STRENGTHENING HONEST CHARACTER IN STUDENTS THROUGH THE DEVELOPMENT OF TRUTH OR DARE MEDIA DESIGN

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Abstrak. The purpose of this study was to determine the honest character of students, to determine the design of Truth or Dare game media in improving the honest character of students and to determine the level of effectiveness of Truth or Dare game media in improving the honest character of fifth grade Islamic Studies students. The research design in this study used a quantitative approach of quasi experimental design. Determination of the sample using purposive sampling technique. Data collection techniques in this study were questionnaires and documents. Data analysis techniques, N-Gain test, and Wilcoxon test. The results of the study are shown from the average score of the experimental class pretest value of 45.88 and the average posttest value of 73.42 while the control class with a pretest value of 48.27 and an average post-test value of 65.77. With the utilization of two-way game media, it shows an increase in honest character based on the difference in pre-test and post-test results between the experimental class and the control class. The results of the N-Gain test calculation of the experimental class of 0.80 are included in the high category while the control class N-Gain test of 0.54 is included in the medium category. And in the effectiveness test, the average N-Gain score of the experimental class was 80% which was very effective while the average N-Gain in the control class with learning without using Truth or Dare media obtained a score of 54% which was less effective. Furthermore, the results of the Wilcoxon test calculation showed a syg of 0.001 <0.05. The conclusion is that the strengthening of honest character is very significant with the utilization of Truth or Dare game media in the learning process of Islamic Religious Education on honest material.

Kata kunci: Truth or Dare Media, Honest Character, Islamic Studies

Introduction

There are eighteen character values that are often developed at every level and unit of education in Indonesia (Yakubu et al., 2022). These basic values are: Religious, honest, tolerance, independent, love for the country, discipline, hard work, creative, love to read, democratic, curiosity, responsibility, enthusiasm, respect for achievement, communicative, peace-loving, environmental care, social care. (Muchtar & Suryani, 2019). In this case, Islamic Religious Education is one of the subjects that can shape and foster the character of students, especially honest character. (Çilingir Altiner, 2024).

Many learning problems occur in school children, such as imitating friends' work, not focusing on lessons, being too lazy to study, lying to teachers and parents, and so on (Dar & Khan, 2021). It is expected to find students who are lazy in studying and do not want to follow lessons. This phenomenon will at least affect the quality of student learning (Zhang & Zhou, 2007). Another problem that often arises is not focusing when studying, a problem that often occurs and is experienced by many students (Radianti et al., 2020). Learning disorders in conditions of difficulty concentrating during the learning

process often occur due to various factors. This condition is certainly not good because the arena will cause the learning process to be not optimal (Vos et al., 2016).

The conventional learning model teachers use usually gives teachers an active role (Babbar et al., 2024). The conventional model also influences classroom learning, which utilizes learning media that are less innovative and causes student responses to be lackluster (Nguyen et al., 2024). Saturation in learning or *a plateau in learning is also an emotional condition that arises when someone feels tired and not passionate due to the many demands of* learning (Gil-Galván et al., 2024). The increased burden of learning also results in students being less passionate, not enthusiastic, and not having an interest in learning activities, which can result in stagnation in thinking (Jayajothilakshmi et al., 2023). Emotional fatigue results in students lacking enthusiasm for learning and feeling wasted energy, easily frustrated without getting anything vital to themselves (Pham Thi & Duong, 2024).

The game has an educational meaning that will have an atmosphere that will reveal the fantasy and its true nature, and the disclosure is done obediently and spontaneously (Dwivedi et al., 2022). Games will be based on cooperation, adherence to the rules of the game, and honest character building in play, and all this will form the nature of "*Fair play*" (honest, chivalrous, or sound) in play (H. Li et al., 2023). In a game, children will be brought to fun, joy, and happiness in the world of children's lives (Proietti Ergün & Dewaele, 2021). Playing will give happiness and pleasure to children. Play activities can provide positive benefits to develop children's potential, such as creativity, talent, intelligence, *motor skills*, intelligence and communication skills (Su et al., 2024). Play activities also include children's learning activities; no need to worry if you see children like to play; let them develop because the child's world is a world of play (Proietti Ergün & Dewaele, 2021).

In his developmental theory, Piaget suggests that the growth of intelligence in children is a process that actively develops a system of understanding reality obtained from the experiments and interaction activities he builds (Mari, 2024). The growth of intelligence has four stages of age levels, namely, the sensorimotor stage at the age of 0-2 years. In this sensory-motor period, the child's ability is minimal, and the learning process is done through stimulus (Shahzad et al., 2024). At the age of 2-7 years, the child is at the stage of pre-operational development. The child's condition at this stage will begin to grow his memory and imagination according to his experience (Chou et al., 2024). Piaget mentioned that he called the development of children at the age of 7-11 years a natural or concrete operational stage. At this time, the child has been able to understand cause and effect in a structured manner (Wang et al., 2024). While the development of children from the age of 11 years to adulthood can use their logical intelligence to solve problems, conclude the data they get, and plan their future (Berger et al., 2024).

