

The Influence of Truth or Dare Games on Shaping Students' Character

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Abstract

Honest character is defined as admitting, saying or providing information that is in accordance with reality and truth. Field phenomena related to students' honest character based on the results of interviews with guidance and counseling teachers both in class and outside of class, such as students cheating on tests, not paying when taking food from the canteen, not confessing when taking things, permission to go to the bathroom but not actually going to the bathroom. to the canteen, throwing rubbish carelessly. The condition of student dishonesty at school cannot be left alone, but efforts are needed to instill that dishonest character is bad behavior. The research aims to find out the influence of group guidance services using the Truth or Dare game media in shaping student character. The research method used in this study is a qualitative method. The subjects in this research were 1 teacher and 8 students. Data collection techniques are observation, interviews and documentation. The research results show that honest character can be formed through truth or dare media. This is marked by changes in behavior in students, such as students who do not lie, are able to admit mistakes, and no longer cheat in class.

Keywords: *Truth or dare game, forming character*

Abstrak

Karakter jujur diartikan mengakui, berkata atau memberikan suatu informasi yang sesuai dengan kenyataan dan kebenaran. Fenomena lapangan terkait karakter jujur siswa berdasarkan hasil wawancara dengan guru BK baik dalam kelas maupun di luar kelas, seperti siswa menyontek ketika ulangan, tidak membayar ketika mengambil makanan di kantin, tidak mengaku ketika mengambil barang, izin ke kamar mandi tetapi tidak ke kamar mandi justru ke kantin, membuang sampah sembarangan. Kondisi ketidakjujuran siswa disekolah tidak dapat dibiarkan begitu saja namun dibutuhkn upaya untuk menanamkan bahwa karakter tidak jujur adalah perilaku tidak baik. Penelitian bertujuan Untuk mengetahui bagaimana pengaruh layanan bimbingan kelompok menggunakan media permainan Truth or Dare dalam membentuk karakter siswa. Metode penelitian yang digunakan pada studi ini adalah metode kualitatif. Subjek dalam penelitian ini adalah 1 orang guru, dan 8 siswa. Teknik pengumpulan data adalah observasi, wawancara dan dokumentasi. Hasil penelitian menunjukkan karakter jujur dapat dibentuk melalui media truth or dare hal itu ditandai dengan perubahan perilaku pada siswa, seperti siswa yang tidak berbohong, sudah mampu mengakui kesalahan, dan tidak menyontek lagi dikelas.

Kata Kunci: *Permainan truth or dare, Membentuk Karakter.*

Introduction

Adolescence begins at the age of 12 to 18 years or early twenties, a period that presents opportunities for growth not only in physical dimensions but also in cognitive and psychosocial development. Psychologically, adolescence is the age when individuals integrate with adult society, a time when teenagers no longer feel beneath the level of older individuals but rather at the same level. Therefore, the adolescent period is crucial for character development, and instilling values of character in students is essential.

Character refers to an individual's disposition or nature, embodying values related to God, oneself, fellow humans, the environment, and nationalism. Character is deeply ingrained within individuals. Muchlas Samani argues that character can be understood as fundamental values that shape a person's identity, influenced by both heredity and the environment, distinguishing them from others, and manifested in their attitudes and behaviors in daily life. Agus Wibowo explains that character encompasses the way of thinking and behavior that defines each individual in living and collaborating, whether within family, community, nation, or state.

Education serves as a medium for shaping students' characters, helping them develop resilience and good character (Fathor Rozi, Uswatun Hasanah, and Universitas Nurul Jadid: 2021). There are several key components in character development: teachers, students, and parents. A teacher is an educator responsible for student development (Hasan Baharun and Siti Maryam, 2019). When a teacher engages with a student during the learning process, guidance occurs; throughout this process, the teacher focuses on educating the student, ensuring that the student understands what is conveyed, which ultimately determines the success of learning. Teachers play a crucial role in the success of character formation in schools (Mizaniya Mizaniya and Muqowim Muqowim, 2020). However, success is also supported by parents at home as the primary educators, helping students develop good character, leading to excellence and positive outcomes for future success (Siti Qurratul Aini and Faizin Syamwil, 2020).

To foster good character, it is necessary to provide values and moral education, including the value of honesty. A genuine attitude is becoming rare and difficult to find; instilling the value of honesty is essential as it serves as a foundational element for

independent character development and good moral behavior among students. Thus, the value of honesty must be nurtured both at school and within the family. Honest behavior can be the foundation for students to become good individuals. With a foundation of honesty, students will cultivate trust, responsibility, and discipline. Honest character is distinct from other character traits, as it stems from inner conviction, while other traits may derive from other sources (Mulyati, Mega Hidayati, and Muhsin Hariyanto, 2020). If teachers instill honesty in students from an early age, students will retain this character into adulthood, leading them to value truth in all their actions. Thus, instilling the character of honesty is a crucial point in shaping students' characters to become better and more virtuous individuals (Hasan Baharun and Zulfaizah, 2018).

