

Development of Interactive Digital Books to Improve Students' Academic Integrity and Its Implications for Guidance and Counseling Services

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Abstrak. Penelitian ini menghasilkan produk berupa *digital book* interaktif yang bisa digunakan oleh guru BK, dan siswa dalam upaya untuk meningkatkan integritas akademik. Adapun tujuan dari penelitian ini adalah untuk mengetahui tingkat kelayakan produk *digital book* dalam meningkatkan integritas akademik, dan mengetahui praktikalitas produk *digital book*. Penelitian pengembangan ini mengacu pada langkah-langkah yang dikembangkan oleh Thiagarajan melalui metode 4-D, yaitu tahap *define* (pendefinisian), tahap *design* (perancangan), dan tahap *develop* (pengembangan). Subjek uji coba pada penelitian ini adalah siswa MAN 1 Kota Padang. Berdasarkan hasil penelitian diperoleh hasil sebagai berikut: pertama, penelitian pengembangan ini menghasilkan *digital book* interaktif pada siswa Madrasah Aliyah yang telah melalui tahap uji validasi, pada aspek format modul dinyatakan valid dengan rata-rata sebesar 0.88, pada aspek penyajian modul dinyatakan valid dengan rata-rata sebesar 0.9, dan pada aspek materi modul dinyatakan valid dengan rata-rata sebesar 0.87, dengan demikian *digital book* ini dinyatakan valid. Kedua, penelitian pengembangan ini menghasilkan *digital book* interaktif yang telah melalui tahap uji praktikalitas kepada guru BK yang memperoleh persentase rata-rata 88,75% dengan kategori sangat praktis, dan respon siswa dengan persentase rata-rata 83,89% dengan kategori sangat praktis.

Kata kunci: Digital book interaktif, Integritas akademik

Abstract. This research produces a product in the form of an interactive digital book that can be used by teachers, parents and students to improve students' academic integrity. The aim of this research is to determine the level of suitability of digital book products in improving academic integrity, and to determine the level of practicality of these digital book products. This development research refers to the steps developed by Thiagarajan through the 4-D method, namely the define stage, design stage and develop stage. The test subjects in this research were MAN 1 Padang City students. Based on the research results, the following results were obtained: first, this development research produced an interactive digital book for Madrasah Aliyah students who had gone through the validation test stage, in the module format aspect it was declared valid with an average of 0.88, in the module presentation aspect it was declared valid with an average of 0.88. The average is 0.9, and the material aspect of the module is declared valid with an average of 0.87, thus digital book i is declared valid. Second, this development research produced an interactive digital book that had gone through the practicality test stage for guidance and counseling teachers who obtained an average percentage of 88.75% in the very practical category, and student responses with an average percentage of 83.89% in the very practical category.

Keywords: Interactive digital book, academic integrity

INTRODUCTION

The resumption of face-to-face learning after the pandemic is the hope of many students, parents, teachers and education observers. This is because online learning has indirectly placed a psychological burden on students because more than half of students, namely 58% of students, do not like learning from home (Kemen PPPA, 2020). Students have no other choice but to follow the existing rules regardless of their psychological condition. So it is not wrong, if research by the Ministry of Education and Culture's Policy Research Center (2021) found that during the pandemic, as many as 16.6% of students had abnormal levels of mental emotional difficulties and as many as 13.5% of students had low levels of psychological well-being.

Implementing face-to-face learning after a long period of online learning also raises problems that can disrupt the smoothness of students' education process. One of the problems encountered is a decline in students' academic integrity. This can be seen from several phenomena in the field which show that there is a lot of academic fraud committed by students and this can be seen from: 1) Low level of student attendance at school. This can be seen from the number of students who were absent without reliable information (*alpha*). Sadly, cases were found where students had never attended face-to-face at school since the start of the semester. Even if they are present, it is only a matter of fingers. Existing data shows that students were found with an absenteeism rate of 92.3% in one month (Sarmiati, Interview, 9/10/2021). This means that the student attendance rate is only 7.7% in one month. 2) Low student motivation in carrying out learning tasks which should be the student's responsibility. The existence of this problem can be seen from the existence of students who do not want to do their study assignments so that the students' parents are forced to do study assignments which should be the child's responsibility in undergoing education (Nur Ishlahati, Interview, 9/10/2021).

Several phenomena that have been described indicate that there is something wrong with students' integrity in carrying out the academic process. This problem is a manifestation of a decline in students' academic integrity (Biswas in Rahmawati, 2016:2). Redjeki & Heridiansyah (2013: 4-5) state that: 1) absence from learning activities without a proven reason; 2) plagiarism; 3) cheating in learning; 4) collaborate with other students in preparing assignments to be assessed; 5) compose data or learning results; 6) manipulating learning activities; 7) ask for help from other people to do tasks that should be done alone; 8) lying in academic activities (*deseit*); and 9) gratification in learning, is an indication of behavior that lacks academic integrity.

