



# Development of Honesty Attitude Assessment Instruments for Junior and Senior High School Students

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## ABSTRACT

### Keywords:

Honesty attitude;  
Honesty assessment instrument;  
Efforts to improve honesty.

The preparation of honesty attitude assessment instruments is essential for planning to improve student honesty. Assessment and improvement of student honesty in the educational environment are critical to forming a strong character of integrity. This study aims to develop an honesty attitude assessment instrument for junior high and high school students. This study uses a development research method with a theory development model. The instrument's development was first conducted through a theoretical study with a literature study to formulate indicators. Then, the researcher created an instrument based on these indicators, consulted with the supervising lecturer, asked for expert judgment, conducted validity and reliability tests, and conducted analysis. The study results showed four indicators of honesty: honesty, trustworthiness, keeping promises, and fairness. The instrument developed was in the form of 40 questionnaire items using a Likert scale. This instrument was tested on 103 grade 9 students at SMP Laboratorium Percontohan UPI. The analysis showed that the instrument was valid and reliable, with an alpha coefficient of 0.8723. The practical implications of this study indicate that this instrument can be used in quasi-experimental research. Theoretically, this study can enrich the theory of measuring honesty attitudes and be the basis for further research.

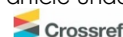


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## A. INTRODUCTION

Honesty is one of the fundamental moral values in social life (Um, 2024a). However, the practice of its application in everyday life is a challenge for everyone (Harris, 2020). Undeniably, dishonesty is often found in various fields of life, from the family environment and schools to the wider community (Rahmat & Yahya, 2021). The problem of dishonesty has become a global concern, given its significant impact on the integrity of individuals and society (Travaglino et al., 2024). Dishonesty can undermine trust and destabilize social relationships, which are the foundation of all forms of human interaction (Dougherty, 2024).

The results of previous studies show that moral problems of dishonesty often occur in many countries (Rahmat & Yahya, 2021). In many countries, society often suffers from people who behave unethically, such as cheating, corruption, money laundering, and tax fraud, often based on their creativity in lying, deceiving, or cheating (Ścigała et al., 2022). In Indonesia, the problem of dishonesty is of great concern. There are many cases of corruption in government, education, and social institutions, as well as dishonesty in marital affairs (Rahmat & Somad, 2016). The Association of Certified Fraud Examiners (ACFE) reported that in 2022, there were 23 cases of

fraud in Indonesia, with the largest fraud being corruption (65%), misuse of state and company assets (28.9%), and financial statement fraud of 6.7% (Parawansa, 2022). In the world of education, the phenomenon of student dishonesty is often encountered during examinations, many of whom cheat by cheating in order to achieve the goal of getting good grades (Koscielniak et al., 2024). Concerns about academic dishonesty seem to be increasing globally, influenced by information and communication technology developments, academic pressure, cultural changes, and others (Clinciu et al., 2021).

Seeing various examples of dishonest behavior, efforts to foster an attitude of honesty are very important. Mukasa et al (2023) said fostering honesty and integrity is important. Besides starting from the family environment, efforts to foster honesty are also important to be fostered at school. This is because schools are one of the first social institutions for children to learn about moral values. Schools have a strategic role in shaping student attitudes and behavior (Sinta, Fahrudin, et al., 2024), including honesty. With the right approach, schools can create an environment that supports the development of honesty. Among the strategies are integrating honesty values in the curriculum (Harto, 2021), providing examples by teachers (Munif et al., 2021), and applying consistent discipline against dishonest behavior (McClain et al., 2018). In addition, evaluation of honesty attitudes is also important to ensure that the values taught are truly internalized by each individual (Asfar et al., 2024).

A test tool or instrument is needed to measure honesty attitudes accurately to improve student honesty. This instrument is an evaluation tool that can provide an overview of student honesty. Measuring honesty attitudes is important to determine the extent to which students have internalized the value of honesty and as a basis for developing plans or strategies for improving honesty attitudes (Barends et al., 2022). Therefore, this study aims to develop an honesty attitude assessment instrument for junior and senior high school students. This instrument is expected to be valid and reliable for measuring students' honesty attitudes. The development of this instrument is also expected to contribute to efforts to increase honesty among students. This research is of high urgency, given the importance of honesty in shaping the character of the younger generation with morality and integrity.

