

CHARACTER BUILDING OF HONESTY IN THE ACADEMIC DOCUMENTS OF VOCATIONAL SCHOOL IN ENGLISH LANGUAGE SUBJECT

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Abstract

This research examined the honesty as part of character building in academic documents of English subject in Vocational high school. Using content analysis, the researcher analyzed the honesty throughout the documents. The data was words, phrases, clauses, sentences, and the paraphrasing of them. The data was taken from Vocational High School's documents used by English teachers of vocational school. The finding showed that honesty appears explicitly and implicitly. All the aspects of character building of honesty were stipulated in syllabus provided by the government. The indicators of honesty that appear in the lesson plan, learning material, and assessment of English language subject in vocational high school are integrity, academic honesty, and sportsmanship. Those indicators are addressed implicitly in the documents represented by sub indicators such as the prohibition to cheat in doing the assignment and so forth. However, there was no consistency across the documents because honesty indicators appeared quite low in assessment tools prepared by English teachers. This condition indicated that students of Vocational High School get the character building of honesty through English language subject because it was stipulated, and addressed in academic documents. This study proposed a possibility for teachers to improvise their assessment tools by inserting honesty indicators.

Keywords: Character Building, Honesty, Academic Documents, Vocational School

INTRODUCTION

A number of improper conducts among young Indonesian generation had been happening and increasing these five years. For example, as reported by Sultan in Kolaka Southeast Sulawesi in 2017 a number of Kolaka Senior High School Students bought UN answers from social media; hundreds of high school XII students in Cimahi City were buying UN answer keys; more than 20 percent students of junior high school conducted dishonesty by cheating in examination (Lestari and Asyanti, 2015). According to these cases, it seems that academic dishonesty is often done by students. Therefore, Winardi et al. (2017) conducted survey about academic dishonesty among accounting students and proved that 77.5% from 342 students admitted committing academic dishonesty.

However, the government efforts on building the good character are still being carried out. One of them is via educational channel. Character building has been explicitly

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stated in the national goals of curriculum. The Regulation of Ministry Education and Culture/ Permendikbud No. 24 year 2016 states that the objectives of the curriculum include four competencies, namely (1) spiritual attitude competencies, (2) social attitudes, (3) knowledge, and (4) skills. The formulation social attitude competency as stated in Standar Isi Permendikbud no. 21 year 2016 Living and practicing honest behavior, discipline, responsibility, care, and other good characters. Furthermore, Presidential Regulation (Perpres) Number 87 Year 2017 concerning Strengthening Character Education comes with the consideration that in order to realize a civilized nation through strengthening religious values, honesty, tolerance, discipline, working hard, creative, independent, democratic, curiosity, spirit nationality, patriotism, respect for achievement, communicative, peace-loving, fond of reading, caring for the environment, caring socially, and responsible, the government sees the need to strengthen character education.

From the previous statements, it can be seen that character building is the most serious program that must exist and must be taught in every institution, either implicitly or explicitly. Through character building, the goal of education in Indonesia can be realized. In addition, character building is very necessary to improve the character of Indonesian students because there are still a number of violations, especially the character of honesty.

Honesty has been understood as a commitment to find the truth and to live according to it, refusing any falsification of facts (Mauri, 2011), a behavior that makes oneself as a person who can always be trusted that is manifested in words and actions, both for themselves and for others (Asmani, 2011). The characteristics of honest behavior according to Emosda (2011) are that their behavior is followed by a pure or sincere heart, say something according to reality, and act according to the evidence and truth that exists. These characteristics are the objects of this study that will be investigated.

Previously, there were numerous studies about honesty in education. One of study results showed a pattern of character building through classroom attendance, questions, and exam / test individuals into evidence to provide guidance in learning the character so as to encourage students to always be honest and accept the values and rules being taught (Yuniastuti, et al. 2015). Another study found that the students tend to be honest when the test was not weighted substantively, but increasingly over-rated themselves on a high-stake test (Djiwandono,2016). The other study conducted by Suud, Majid, and Sutrisno (2019) showed that honesty culture can be implemented with a strong school system and with stages clearly. Another research by Winardi, Mustikarini and Anggraeni in 2017 revealed that 77.5% of respondents admitted committing academic dishonesty. The other research

showed that teacher and students have embarked the honesty praxis which is theoretically stated in core competencies / Kompetensi Inti 2 in 2013 Curriculum by stimulating the aspects of responsibility, trustworthy, and discipline frequently at the main stage (Rahayu, Darmahusni, and Dewanti, 2018).