Truth or Dare is a game where cards are filled with questions to answer honestly and challenge you to do bravely. Truth *or Dare* games are questions and challenges tailored to the subject (Hadikhani et al., 2024). The choice of Truth and Dare games is because it is appropriate for the age of students; besides that, Truth and Dare games are also often done to friends (Peona et al., 2023). Truth and Dare games are more accessible and can foster student enthusiasm. In addition, monotonous learning will make passive

tendencies. This factor is the reason researchers conduct research on strengthening honest characteristics in students through the development of Truth and Dare game learning media.

Methods

The research approach used is quantitative research with experimental methods (*Quasi-experimental*). Researchers used a type of *non-equivalent control group design*. In this design, the experimental group and control group were not randomly selected but purposively. Both groups were given a *pre-test* and *post-test*. The research was conducted at Banjar Agung 1 Elementary School, Cipocok Jaya District, Serang City. The population was all students of SDN Banjar Agung 1 which amounted to 325 students. While sample class V A as the experimental class and class V B as the control class. Data collection tools using questionnaires and documentation. The data analysis used is data analysis with non-parametric statistics, namely the normalized gain test or *N-Gain* which aims to describe the differences in the results of honest character of experimental and control class students using *post test* data. Also using the *Wilcoxon Signed Ranks* test to compare two related samples to see the difference between the paired samples.

Research Location

The research was conducted at Banjar Agung 1 Elementary School, Cipocok Jaya District, Serang City. The population was all students of SDN Banjar Agung 1 which amounted to 325 students. While sample class V A as the experimental class and class V B as the control class. Data collection tools using questionnaires and documentation.

Data Analysis

The data analysis used is data analysis with non-parametric statistics, namely the normalized gain test or *N-Gain* which aims to describe the differences in the results of honest character of experimental and control class students using *post test* data. Also using the *Wilcoxon Signed Ranks* test to compare two related samples to see the difference between the paired samples.

Result

Table 1. The Experimental Class Pre-Test Data

No.	Student Name	*Pre-Test*
1.	Anzil Anas Albuni	41
2.	Aprilio Richie	52
3.	Budi Irawan	50

No.	Student Name	
4.	Bunayatul Jannah	44
5.	Daniel Firmansyah	47
6.	Dea Anindita	51
7.	Fanesya Mutiara A.	43
8.	Farel Firmansyah	40
9.	Hafsah Anisa Safira	50
10.	Imam Hidayat	50
11.	Istikomah	45
12.	Jaka Riya Yahya	43
13.	Kiki Rahmadi	34
14.	Muhammad Ibn Akil	49
15.	Muhammad Ilyas	45
16.	Muhammad Saepudin	52
17.	Mutia Saskiah	44
18.	Nadia Zahra	48
19.	Rahmat Hidayat	44
20.	Sa'datu Nur Adilah	44
21.	Sintia Mariyam	49
22.	Siti Amelia	48
23.	Siti Sofia Murti	43
24.	Widya Natalya	52
25.	Yoga Saputra	38
26.	Zahara Mauliddiah	47
Total		1193
Average		45,88

And here are the results of the control class pre-test data:

Table 2. The Results of The Control Class Pre-Test Data

No.	Student Name	*Pre-Test*
1.	Afrizal Fajri	49
2.	Akeyla Isabella	51
3.	Annisa Zhafira	51
4.	Azmi Rifki Hidayat	54

5.	Bayu Pratama	41
6.	Choirul Anam	51
7.	Fadlah Farikhatul J.	46
8.	Faqih Khairy Rahman	46
9.	Fitri Yulia Rahmawati	47
10.	Hadistiana	43
11.	Hasbi Al-Faruk	44
12.	Inayatul Maulidiyah	47
13.	Keyra Oktavia	47
14.	Muhammad Abil P.S	42
15.	Muhammad Danu F.	43
16.	Muhammad Raka S.	52
17.	Princess Azahra	46
18.	Safira Chaini	50
19.	Safwan Affandi	45
20.	Siti Alika	49
21.	Siti Bilqis Sofiyani	54
22.	Siti Gea Safitra	49
23.	Tijan Darori	48
24.	Tri Sapta	54
25.	Wirahadi	53
26.	Yuza Annaufal	53
Total		1255
Average		48,27

After the *pre-test*, students were given two learning sessions in each class. The experimental class conducted learning using the *Truth or Dare* game media while the control class did not.