Academic integrity can be understood as the tendency of students to behave and behave according to the truth values they believe in and in accordance with environmental demands which refers to the individual's tendency to act and behave in accordance with the norms of truth and uphold effective ideals in the academic context (Ramdhani & Prakoso, 2019: 30). So, basically, academic integrity is an action based on the values of honesty, trust, fairness, honor, courage, responsibility in the learning, teaching and research processes.

The phenomenon of decreasing student academic integrity in schools needs to be a concern for all parties. This is because students who are currently undergoing the education process are the next generation in the future. These students play an important role in determining the direction of Indonesia's progress in the next few years. If students are left trapped in behavior that lacks academic integrity, then you can imagine what this nation will become in the future.

Students' academic integrity needs to be immediately improved because the presence or absence of academic integrity in students will greatly determine their ability to survive in difficult situations at school (Konu, et al., 2002: 162). Apart from that, the presence of academic integrity in students will determine the student's success in pursuing their education (Ramdhani, 2018: 89). The many problems that occur among students during this pandemic are very worrying for

teachers and parents regarding the development of students' education, such as demanding learning with technology, but many students misuse this technology not for learning. Aziz Umar (2022) in *Republika.co.id* said that most students who did online learning using technology during the pandemic were misused by most students for things that had nothing to do with learning, such as using it for online games, besides that there were things that were lost in students such as character education, and this is a challenge for teachers and parents in improving the attitudes and character of these students.

Apart from that, an interview conducted with MW, one of the students' parents, on February 5 2022, stated that, "children are more interested in playing online games than studying and playing, on the other hand, during the current pandemic, technology is more demanding. This is very worrying because I cannot fully accompany my children because I am also busy working. In this case, I am very confused about what solutions can be done to make children more interested in school learning." Apart from that, interviews conducted with several teachers at state schools in Tanah Datar district stated that, "more than 50% of students now find it very difficult to show interest in learning, they are less interested in learning because they are used to learning from home, apart from that the character values that "It's already low in students, such as a lack of respect for teachers, speaking impolitely with people around them, so it's necessary to restore interest and also instill character in these students."

From the data obtained, it can be seen that there are problems among students, the lack of interest in learning for students at school which will lead to a further reduction in academic integrity, which is very worrying for the nation's future generations. This creates a challenge for teachers, parents and society how to improve students' academic integrity which has begun to fade. Therefore, this research aims to develop a solution that can be used by guidance and counseling teachers in schools in an effort to improve students' academic integrity.

LITERATURE REVIEW

Define Academic Integrity

Academic integrity is one aspect that students must have in supporting the creation of good academic implementation. Academic integrity can be understood as the tendency of students to behave and behave according to the truth values they believe in and in accordance with environmental demands which refers to the individual's tendency to act and behave in accordance with the norms of truth and uphold effective ideals in the academic context (Ramdhani & Prakoso, 2019: 30). Academic integrity is an action based on the values of honesty, trust, justice, honor, courage, responsibility in the learning, teaching and research processes (*mindrakyat.com*, 11/10/2021).

Academic integrity can also be interpreted as words and actions (doing what is said), coherence of words and actions (Bertens, 2009). In this case, consistency of behavior is an important characteristic in demonstrating academic integrity. Another opinion says that academic integrity is the main part of academic culture to avoid academic fraud (Kwong, Ng, Mark & Wong, 2013). Furthermore, Jiang et al. (2013) said that academic integrity is an expectation of the values of honesty, professionalism and trust.

According to Supriyadi in Hafizha (2021; 117), academic integrity is the moral principles applied in the academic environment, especially those related to truth, justice and honesty. Academic integrity can also be defined as a commitment to honesty in one's work through avoiding behavior such as cheating, plagiarism, and providing false information (Twomey et al in Hafizha, 2021; 117).

Based on the opinions above, it can be concluded that academic integrity is a behavior that upholds the values of honesty, maintaining truth values consistently in the academic environment and activities. Academic integrity is a commitment to academic values which is manifested in behaviors that include honesty, trust, respect, fairness, responsibility and courage in carrying out academic demands. Academic integrity is very important to have and develop in individuals under educational institutions.

Characteristics of Academic Integrity

In a book entitled "The Fundamental Values of Academic Integrity" published by The International Center of Academic Integrity, it is revealed that there are 6 basic values in academic integrity, namely honesty, trust, equality/justice, respect, responsibility and courage (ICAI, 2012).

Honesty

Honesty is an attitude that needs to be developed in the learning process. Honesty is considered something important and is the foundation for developing academic integrity values. Students are expected to be able to develop the courage to make honest and ethical decisions in building self-confidence and an attitude of optimism.