The previous studies above mostly focused on the importance of honesty in education field, especially in the practice and implementation. However, the study about honesty in the preparation stage is somehow limited. Therefore, the researcher of this paper is interested to explore how character building of honesty is being stipulated in the educational program to figure out to what extend is the nation character building being addressed in the academic documents.

RESEARCH METHOD

The suitable research design to analyze the character of honesty in academic document of vocational school in English language subject is content analysis. It is a research technique to summarize and report the main contents of data and their messages that applied to written or visual materials for the purpose of identifying specified characteristics of the material (Krippendorff, 2004; Cohen et.al., 2007; Ary et al. 2010).

There are documents provided by the Ministry of Education and Culture for Vocational School to help teachers prepare the lesson before having class with the students from tenth grade to twelfth grade. Those documents are syllabus, lesson plan, learning material and assessment tools. Each grade has different syllabus, lesson plan, learning material and assessment tools. Meaning, there are there different package of documents as the data source. In this study, researcher reviewed and analyzed the content of those documents mentioned above such as the words, sentences, phrases, clauses, charts, pictures and so forth that represent one indicator of honesty.

This study was taking data analysis procedures proposed by Cohen et.al (2007). The first activity is to read and reread the data in order to become familiar with them, take note of any interesting pattern, surprising features, inconsistency or contradictions. The second thing to do is to construct the categories for analysis. Categories are the main grouping of constructs or key features of the text that showing links between units of analysis. Initially, this stage is about creating a domain analysis which is between explicit and implicit cluster. Therefore, researcher may recode the data into the proper cluster and do the third stage which is coding. In coding, the researcher goes through the data systematically, typically line by line and writes a descriptive code by the side of it to detect patterns, themes, and

begin to make generalization. Once the data have been coded and categorized, researcher can count the frequency of each code or word in the text and the number of words in each category. The final stage of this research is making speculative inferences according to the summary.

FINDINGS AND DISCUSSIONS

Character building of Honesty in the English Syllabus of Vocational School

Syllabus is a document that contains instructions guidance on what to teach, how to teach based on its contents or what needs to be taught as well as outlining the contents of a plan that will lead to the desired learning outcomes. The Regulation of Ministry of Education and Culture / Permendikbud No. 20-24 of 2016 states that syllabus should be containing the identity of lesson; the identity of school and class; core competencies as categorical description of attitude, knowledge, and skill's aspect that students must be mastered in the end of learning process; basic competencies contain specific skills that include attitude, knowledge, and skills in the lesson; theme for elementary school level; main subject contains relevant fact, concept, principle, and procedure in the list form in accord to indicators of achievement competencies; learning activities to achieve the competencies; time allocation in a term or a year of learning activities; learning sources in the form of book, electronic, or nature which are relevant.

Researcher explored syllabus by reading and reading again the content in order to be familiar with syllabus content. This exploration resulted two clusters of explicit and implicit terms of honesty are being found in the syllabus and the pattern how those two appear. Researcher was searching for the keyword related to honesty both explicitly and implicitly and found out was that the indicators and sub-indicators of honesty didn't appear in the syllabus. However, the word 'honest' did appear in different places such as core competency, learning material, and assessment section.

The categories data, then, were reduced into the efficient representation of the large volume of data. To mark it as honesty, they key words that mostly were the word 'honest'. From the data, researcher consulted the meaning of key words according to the context and word position in the text. Finally, data is being narrated to explain further the result of the analysis.