In the study, researchers used 2 media, namely 1 rotating board media as a determinant of cards that must be taken and 30 *Truth or Dare* cards containing 15 *Truth* cards and 15 *Dare* cards. The following is a picture of the *Truth or Dare* game media used by researchers to improve students' honest character:

Then after being given a learning session, the next stage is to give a post-test to find out the final results of the learning of experimental and control class students.

The following are the results of the experimental class *post-test*:

Figure 1. Truth or Dare Playboard Media

Figure 2. Truth Card Media

Table 3. The Results of The Experimental Class Post-Test

No.	Student Name	*Pre-Test*
1.	Anzil Anas Albuni	80
2.	Aprilio Richie	73
3.	Budi Irawan	76
4.	Bunayatul Jannah	70
5.	Daniel Firmansyah	80
6.	Dea Anindita	75
7.	Fanesya Mutiara A.	74
8.	Farel Firmansyah	70

9.	Hafsah Anisa Safira	80
10.	Imam Hidayat	72
11.	Istikomah	76
12.	Jaka Riya Yahya	73
13.	Kiki Rahmadi	74
14.	Muhammad Ibn Akil	69
15.	Muhammad Ilyas	71
16.	Muhammad Saepudin	72
17.	Mutia Saskiah	70
18.	Nadia Zahra	67
19.	Rahmat Hidayat	77
20.	Sa'datu Nur Adilah	80
21.	Sintia Mariyam	75
22.	Siti Amelia	68
23.	Siti Sofia Murti	72
24.	Widya Natalya	69
25.	Yoga Saputra	70
26.	Zahara Mauliddiah	76
Total		1909
Average		73,42

Table 4. The Results of The Control Class Post-Test Data

No.	Student Name	*Pre-Test*
1.	Afrizal Fajri	64
2.	Akeyla Isabella	69
3.	Annisa Zhafira	70
4.	Azmi Rifki Hidayat	68
5.	Bayu Pratama	67
6.	Choirul Anam	63
7.	Fadlah Farikhatul J.	63
8.	Faqih Khairy Rahman	65
9.	Fitri Yulia Rahmawati	69
10.	Hadistiana	58

11.	Hasbi Al-Faruk	70
12.	Inayatul Maulidiyah	69
13.	Keyra Oktavia	69
14.	Muhammad Abil P. S	65
15.	Muhammad Danu F.	64
16.	Muhammad Raka S.	70
17.	Princess Azahra	69
18.	Safira Chaini	62
19.	Safwan Affandi	66
20.	Siti Alika	65
21.	Siti Bilqis Sofiyani	62
22.	Siti Gea Safitra	70
23.	Tijan Darori	63
24.	Tri Sapta	65
25.	Wirahadi	63
26.	Yuza Annaufal	62
Total		1710
Average		65,77

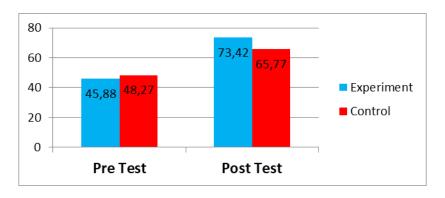For more details, please refer to the following graph:

Figure 4. Pre-Test dan Post-Test Graph

After previously the data was tested with validity and reliability tests, then after the test was given a normality test was carried out, the normality test is a step used to determine whether the data is normal or not. The normality test assessment criteria used are:

a. If the significance value < 0.05 then the distribution is normal

b. If the significance value > 0.05 then the distribution is not normal

The following are the results of the normality test obtained in this study:

Table 5. Normality Test

Tests of Normality

Kelas		Kolmogorov-Smirnov[a]			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Hasil Angket Karakter Jujur Siswa	Pre Test Eksperimen	.110	26	.200*	.944	26	.168
	Pre Test Kontrol	.104	26	.200*	.956	26	.326
	Post Test Eksperimen	.118	26	.200*	.942	26	.148
	Post Test Kontrol	.090	26	.200*	.978	26	.832

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

This normality test results are normal because the significance value <0.05, so the distribution is normal. And after the normality test, the hypothesis test is a test used to determine whether there is a significant influence between the x and y variables. The following are the *N-Gain* test results obtained in this study:

