A SYSTEMATIC LITERATURE REVIEW: THE ROLE OF CIVIC EDUCATION IN INCREASING HONESTY BEHAVIOR OF ELEMENTARY SCHOOL STUDENTS

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Abstract

Honesty behavior must be instilled through civic education learning and can be started from elementary school. This study aims to 1) identify the honest attitude of elementary school students; 2) identify civic education learning in elementary school students; 3) the application of civic education learning in developing the honest attitude of elementary school students. This study used a systematic literature review method in which all articles were processed based on inclusion, exclusion, and quality assessment criteria. It resulted in 14 primary articles analyzed with predetermined research questions. The results of the research in the form of the role of civic education in the development of honest attitudes have been widely studied by leading researchers from 2010 – to 2022. This research has implications for the discovery of subsequent research that can be used as a starting point for the following researchers interested in the theme of research regarding honesty in students.

Keywords: *Attitude development, honesty, civic education, elementary student, systematic literature review*

1. INTRODUCTION

In Indonesia, civic education has the function to develops character education which includes the values of Pancasila, or the Indonesian Ideology (Sulianti et al., 2020). In line with what Mahfud et al. (2019) said, there are five values derived from Pancasila: religion, nationalism, cooperation, independence, and integrity or honesty. That means that character education developed through civic education has an important relationship with forming an honest attitude in the Pancasila ideology. Of course, in terms of education, this requires suitable media and introduction from educators to build and develop character education in students. Prayitno et al. (2021) said that the selection of teaching materials in education dramatically strengthens students' character education. Because of the

demands for assessing students' social attitudes towards being good citizens, honesty is the main focus of this research.

Honesty behavior is an action that is right as it is without changing or changing it intentionally. In civic life, an honest attitude is an attitude that can eradicate the country from corruption, collusion, and nepotism (Rachmayanie & Sugianto, 2018). Nevertheless, it is not considered appropriate if related to the learning context and student learning outcomes. According to Pratiwi & Murdiono (2020), there are six indicators of the value of honesty in schools: doing and making assignments correctly, not cheating, reporting school activities transparently, recruiting students accurately and honestly, and implementing an accountable assessment system. Almost the same as the research conducted by Xu et al. (2013), who found four types of honest stories - lies that students do in class in social conditions. (1) Students who are honest and helpful; (2) Students who lie and but help; (3) Students who are honest even though cruel; and (4) Students who lie and cruel. After all, people believe that students' honesty is widely interpreted as

the key to success in the future (Rachmayanie & Sugianto, 2018).

Based on the results of the Student Integrity Index survey for high school level conducted by the Center for Research and Development, Ministry of Religion of Indonesia in 2018, which aims to find the level of integrity of national students (the dimensions of honesty, responsibility, tolerance, and love for the homeland), it was found that the results of the score of honesty (76.32), responsibility (62.71), tolerance (71.68), and love for the homeland (70.13) (Rofifah, 2020). The dimension of honesty ranks first, and responsibility ranks last. Although the honesty score ranks first, it is still necessary to develop an attitude of honesty in students to improve and maintain the integrity score of the honesty indicator of students in Indonesia. If the honesty index score does not increase regularly, it is necessary to strengthen civic education to become qualified and qualified civil educated citizens from the school level. Especially considering Indonesia's ranking in the Corruption Perception Index, Indonesia was ranked 96th among 180 global countries (Transparency International, 2022). Therefore, there is still a need for research related to honest

attitudes to be instilled from an early age, especially in the elementary school environment.

Several research results explain honesty in education, from 1939 to the end of 1980, which discuss students' honest behavior (Bond, 1939; Duffy, 1942; Gardner & Tompkins, 1987). Then the research topic related to honesty shifted to the academic honesty section of students after 2000 (Alaoutinen et al., 2004; Cavico & Mujtaba, 2009; Everson, 2011; Nicholls & Lewis, 2017). Research related to developing or developing an honest attitude at this point leads to its relationship with character education (Djiwandono, 2016; Hongwei et al., 2017; Kadir et al., 2015; Lestari & Tirtoni, 2021), as well as moral and religious education (Gala, 2020; Johanson, 2010). However, the results of this study have not been associated with honest attitudes in elementary school students.

