

Strategy for Developing Honesty and Caring Attitude in Students

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ABSTRAK

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Schools as formal educational institutions trusted by the community to educate their children, in addition to providing knowledge, technology and arts (IPTEKS), should also develop aspects of moral and religious values to form the noble character of the young generation and become a civilized and dignified nation. Technically, the strategy of developing students' moral attitudes in learning activities at school can be pursued at least through four alternative strategies in an integrated manner. Every parent certainly does not want their child to get influenced by negative things because this can damage the character and future of the child. Therefore, the role of parents in this matter is vital. Parents must pay attention to their children's education from an early age, especially regarding religious education, so they are not easily influenced by the environment that negatively impacts them. Choosing the right school is one of the parents' efforts to keep their children away from harmful things.

1. Introduction

Schools have a vital role in shaping children's personalities and moral behavior with noble character as well as providing understanding and defence for children to avoid the negative impacts of globalization, which is marked by rapid advances in the information and communication technology field. Therefore, in anticipation of the negative impacts of globalization, schools, in addition to playing a role in providing knowledge, technology and arts (IPTEKS), as well as creative thinking skills, must also develop their role in shaping young generations' personality, morality, faith and piety to God Almighty. This is in accordance with the functions and objectives of national education as stated in the Law of the Republic of Indonesia no. 20 of 2003 concerning the national education system, which states that national education functions to develop capabilities and shape the character and civilization of a dignified nation in the context of educating the nation's life, aiming to develop the potential of students to become human beings who believe and fear God Almighty, have good character, noble, healthy, knowledgeable, capable, creative, independent, and become a democratic and responsible citizen (Basic Law Number 20, 2003).

Technically, the strategy for developing students' moral attitudes in learning activities at school can be pursued at least through four alternative strategies in an integrated manner. The first strategy is to integrate the moral learning curriculum content that has been formulated into all relevant subjects, especially religious subjects, citizenship, and languages (both Indonesian and regional). The second is to integrate moral learning into daily activities at school. The third is to integrate moral learning into programmed or planned activities. And the fourth is to build communication and cooperation between schools and parents of students.

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2. Literature Review

2.1. The Definition of Attitude

Attitude is a tendency to approach or avoid, positive or negative towards a social situation, whether it is intuition, personal, situation, idea, concept, and so on. Attitude was originally defined as a condition for the emergence of action. According to Saifuddin Azwar, attitude is an expression of a person's effect on particular social objects that have the possibility of ranging from likes to dislikes or agreeing to disagreeing on an object (Azwar. S, 2005). Meanwhile, according to Karlinger in Saifuddin Azwar, attitude is an ordered tendency to think, feel, and behave towards a set of phenomena, such as physical objects, events, or behavior. Meanwhile, Ngalim Purwanto, argued that attitude is a tendency to react in a certain way to a stimulus or situation at hand (Purwanto. N, 2004). According to Muhibbin Syah, "Attitude is an internal symptom that has an affective dimension in the form of a tendency to react or respond in a relatively fixed way to objects, people, goods, either positively or negatively" (Gerungan, 1996).

According to Gerungan, attitude is not innate but is formed throughout human development. Attitudes play a significant role in human life because if they have been formed in humans, then these attitudes will determine how humans behave towards an object. Attitudes cause humans to take specific actions towards objects. Attitude is the result of the learning process. This learning process occurs because of experiences from parents or the community, especially schools and other sources such as books, films, and so on (Gerungan, 1996).

According to Bimo Walgito, attitudes contain three components that make up the structure of attitudes, namely (Walgito. B, 2003):

- a. Cognitive components (perceptual components), including knowledge, views, and beliefs, are related to how people perceive the object of attitude.
- b. Affective component (emotional component) is related to feeling happy or unhappy with a particular object. Happiness is a positive thing, while displeasure is a negative thing. This component shows the direction of the attitude, which is positive or negative.
- c. The conative component (behavioral or action) relates to the tendency to act on a particular object. This component shows the intensity of the attitude, which shows the size of a person's tendency to act or behave towards the object.

Attitude, according to Katz in Bimo Walgito, has four functions, namely (Walgito. B, 2003):

- a. Instrumental function or adjustment function, or benefit function. This function is related to means and objectives. Attitude is a means to achieve a purpose.
- b. Ego defense function. This is the attitude taken by a person in order to maintain his ego.
- c. Value expression function. Attitude is a way for individuals to express the values that exist within themselves.
- d. Knowledge function. This means that if someone has a certain attitude towards an object, it shows the person's knowledge of the object.

In line with the opinion above, Abu Ahmadi said that the function of attitude can be divided into four groups, namely:

- a. Attitude serves as a tool for adjustment. It is communicable, meaning something that spreads easily, so it is easy to become common property.
- b. Attitude serves as a measure of behavior.
- c. Attitude functions as a means of regulating experiences. It means that in accepting experiences, it is based on whether these experiences have meaning for them or not.
- d. Attitude serves as a statement of personality. That attitude often reflects a person's personality.