Core of competency in the syllabus contains the description of abilities that should be mastered by the students in the end of learning process every term. Those abilities such as honest, discipline, confident and responsible in communicating as prescribed above as the

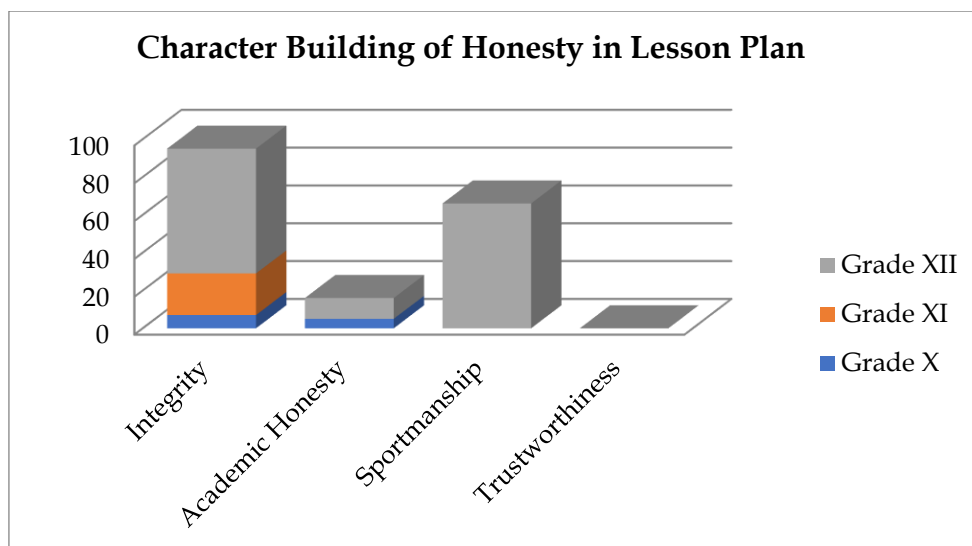
core competency 1, are abstract yet observable. These observable attitudes are the goal of education called character building that come before knowledge and skill. This is already mentioned in the Permendikbud No. 24 year 2016 that the goals of education are to create a productive, creative, innovative human being with the integration process of building the attitudes, skills and knowledge. Syllabus is concerned with a specification of what units will be taught including what and how to talk about the units and their order/structure (Porter, 2000, p. 2). What and how to talk about the units are usually presented in the material sections.

Character building of Honesty in the English Lesson Plan of Vocational School

The lesson plans being investigated are the ones that being used by English teachers in Tangerang, Indonesia. However, these lesson plans prepared for three different classes in Vocational School are widely used by other teachers in Indonesia. Each lesson plans consists of more than one hundred pages of chapters that should be presented to the student from the beginning until the end of year. Each chapter has title, class identity, learning goals, learning outcomes, step by step of learning scenario. In the learning scenario, teachers are given the freedom to develop their own teaching technique. The lesson plan content is a guidance to help teachers deliver their materials. The lesson plans being investigated in this research are also approved and signed by headmaster of the schools from where they have been taken.

Honesty indicators appear explicitly and implicitly. From the recorded and reduced data, the explicit indicators from grade-ten lesson plan are only found in the assessment section as the learning result analysis from knowledge aspect. Honest appears as first observation point of assessment followed by further description that defines by the score of each description. The highest score (5) is the representation of always being honest remark, score four for often being honest, score three for sometimes being honest, score two for seldom being honest and the lowest score (1) for never being honest. This way, teacher can use lesson plan as tool for building students' character indirectly.

Not only focus to explicit indicators, researcher also focuses to the indicators that appear implicitly. There are four main indicators being used in this analysis. First is honesty as integrity, second as academic honesty, third as sportsmanship which represents the fairness in discussion and last as trustworthiness. The description of character building of honesty in lesson plan can be seen from the figure below.



