Eksplorasi Self-Assessment Guru dalam Penguatan Nilai Integritas: Implikasinya Terhadap Kejujuran Akademik dan Resiliensi Psikososial Siswa

Husairi[1], Welly Kuswanto[2]

[1] Islam Universitas Islam Internasional Darullughah Wadda'wah, Indonesia; husairi@uiidalwa.ac.id
[2] Islam Universitas Islam Internasional Darullughah Wadda'wah, Indonesia; wellykuswanto@uiidalwa.ac.id

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ABSTRACT

This study explores teachers' self-assessment practices in enhancing integrity values and their impact on students' academic honesty and psychosocial resilience at TK Restu 1, Malang City. Academic honesty has become a critical issue to examine, given the frequent trend of dishonesty emerging from an early age. This research employed a descriptive qualitative approach. Data were obtained through semi-structured interviews with 10 teachers, classroom observations, and questionnaires distributed to 20 kindergarten students. The collected data were validated through reduction, display, and conclusion-drawing stages. The results indicate that teachers' self-assessment practices significantly impact the effectiveness of character education, with an average score of 4.5. Empirical inspection shows that 90% of students are encouraged to practice honesty, while 88% understand the importance of integrity in learning. These outcomes result from teachers' self-reflection, which fosters positive behavioural frameworks that strengthen students' academic honesty and psychosocial resilience in responding to moral issues. Consequently, this study suggests that educators' self-evaluation is a key instrument in internalizing character within early childhood education. As a practical recommendation, educational institutions should develop teacher self-reflection training programs to further enhance the quality of character education.

Corresponding Author:
Husairi
Islam Universitas Islam Internasional Darullughah Wadda'wah, Indonesia; husairi@uiidalwa.ac.id

1. INTRODUCTION

The issue of academic honesty is increasingly becoming a critical concern globally, as evidenced by numerous reports on plagiarism and cheating within educational contexts. Countries around the world have been striving to develop policies that foster academic integrity as a fundamental element of

education, extending from higher education to primary and secondary schooling. However, this challenge cannot be overlooked, considering the weak implementation of integrity values among students, which could lead to a loss of trust in academic environments and detrimentally affect the overall quality of education(Özsayın 2023). Above all, this scenario emphasizes the importance of having effective strategies to instill a culture of academic integrity especially in the face of rapid technological advances that make more traditional forms of monitoring more difficult.

Locally, the situation at TK Restu 1, Kota Malang mirrors similar struggles. Although the school is dedicated to instilling integrity values, approximately 20% of students admit to having engaged in dishonesty, as noted in observations conducted by (Rahmawati and Rachmah 2022). The introduction of moral values is imperative, especially through practical approaches, to foster a strong character among students amid today's educational challenges. In this context, teachers must serve as role models, and their influential role in the teaching process cannot be overstated. Thus, there is an urgent need to delve deeper into how teacher self-assessment practices can support the reinforcement of integrity values among students and improve their academic behaviors (Akayuure 2021) . This exploration can provide insights into effective strategies for educators in promoting ethical conduct and reducing instances of dishonesty in the classroom.

In the past five to ten years, numerous studies have discussed the link between teacher self-assessment and the reinforcement of integrity values in students. (Özsayın 2023) emphasized the need for teacher education to include ethical considerations to ensure educational quality. Furthermore, research by Mahabeer and Pirtheepal (2019) indicated that issues of academic cheating contribute to diminished academic standards and highlighted the necessity for collective action by academics to uphold academic integrity (DeLuca et al. 2024). (Özsayın 2023) also underscored the importance of integrating ethics into education, particularly in special education contexts (Takrouni and Assalahi 2022); which aligns with the growing recognition of the role that ethical teaching plays in fostering a culture of integrity among future educators.