Based on the results of previous research, it was found that a systematic literature review regarding the role of civic education in developing honest attitudes in elementary school students is still a little discussed. Therefore, this study reports a systematic review of the research results and the scope of the research has carried out. A systematic literature review is used in this study to view and review journal articles on the effects of previous research regarding honesty and civil education, which are still exciting topics to be researched. Therefore, this study aims to 1) identify the honest attitude of elementary school students; 2) identify civil education learned by elementary school students; 3) analyze the implications of civic education in the honest attitude of elementary school students.

2. RESEARCH METHODOLOGY

The research method used in this study is a systematic literature review (SLR) research method that uses articles from several databases such as Scopus, Google Scholar, Crossref, and Pubmed. The search process was carried out from January 2022 to May 2022 based on articles relevant to the research objectives above. The systematic review literature research procedure uses the concept of Kitchenham & Charters (2007), consisting of the planning, implementation, and document review stages. The steps for the design from Kitchenham & Charters (2007) are shown in Figure 1.
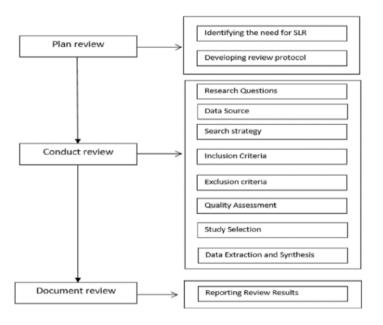
Figure 1. Stages of the Systematic Literature Review (Kitchenham & Charters, 2007)

The journal articles and conference proceedings used have been read and selected based on inclusion and exclusion criteria and appropriate quality assessments. Later in this study, the unit of analysis focuses on journal articles and conference proceedings with the help of the Publish/Perish version 8 program as an automatic search engine used as a tool for searching for research articles. The Publish/Perish program version 8 provides 200 articles for the Scopus database and 1000 articles for Crossref, Google Scholar, and Pubmed. In addition, to retrieve and determine relevant journal articles and conference proceedings, research titles and abstracts are used.

A.   Planning Review

a)   Identifying the need for a systematic literature review

In the past few years, research on the role of civic education in developing honest attitudes in elementary school students has been carried out. However, there has been no related research on systematic literature review related to this research. This has resulted in many other researchers not having

comprehensive studies on the role of civic education and the development of honesty in elementary school students. This is provable from the search results for a systematic literature review on the role of civic education in the development of honest attitudes of elementary school students, which is traced through Publish/Perish version 8, shown in Figure 2.
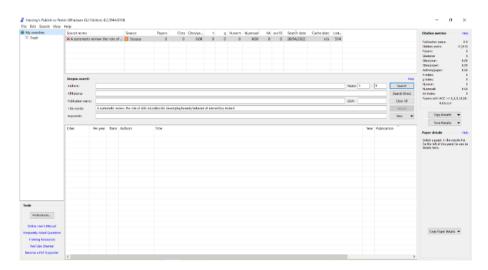

Figure 2: Search Result of A Systematic Literature Review

b)   Developing a Review Protocol

In developing a review process on systematic literature review, it is necessary to limit the problem to reduce the possibility of researcher bias. In this research, the problem planning is 1) the background that explains the reasons; 2) The research question the review seeks to answer; 3) The plan that will be used to find research sources in the database in the form of journal articles and conference proceedings; 4) Classification of study selection criteria included and excluded from research; 5) Study quality assessment checklists and procedures for assessing studies; 6) Strategies in data extraction that determine how the information required from each significant study will be obtained; 7) Synthesis of the extracted data; 8) Develop a review plan (B. Kitchenham, 2004).