This research differs from previous studies because it focuses on developing a specific honesty attitude measurement tool for junior and senior high school students. Although some previous studies have discussed the importance of honesty and ways to improve it, few have discussed a comprehensive measurement instrument for honesty. This research fills the gap by offering a measurement tool for honesty, including indicators of telling the truth, trustworthiness, keeping promises, and fairness (not cheating). This instrument is more comprehensive and is expected to be widely used in educational contexts to evaluate and improve students' honesty attitudes.

## **B. METHODS**

This research is a type of development research. The development referred to in this study aims to develop an honesty attitude assessment instrument, which can later be used to measure the honesty attitude of junior and senior high school students. The development method used in this research is the theoretical development model. This model focuses on theory-based development, where researchers first develop instruments based on theoretical studies and then validate them empirically. *Theoretical studies* are the first step that researchers take in this study. The theoretical study was carried out by conducting a literature study on honesty. This literature study aims to understand the theoretical foundations of honesty and to formulate relevant

indicators of honesty attitudes, which will later be used as a foundation in instrument development. After conducting a literature study, the next stage is the creation and development of instruments. The steps taken in this process are shown in Table 1.

**Table 1.** Steps for instrument creation and development

No.	Steps	Explanation
1	Determine indicators of honesty	The honesty indicator is taken from the expert opinion of Munawar Rahmat and Yahya, who believe that there are four indicators of honesty attitudes: telling the truth, being trustworthy, keeping promises, and being fair.
2	Developing an instrument lattice	A research grid was created to map the number of questionnaire items on each indicator. This study has four indicators of honesty attitudes; each indicator is represented by ten questionnaire items consisting of five positive statements and five negative statements.
3	Developing questionnaire items	At this stage, the questionnaire items are made based on the instrument grid that has been made.
4	Consulting the instrument with two supervisors	Researchers consulted the instruments that had been made to two supervisors. The supervisor pointed out the items that needed to be corrected.
5	Making improvements to the instrument based on input from the supervisors	The researcher made repeated revisions to the instrument according to the supervisor's direction.
6	Conducting a Delphi test or expert judgment on the instrument that has been made	The researcher asked for expert judgment from experts in their fields, namely Dr. Fahrudin, M.Ag., Dr. Wawan Hermawan, M.Ag., and Achmad Faqihuddin, M.Pd. These lecturers are experts in morality, Islamic education, and research. The experts provided corrections, input, and assessments of the instruments created.
7	Making improvements to the instrument based on expert judgment and preparing the final draft	The researcher made revisions based on the input from the experts. Then, the experts approved this instrument for use in research.
8	Conducting instrument trials	The researcher tested the instrument on 103 grade 9 students at the SMP Laboratorium Percontohan UPI Bandung.
9	Conducting instrument validity and reliability tests.	The validity test was conducted using the product moment correlation formula, and the reliability test using Cronbach's Alpha coefficient formula. A series of Delphi, validity, and reliability tests ensure that the instruments created are of good quality and can be used effectively in measurement (Liu et al., 2024).
10	Conducting analysis	Researchers analyze the research results and then provide suggestions for further research.

## C. RESULT AND DISCUSSION

### 1. The Nature of Honesty

Honesty in Arabic is known as *ṣidīq*, which means 'truthful' and 'trustworthy.' Honesty also means that there is harmony between words and deeds. Honesty is a glory among many other glories that are the basis of all behavior. An honest attitude will allow a person to solve problems properly, and honest behavior is a measure of one's trust in the eyes of others (Taufik & Halimah, 2019). Honesty is a behavior based on efforts to make oneself a person who can always be trusted; words, actions, and deeds are based on sincerity and sincerity. Honesty is always identified with being right; people who act in the right way can be said to be honest (Is, 2017). Honesty is a prerequisite for achieving true happiness. Honesty with oneself and others is essential for personal growth and collective well-being, and it can help change unhealthy thoughts, emotions, and behaviors. Honest actions are not only for one's good but also for the common good. *Honesty* is a universal virtue that needs to be applied in various life contexts, including education, work, and social life (Torca, 2019).