Despite the acknowledgment of the role of teacher self-assessment in character development, much of the existing research has concentrated on its direct effects in higher education or secondary schools. (Salum et al. 2024) emphasized the significance of technology use in teaching practices but did not explore how such integration contributes to the reinforcement of character values in early childhood education. Thus, a significant gap exists in the literature regarding studies that directly examine the impact of teacher self-assessment practices on the psychosocial development of preschool students. Most studies remain limited to broader aspects of character and social-emotional learning, failing to delve into specific situations where teachers actively engage in self-assessment and its impacts on student behaviors(Saleha et al. 2022). Addressing this gap could provide valuable insights into the effectiveness of self-assessment as a tool for enhancing character education in early childhood settings.

Therefore, this research titled "Exploration of Teacher Self-Assessment in Enhancing Integrity Values: Implications for Academic Honesty and Psychosocial Resilience of Students" aims to fill this gap by investigating how teachers' self-assessment contributes to the reinforcement of integrity values in the classroom and influences students' behaviors. This study strives to analyze how effective self-assessment methods can create an environment supportive of honest behaviors in learning. By focusing on the interplay between teacher self-assessment and student integrity, this research may provide valuable insights into fostering a culture of academic honesty in educational settings.

2.   METHODS

Research Design

This research employs a qualitative approach with a descriptive research design, supplemented by quantitative data to provide a comprehensive triangulation of findings. This approach is selected to delve into information regarding the contribution of self-assessment performed by teachers in enhancing integrity values among students. Focusing on the experiences and self-reflection of teachers enables this research to capture the nuances in the interactions between teachers and students. The integration of

simple quantitative measurements—derived from questionnaires—serves to strengthen the qualitative evidence, providing a clearer picture of the impact of self-assessment on student honesty. The use of qualitative approaches allows for exploration of viewpoints and experiences that cannot be represented solely by numerical data, thus providing a richer insight into the educational context (Salum et al. 2024) The findings will contribute to the understanding of how self-assessment practices among teachers can effectively promote integrity and honesty in educational settings.

Research Subjects

The research subjects comprise 10 teachers who teach at TK Restu 1 Kota, Malang, and 20 students who actively participate in the learning activities at the school. The location was selected based on accessibility and the school's involvement in character strengthening programs. Purposive sampling methods were used to select teachers and students based on specific inclusion criteria. These criteria included the teaching experience of teachers in integrating integrity values into the educational process and the involvement of students in character-oriented educational activities, thereby generating relevant and rich data (DeLuca et al. 2024) (Dayal and Alpana 2020) Ultimately, this study aims to provide actionable recommendations for educators to implement effective self-assessment strategies that foster a culture of integrity within their classrooms.

Research Procedures

Data collection was conducted through semi-structured interviews and observations. The semi-structured interviews were designed to explore teachers' views regarding their experiences with self-assessment and how this affects their teaching practices. Key interview questions included:

a) How do teachers implement self-assessment practices in their teaching?

b) What challenges do teachers face in applying integrity values in the classroom?

c) How do teachers perceive changes in student attitudes and behaviors as a result of values-based teaching?

Observations were carried out during class hours to assess the implementation of integrity values in student learning processes, including teacher-student interactions, student actions during learning situations, and student participation in classroom discussions. A self-assessment questionnaire was also utilized to gather additional data from students, covering questions regarding:

a) Students' perceptions of their academic honesty behaviors.

b) Students' understanding of the integrity values taught by teachers.

c) Students' experiences in facing ethical dilemmas related to honesty at school.

The use of this questionnaire aims to provide quantitative data that complements the qualitative findings from interviews and observations, offering a more comprehensive view of the impact of values-based teaching on academic honesty among students (Dayal and Alpana 2020) (Hadiyanto 2021).

Data Analysis

Data analysis was conducted using content analysis methods to identify emerging themes from the qualitative data collected. The analysis process was divided into several stages:

1. Data Collection: Collecting the results of interviews, observations, and questionnaires. Data collection included qualitative insights from interviews and quantitative indicators from questionnaires to ensure data validity through triangulation.