Trust

Trust will be a belief between one person and another regarding intentions and behavior so that it has a deep impact on individual behavior (Ronokusumo, 2012). Trust will encourage cooperation, share information, support the free exchange of ideas without being overwhelmed by fear and worry, have a sense of optimism and believe in yourself in developing existing abilities.

Equality/fairness

Equality/fairness is an attitude of siding with something that is right and fair. Students should be able to be fair to all their friends without favoritism. Students who have a fair attitude will be able to follow all applicable regulations, be open-minded, give other people the opportunity to have an opinion, and be willing to report any violations without taking sides with their friends.

Award/ Respect

Appreciation is a form of attitude that needs to be developed in order to appreciate and respect not only oneself but also others. At school, one form of respect that students must have is how students can respect each other's diversity of opinions, ideas and thoughts.

Responsibility

Developing a responsible attitude means learning to recognize and reject every encouragement that tries to encourage behavior that is not in accordance with the moral values and principles that exist in society. Maintaining and upholding the values of academic integrity, refraining from being involved in academic fraudulent behavior, and being responsible for every assignment given are forms of responsible attitudes that students need to develop at school (Hafizhah, 2021: 119).

Courage

Courage is the ability to act in accordance with other academic integrity values even though there are feelings of fear within oneself. Courage will enable individuals to commit to high standards of academic integrity even though the individual knows they will face various kinds of risks and negative reactions from other people.

Digital Book Interaktif

In today's Digital Era, everything is available in digital form. Likewise with books designed in digital form. Digital Books are here to become one of today's literacies. Digital Books are reading sources designed in digital form, and these reading sources can be read via electronic devices such as smartphones or computers, either online or offline (Mawarni & Muhtadi, 2017; Syafruddin, 2019). Apart from that, digital books are defined as digital books using tools that work on the basis of electronics using an attractive display so as to increase interest in reading them (Angriani et al., 2020). From this opinion, it can be concluded that digital books are reading sources that are designed in digital form with an attractive appearance so as to foster interest in reading them, and these reading sources can be read via electronic devices such as smartphones and computers, whether read online or offline.

METHODOLOGY

This research uses the development method, Research and Development (R&D). This research uses a development research design with a 4D development model. According to Thiagarajan in Trianto (2010: 190) states that this 4D model consists of 4 main stages, namely, Define (delimitation), Design (design), Develop (development), and Disseminate (distribution).

Data collection techniques were carried out using questionnaires, namely validation questionnaires and digital book practicalization questionnaires. The validation questionnaire aims to find out whether the learning responsibility and academic honesty material in the digital book is in accordance with students' problems at school, the suitability of the digital book format components with the specified elements, and the suitability of the presentation components with the specified elements. These questionnaires were distributed to experts to find out what improvements must be made so that the level of suitability of the digital book can be used.

The Digital Book Validity Test is carried out by discussing or interviewing directly with experts regarding improvements that must be made, namely by first consulting the design of the digital book with experts or experts. A data or information can be said to be valid if it corresponds to the actual situation. There are 3 digital book validations carried out consisting of: 1) Validity of the material, namely whether the material on learning responsibility and academic honesty in the digital book is appropriate to students' problems at school, 2) Validity of the digital book format, namely the suitability of the digital book components with the elements that have been determined, 3) The validity of the digital book presentation, namely the suitability of the digital components with the elements that have been determined.

After being validated, this digital book was revised and then tested to determine the level of practicality (usability) of the digital book. The trial was limited to one class IX at MAN 1 Padang. The questionnaire sheet regarding the practicality of digital books consists of two questionnaire sheets, namely a teacher response questionnaire sheet regarding the practicality of digital books and a questionnaire sheet for student responses to the practicality of digital books. The following is a grid table of teacher and student response questionnaires regarding the practicality of digital books which can be seen in tables 1 and 2 below.

Table 1. Digital book practicality questionnaire grid by teachers

No	Indicator
1	This digital book is easy to use according to the user's wishes
2	The use of digital books can improve students' academic integrity
3	Learning using this digital book makes students more quickly understand the value of responsibility in learning and student academic honesty
4	Teachers can use digital books to build students' academic integrity
5	The digital book used can be interpreted by the teacher
6	Using this digital book can make learning more interesting
7	Digital books are designed according to student needs
8	The digital book developed can be used as an independent learning tool

Table 2. Digital Book Practicality Questionnaire Grid by Students

No	Indicator
1	By using this digital book, I can find out the value of responsibility and honesty in learning.
2	Using this digital book can help me learn independently
3	I find it easy to use this digital book
4	The explanations/images/tables in the digital book can make it easier for me to understand the value of honesty and responsibility in learning
5	I can easily read the text and sentences in this digital book
6	I can easily understand the language used in this digital book
7	A digital book that is designed to be attractive
8	The digital book developed can improve my reasoning to understand the material
9	This digital book helps me make it easier to understand the value of honesty and responsibility in learning
10	This digital book motivates me to have an attitude of responsibility and honesty in studying
11	This digital book attracted my interest in having an attitude of responsibility and honesty in learning

For more details on the digital book development procedure, see Figure 1.