Table 6. The N-Gain Test Results

Descriptives

Kelas				Statistic	Std. Error
NGain_Score	Eksperimen	Mean		.8032	.02380
		95% Confidence Interval for Mean	Lower Bound	.7542	
			Upper Bound	.8522	
		5% Trimmed Mean		.8038	
		Median		.7973	
		Variance		.015	
		Std. Deviation		.12136	
		Minimum		.59	
		Maximum		1.00	
		Range		.41	
		Interquartile Range		.16	
		Skewness		.110	.456
		Kurtosis		-.694	.887
	Kontrol	Mean		.5444	.02408
		95% Confidence Interval for Mean	Lower Bound	.4948	
			Upper Bound	.5940	
		5% Trimmed Mean		.5479	
		Median		.5632	
		Variance		.015	
		Std. Deviation		.12278	
		Minimum		.31	
		Maximum		.72	
		Range		.41	
		Interquartile Range		.25	
		Skewness		-.413	.456
		Kurtosis		-1.109	.887

And here are the results of the Wilcoxon test obtained in this study:

Table 7. The Results of The Wilcoxon Test

Ranks

		N	Mean Rank	Sum of Ranks
Post Test Kontrol - Post Test Eksperimen	Negative Ranks	25[a]	13.92	348.00
	Positive Ranks	1[b]	3.00	3.00
	Ties	0[c]		
	Total	26		

a. Post Test Kontrol < Post Test Eksperimen
b. Post Test Kontrol > Post Test Eksperimen
c. Post Test Kontrol = Post Test Eksperimen

Test Statistics[a]

	Post Test Kontrol - Post Test Eksperimen
Z	-3.177[b]
Asymp. Sig. (2-tailed)	.001

a. Wilcoxon Signed Ranks Test
b. Based on positive ranks.

The Wilcoxon test results were that the experimental class had a greater increase in honest character than the control class.

Discussion

The Truth *or Dare* game refers to indicators of honest character, namely doing and telling the truth wherever you are, independence in doing problems, returning or handing over borrowed items, and admitting mistakes made (Prochazka & Obermaier, 2022). In the opening stage, after students read prayers, they do the presentation. Researchers provide a little understanding related to the material to be studied. Then, entering the core stage, namely playing *Truth or Dare*, in the process of playing *Truth or Dare* learning session one, some of the students who were selected to do the game still felt shy and hesitant to answer the honesty questions from the *Truth* card, also did not dare to do the honesty challenge from the *Dare card*. Because they think they will be punished and ridiculed because the act is not good (Gur-Ze'ev, 2010). However, when researchers give explanations and motivations, they understand more and dare to do the game (X. Li et al., 2024). Furthermore, students began to be enthusiastic and enthusiastic in doing the next game because the game activities became exciting and fun. This stage ends with the student's commitment to the next game, with no students' minds telling what they experienced.

In the second learning session, the students who were selected to do the game were asked to come to the front of the class to do a board screening. When one of them got a *Truth card*,

students answered boldly and confidently without any hesitation. When they get a Dare card, students are willing to face honest challenges well and bravely without any coercion.

In the second learning session, the students who were selected to play the game were asked to come to the front of the class to play the board. When one of them got a *Truth* card, students answered boldly and confidently without any hesitation. And when they got the *Dare* card, students were willing to do the honesty challenge well and bravely without any coercion.

1. Improvement of Students' Honest Character Indicators

The following are the results of the *N-Gain* test on the honest character indicators studied.

No.	Aspects	Experiment		N-Gain Score	Category
		Pre-Test	Post-Test		
1.	Act and Speak Honestly Wherever You Are	12,08	18,69	0,83	High
2.	Working on questions or tests independently	10,92	17,88	0,77	High
3.	Return or surrender borrowed or found items	8,81	13,88	0,82	High
4.	Admitting mistakes made	14,08	22,96	0,81	High

Table 8. The Results of the N-Gain Test

No.	Aspects	Control		N-Gain Score	Category
		Pre-Test	Post Test		
1.	Act and Speak Honestly Wherever You Are	11,62	17,15	0,66	Medium
2.	Working on questions or tests independently	12,04	16,62	0,57	Medium
3.	Return or surrender borrowed or found items	10	12,65	0,53	Medium
4.	Admitting mistakes made	14,62	19,35	0,46	Medium

The experimental class that learned by using the *Truth or Dare* game media, students' honest character increased including in the high category on all indicators studied. While in the control class that learned without using the *Truth or Dare* game media, students' honest character also increased but only fell into the medium category on all indicators studied.

Conclusion

Strengthening honest character in students through the development of Truth or Dare game media design teaches and strengthens honesty values in students. Honest character is one of the important aspects of character education, which aims to form a trustworthy and responsible person. Using games as a medium or tool to achieve these goals. A specially designed Truth or Dare game can be an interesting and effective tool to encourage students to be honest.

This paper illustrates that the values of honesty still need to be reinforced through various active and participatory learning processes by involving students directly and offers practical strategies to achieve holistic learning outcomes.

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