The Implementation of Reading Responsive Methods to Increase Students' Understanding of Honesty Values in Character Education

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Abstract
This study compared the achievement score of students' understanding towards the honesty values between experimental group that had been taught using Responsive Reading Method module and a group of students who had been taught using the existing practice module (conventional approach). The study utilised a quasi-experimental research design. Gathered data was analysed using SPSS Version 23 involved a paired sample of the t-test to compare the mean scores of the pre-test and post-test between the experimental group and the control group. Whereas, independent t-test was used to determine the significant of mean scores between of the experimental group with the control group. The findings of the study showed that the achievement of comprehension scores of character honesty values for students taught with the Reader Responsive Methods had higher scores compared to the existing teaching method. In addition, the findings of the study also showed that there was no significant difference in the achievement of comprehension scores of honesty character values for students taught with the Reader Responsive Method based on gender. The implication of this study highlights the need to change the existing teaching practice and consider the Reader Responsive Methods to be carried out nationally to improve the understanding of the honesty character values. This change is vital as it seems has a positive impact on better ecosystem in promoting honesty values understanding especially in character education curriculum.
Keywords: Schools, Reading, Character Education, Values Education, Noble Values

Introduction
A person's behavior is a reflection of his identity which is called character. Character is a person's habits, morals, or personality that is formed from the internalization of various virtues that are believed and used as a basis for how to look, think, behave, and act. The purpose of education is to develop the potential of the soul, conscience, affective thinkers as human beings and citizens who have the cultural values and character of the nation. In the Indonesian context, character education aims to develop students' habits and behaviors that are admirable and in line with the universal values and cultural traditions of religious

countries. Educating students effectively involves the process of inculcating the values of superior and responsible leadership. Effective education will develop students' ability to become independent, creative, visionary and virtuous human beings. To enable character education to be conducted effectively, a positive environment is essential (Awang et al., 2022). It is a key ecosystem to ensure a safe, honest, creative and friendly and dignified learning environment.

Nowadays, educating societies with noble values is important because it is the foundation of education (Awang et al., 2022). Educational development plans around the world have identified various elements related to value education as key important factors.The global problem in value education is regarding on how a pure value can be applied effectively. It is vital as it determines the quality of social well-being (Careemdeen et al., 2021). In fact, there is a debate as to whether values education should be taught as a subject or pure values are only adequately applied indirectly. These two aspects are very important because cultivating positive values will provide a comfortable learning ecosystem. At the same time, educating students about moral values will provide an explanation to students about the expected behavior among students. In addition, many school curricula around the world emphasize the integration of the teaching of values through the learning of the national language (Awang et al., 2019). In the context of this study, the teaching of values through the Indonesian language curriculum will be the main focus. The understanding of the noble values taught to students through the Indonesian language is very important to study. This is because the understanding of noble values through the national language is expected to have a profound effect on the behavior, manners and decency of a student (Tan et al., 2021). At least there are, nine noble values that are supposed to be integrated in teaching various subjects in schools: courage, truth, honour, fidelity, discipline, hospitality, self reliance and industriousness. The value of honesty needs to be studied carefully. Honesty is an attitude that exists in human beings but most people find it difficult to apply honesty to themselves. Even this honest attitude is very difficult to know because it has a close relationship with the internal factors of the individual. Thus, honesty should be nurtured as best as possible, and should begin to be applied to early childhood learners. Applying honesty to students is very important, because by applying honesty to students, will accustom children to speak the truth and be honest (Mamat et. al., 2022).

Values Education
Applying the value of honesty to students requires careful planning because it involves questions of beliefs and norms. Being honest can sometimes be difficult because it involves a question of responsibility. For example, being honest with an offense that conflicts with school rules carries the risk of fines and penalties. In an effort to address disciplinary problems in schools, the aspect of honesty becomes a major discussion. To resolve a disciplinary case, honesty is paramount. Past studies have shown that in order to solve disciplinary problems, teachers need to be wise in handling cases professionally. For serious cases, students who violate discipline can face physical punishment, however it requires a thorough investigation. Therefore, honesty in information in resolving this case is very important. In the context of teaching and learning, fostering an honest attitude involves the efforts of students' understanding. There are many terminologies that students need to understand. All of these terminologies have slightly different meanings but they point to the meaning of honesty. Among the terminologies are as follows: candor, sincerity, trustworthiness, confidence,