From the description above, it can be seen that attitude, which is a person's reaction towards a certain object or situation, not only encourage a person to behave towards the object but also has various functions for that person.

2.2. Characteristics of Attitude

Attitudes have different aspects from other impulses that exist in humans. The characteristics of attitudes according to Heri Purwanto in Wawan & Dewi M are stated as follows (Wawan & M. Dewi, 2010):

- a. Attitudes are not innate but are formed or learned throughout human growth concerning the object. This trait distinguishes attitudes from the nature of biogenic motives such as hunger, thirst, and the need for rest.

- b. Attitudes can change and can be learned. Furthermore, attitudes can change in people when certain conditions and requirements facilitate attitude formation in that person.
- c. Attitudes do not stand alone but always have a certain relationship to an object. In other words, the attitude is formed, studied, or changed, always concerning a certain object that can be clearly formulated.
- d. The object of the attitude is a certain thing or a collection of things.
- e. Attitudes have aspects of motivation and feeling, the nature distinguishing attitudes and skills or knowledge people possess.

2.3. Levels of Attitude

Attitude consists of several levels according to Soekidjo Notoatmojo (2007), they are:

- a. Receiving
At this level, someone can receive and pay attention to the given stimulus.
- b. Responding
At this level, interaction exists. When questioned, people answer and complete the given task.
- c. Valuing
Inviting others to discuss a problem indicates attitude at the third level.
- d. Responsible
Being responsible for everything chosen and done is a risk and is the highest level of attitude.

Based on the description above, it can be seen that the level of attitude consists of four levels, where the highest level is the level of responsibility. A person who has been given a mandate or has chosen a certain decision must be able to act responsibly for what he has chosen with all the risks involved.

2.4. The Process of Attitude Formation

Attitudes are formed from the social interactions experienced by individuals. Social interaction contains more than the existence of social contact and relationships between individuals. There can be mutual influence between them. Gerungan states that attitude formation does not happen automatically by itself. The process is influenced by interactions with human cultures that reach them through communication tools such as newspapers, television, books, magazines, and others (Gerungan, 1996).

According to Azwar, the process of attitude formation is as follows (Azwar. S, 2000):

- a. Personal experience
When an individual experiences something impressive, an attitude will be formed on the individual towards the object of the attitude because the basis for forming an attitude is a personal experience that leaves a strong impression. Especially when the personal experience occurs in a situation involving emotions, appreciation and experience will be deeper and last longer.
- b. The influence of others who are considered important
People surrounding the individual are one of the social components that determine the formation of these attitudes. Those considered important to individuals include parents, people of higher social status, peers, close friends, teachers, co-workers, and husband or wife.
- c. Cultural Influence
The culture in which the individual live and is raised influences the formation of attitudes because the reinforcement and rewards from society will form certain patterns of attitudes and behavior that are in accordance with the attitudes and culture of the society in which the individual is a community member.

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d. Mass Media

As a means of communication, various forms of mass media have a significant influence on the formation of people's opinions and beliefs. If strong enough, suggestive messages on the information will provide a sufficient basis for assessing something so that a certain attitude direction is formed.

e. Educational Institutions and Religious Institutions

Educational institutions and religious institutions as a system influence the formation of attitudes because both lay the foundation and moral concepts in humans.

f. Effect of Emotional Factors

Attitudes sometimes take the form of statements based on emotion as a channelling of frustration or diversion of ego defence mechanisms, even though such attitudes are temporary.

2.5. Factors Affecting Attitude Formation

According to Gerungan, the formation of individual attitudes is determined by two factors, namely (Gerungan, 1996):

a. Internal Factor

Internal factor is a new view of the individual towards the object of interest. Individual attention towards stimuli or objects plays a vital role in the formation of individual attitudes. Thus, it depends on the individual's selective observation of stimuli that come from outside.

b. External Factor

External factors that influence the formation of individual attitudes include the process of individual interaction, where a reciprocal relationship occurs between individuals. In the interaction process, there is a communication process that facilitates direct relationships between several related parties.

Stimulating attitude change in a person is not an easy thing to do because there is a tendency for attitudes to persist. Many things make it difficult to change an attitude, including (Slameto, 2003):

- 1) Support from the environment for related attitudes
- 2) The existence of a certain role of an attitude in one's personality (e.g., ego-defensive)
- 3) The operation of the principle of selectivity
- 4) The operation of the principle of maintaining balance
- 5) A tendency to avoid conflicting attitudes
- 6) An attitude that is not rigid to defend his own opinion.

Several methods can be used to change attitudes, including:

- 1) Changing the cognitive component of the related attitude.
- 2) Making direct contact with the object of attitude.
- 3) Forcing people to display new behaviors that differ from existing attitudes.