Character Building of Honesty in Lesson Plan

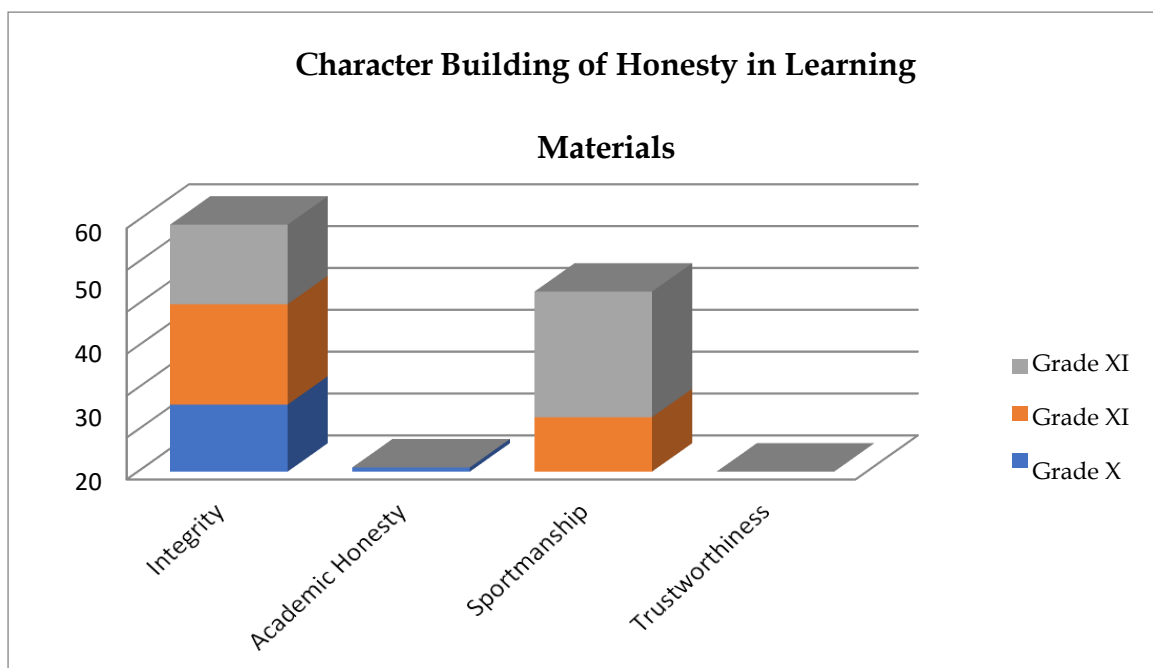
According to the figure above, it can be concluded that character building of honesty is exist in the whole lesson plan of vocational high school. It is not only the number that increases in every grade, but also the complexity. Grade ten is containing a few numbers of indicators due to the simplicity in the beginning of year. Grade eleven, teacher starts to ask question in order to make students more active in the classroom. Grade twelve, sportsmanship is started to appear means that learning activities are dominated by discussion.

Character building of Honesty in the English Learning Materials of Vocational School

This section focused in the most used learning materials in classroom which is textbooks (Maroko, 2013, p. 2). Three books are being examined line by line in order to find honesty indicators. Those books are provided by Kementrian Pendidikan dan Kebudayaan Republik Indonesia with tittle Bahasa Inggris for grade X, XI and XII. The whole components of the books such as the title, cover page, learning instructions and so forth are being coded and categorized.

The result shows that explicit indicator is started being reduced. It is because whether the teacher uses a textbook, institutionally prepared material, or his or her own materials, instructional materials generally serve as the basis for much of the language input that learners receive and the language practice that occurs in the classroom. Richards (2001: 251) reveals that instructional materials are as key component in most language programs. However, learning material influences important structure to lesson plan and the delivery of instruction. On the other hand, implicit indicators of honesty are still found in the books content such as integrity, academic honesty and sportsmanship. The brief

distribution of honesty as character building in the textbooks is presented in the figure below.



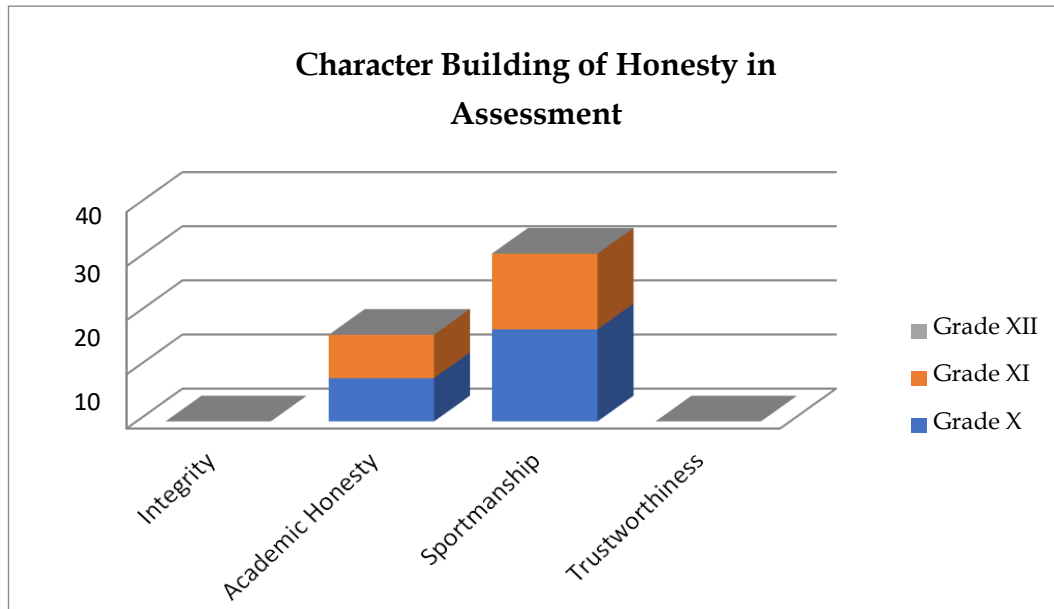
Character Building of Honesty in Learning Materials