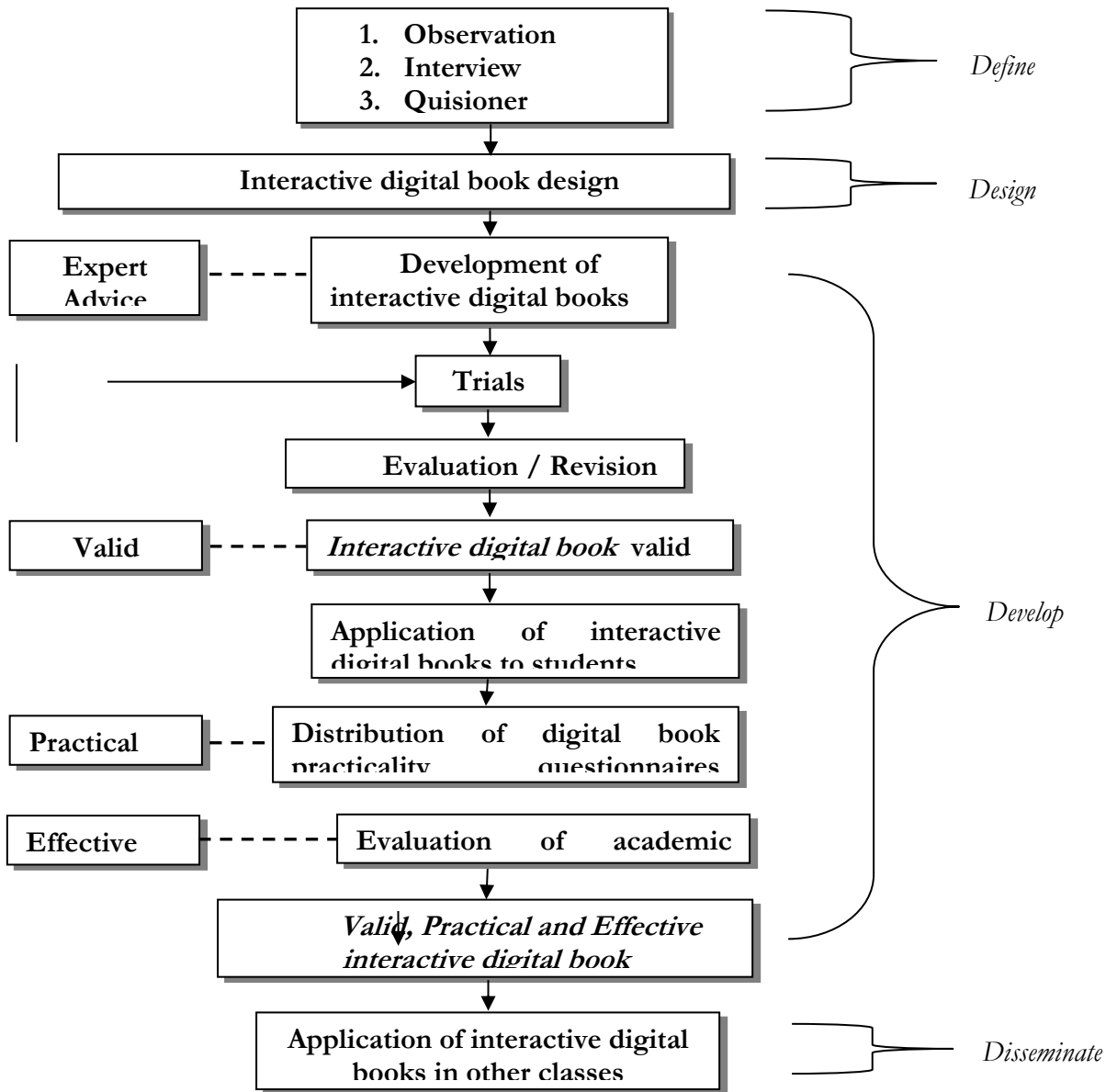


Figure 1. The digital book development procedure was modified from the 4-D model
Source: Thiagarajan et al in Trianto (2009)

RESULTS AND DISCUSSION

This interactive digital book was developed with the aim of improving students' academic integrity based on the values of honesty and responsibility. The development of this interactive digital book was carried out using a 4D research and development model consisting of: a) Define Phase; b) Design Stage (Design); c) Development Stage (Develop); and d) Dissemination Stage.

