about who the next informant. 2. Students in kelas twelve IPA 1 totaling 21 people, then the researcher determine key informants, the next key informant providing information about who the next informant. 3. Students in kelas twelve IPA 2, totaling 22 people, then the researcher determine key informant, the next key informant providing information about who the next informant. Thus, the informant of the students were 18 people, and informants of teachers were 7 people. Data collection techniques used were interviews, observation and documentation. Data analysis through: data reduction, a data display, and conclusion.

## 3. Discussion

Several discussions with research informants, only a few samples of the research informants disclosed. Informants representing several other informants, among others:

### **Informant 1, Inisial SP,**

The influence of the model, According informant 1, cheating behavior not influence the model he do it on his own initiative. When he could not do the problem during the evaluation of learning once, it anyway he wants to so he immediately asked a friend to get the answer. Interviews, Mey 26, 2016. From informant, shows there has been a cheating behavior . cheating behavior by seeing and copying answers to friends. For him would do if he could not answer the questions done.

*Experience cheat,* According informant 1, from Elementary School to Senior High School he never cheated, only a rare intensity. The meaning that the experience has begun since elementary school and still continues to this day (senior High School) but with different intensities. From the above data shows that the experience informant 1 constructed back repeatedly, so that cheating behavior do go back to senior High School. So the experience of cheating behavior will be reconstructed.

### **Informant 2, Inisial WS,**

The influence of the model, According informant 2, generally if there are students cheat others will come and when he could not answer the questions and supportive classroom environment he also cheating. But when informant 2 still can answer questions he would not . The condition shows the cheating behavior occurs because of factors imitation of models. Then the cheating behavior imitated by informant 2. factors other than a model as an external factor cheating behavior is also caused by the condition of informant 2 who can not answer exam questions and support classroom situation to behave.

*Experience cheat,* According informant 2, Experience of cheat began in junior high school. At the time of elementary school he had not dared to fear of found out and punished. The experience was still embedded inside then reconstructed when he faces the evaluation of learning and can not do the task. Moreover, the experience it provide good as it gets high scores. In the previous year he got the class champion.

### **Informant 16, Inisial LN**

The influence of the model, According informant 16, He cheated because it follows a friend, but not often. he cheated when the unfinished task, but it must collected to the teacher. I saw a note, not sure if I have seen answers a friend. Interview; 30 May, 2016. Discussion according to Bandura's theory that the model has an influence on the formation of new behavior of students, are positive and negative behavior. Cheating and imitate answer is modeled their friends and the negative influence of the model. In this case the student should have to distinguish between the behavior of the model is positive, and should be emulated. negative behavioral model that

should not be imitated, even students who cheat should be advised not to behave negatively.

*Experience cheat*, According informant 16, he began to cheat since junior high school, cheated the first time, there is a feeling of fear, but when he saw a friend cheat, eventually he used to cheat. Interview; May 30, 2016. The Meaning, cheating experience began in Class III junior high school and still continues today (class XI SMA). The above data indicate cheating experience informants constructed back repeatedly. The experience be reconstructed by the new behavior, Bandura called it a repeated experience. The experience can be reconstructed if it does not answer the questions assignments, or exams.

#### **Informant 18, Inisial RA**

The influence of the model, According informant 18,

One of the causes of cheating because they do not want lower score. He asked a friend, then considered his thoughts. Interview; May 1, 2016. From the above explanation causes cheat because they want to get high scores. *Experience cheat*, According informant 18, he cheated since junior high school, due to environmental influences. Interview; May 1, 2016

According to Klausmeier (1985), cheating can be done in forms as follows: a. Using record answers during the exam / test, b. Imitate each other's answers, c. Providing answers have been completed, the friend, d. Circumvent regulations exam, both written in the regulations and the examination set by the teacher. (Samiroh & Muslims, Z I. 2015). Meanwhile, according to Sugiyatno (2009), several actions are included in the category of cheating among others: a. Imitating work friends, b. Ask directly to friends while taking a test, c. Takes notes on paper, limbs, clothes or in certain places when exams, d. Received an answer from outsiders, e. Looking leaked exam questions, f. Exchange answers with a friend, g. Tell / ask for help in doing the test. (Samiroh & Muslims, Z I. 2015)