The prevalence of dishonesty among students in schools cannot be ignored; efforts must be made to instill the understanding that dishonest character is undesirable. The researchers assume that dishonest behavior can be addressed through general counseling services. Within counseling, there are specific techniques that can be utilized, including group counseling.

The goal of group counseling is to enable each student to speak in front of an audience, express opinions, ideas, suggestions, and responses, and learn to appreciate others' viewpoints. By using group counseling services, researchers can identify students who lack honesty or a character of honesty in the classroom. Specifically, group counseling utilizes media, and in this study, the researchers employed the game "Truth or Dare," as it significantly influences students' honest behavior.

The game "Truth or Dare" comes from the words "Truth," which means honesty, and "Dare," which means bravery. This game includes questions that must be answered honestly and challenges that must be undertaken courageously. "Truth or Dare" consists of questions and challenges related to learning materials. The game uses two types of cards. The first type is the "Truth" card, which is white with the word "Truth" on one side, while the reverse contains questions about students' opinions on current hot topics. The second type is the "Dare" card, which is red and says "Dare" on one side, while the back contains commands or questions related to actions. Game theory can be defined as a way to resolve a competition involving a series of predetermined games based on game values, forming an arena where two individuals or groups compete against each other using known rules (Mastura & A, 2022).

This research aims to strengthen previous studies related to the media of "Truth or Dare." The specific focus of the research is on the media used and how to apply "Truth or Dare" in daily life. Mila Hayatillah's thesis titled "Application of Truth or Dare Game Media to Enhance Students' Honesty Character at MTsN 4 Pidie" describes how the application of the Truth or Dare game media influences students' honesty character. According to the findings, "Truth or Dare" media can enhance students' self-confidence.

Method

Based on the research findings, the study aims to determine the effect of the "Truth or Dare" game on shaping students' character. The research method used in this study is qualitative. The subjects of the research include one teacher and eight students. Data collection methods employed are observation, interviews, and documentation. Data analysis uses the interaction model by Miles and Huberman, which involves three stages.

In the first stage, the researcher selects, focuses, simplifies, abstracts, and transforms the data according to the research focus. This includes identifying various psychological responses, which are indicated by signs of tension, anxiety, tremors, surprise, speaking rapidly, avoidance behavior, vigilance, withdrawal from interpersonal relationships, and escaping problems.

Cognitive responses are indicated by difficulty in attention, decreased concentration, forgetfulness, narrow perception, confusion, fear, fear of injury, and nightmares. Affective responses are reflected in expressions of confusion, restlessness, tension, feelings of embarrassment, sadness, suspicion, worry, and guilt.

The process is broken down into several steps: selecting, focusing, abstracting, and transforming.

The second stage involves data presentation. At this stage, the researcher presents summarized information in the form of brief descriptions, charts, relationships between categories, flowcharts, and similar formats. The data is presented in a narrative text format. The organized, focused, and systematically arranged data leads to conclusions, allowing the meaning of the data to be discovered. However, these conclusions are temporary and general. To reach final conclusions, further data must be sought. This new data serves to test the various preliminary conclusions. With proper presentation,

the information the researcher wishes to convey can be structured clearly and understood easily.

The third stage is conclusion drawing. At this stage, data can be summarized, and the researcher still has the opportunity to receive feedback, which can be further tested with field data through reflection. The researcher can also exchange ideas with peers or utilize triangulation to achieve scientific validity. Subsequently, the researcher strives to formulate conclusions, which are then documented in the research report

Data Collection Procedure

a. Observasion

Observation is a deliberate and systematic study of social phenomena and psychological symptoms through observation and documentation. In this research, the author conducted non-participant observation, meaning the author visited the observed location but did not take part in the activities.

b. Interview

Interviews are one of the information collection techniques conducted through a question-and-answer format, either directly or indirectly.

c. Documentasion

The documents collected and analyzed in this study are those related to the conditions of the school and its surroundings as the research backdrop, as well as documents related to the focus or issues of the study. The documents analyzed to establish the research context include statistical data and school reports. The data to be collected are:

1. Facilities and infrastructure
2. Institution profile
3. Vision, mission, and objectives
4. Data on educators and students
5. Images of the "Truth or Dare" game process.

Result and Discussion

a. Result

Conveying something according to the actual truth is an indicator of honest character. This was observed in the eighth student respondent, who never conveyed the truth and always communicated according to their peers' desires. Therefore, this student needs to be instilled with the value of honesty through the "Truth or Dare" game. After playing "Truth or Dare" to reveal student dishonesty, the student attempted to change their behavior.

The second issue is the willingness to acknowledge mistakes, shortcomings, or limitations. Respondents AR, LYR, FCS, and RKN admitted to having limitations in themselves and recognized that they could not restrain themselves during discussions with friends, often discarding trash carelessly. These respondents were unwilling to admit their mistakes when it came to littering.

The third issue pertains to a dislike of cheating. In terms of disliking cheating, respondents FCS, LYR, FA, and RKN stated that they often cheated during tests. This shows a lack of honesty in learning because they cheat during exams and on assignments from teachers.