The definition stage aims to get an overview of conditions in the field. At this stage there are several steps taken, namely analysis of students' problems or conditions, analysis of goals and

results. To find out the problems or conditions that occur among students, observations and interviews were carried out with several students and teachers at MAN 2 Tanah Datar, MAN 3 Tanah Datar, MAN 1 Pesisir Selatan and MAN 2 Pesisir Selatan. From this, several problems were found that occurred in students after studying from home, namely the development of unfavorable behavior in students such as being lazy in studying, lack of motivation to complete the tasks given, lack of enthusiasm in learning because students were used to it. studying from home, preferring to cheat when making assignments, resulting in a lack of honesty and responsibility in learning among students. Apart from that, teachers have to work hard to shape students' character which is starting to fade, this is thought to be due to post home learning. Based on the results of these observations and interviews, it shows that Guidance and Counseling teachers need media such as interactive digital books that can be used in the service process to improve students' academic integrity.

Next, analysis was carried out from the data obtained in the field. Hafiza in OSAS (2012) explains that students who have academic integrity are students who are able to consistently adopt principles or standards to regulate how to do school work. In this research, the subjects were Madrasah Aliyah (MA) students who were generally aged 16 to 18 years. At this age, students are expected to have an awareness of academic integrity so that they can prevent academic mistakes from occurring. At this age, students are basically able to have an attitude of honesty and responsibility. As according to Hurlock (2002), one of the tasks of adolescent development is to achieve emotional and economic independence, to be able to develop concepts and intellectual skills which are very necessary to carry out their role as members of society, to develop socially responsible behavior which is necessary to enter adulthood, to understand and prepare for various responsibilities of family life (Ahsan & Ilmy, 2018). This means that students at that age should have a motivated attitude, be independent, have intellectual skills, have an attitude of honesty and responsibility, and when this starts to decrease then of course it becomes a problem that needs to be found for a solution so that students are able to achieve their developmental tasks optimally.

Furthermore, based on Government Regulation no. 4 of 2022 in article 6 paragraph 2 explains that the Competency Standards for Graduates in educational units at the general secondary education level are focused on; preparation of students to become members of society who believe in and are devoted to God Almighty and have noble morals; cultivating character in accordance with Pancasila values; and knowledge to increase competence so that they can live independently and continue further education. Based on the government regulation, it is clear that secondary school students can certainly develop academic integrity in themselves. Students who have academic integrity automatically instill character values such as honesty and responsibility in themselves.

One of the simple things students can do to develop academic integrity is when carrying out academic assignments with an honest attitude and behavior such as not lying, not cheating, not cheating, and so on. Students need to develop the courage to make honest and ethical decisions to build self-confidence. Furthermore, cultivating responsible attitudes and character means how students are able to learn to recognize and reject any encouragement that tries to encourage them to behave in ways that are not in accordance with the moral values and principles that exist in society.

Furthermore, the results of the analysis from the definition stage can be used as a reference to move to the design stage. The detailed discussion of academic integrity that can be developed in an interactive digital book consists of the following components: academic integrity in the vortex of theory; academic integrity in data and facts; Have I had academic integrity?; Tips and tricks for becoming a student with academic integrity. Following are the results of the design;

Interactive digital book cover display

The interactive digital book cover display design contains the interactive digital book title, department, UIN Mahmud Yunus Batusangkar logo, counselor logo, author's name, image and enter. When students and teachers open the digital book, to continue to the next section, students can touch the Enter button. Before it can be used, there are two applications that must first be installed on the user's Android. The first is the Adobe Air application which functions to run flash on Android. Second, the digital book application. The applications that need to be installed on Android and the cover display design can be seen in pictures 2 and 3.

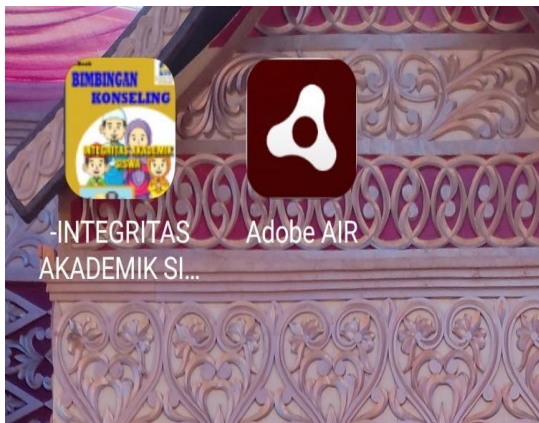


Figure 2. Two applications that need to be installed on android



Figure 3. Digital book cover display

Draft Instructions for Using the Digital Book

This interactive digital book is entitled Guidance and Counseling for Student Academic Integrity. The instructions section contains instructions for using the digital book, as guidance for students and teachers before using the digital book. There are four displays of instructions for using the digital book. First: instructions for using the cover display, second: instructions for using the table of contents display, third: instructions for using the content display, and fourth: instructions for using the questionnaire. The instructions for use can be seen in Figure 4, Figure 5, Figure 6 and Figure 7.