### **3.2 Model As Cause Students Cheat**

Information cheat, they replicate the model, described by EDS (informant 15) that; sometimes I cheat follow friends, even if I can not do the problem or my lack of confidence with my answer then I will cheat (interview; May 30, 2013). According to LN (informant 16) that; she cheated because it follows a friend but not too frequently (interview, May 30, 2016). According RAP (informant 8) that; she cheated participate imitate a friend, even when I cheated, my friends join cheating. (Interview, May 28, 2016). Meanwhile, according to T, (teacher informant 03) that; based on his experience as the exam overseen. he believes students cheat copy answers and answers equate to a friend, interviews; 06-06-2016. According RAP (informant 8) that; she cheated participate imitate a friend, even when I cheated, my friends join cheating. (Interview, May 28, 2016). Meanwhile, according to T, (teacher informant 03) that; based on his experience as the exam overseen. he believes students cheat copy answers and answers equate to a friend, interviews; 06-06-2016.

### **3.3 Cheating experience Continuity Behavior Patterns**

cheated in the past, can influence student behavior, it happens because students construct back her experiences. Based on data from interviews of informants that about 98% of students or 17 of the 18 informants have had the experience of cheating within a period long enough. There was a cheat since elementary school, junior high school, and just started since senior high school. The experience, be reconstructed by students into new behaviors. As explained by SAG (informant 13) that since elementary school he had been cheated, that saw the book and see the answers to friends (interview June 1, 2016). According to RAP (08 informants) since junior high school to Senior high school he never cheated, just intensity rarely (interview, 28 Mai 2016). Additionally SP (informant 01) from elementary school to the to Senior high school he never cheated, just intensity rarely (interview, May 26, 2016). According to Bandura, the experience be reconstructed by students as a new behavior, Bandura called it a repeated experience.

### **4. Conclusion**

Model (friends) can influence a person's behavior. The model means students cheat comes from the same class or different classes and then the students to follow the behavior. Besides, the strengthening elements to encourage students to cheat that negative reinforcement is then viewed and imitated students. Model or friends to share the experience to other students cheat, it is called (as the experience inherited). The experience can influence behavior, the intended experience is the experience of cheating in the past, namely when the primary school, junior high school, and of class X in senior high school, this experience is constructed back because the student can not answer the test questions. Besides their successful experience in cheating, it means not getting caught and getting high score / maximum, it becomes a consideration to repeat it. Informants have experience cheated then, is repeated back to class XI informants serial number 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, and 18. There are students who have experience of cheating since elementary school that the informant on the serial number 5, 7, 10, 11, and 13. Students have experience of cheating since junior high school that informants serial number 3, 6, 8, 15, 16, 17, 18. Besides, there are some students who cheat after class X in the senior high school: the informant

on the serial number 2, 4, 9, 12, 14. While one person cheating informant had no experience at all, since elementary school until grade XI ie informant serial number 01.

### Referances

- Creswell, John W. 1998. *Qualitative Inquiry and Research Design choosing Among Five Traditions*. California: Sage Publications. Inc.
- Ellis, Ormrod Jeanne 2008. *Sixth edition Educational Psychology Developing Learnes (Psikologi Pendidikan Membantu Siswa Tumbuh dan Berkembang jilid 2)* alih bahasa oleh Prof. Dr. Amitya Kumara, Erlangga, Jakarta.
- Gredler, Margareth E. 2011. *Learning And Instruction Teori dan Aplikasi Edisi 6*, penterjemah Tri Wibowo, B.S. Kencana Prenada Media Group. Jakarta.
- Pujiatni, Kris dan Sri Lestari. 2010. *Studi Kualitatif Pengalaman Menyontek Pada Mahasiswa*. Jurnal Penelitian Humaniora. Vol:11. No.2. Agustus 2010: 103-110.
- Samiroh & Muslimin, Z I. 2015. Hubungan Antara Konsep Diri Akademik dan Perilaku Menyontek Pada Siswa-Siswi MAS Simbangkulon Buaran Pekalongan. PSIKIS-Jurnal Psikologi Islam Vol. 1 No.2 (2015): 67-77