Although many factors cause attitudes to persist, there are still changes in attitudes, as seen in everyday life.

2.6. The Concept of Honesty

Honesty is an attitude that tries to adjust or match information with phenomena or reality. Attitude is the most important concept in social psychology and the most widely defined. Some think attitude is just a kind of sociogenic motive obtained through learning. (Sherif, M. 1956).

Honesty is a word that almost everyone is familiar with. Those familiar with the word honesty may already know the meaning of the word. By understanding the meaning, people will be able to respond to it. However, many still do not know at all, and some only vaguely know its meaning. An indicator in that direction is that there are still more people who are dishonest than those who have been honest.

The word honest is a word used to express someone's attitude. When someone deals with a thing or phenomenon, that person will get a picture of that thing or phenomenon. If someone tells information about the picture to others without any "change" (according to reality), that attitude is called honesty. Honesty is the key to building trust. On the other hand, dishonesty can destroy a person's life. Getting used to being honest is good, starting from the simplest and smallest things. We must be honest with everyone, even with children.

Honesty education teaches children to act honestly towards God, themselves, and others. Children act honestly whether they are being watched or not. Honesty, in the Indonesian dictionary, is an act that is upright and sincere. So honesty is defined as the nature or state of being honest, sincere or upright. In another sense, honesty is the value of kindness as a positive trait that everyone will accept wherever and whenever they are.

Instilling the value of honesty, especially in an educational environment, is becoming increasingly difficult. One of the reasons is the crisis of exemplary. Often witness the dissimilarity between words and deeds that is increasingly pervasive in almost every sphere of life. In educational institutions, dishonest behavior is often carried out by individuals in schools, ranging from cheating, not attending class, being late for class, and not doing homework. These problems can grow a generation of corrupt nations and spread to the security factor.

An honest individual is an individual who can appreciate what he has. An honest heart produces honest actions. If honesty already exists and is attached to the individual, it will bring many positive things. The individual will not think about doing anything fraudulent.

Therefore, it can be concluded that an honest attitude is an attitude that always tries to adjust or match information with phenomena or reality. In Islam, this attitude is called *shiddiq*. Honesty is priceless.

2.7. The Concept of Caring

Caring is a fundamental value and attitude to pay attention and act proactively to conditions or circumstances. Caring is an attitude to involve ourselves in problems, circumstances, or conditions that occur. A caring attitude is shown by an attitude of helping those who are weak to help overcome the suffering and difficulties faced by others. Nel Noddings believes that students develop into competent human beings when they feel cared for.

According to Sarwono, the factors that influence caring attitude are as follows:

a. *Indogen* Factors

These factors influence children's social attitudes that come from within themselves.

1) Suggestion factor

Children's social attitudes are influenced by suggestions, meaning whether the individual is willing to accept the behavior of others, such as feelings of pleasure and cooperation.

2) Identification Factor

A child who considers his situation and circumstances and other people's to be the same and vice versa will show positive social attitudes. They become easier to feel the circumstances of the people around them. In contrast, children who do not want to identify themselves are more likely to withdraw from socializing, so it is more difficult to feel the circumstances of others.

3) Imitation Factor

Imitation can encourage someone to do good deeds. It is explained that: "a person who feels the situation of others then tries to imitate how people feel pain, sadness, joy, and so on."

b. *Eksogen* Factor

According to Soetjipto and Sjafoedin, three environmental factors influence children's attitudes, namely: "a) family factors, b) school factors, and c) community environment factors". In the following, each of these factors will be briefly described.

1) Family factors

The family is the foundation and the first environment for every child. From the family, children receive family education. Therefore, the family has a critical role in the development of children.

2) School factors

School conditions such as an inappropriate way of presenting the material and bad relationship between teachers and students will cause psychological symptoms that are not good for students, ultimately affecting their social attitudes.

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3) Community environment

The community environment is a foothold for teenagers as social beings. Children, as members of society, are shaped by the community environment. A good environment will significantly help the formation of a child's personality and mentality and vice versa.

3. Conclusion

Attitude is a tendency to react and respond in a relatively fixed way to a particular object, either positively or negatively. A positive attitude will give positive results to the activities. Otherwise, a negative attitude will have a negative impact on the results achieved from these activities.

The formation of individual attitudes is determined by two factors, namely internal factors and external factors. In essence, attitudes have different psychological functions. Different people may hold similar attitudes for different reasons, and a person may hold a certain attitude for more than one reason. The function of attitude for a person also affects the level of consistency of the person in holding his attitude and the level of ease of changing attitudes.

Factors that influence caring attitudes are indogen factors which influence children's caring attitudes that come from within themselves and eksogen factors which influence caring attitudes that come from outside or the surrounding environment such as family, school and community. Therefore, caring attitude is very influential on a person's attitude.

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