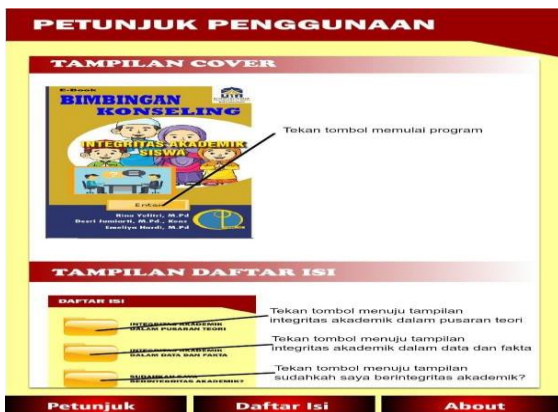


Figure 4. Instructions for using the cover display contents view

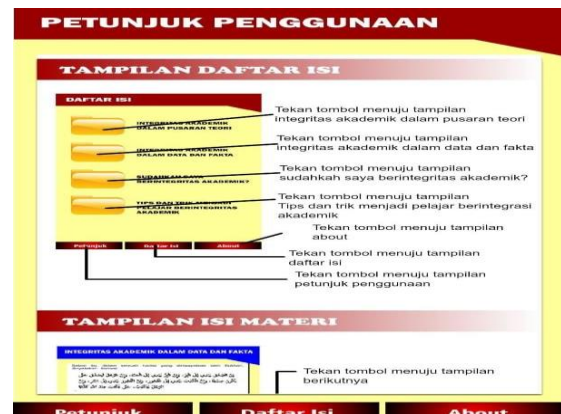


Figure 5. Instructions for using the table of contents view

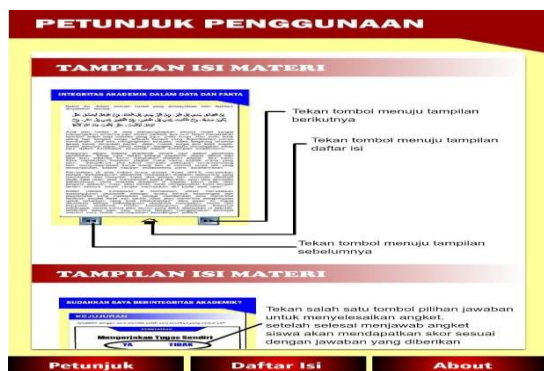


Figure 6. Instructions for using the material content display



Figure 7. Instructions for using the cover questionnaire

Design of Digital Book Table of Contents

The digital book's table of contents contains a list of contents in the digital book. The sections are, first: Academic Integrity in theory. In this section there are also video links and related news, second: Academic Integrity in data and facts (there is also material content), third: Student questionnaire (7 questionnaire tests), and fourth: tricks and tips (there are materials and links2 inspirational video). To go to the contents display, you only need to click the button in the table of contents, it will go straight to the contents display. The table of contents display can be seen in Figure 9.



Figure 9. Display of the digital book's table of contents

Design of interactive digital book contents

The content section of the digital book contains the material in the digital book. The sections are, first: academic integrity in the whirlpool of theory, second: Academic Integrity in data and facts, third: Student questionnaire (have I had academic integrity?), and fourth: tips and tricks for becoming a student with academic integrity (there are materials and links2 inspirational video). To go to the contents display, you only need to click the button in the table of contents, it will go straight to the contents display. The display of the material content in the digital book can be seen in Figures 10 to Figure 16.

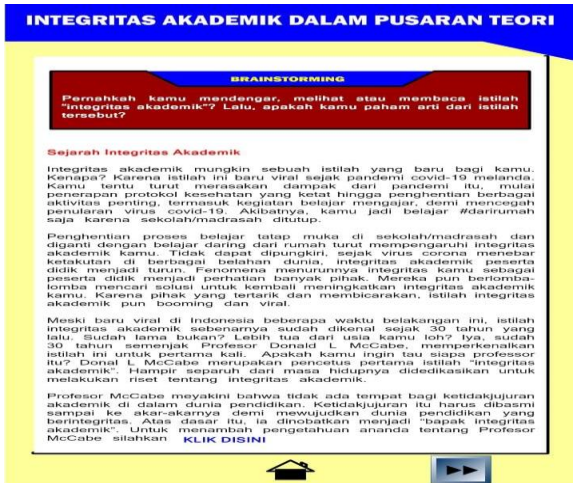


Figure 10. Display of academic integrity in a maelstrom of theory



Figure 11. Student Questionnaire Display; Have I had academic integrity? (first part)



Figure 12. Student Questionnaire Display; Have I had academic integrity?