The fourth issue relates to the dislike of lying. All eight respondents reported having lied, both to teachers and classmates.

The fifth issue involves not manipulating facts/information and being willing to admit mistakes. All eight respondents indicated that they had provided facts or manipulated information that did not align with reality and had never admitted their mistakes.

Based on interviews with the guidance counselor, student activities, and daily life, there are facilities such as reading areas that must be returned after use, and there is also an honesty canteen. Regarding student dishonesty, it can be said that only about 1% of students exhibit dishonest traits, while 99% are honest. The perception of dishonesty may stem from environmental factors or peer influence. Most students come from fairly stable economic backgrounds, though some do not. However, the barrier is that students are not accustomed to being honest, influenced by their

environment and peers; if they see their friends behaving dishonestly, they may follow suit.

The interview results indicate that the "Truth or Dare" game can help shape students' honest character. Essentially, the game signifies that "truth" means to speak honestly, while "dare" involves voluntarily accepting challenges.

b. Discussion

Based on the research findings regarding students' character through the "Truth or Dare" game, the researcher will discuss the discovery of various aspects of students' honesty, which is a character trait that must be instilled in students. Mustari explains that honesty should be applied from an early age, everywhere and at all times. Teachers can establish rules that reduce or even eliminate dishonesty to uphold honesty among students in schools. School discipline is crucial to support the education of honesty that is enforced. The indicators for students' achievement in instilling honesty at school are as follows:

- a. Conveying something according to the actual situation:
- b. Willingness to acknowledge mistakes, shortcomings, or limitations.
- c. Dislike of cheating
- d. Dislike of lying.
- e. Not manipulating facts/information and being willing to admit mistakes.

The form of the game developed in this research is the "Truth or Dare" game. According to Cahyono, "Truth or Dare" in English means truth and dare. The game slightly adopts elements from the traditional "Truth or Dare." It is a popular game played not only by children but also by teenagers and adults. This game requires a minimum of two players who must choose between answering a question truthfully (Truth) or performing a challenge requested by another participant (Dare). According to Hibra (2016), the educational media of the "Truth or Dare" game can enhance conceptual understanding and learning outcomes.

The essence of honesty can be defined as conveying everything according to the existing reality. This communication occurs not only through words but also through writing, gestures, and actions. Honesty must encompass all activities of every Muslim, starting from intention to execution, whether in speech, writing, testimony, or other actions. Honesty or truth is one of the important pillars in family and community life.

Based on Allah's words, it is emphasized that as Muslims, one should speak honestly. Being honest leads to trust. Living under the umbrella of honesty feels more rewarding than living in deceit. The word "honest" is used to describe someone's attitude when they face a phenomenon, allowing them to gain an understanding of that phenomenon.

Honesty is the key to building trust; conversely, lying can destroy a person's life. Nurul Zuriah explains that honesty is characterized by a refusal to lie or cheat, stating things as they are, and having the courage to admit mistakes. Thus, it can be concluded that honesty is one of the noble traits or commendable morals that stem from sincerity and a pure heart, resulting in alignment between what is said, done, and what resides in one's heart. Honesty has the same meaning as "shidiq," which signifies truth.

In a religious context, honesty is a noble trait because those who strive to adorn their lives with honesty will be granted immense dignity by Allah SWT. Throughout human history, it is rare to find someone who has become esteemed due to a habit of lying. On the contrary, they become disgraced and humiliated for their inability to be honest. Honesty is a decision to express one's words and actions without manipulation through lying or deceiving others for personal gain. Honesty is understood as a behavior based on the effort to be someone who can always be trusted in speech, actions, and work, both towards oneself and others. Honesty represents a moral character that possesses positive and noble qualities.

1. Factors Influencing the Development of Honest Character

In shaping an honest attitude, several factors influence this process:

a. Personal Factors

What has happened and what is currently being experienced will be involved and embedded in the process of shaping and affecting one's perception of social stimuli.

b. Influence of Others

The people around us are one of the social components that significantly affect a person's attitude. These are individuals whose approval is often sought for every action and opinion, and whom we do not want to influence the formation of our attitude towards something.

c. Cultural Factors

The culture in which one is raised has a significant impact on attitude formation. The cultural environment encompasses all human creations, whether concrete or abstract, including objects, knowledge, technology, as well as rules, institutions, customs, and more.

Conclusion

Based on the research findings and discussions conducted regarding the influence of group guidance services using the media of truth or dare in shaping students' character, it has been established that an honest character can be instilled through this media. This is indicated by a change in student behavior related to honesty, specifically: students who lie, cheat, do not admit their mistakes, and manipulate situations. By providing an understanding of honest character, students can realize that cheating does not have a positive effect on themselves, that lying does not bring joy, and they become willing to acknowledge their mistakes.

Factors influencing dishonest behavior in students include: students lying because they do not want the teacher to know they are being dishonest; students cheating because they did not study, are lazy to learn, and therefore prefer to cheat; and students not admitting their mistakes out of fear of punishment if they confess. Therefore, the factors contributing to dishonesty in students cannot be overlooked and require an understanding of honest character to be imparted to the students.

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