'Abdullāh ibn Mas'ūd r.a. reported: "*Rasūlullāh (peace be upon him) said: 'Always be honest, for honesty leads to goodness, and goodness leads to Paradise. Moreover, if one is truthful and chooses to remain truthful, he will be recorded with Allāh as truthful. Moreover, avoid lying, for lying leads to evil, and evil leads to Hell. Moreover, if a person constantly lies and chooses to lie, he will be recorded with Allāh as a liar.'*" (H.R. Bukhori and Muslīm). The above hadeeth tells us that honesty leads to good and lying leads to evil. This means that honesty is the beginning of good deeds, while dishonesty is the beginning of bad deeds, such as cheating in all activities (Sadi & Nasikin, 2016).

From the descriptions above, it can be concluded that honesty is everything that is done correctly, as it is, not exaggerated and not reduced. Honesty is the basis of the glory of all behavior, which determines whether a person is trustworthy or a hypocrite/liar. In addition, honesty also leads a person to goodness and doing good deeds. Thus, training and coaching on personal honesty, trustworthiness, and integrity is very important. Imam Al-Ghazali suggested that honesty consists of five aspects: honesty in intention, action, honesty in will, honesty in keeping promises, and honesty in action (Pihasnawati et al., 2016). Meanwhile, Rahmat and Yahya (2021) concluded in their research that there are four indicators of an honest attitude: 1) telling the truth, not lying; 2) trusting, not betraying; 3) keeping promises, not breaking promises; and 4) fair, not cheating. The following hadiths reinforce this:

عَنْ أَبِي هُرَيْرَةَ عَنِ النَّبِيِّ صَلَّى اللَّهُ عَلَيْهِ وَسَلَّمَ – قَالَ آيَةُ الْمُنَافِقِ ثَلَاثٌ إِذَا حَدَّثَ كَذَبَ ، وَإِذَا وَعَدَ أَخْلَفَ ، وَإِذَا أُؤْتِمِنَ خَانَ  
 Abu Hurairah reported that the Prophet said: "*The signs of a hypocrite are three: when he speaks he lies, when he makes a promise he breaks it, and when given a trust he betrays it*" (HR. Al-Bukhari dan Muslīm).

اِضْمِنُوا لِي سِتًّا مِنْ أَنْفُسِكُمْ أَضْمِنُ لَكُمْ الْجَنَّةَ: اِضْدُقُوا إِذَا حَدَّثْتُمْ، وَأَوْفُوا إِذَا وَعَدْتُمْ، وَأَدُّوا إِذَا أُؤْتِمِنْتُمْ، وَاحْفَظُوا فُرُوجَكُمْ،  
 وَعَضُّوا أَبْصَارَكُمْ، وَكَفُّوا أَيْدِيَكُمْ

"*Guarantee me six things, and I will guarantee you Paradise: be truthful (do not lie) when you speak; fulfill when you promise; fulfill when you are trusted (do not betray); keep your private parts; restrain your gaze; and restrain your hands*" (HR. Ahmad no. 22757).

## 2. Strategies for Improving Attitudes of Honesty

Honesty is considered a respect for others not to be deceived. Everyone should strive to be transparent, avoid fraud, and provide true and non-misleading information. Strategies and methods that can be used to improve the attitude of honesty are to conduct careful planning to minimize fraud, ensure transparency, provide a thorough explanation of ethics and honesty rules, and establish penalties for people who commit dishonest behavior (Um, 2024b). Grover (2014) points out that to improve honesty attitudes, it is important to build a strong moral identity, strengthen moral values in individuals, and build congruence between personal values and actions taken. In addition, it is necessary to maintain consistency between words and deeds and be more sensitive to honesty and transparency in various aspects of life.