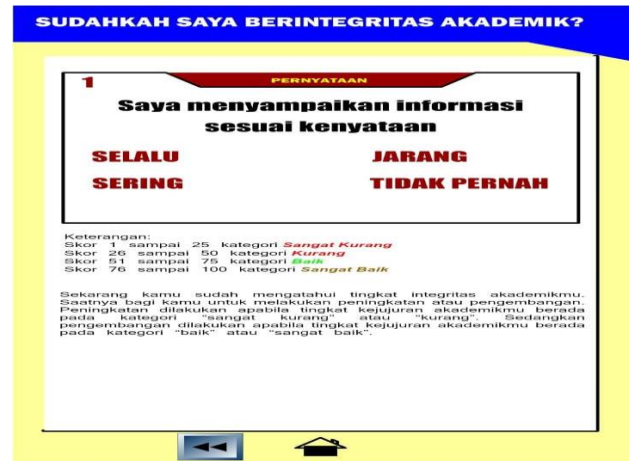


Figure 13. Display of the academic honesty questionnaire



Figure 14. Display of the responsibility Figure Questionnaire



Figure 15. Display of Tips and Tricks for Becoming an Academic Integrity Student

Design about an interactive digital book

The about digital book section contains application developer data and a list of references. The about display can be seen in Figure 17.



Figure 16. About Digital Book display

The development stage consists of validity testing by experts and practicality testing. The validity test aims to produce an instrument that is valid and suitable for use. The data that will be used to measure the validity of the interactive digital book is data obtained through input from the validator. Components assessed include material aspects (quality of material content), format aspects of digital book preparation and presentation (language, content, images and appearance). Data from the assessment of research instruments are presented in table 3, table 4 and table 5 below.

Table 3. Validity of digital book content

Indicator	Statements	Nilai V	Ket
Quality of content	1. The scope of material contained in this interactive digital book is appropriate	0,94	V
	2. The content of the material contained in this digital book is in accordance with the needs of high school/MAN students and equivalent	0,94	V
	3. The practice questions used in this digital book can measure students' learning responsibility and academic honesty	0,81	V
	4. The use of language in this digital book is good	0,94	V
	Rata – rata	0,89	V
Quality learning	1. The learning objectives in this digital book are clear	0,88	V

2. The learning flow in this digital book is clear	0,88	V
3. This digital book can improve students' academic integrity	0,81	V
Average	0,85	V
Total of average	0,87	V

Based on the results of the validity analysis of interactive digital book material, it can be seen that the average validity for the quality aspect of digital book content is 0.89 in the valid category, and the learning quality aspect is 0.85 in the valid category. The assessment results for each indicator obtained an average of 0.87 in the valid category. So it can be concluded that the content of the interactive digital book developed is in the valid category with several notes from the validator.

Table 4. Validity of digital book format

Indicator	Statement	Value	Information
		V	
Format aspect	1. Learning objectives are easy to measure because they are adapted to the material of learning responsibility and academic honesty	0,81	V
	2. Provide instructions for using the digital book	0,94	V
	3. Formative tests can be carried out	0,81	V
	4. Fill in the digital book according to student needs	0,94	V
	Average	0,86	V
Language aspect	1. The sentences in the digital book adapt to the conditions of MAN/Senior High School students of the same level	0,88	V
	2. The language used in the digital book is in accordance with Indonesian language rules	0,88	V
	3. The sentences in the paragraph are arranged correctly and neatly	0,94	V
	4. The sentences used in the digital book are communicative	0,94	V
	Average	0,9	V
	Total of Average	0,88	V

Based on the results of the validity analysis of the interactive digital book format above, it is known that the average validation for the digital book format aspect is 0.86 in the valid category, and the language aspect is 0.9 in the valid category. The results of the assessment of each indicator

aspect provided by the validator can be taken as an overall average of interactive digital book validation, namely 0.88, so it can be concluded that the digital book format is in the valid category with revisions from the validator.

Table 5. Validity of presentation of interactive digital books

Indicator	Questions	Value V	Ket
Content aspect	1. The scope of material contained in this digital book is appropriate	0,94	V
	2. The content of the material contained in this digital book is in accordance with the needs of high school/MAN students and equivalent	0,94	V
Average		0,94	V
Picture aspect	1. The pictures on the digital book add to the attractiveness of the digital book	0,75	V
	2. The pictures in the digital book are easy to understand	0,94	V
Average		0,84	
Language aspect	1. The sentences in the digital book adapt to the conditions of MAN/Senior High School students of the same level	0,88	V
	2. The language used in the digital book is in accordance with Indonesian language rules	0,88	V
	3. The sentences in the paragraph are arranged correctly and neatly	0,88	V
	4. The sentences used in the digital book are communicative	0,94	V
Average		0,88	V
Display aspect	1. The appearance of this digital book media is attractive	0,94	V
	2. Presenting material using digital books attracts students' attention	0,94	V
	3. The digital book display looks clear and neatly arranged	0,94	V
Average		0,94	V
Total of average		0,9	V

Based on the results of the validity analysis of the interactive digital book presentation above, it can be seen that the average validation for the digital book content aspect is 0.94 in the valid category, the image aspect is 0.84 in the valid category, the language aspect is 0.88 in the valid category, and the display aspect is 0.94 with a valid category. The results of the assessment of each aspect of the indicators provided by the validator can be taken as an overall average of the validation of the interactive digital book, namely 0.9, so it can be concluded that the presentation of the digital book is in the "Valid" category with some input from experts.