B.   Conducting The Review

Kitchenham (2004) also said that the research was carried out in the conducting the review stage by identifying research questions, searching for relevant data sources, establishing search strategies, making inclusion and exclusion criteria, conducting quality

assessments, also extracting and synthesizing data. Each stage is carried out sequentially to produce a quality review.

a)   Research Question

The Research Questions in table 1 are arranged based on the three research purposes in the introduction.

Table 1. Research Questions

ID	Questions	Purpose
RQ 1	How do elementary school students carry out an honest attitude?	To identify the honest attitude of elementary school students.
RQ 2	How do elementary school students learn the teaching of civic education?	To identify civil education learned by elementary school students.
RQ 3	How is the application of civic education in the honest attitude of elementary school students?	To analyze the implications of civic education in the honest attitude of elementary school students.

b)   Data Sources

Table 2. Database

	Article Journal	Proceeding Conference
Scopus	V	V
Crossref	V	-
Google Scholar	V	V
PubMed	V	V

Database selection is based on the database menu in the Publish//Perish version 8 program and is relevant to this research.

c)   Search String

This study uses a search string to retrieve all the results related to the research topic, namely the role of civic education in the development of honest attitudes of elementary school students.

The search string process is determined by the PICO criteria (population, intervention, comparison, and outcome). In Publish/Perish version 8, the terms used in search engines use three different scopes, namely honesty, civic education, and the implications of civic education in being honest.

Table 3 describes the data sources for journal articles and conference proceedings obtained from various scientific journal databases.

Table 3. Search String (Publish/Perish Ver. 8)

Criteria	Range	Database	Publication Year	Amount of Data
Population	Elementary Student OR Primary Student	Scopus	1969 – 2019	200
		Crossref	1882 – 2023	1,000
		Google Scholar	1912 – 2022	980
		PubMed	1943 – 2022	284
Intervention	Elementary Student Honesty OR Honesty of Elementary Student	Scopus	2007 – 2022	26
		Crossref	1759 – 2023	1,000
		Google Scholar	1847 – 2022	980
		PubMed	-	-
	Civic Education in Elementary Student OR Civic Education for Elementary Student	Scopus	2002 – 2022	91
		Crossref	1895 – 2023	1,000
		Google Scholar	1915 – 2022	79
		PubMed	-	-
Comparision	None	-	-	--
Outcome	Developing OR Shaping OR Increasing Honesty in Civic Education	Scopus	1985 – 2019	13
		Crossref	1907 – 2022	1,000
		Google Scholar	1927 – 2022	90
		PubMed	-	-
Total Articles = 5,743 articles				
Scopus = 330				
Crossref = 3,000				
Google Scholar = 2,129				
PubMed = 284				

Table 3 also shows that the selected articles have different publication years depending on the research topic and the database. This study found as many as 5,743 journal articles and conference proceedings, although not all articles were used as data sources because they adjusted the existing inclusion and exclusion criteria.

d) Inclusion and Exclusion Criteria

Inclusion criteria were chosen to determine which articles could be analyzed in the research. Only articles that meet the requirements listed below are used as data sources in this study.

Inclusion Criteria:

- IC1. Research articles published in 2010 – 2022;
- IC2. Research articles that use English writing;
- IC3. Research articles originating from scientific research, articles in scientific journals, and conference proceedings;
- IC4. Articles reporting on the role of civic education in the development of honesty in elementary school students;

- IC4. Research articles that can answer research questions.

Exclusion Criteria :

- EC1. Research articles that cannot be fully or comprehensively accessed;
- EC2. Research articles not written in English;
- EC3. Articles published outside of 2010 – 2022;
- EC4. Articles that do not come from the four databases that have been defined in the study;
- EC5. Articles that are not related to civic education and the honest attitude of elementary school students.

e) Quality Assessment

Each selected journal article and conference proceedings do assess for quality. Journal articles and conference proceedings were evaluated using a checklist to measure the credibility and validity of the research. The preparation of the quality assessment in table 4 is based on the concept of Salleh et al. (2011).