fairness, faithfulness, frankness, honour, integrity, loyalty, morality, probity, rectitude, responsibility, self-respect, veracity, virtue, bluntness, conscientiousness, equity, fidelity, goodness, impeccability, justness, openness, principle, reputability, right and trustiness. At the same time, the opposite terminologies for honesty are as follows: corruption, disgrace, dishonesty, dishonor, disloyalty, distrust, evil, falsehood, immorality, unfairness, unjustness, artifice, cheating, deceit, deception, duplicity, fraud, fraudulence, lying and treachery. Literature shows that there are various approaches I teaching honesty. One of them is through the use of picture books. Students are encouraged to make connections to the characters in the story and understand what the character is experiencing. In order to ensure the effectiveness of this approach, five important elements to be considered are Open Conversations, Mentor texts, Examples, Continue the conversation at every opportunity and Modeling the behavior. In the current study, we designed and developed a specific module to promote honesty values understanding, namely Reader Responsive Methods module.

Reader Responsive Methods
The Reader Responsive Methods module is built based on the teaching and learning principles of (Beach and Marshall, 1991). Beach and Marshall (1991) present that there are seven activities that must be done in reading so that it acquires meaning and gives effect to the construction of character values after reading. Such reading activities include the following phases:

Phase 1 Engaging: At this phase, students must engage in reading (short stories). The self - involvement is made by assuming oneself as the character of the story being read, for example if a person becomes the character of the story will he also do the same thing as in the story.
Phase 2 Describing: In this phase, students can mention the name of the place, the name of the character, the characteristics of the character in the story being read, for example where the story takes place, who is the main character of the story, how the character of the character of the story.
Phase 3 Conceiving: In this phase, students can cite the reasons the characters of the story do so, the reasons the author takes the place of the story, for example why the story took place in that place.
Phase 4 Explaining: This phase involves the involvement of students who can not only mention the place, name of the character, the characteristics of the character in the story read, but explain in more detail, for example if the character of the story is replaced with a character with another character what will happen in the story .
Phase 5 Interpreting: In this phase, students relate events, figures, places, etc. to the life of the environment, such as whether you mention such figures in daily life in the living environment.
Phase 6 Connecting: In this phase, students are asked to assume, make predictions of things related to the story with the possibilities that can happen, such as if the event happened in a different place whether the story will also get the same ending.
*Phase 7 Judging***:** This last phase involves the role of the student to provide an assessment of good or bad character values. Such as assessing the theme of the story, assessing the characters of the story, assessing the conflict of the story, and so on.

Objectives

The following are the study's objectives:

- To examined the achievement score of students' understanding towards the honesty values between the experimental group and the control group.
- To identified is there any deference of the mean scores with regards to understanding of honesty values among students in the experimental group based on their genders.

Methodology

This study used a quasi-experimental study design in the form of pre-post test design of unbalanced groups. It is the most popular design used in the study of effectiveness in education (Dahalan et al., 2020). This design has two groups of respondents namely the treatment group and the control group. Both groups have very similar characteristics. In the design of this study, we used t-Test analysis to determine the differences between the two groups of respondents. One of the advantages of using this design is helping us to compare scores before and after a treatment in a group that receives the treatment and in a group that does not. Disadvantage of this design is susceptible to the threat of selection differences. In the current study two groups involved were students who had been taught using Responsive Reading Method module and a group of students who had been taught using the existing practice module.

The data collection procedure in this study included activities: selection of study sample, implementation of pre-test, implementation of teaching, implementation of observation, as well as implementation of post-test. The instrument of this study is a set of questionnaires based on the reader's response method for the purpose of understanding the character for students. The pre-test and post-test data were further analyzed by finding the coefficients of the paired sample T test to determine the mean value and correlation before teaching (pre-test) and after-teaching (post-test). Analysis of this data using Statistical Package for Social Science (SPSS). Paired sample t-test is an analysis involving two measurements on the same subject of a particular influence or treatment. In addition, independent t-tests were calculated to identify for differences based on gender.