Next, a practicality test was carried out on the use of digital books for guidance and counseling teachers and students. The practicality of interactive digital books was obtained from practitioners' responses regarding the practicality of digital books, which were obtained from responses from BK teachers at Madrasah Aliyah Negeri 1 Padang city. Practicality is related to the ease of using the interactive digital book being developed. Practicality data was obtained through questionnaires filled out by practitioners. The results of the assessment of the practicality of interactive digital books are summarized in table 6.

Table 6. Responses from Guidance and Guidance Teachers regarding the practicality of digital books

No	Indicator	%	Category
1	This digital book is easy to use	70	Practical
2	The use of digital books can develop students' academic integrity	90	Very Practical
3	Providing counseling services using this digital book makes students more quickly understand the value of responsibility in learning and academic honesty	90	Very Practical
4	The use of digital books can be utilized by guidance and counseling teachers to foster students' academic integrity	80	Very Practical
5	The digital book used can be interpreted by the guidance and counseling teacher	100	Very Practical
6	The use of this digital book can make service delivery more interesting	80	Very Practical
7	Digital books are designed according to student needs	70	Practical
8	The digital book developed can be used as an independent learning tool	90	Very Practical
Total		83,75	Very Practical

Based on the lecturer's response table regarding the practicality of Al-Quran-based interactive digital books, it is known that the average score is 83.75% in the very practical category. Thus, based on the responses of the BK teachers, the digital book developed has very practical value.

The practicality of an interactive digital book based on the Al-Quran was also obtained from Madrasah Aliyah students' responses through a questionnaire. The results of the assessment of student responses regarding the practicality of the digital book being developed can be seen in table 7.

Table 7. Practicality Results Based on Student Responses

No.	Statement	%	Category
1	By using this digital book I can find out the value of responsibility and honesty in learning.	83,75	Very Practical
2	Using this digital book can help me develop an attitude of honesty and responsibility	86,25	Very Practical
3	I find it easy to use this digital book	80,63	Very Practical
4	The explanations/images/tables in the digital book can make it easier for me to understand the value of honesty and responsibility in learning	78,75	Practical
5	I can easily read the text and sentences in this digital book	85,63	Very Practical
6	I can easily understand the language used in this digital book	86,25	Very Practical
7	A digital book that is designed to be attractive	80,63	Practical
8	The digital book developed can improve my reasoning to understand the material	89,38	Very Practical
9	This digital book helps me make it easier to understand the value of honesty and responsibility in learning	83,75	Very Practical
10	This digital book motivates me to have an attitude of responsibility and honesty in studying	83,75	Very Practical
11	This digital book attracted my interest in having an attitude of responsibility and honesty in learning	82,5	Very Practical
	Total	83.89	Very Practical

From the results of data analysis, it can be seen that the percentage of practicality of the digital book based on student responses is 83.89%, so it can be concluded that the interactive digital book developed is very practical. The process of developing this interactive digital book was developed using a 4-D model which consists of 4 stages, namely Define, Design, Development and Disseminate. The development of digital books carried out in research only reached the development stage, limited to validity testing and practicality testing. Meanwhile, how effective the digital book product being developed can be used is unknown. Thus, the dissemination stage in this research was not carried out.

It is hoped that this development research can be used to shape students' academic integrity at school. This research can provide input to education administrators, because the interactive digital book developed can improve students' academic interaction. Teachers can develop this interactive digital book so that its use is not only limited to Madrasah Aliyah students, but can be used for students at all levels.

A process that is easy to use for both teachers and students is likely to increase effectiveness and time efficiency in the process of improving students' academic integrity,

especially in the value of students' responsibility for honesty in learning, so that students at school have high integrity. This digital book is designed to be as interesting as possible, so that students are interested in understanding it, fostering students' interest and desire to learn both with the direction of the guidance and counseling teacher or independently.

CONCLUSION

Based on the results of the research and development that has been carried out, the following conclusions are obtained: First, this development research produces an interactive digital book for Madrasah Aliyah students who have gone through the validation test stage, in the module format aspect it is declared valid with an average of 0.88, in the module presentation aspect it is declared valid with an average of 0.9, and in the material aspect the module was declared valid with an average of 0.87, thus digital book i was declared valid.

Second, this development research produced an interactive digital book that had gone through the practicality test stage for guidance and counseling teachers who obtained an average percentage of 88.75% in the very practical category, and student responses with an average percentage of 83.89% in the very practical category.

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