2. Data Reduction: Eliminating irrelevant information and grouping critical information according to themes such as the influence of self-assessment on student integrity and honesty.

3. Data Presentation: Organizing and presenting data in narrative forms and tables, which facilitate a deeper understanding of the analyses.

4. Drawing Conclusions: Interpreting the analysis results to summarize the relationships between teachers' self-assessment practices and the reinforcement of student integrity values and their impacts on students' academic honesty and psychosocial resilience.

This content analysis method ensures that the collected data can be analyzed holistically and comprehensively, focusing on how self-assessment practices can help students internalize integrity values within educational environments. With these steps, the study aims to make a significant contribution to

the development of character education in early childhood education (Fitrianingtyas et al. 2023a) (Mahanani and Susanti 2023) This approach aligns with the need for effective character education strategies that can enhance students' moral development and academic integrity in early childhood settings.

3. FINDINGS AND DISCUSSION

The data collected in this study through interviews, observations, and self-assessment questionnaires provide a comprehensive overview of the effects of teachers' self-assessment practices on reinforcing integrity values among students. Findings are presented in Table 1 and Table 2 below.

Table 1. Student Understanding of Integrity Values in Class

Statement	Agree Percentage
I understand the importance of honesty in learning.	88%
My teacher consistently sets a good example regarding integrity.	85%
I feel encouraged to behave honestly in class.	90%

Table 2. Implementation of Self-Assessment by Teachers

Assessed Aspect	Average Score from 10 Teachers
Teacher understanding of self-assessment concepts	4.3 (Scale 1-5)
Frequency of self-assessment use in teaching	4.0 (Scale 1-5)
Influence of self-assessment on character teaching	4.5 (Scale 1-5)

Description of Findings

From Table 1, it is apparent that the majority of students (88%) understand the importance of honesty in learning. This reflects the positive impact of the integrity values taught by teachers. Simultaneously, 90% of students feel encouraged to act honestly in class, indicating that the learning environment created is closely related to teachers' self-assessment practices. This connection highlights the role of effective self-assessment in fostering a culture of academic integrity among students

Conversely, Table 2 illustrates the evaluation results concerning teachers' understanding and application of self-assessment. The average score of 4.3 shows that teachers possess a good understanding of self-assessment concepts. A score of 4.0 for frequency of use indicates that this practice is regularly implemented in their teaching. The highest score of 4.5 for the influence of self-assessment on character teaching signifies that teachers believe reflective practices play a significant role in cultivating student character traits, including integrity and honesty. This suggests that ongoing professional development for teachers in self-assessment techniques could further enhance the character education framework within the classroom.

Interviews support these findings; many teachers reported that implementing self-assessment boosted their confidence in instilling moral values among students. The approaches employed in teaching also demonstrate how self-assessment not only effectively enhances teachers' competencies but also shapes honesty attitudes among students (Özsayın 2023) (DeLuca et al. 2024).

Discussion

Comparative analysis indicates that these findings align with the research conducted by (Yugakisha and Jayanta 2021), which demonstrated that the assessment of attitudes conducted by teachers positively impacts students' attitudes (Yugakisha and Jayanta 2021). Additionally, this study corroborates earlier research by (Hadi et al. 2022), emphasizing that the integration of values in

education contributes to positive character development among students (Fitrianingtyas et al. 2023). Both studies clearly show that self-evaluation and interactive engagement in character education significantly affect students' academic honesty. This reinforces the notion that character education not only shapes ethical behavior but also enhances overall academic integrity among students. Furthermore, the integration of character education into various subjects fosters a holistic approach to student development, promoting values such as honesty, responsibility, and cooperation, such an approach is essential for nurturing well-rounded individuals in the educational environment.