Table 4. Study Quality Checklist (Salleh et al., 2011)

No.	Items	Purpose
1	Was the article refereed?	Yes/No/Partially
2	Were the aim(s) of the study clearly stated?	Yes/No/Partially
3	Were the study participants or observational units adequately described? For example, students' programming experience, year of study, etc.	Yes/No/Partially
4	Were the data collections carried out very well? For example, discussion of procedures used for display and how the study setting may have influenced the data collected?	Yes/No/Partially
5	Were potential confounders adequately controlled for in the analysis?	Yes/No/Partially
6	Where is the approach to and formulation of the analysis well conveyed? For example, the description of the form of the original data, the rationale for the choice of method/tool/package?	Yes/No/Partially
7	Were the findings credible? For example, the study was methodologically explained so that we can trust the conclusions; findings/conclusions are resonant with other knowledge and experience?	Yes/No/Partially

Table 4 is used for all articles, both journals and conference proceedings, founded in the four databases used to be further selected according to inclusion, exclusion, and quality assessment criteria.
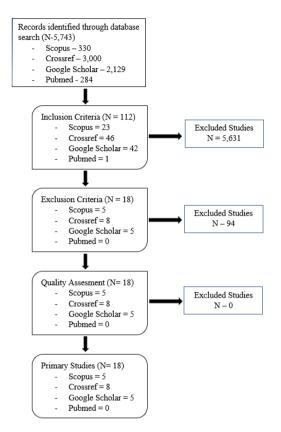
Figure 3: Article Selection Process

Based on Figure 3, 18 scientific articles were found, including article journals and conference proceedings. This scientific article has gone through the selection process of inclusion criteria, exclusion criteria, and quality assessment.

f)   Study Selection

Based on the four research databases, 5,743 scientific articles and conference proceedings were found, then selected using inclusion criteria, exclusion criteria, and quality assessment. The researcher reads one by one from the title and research abstract in the inclusion criteria and exclusion criteria stage. If there is a discrepancy in the research topic of the article that cannot answer the research question, then the article is removed from the list. Then, it is carried out to determine the selection based on the quality assessment after getting the inclusion and exclusion criteria results.

g)   Data Extraction and Synthesis

Data extraction in articles is done by looking for information related to the questions and research objectives set, 1)

honest attitude carried out by elementary school students; 2) civic education taught in elementary schools; 3) implication of civic education in developing an honest attitude of elementary school students. Furthermore, the data is analyzed and presented in the results and discussion section.

3.   RESULTS AND DISCUSSION

The study results answered three questions, each presented according to the article obtained.

a)   Question research 1: How is the honest attitude of elementary school students?

In answering research question 1, the eighteen articles were selected to find out which articles could answer research question 1 regarding the description of honest attitudes by elementary school students. Articles related to research question 1 are described in table 5, although not all articles can answer research question 1.

Table 5. Identification of Elementary Student Honesty Behavior

No. ID Article	Description
2. (Rusmin et al., 2020)	Do school activities unsupervised, returning things that do not belong.
3. (Watanabe & Lee, 2016)	To speak the truth. Low-class boys and girls are more honest than high-class boys and girls.
6. (Setiawan et al., 2019)	Complete tasks independently and speak honestly without subtracting or adding anything.
7. (Sarwono et al., 2020)	Trustworthy in all his words, actions and work.
9. (Rabbani & Halimi, 2022)	Carry out evaluations or self-assessments.
11. (Pratiwi & Murdiono, 2020)	Do and make assignments right, do not cheat or cheat.
14. (Sulianti et al., 2020)	Honest in talking to anyone.

Table 5 explains that of the 14 selected and analyzed articles, seven can explain the meaning of honesty in elementary schools. The honest attitude possessed by elementary school students tends to lead to student behavior and takes place

for themselves. This means that students are encouraged to be honest with themselves before being honest with their environment.

b) Question research 2: How do elementary school students teach civic education?