Efforts to improve the attitude of honesty among junior and senior high school students require a comprehensive and sustainable approach. The main strategy that can be applied is integrating honesty values into the education curriculum (Sinta, Firdaus, et al., 2024). The value of honesty should be taught not only as a theoretical concept but also through concrete examples and habituation in daily life (Tillman, 2019). Another method is to create a school culture that supports honesty. Schools can develop programs that encourage students to behave honestly (Sinta, Fahrudin, et al., 2024), such as starting learning activities by reminding them about the importance of honesty, guiding students in getting used to honest behavior (Munif et al., 2021), implementing systems and rules that support honesty, and providing fair sanctions for students who behave dishonestly (Espinosa & González, 2023). In addition, it is also important to provide students with a deep understanding of the consequences of dishonesty, both for themselves and others (Fahyuni et al., 2020). Then, discussion programs and moral reflection can also help students reflect on the importance of honesty in their lives (Apriani et al., 2020).

Efforts to improve students' honest attitudes can also be made by applying effective learning models that foster honesty. Among the learning models proven to increase student motivation and learning activeness in honest material are the make-a-match and problem-based learning models (Sarinah, 2023; Supriatno, 2023). In addition, the Targhib-Tarhib model and the Sufism-based Islamic education model have also been tested and proven to improve students' honesty attitudes (Rahmat & Somad, 2016; Rahmat & Yahya, 2021). Therefore, the development of other learning models that have the potential to improve students' honesty attitudes needs to be pursued in order to add effective alternatives. Reinhardt et al. (2023) emphasized that efforts to foster honesty among students are needed to prevent the negative impact of dishonest behavior.

## 3. Instrument to Measure Honesty Attitude

To improve the attitude of honesty among junior and senior high school students, an instrument was developed that can be used to measure the level of honesty of students. This instrument is organized as a questionnaire containing statement items regarding honesty. This honesty test instrument can be used in quasi-experimental research to improve students' honesty attitudes. For example, this questionnaire can be used before and after implementing a learning model or character education program to see how much the program improves students' honesty. In addition, the questionnaire items in this honesty attitude test instrument can also be adapted to conduct other studies related to efforts to determine a person's honesty attitude.

The indicators of honesty attitude used in this instrument are indicators according to Rahmat & Yahya (2021), the indicators of honesty attitude consist of four kinds, namely: (1) telling the truth, not lying; (2) trusting, not betraying; (3) keeping promises, not breaking promises; and (4) fair, not cheating. The questionnaire items developed in this instrument were also partly taken

from standardized instruments compiled by Prof. Munawar Rahmat, M.Pd (Rahmat & Yahya, 2021), and the researchers themselves compiled some. The following is a lattice of questionnaire instruments assessing honesty attitudes, as shown in Table 2.

**Table 2.** Lattice of the Honesty Attitude Assessment Questionnaire Instrument

Variable	Indicator	Scale	Item Number		Amount
			Positive	Negative	
Honesty Attitude	Speak the truth or lie (S)	Likert 1, 3, 25, 29, 36	6, 15, 20, 32, 39		10
	Keeping promises or breaking promises (P)	12, 14, 18, 22, 30	5, 10, 33, 37, 40		10
	Trustworthy or treacherous (T)	4, 16, 19, 23, 28	7, 13, 26, 31, 35		10
	Fair or cheat (F)	2, 9, 27, 34, 38	8, 11, 17, 21, 24		10

This questionnaire uses a Likert scale with five categories, namely: Strongly Disagree (SD), Disagree (D), Moderately Agree (MA), Agree (A), and Strongly Agree (SA). The gradations or alternative answers used, as well as score guidelines for quantitative analysis purposes, are as Table 3.

**Table 3.** Gradation and Score Guide of Questionnaire Instrument

Number	Gradation	Item score (+)	Item score (-)
1	Strongly Agree (SA)	5	1
2	Agree (A)	4	2
3	Moderately Agree (MA)	3	3
4	Disagree (D)	2	4
5	Strongly Disagree (SD)	1	5

The items of the questionnaire as a whole are as shown in Table 4.