Moreover, the challenges presented highlight areas that require improvement in character education practices. This reflects that, despite visible progress, obstacles remain for educators, especially in adopting more dynamic values-based teaching practices. These findings underscore the need for increased focus on training for teachers to enhance their self-assessment abilities effectively(DeLuca et al. 2024) (Fitrianingtyas et al. 2023b). Furthermore, addressing these challenges requires a collaborative approach involving educators, policymakers, and the community to foster an environment conducive to character education. This collaboration will not only improve the effectiveness of character education but also ensure that it is deeply rooted in the community's shared values and goals.

Theoretically, this research provides novel insights into the importance of teacher self-assessment in reinforcing students' integrity values. This study affirms that self-evaluation is vital for both teachers' professional development and for shaping students' honest behaviors. The research enriches existing literature on character education, illustrating the effectiveness of self-assessment practices within the context of early childhood education (Dayal and Alpana 2020). Ultimately, fostering a culture of integrity within educational settings requires consistent efforts and innovative strategies to engage both educators and students in meaningful character development practices. This ongoing commitment to character education is essential for cultivating a generation that embodies integrity and ethical behaviours, ultimately benefiting society as a whole.

Practically, these findings underline the need for the implementation of training programs for teachers to cultivate effective self-assessment skills. This research can serve as a guide for educational institutions throughout Indonesia in developing curricula centered on integrity, as well as enhancing teacher training to adopt more innovative approaches in character education. It is anticipated that through such recommendations, schools can create a more positive and supportive environment for students to internalize character values, thus aiding them in becoming highly-integrated individuals in the future. Moreover, the emphasis on integrity within character education aligns with national priorities established in Indonesia since 2017 (Umar et al. 2024), highlighting the importance of fostering ethical behaviours among students.

Through strong findings from interviews, observations, and questionnaires, this research is expected to enhance awareness regarding the significant role of teachers in character education and stimulate further research in this area. All these factors make a genuine contribution not only to the academic realm but also to better and more effective educational practices in shaping future generations' characters.

4. CONCLUSION

This study successfully explored the role of teacher self-assessment in reinforcing integrity values and its implications for students' academic honesty and psychosocial resilience at TK Restu 1, Kota Malang. Results from observations and analysis reveal that 90% of students feel encouraged to behave honestly in class, and 88% understand the importance of honesty in learning. The average score of 4.5 for the influence of self-assessment on character teaching indicates that teachers believe their self-evaluation practices significantly contribute to shaping students' integrity values. These findings provide concrete answers to the research's objective of examining the relationship between teachers' self-assessment practices and students' academic honesty as well as psychosocial development.

Despite offering substantial insights, this research has several limitations. Firstly, it focuses solely on one location, TK Restu 1 Kota Malang, which may not fully reflect conditions in other schools with different characteristics. Secondly, the limited number of respondents (10 teachers and 20 students) restricts the variability and representativeness of the data, rendering the results less generalizable to other contexts. Furthermore, the qualitative method may carry limitations regarding data objectivity, as the analysis could be influenced by researcher bias. Such limitations necessitate careful interpretation of results and recommend further studies.

Recommendations for future researchers include several areas that need attention and development. First, it is essential to expand the scope of research by conducting similar studies in various locations to enhance the validity and generalizability of findings. Researchers are encouraged to adopt mixed-methods approaches that integrate qualitative and quantitative data to provide a more comprehensive analysis of self-assessment impacts on academic integrity and students' psychosocial development.

Additionally, developing more diverse measurement instruments should be considered, including deeper observational studies and questionnaires designed to encompass various self-assessment aspects and their impacts. For example, a larger-scale survey involving participants from diverse backgrounds and institutions could yield a more comprehensive perspective.

Lastly, future studies should examine the long-term effects of teacher self-assessment practices in different contexts to gain a deeper understanding of the dynamics of character education and integrity among students. Through these steps, it is hoped that this research will provide a more directed and sustainable contribution to character development and education at early childhood levels.

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