Related to the cultivation of honest attitudes in elementary school students, the role of civic education is needed to shape students' good behavior as citizens. Table 6 describes the learning of civic education in elementary school students.

Table 6. Identification of Civic Education Lessons Learned by Elementary Students

No. ID Article	Description
1. **(Djuwita, 2019)**	To foster student character education, knowing the student's character further can see the student's learning potential.
2. **(Rusmin et al., 2020)**	Teachers are required to teach civic education and civic values and how to instill students' moral behavior, especially in the era of globalization. This study applies civic values in everyday life with teachers as the primary example.
4. **(White & Mistry, 2019)**	For the current study, the civic engagement of children.
5. **(Toledo, 2020)**	includes common civic values, for example, the importance of being sensitive to the environment, helping those who are less fortunate, and the notion of social responsibility (i.e., responsibility to society, responsibility to people).
8. **(Tanireja & Wati, 2017)**	Participate in the formation of class rules, problem-solving, rights and responsibilities, learning responsibilities (class activities, leading discussions, preparing questions), and projects related to family or community history regarding diversity.
10. **(O'Brien & Smith, 2011)**	To Cultivate a sense of nationalism, broad-mindedness, having good behavior, being competent and creative, and becoming a democratic and responsible citizen of the state.
12. **(Nurdin, 2015)**	Be a good citizen: help others decisively take action on social issues and think critically about national issues.
13. **(Virgiawan & Sundawa, 2022)**	The study ethics, the history of state ideology, and good citizens' roles.
14. **(Sulianti et al., 2020)**	The formation of a commendable character that reflects a good citizen.

Table 6 explains that nine articles explain elementary school students' civic education learning. Each article looks at the formation of students' character or

behavior with internal (self-experience) or external (by teachers and environment) encouragement so that students' good behavior as citizens can be formed. In conclusion, learning civic education in elementary schools forms students character before they enter society.

c)   Question research 3: How is civic education applied in developing the honest attitude of elementary school students?

The last question discusses civic education's application in developing the honest attitudes of elementary school students in the period 2010 – 2022. Based on 5,743 articles on honesty and civic education, then four articles were specified so that we can answer this research question. This indicates that research related to civic education in developing honest attitudes of elementary school students is still very limited because only about 0.25% of articles were found linked to civic education in developing honest attitudes of elementary school students. The four articles in table 7 generally contain character education and the honest attitude of elementary school students. Table 8 explains civic education in the development of character education and the honest attitude of elementary school students.

Table 7. Civil Education Application in Elementary Student Honesty Behavior

No. ID Article	Description
2. (Rusmin et al., 2020)	It plays a vital role in shaping the character of students. It also supports student activities in building identity and morals in their lives.
8. (Tanireja & Wati, 2017)	Character development is needed to be carried out on an ongoing basis. Through civic education, students can get to know their character.
9. (Rabbani & Halimi, 2022)	Student character development is not only developed through civic education content, but student character can be developed indirectly through stages in learning activities, which can then be supported by the use of methods, media, and learning resources.
14. (Sulianti et al., 2020)	Students play an active role in being good citizens by developing moral values such as honesty. They can be accepted in society by prioritizing their personality behavior.

Based on table 7, it is explained that the four articles that have reviewed the research trends show that all articles still have the same relationship even

though with different research methods. Civil education plays a vital role in shaping the character of elementary school students, one of which is honest character. This explains that an honest attitude to elementary school students is essential and requires further cultivation and development from teachers, schools, parents, or the social environment outside of school and family to instill it in students so that students have an honest attitude from an early age. Therefore, teachers, parents, and other parties must behave well because students see teachers, parents, and their environment as examples or models they will imitate.