**Table 4.** Questionnaire Instrument

Number	Indikator	Pernyataan	SD	D	MA	A	SA
1	S+	In any case, I speak the truth and avoid lying.					
2	F+	Cheating is an act of cheating, the culprit must be punished.					
3	S+	I will be a truthful witness, even if it may threaten and harm me.					
4	T+	When given trust by parents / teachers, I carry it out well.					
5	P-	It is unnecessary to fulfill a promise made to someone who is a promise-breaker.					
6	S-	I like to lie even though I know it is wrong.					
7	T-	Sometimes I neglect to carry out the message of trust from my parents.					
8	F-	In this last semester, I still like to cheat on tests.					
9	F+	Even if it is self-defeating, I am still honest.					
10	P-	In the past month, there are obligations or responsibilities that I have neglected.					
11	F-	I sometimes cheat when participating in sports competitions or games.					

Number	Indikator	Pernyataan	SD	D	MA	A	SA
12	P+	It feels like I always keep my promises.					
13	T-	I often neglect my responsibilities in group work.					
14	P+	Although it was hard, I fulfilled the promises I had made.					
15	S-	There are times when I consciously lie.					
16	T+	I am always trustworthy when given trust by anyone.					
17	F-	In order to get good grades, I like to cheat when doing assignments or tests.					
18	P+	I prefer to avoid making promises if I doubt I can keep them.					
19	T+	I carry out my mandate as a servant of Allah by praying five times.					
20	S-	There are times when I share hoax news/misinformation.					
21	F-	I will do everything I can to achieve what I want, even if it is the wrong way.					
22	P+	I hate breaking promises.					
23	T+	I fulfill my parents' mandate by studying hard and diligently.					
24	F-	I think of cheating as a strategy to achieve a goal.					
25	S+	I am always consistent between words and deeds.					
26	T-	Sometimes I ignore the trust my friends have given me.					
27	F+	I would rather lose fairly than win by cheating.					
28	T+	I maintain my trust in myself by being disciplined in using my time.					
29	S+	Lying makes my heart uneasy.					
30	P+	I should have made a new deal when my promise was unfulfilled.					
31	T-	If I do corruption, I can become a rich man.					
32	S-	I lied to be liked by my friends.					
33	P-	I consider people who break their promises once in a while to be understandable.					
34	F+	In trading, I should avoid deceiving customers.					
35	T-	In times of urgency, I find it natural to engage in corruption.					
36	S+	I tell the story according to the facts without adding or subtracting from the actual story.					
37	P-	Promising is a way to convince others even if I break the promise.					
38	F+	I am confident to do the test according to my own ability.					
39	S-	I lie to avoid being scolded by teachers and parents.					
40	P-	Occasionally breaking a promise is normal for me.					

This questionnaire has gone through a process of guidance from the supervisor and repeated revisions. This questionnaire has also passed the expert judgment process by experts in their fields: Dr. Fahrudin, M.Ag., Dr. Wawan Hermawan, M.Ag., and 3. Achmad Faqihuddin, M.Pd. Furthermore, this instrument was tested in one of the junior high schools in Bandung City and given to grade 9 junior high school students. These 9th-grade students have learned about the material about honesty so that the instrument can measure students' abilities appropriately. The participants in the pilot test questionnaire received 103 respondents. The researcher then tested the validity of this instrument using the help of the SPSS 26 application with the product moment correlation formula as follows:

$$r_{xy} = \frac{N \sum XY - (\sum X)(\sum Y)}{\sqrt{[N \sum X^2 - (\sum X)^2][N \sum Y^2 - (\sum Y)^2]}} \quad (2)$$

r is Pearson correlation coefficient; N is Number of data pairs;  $\sum XY$  is Sum of the product of paired scores;  $\sum X$  is Sum of the X scores;  $\sum Y$  is Sum of the Y scores;  $\sum X^2$  is Sum of squared X scores; and  $\sum Y^2$  is Sum of squared Y scores. The validity test of this questionnaire uses a 2-tailed significance (0.05), so the r table value for the number of respondents 103 is 0.1937. Decision-making on each questionnaire statement item can be declared valid if the correlation coefficient value exceeds the r table value.