Results and Discussion

A paired sample t-test was used to compare the mean scores of the pre-test and the mean scores of the post-test for both groups. The findings of the analysis are as in Table 1 for the experimental group using the Reader Responsive Methods module and Table 2 for the control group using the conventional approach.

Table 1
t– test Comparison of Mean Scores of Pre and Post Tests for Experimental Group

n	Pre-test		Post-test		Diff.	t-values	*p*
	Mean	S.D	Mean	S.D			
36	72.75	12.75	98.77	3.50	26.02	-13.20	0.000

Table 2
t-Test Comparison of Mean Scores of Pre and Post Tests for the Control Group

n	Pre-test		Post-test		Diff.	t-values	p
	Mean	S.D	Mean	S.D			
36	54.16	7.90	57.94	4.16	13.78	-4.06	0.000

Table 1 and Table 2 show that treatment to the experimental group and the control group had a significant effect at *p* = 0.000. The mean score of the experimental group using Reader Responsive Methods module has increased by 26.02 which is higher than the mean score of the control group using the conventional approach which is 13.78. The difference of the mean score of the experimental group with the mean score of the control group was subsequently analyzed using an independent sample t-test.

Table 3
Results of t – Test Analysis Comparison of Mean Score Difference between Experimental Group and Control Group for Understanding of Honesty Value

	Levene Test		Mean Equation For t-Test		
	F	Sig	t	df	Sig
Equation of variance	0.439	0.39	-43.160	70	0.000
Equation of variance B/Assumption			-43.160	66.613	0.000

Table 3 shows that the mean score of the experimental group was significantly different from the mean score of the control group. In conclusion, teaching using Reader Responsive Methods can be significantly improved compared to teaching using existing methods in understanding the value of honesty among students. An independent sample t-test was used to compare the mean score of pre-test and post-test for both groups in order to identify the differences in the improvement in the mean score of male students compared to female students based on the teaching method of Reader Responsive Methods module for the theme of honesty.

These statistical findings indicate that the use of Reader Responsive Methods Module is better when compared to using conventional methods in teaching the theme of honesty. It is important to note that the Reader Responsive Methods Module involves the cores of the following teaching phases: engaging, describing, conceiving, explaining, interpreting, connecting, finally judging. The findings of this study reinforce the argument by Marshall and Beach (1991) who say that reader responses direct students to appreciate, evaluate, and appreciate. Honesty is an affective realm so it needs to be understood in its teaching not the knowledge of honesty. This is in line with the argument by Rudy (2001) that teaching that carries out the details of reader response theory is learning that leads to expectations that is the moral intelligence of students or the sharpening of emotional intelligence of students.

Table 4

t–test Comparison of Mean Score Differences Between Male Students with Female students following the Reader Responsive Methods Module

Gender	N	Mean	SD	Standard Error	t	df	Sig.
Male	15	73.20	13.95	3.60	0.176	34	0.771
Female	21	72.43	12.17	2.65			

Table 4 shows that there were no significant differences in the understanding of the value of honesty in students who attended the treatment module based on gender. This indicates that students 'involvement in the Reader Responsive Methods Module shows a similar understanding irrespective of their gender. This means that both male and female students have almost the same level of understanding of the value of honesty after following the learning using the Responsive Reader approach. These findings are in line with the aspirations of education in Indonesia which wants to ensure fairness, equity and democratization of education to all students regardless of their biological and socio-economic background. Indeed, any pedagogical practices in certain countries, local wisdom values are important elements to be considered (Careemdeen et al., 2021).

Conclusion
Overall, this study has proven that the use of Responsive Reader module has been able to improve the understanding of the value of honesty in character education higher than the use of conventional methods. The structured practice in the Responsive Reader module helps students to make psychological preparation in learning the value of honesty. This shows that teaching and learning related to the value of honesty should be organized neatly. At the same time, teachers who are mobilized to teach the value of honesty need professional training. It helps to increase efficiency in the management of value education teaching, thus enabling a more conducive learning ecosystem for fostering the practice of noble values among students.

This study contributes both theoretically and contextually. In terms of theory, this study demonstrates that using appropriate teaching methods can not only improve student achievement but also impact students' values, which can shape student behaviour. As a result, teachers must have pedagogical skills in order to determine appropriate teaching methods in the teaching and learning process.

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