4.   RESULTS AND DISCUSSION

Based on 5,743 articles related to elementary school students, through the selection process of inclusion, exclusion, and quality assessment criteria, 14 articles were obtained following the objectives of this study. The topic of civic education in developing honest attitudes of elementary school students is not widely discussed by researchers from the US and Europe. Most of the researchers who discuss are researchers from the Asian region, for example, Indonesia, because this topic is closely

related to the background of the Pancasila ideology used.

a)   **Elementary Student Honesty Behavior**

Many people interpret honesty as intending to speak frankly. However, according to Pratiwi & Murdiono (2020), there are six criteria for honesty in the school environment: doing and doing assignments correctly, not cheating or giving cheats; reporting school activities transparently; recruiting students accurately and honestly; implementing an accountable assessment system. This means that in terms of students, the expected honest attitude is to do and make assignments correctly and not cheat or give cheats. This is also reinforced by the opinion of (Setiawan et al. (2019) and Rabbani & Halimi (2022). They both explained that students' honest attitudes were judged by their behavior that was not independent in doing assignments or tests (not cheating or giving cheats). Honesty is not only instilled when studying at school but also in the home and community environment (Sarwono et al., 2020). Because Pratiwi & Murdiono (2020) in their research, says that if honest education is carried out effectively (in

schools, families, and communities), we are indirectly building a solid foundation for establishing the nation.

The understanding of honesty produced by seven articles discussing honesty in this study is the same as research before 2010 which also explained that giving answers to others (cheating) during exams was included in the list of academic honesty behaviors (Schmelkin et al., 2008). The definition of honesty is clear, namely doing the test honestly, not cheating, or giving cheats.

b) **Civic Education Learning in Elementary School Students**

Table 6 reveals civic education learning in elementary schools. It is known that in civic education learning, in addition to gaining knowledge about civic values, students are also given the cultivation of commendable character, morals, and attitude education as part of good citizens (Djuwita, 2019; Rusmin et al., 2020; Sulianti et al., 2020; Virgiawan & Sundawa, 2022). As explained in Rice & Laughlin (n.d.), civic education is a pursuit for knowledge, skills, dispositions, and behaviors that enable individuals to participate effectively in government. Whereas the study of government is all

about institutions, people, and In the process, civic education is about the role of a good citizen and how its realization relates to a person's behavior or attitude in instilling civic in his life.

c) **The Role of Civic Education in Developing Honesty Attitudes of Elementary School Students**

Based on research questions three and table 7, it can be seen that the character development of elementary school students is essential, one of which is the civic education approach. Because before students can be released into the community, students must be ready in their personalities, namely by learning the value of citizenship and commendable behavior as the embodiment of the role of good citizens. In addition, the formation of character from civic education aims to provide knowledge to students about the good and bad things in citizenship. As stated by Altan (2017) in his research, a good education is an education that produces intelligent students and is also intelligent in morals and character. In line with the opinion of Altan, Lickona, T (1992) in Utami & Suharno (2021) also said that good character includes good knowledge as well. These two opinions mean that

character is an attitude that shows the goodness that is done by each individual. The character they do in a public or community environment reflects their knowledge. Therefore, civic education plays an essential role in developing the character or attitudes of students, one of which is honesty.

5. CLOSING

Instilling an honest attitude in elementary school students is closely related to civic education learning in the classroom and school environment. In general, cultivating an honest attitude is more directed to developing an individual honest attitude that should be instilled from an early age regarding personal honesty. The school environment as students gain knowledge must have goals and missions to form, instill and cultivate character, behavior, or honest attitudes in each of their students. In addition, it is also felt that it is essential to look for deeper relationships related to research topics so that civic education learning in developing students' honest attitudes can be well internalized in students.

The limitations of this research are felt, especially in other in-depth aspects related to honesty. As the article's main

subject, elementary school students also thought that they were still not deep in various aspects. Therefore, it is hoped that the following research can be developed regarding the honest attitude of students only but regarding the honest attitude of students in academic terms, where honesty is also assessed academically.

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