**Table 5.** Validity Test of the Honesty Attitude Questionnaire Instrument

Item Statement	Calculated r value	Table r value	Description
Item 1	0,3826	0,1937	Valid
Item 2	0,5025	0,1937	Valid
Item 3	0,4016	0,1937	Valid
Item 4	0,3434	0,1937	Valid
Item 5	0,2869	0,1937	Valid
Item 6	0,1869	0,1937	Invalid
Item 7	0,1166	0,1937	Invalid
Item 8	0,2321	0,1937	Valid
Item 9	0,4454	0,1937	Valid
Item 10	0,3522	0,1937	Valid
Item 11	0,2518	0,1937	Valid
Item 12	0,1960	0,1937	Valid
Item 13	0,4670	0,1937	Valid
Item 14	0,4734	0,1937	Valid
Item 15	0,1827	0,1937	Invalid
Item 16	0,2725	0,1937	Valid
Item 17	0,6004	0,1937	Valid
Item 18	0,2842	0,1937	Valid
Item 19	0,4751	0,1937	Valid
Item 20	0,3939	0,1937	Valid
Item 21	0,3879	0,1937	Valid
Item 22	0,4706	0,1937	Valid
Item 23	0,5998	0,1937	Valid
Item 24	0,5796	0,1937	Valid
Item 25	0,4044	0,1937	Valid
Item 26	0,4093	0,1937	Valid
Item 27	0,5640	0,1937	Valid
Butir 28	0,4485	0,1937	Valid
Item 29	0,5329	0,1937	Valid
Item 30	0,1710	0,1937	Invalid
Item 31	0,4333	0,1937	Valid
Item 32	0,5338	0,1937	Valid
Item 33	0,4259	0,1937	Valid
Item 34	0,4665	0,1937	Valid
Item 35	0,5085	0,1937	Valid
Item 36	0,5213	0,1937	Valid
Item 37	0,5039	0,1937	Valid



Item Statement	Calculated r value	Table r value	Description
Item 38	0,6068	0,1937	Valid
Item 39	0,4227	0,1937	Valid
Item 40	0,4750	0,1937	Valid

Based on the table above, with the number of respondents 103 people, which means the value of  $r_{tabel}$  0.1937 with a significance level of 0.05, then each item with a calculated r value greater than the r table is declared valid. From the results of the validation test of the honesty attitude questionnaire instrument of 40 items, 36 statement items were declared valid. Meanwhile, the other four items, namely items 6, 7, 15, and 30, have a calculated r value smaller than the r table, so they are declared invalid empirically. However, based on the explanation from Prof. Munawar Rahmat, M.Pd., the four items are theoretically valid, meaning that each statement from the item is correct. In addition, the calculated r value is still at 0.1 and not below 0.0. Therefore, if the statement item is theoretically valid and the calculated r is not less than 0.1 in the social sciences, then the questionnaire statement item can still be used as a research instrument. The item is not dangerous if used (Rahmat & Yahya, 2021). As Liu et al. (2024) explained that the instrument's validity can not only be reviewed empirically. However, it can also be reviewed based on its content and theory, whether the statement is correct or not, and based on expert reviews. In this context, researchers still use the four statement items because, in principle, each aspect of honesty namely (1) telling the truth, does not lie; (2) being trustworthy, does not betray; (3) keeping promises, does not break promises; and (4) being fair, does not cheat - must be balanced, represented by ten items. If the four items are not used, the number of items for each aspect of honesty will decrease, so it is not ideal. Therefore, researchers still use the four items to balance the number of statement items in each aspect of honesty. After conducting the validity test, the next step is for the researcher to conduct a reliability test of the instrument. The reliability test functions to measure the extent to which the instrument can produce the same data when repeatedly measuring the same object. The reliability test can show how much an instrument can be relied on as a measuring tool. This test is carried out with the help of the SPSS 26 application with the following formula:

$$r = \left( \frac{k}{k-1} \right) \left( 1 - \frac{\sum_{ob}^2}{\sum_t^2} \right) \quad (3)$$

Description: r is Instrument reliability; k is Number of question items;  $\sum_{ob}^2$  is Sum of item variances; and  $\sum_t^2$  is Total variance. In applying the reliability test, the Cronbach Alpha coefficient was used with the interpretation as shown in Table 6.