According to Ministry of National Education in ministerial regulation No. 2 of 2008 concerning Textbooks in article 1 paragraph 23, textbooks are mandatory reference books used in schools that contain learning materials to increase trust and piety, to create good character and personality, have the ability to master science and technology, sensitivity and aesthetic ability, to achieve health and physical potential based on National Education Standards. However, honesty indicators are quite low and untraceable. That is understandable because an appropriate course should correspond to the students' need, reflect the learners to make a language, have a clear role as a support for learning, and take account of students' need as learners and should facilitate their learning process (Richards, 2001).

Character building of Honesty in the English Assessment of Vocational School

The assessment documents from tenth until twelve grades were investigated. There were two types of assessment being collected, first was from the book mentioned in the lesson plan and another from teacher's made test for daily examination and quizzes. The result showed that mostly honesty appears implicitly. Some explicit indicators are just a reminder in the beginning of a chapter and a test. Appeared implicit indicators are just academic honesty and sportsmanship from grade ten and eleven. There is no honesty

indicator from grade twelve but one word 'honest' as a reminder for students before doing a test. The number of implicit indicators is also significant. The figure below describes the spread of implicit indicator of honesty in assessment.



Character Building of Honesty in Assessment

This research covers small number of assessments provided by particular teachers. Other teachers from different school may use different assessment. Assessment is any planned or serendipitous activity that provides information about students' understanding and skill regarding a specific measurement topic (Marzano, 2006, p.35) and process by which information is obtained relative to some known objective or goal (Kizlik, 2017).

Regardless the number of honesty provided in the academic document, both explicit and implicit indicators are consistent in syllabus as the main document and followed by lesson plan, textbook and assessment. It means that there are efforts to insert honesty as the part of education in vocational high school. The consistency character building of honesty across the document can be seen from the table below.

Consistency Character Building of Honesty across the Documents

No.	Honesty Indicators	Syllabus (parameter)	Lesson Plan	Learning Material	Assessment	Note
1	Integrity	√	√	√	-	Not Consistent

2	Academic Honesty	√	√	√	√	Consistent
3	Sportsmanshi p	√	√	√	√	Consistent
4	Trustworthin ess	√	-	-	-	Not Consistent

CONCLUSIONS AND SUGGESTIONS

Conclusions

The document study through content analysis about character building of honesty in English academic document of vocational school concluded that syllabus, lesson plan, materials, and assessment already prescribed honesty both explicitly and implicitly. Honesty is stipulated in syllabus provided by the government as the parameter of consistency. In other documents such as lesson plan, materials, and assessment, the indicators appear implicitly as integrity, academic honesty, and sportsmanship. Those indicators are represented by sub-indicators such as answering teacher's question according to what they know, not copying (cheating) when having exam or doing Assignment, and telling the opinion without hesitation over a discussion case are appear significantly and inconsistent.

Suggestions

The result of this research highlights a number of topics which would be beneficial to further research. First is the awareness of the character building of honesty existence. In order to realize it, people should pay more attention to the laws and regulations that were written by government related to that concern. Second is the awareness of the honesty importance. To make teachers, putting the honesty to be the part of their learning instructions, they should be informed the importance of honesty for their students. Third is to make a good use of honesty in students' daily activities to promote honesty important values such as integrity, academic honesty, and sportsmanship. Last but not least is to keep the consistency of inserting honesty. In term of classroom activity, teachers can give explanation of honesty importance to the students directly and indirectly. Teachers can also improve their assessment tools by inserting honesty in the assessment.

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