**Tabel 6.** Interpretation of Reliability

Number	Reliability Value	Description
1	<i>Alpha</i> > 0,90	Perfect reliability
2	<i>Alpha</i> 0,70-0,90	High reliability
3	<i>Alpha</i> 0,50-0,70	Moderate reliability
4	<i>Alpha</i> < 0,50	Low reliability

The results of the reliability test of the honesty attitude questionnaire are as shown in Table 7.

**Tabel 7.** Reliability Test of Honesty Attitude Questionnaire Instrument

Number	Variable	Koefisien Alpha	Keterangan
1	Honesty attitude	0,8723	High reliability

Table 7 above shows the reliability test of the honesty attitude questionnaire instrument using the Cronbach Alpha value measuring instrument with an Alpha value of 0.70, getting an alpha coefficient score of 0.8723. This means that the alpha coefficient value is greater than the correlation coefficient of 0.1937, so it can be concluded that this honesty attitude questionnaire instrument can be declared reliable. From the descriptions above, the questionnaire developed to measure the honesty attitudes of junior and senior high school students in this study showed valid and reliable results. Based on the empirical validity test, 36 out of 40 statement items were declared valid. Although four statement items (items 6, 7, 15, and 30) have a calculated r-value slightly lower than the r-table value, they are still considered theoretically valid. They can still be used to balance the number of items in each aspect of honesty. In addition, these four items do not pose a significant risk if they are still used in the instrument. The reliability test showed an alpha coefficient of 0.8723, which exceeds the minimum value of 0.70, thus indicating that the instrument is consistent and reliable for further research. Thus, this questionnaire is an effective tool to measure students' honest attitudes and can be used to conduct quasi-experimental or other related research. However, to improve the accuracy and relevance of the instrument in the future, future researchers can make improvements and adjustments if needed.

#### **D. CONCLUSION AND SUGGESTIONS**

Based on the research results, honesty means harmony between words and actions. Honesty is a very important moral value for human life, both individually and socially. In the Islamic perspective, honesty leads to goodness and keeps someone away from badness and doing bad deeds. Honesty is the basis for being trustworthy and the key to creating stability in social relationships. There are four indicators of honesty: 1. telling the truth, not lying; 2. being trustworthy, not betraying; 3. keeping promises, not breaking promises; and 4. being fair, not cheating. Efforts to foster and improve honesty are important, including among students who are conducive to being guided. Among the strategies that can be done to improve students' honesty are planning a careful honesty development program, integrating honesty values into the education curriculum, creating a school culture that supports honesty, creating a system of rules about honesty, setting fair sanctions for students who behave dishonestly, and through the implementation of effective learning models to improve students' honesty.

A reliable instrument is needed to measure the level of students' honesty in order to improve students' honesty. This instrument not only determines the level of students' honesty attitude but also as a basis for planning programs to improve students' honesty attitudes. In this study, a questionnaire instrument has been developed to measure students' honesty attitudes. The study results showed that this questionnaire instrument is valid and reliable. As many as 36 of the 40 questionnaire statements were declared valid empirically and theoretically and had an alpha coefficient of 0.8723, indicating reliability or high consistency. Although 4 statement items in items 6, 7, 15, and 30 are not empirically valid, they are still valid theoretically and according to expert assessment. In addition, using the four statement items also serves to maintain the balance

of the number of items in each aspect of honesty. This instrument is expected to be a valuable reference in quasi-experimental or other related research. Future researchers are advised to review, refine, and further adjust this instrument to ensure its accuracy and relevance in measuring honesty. For example, future researchers can replace invalid items with new items that have been empirically tested or conduct additional analyses, such as factor analysis, to assess the influence of items on overall results. Further research on program development and implementing learning models to improve student honesty is also highly recommended.

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