



Study on Lying Behavior of Learners at the Integrated Islamic Elementary School (SDIT) Darul Ihsan Pontianak

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Abstract: This study aims to determine and describe the lying behavior of students in SD Islam Terpadu Darul Ihsan Pontianak. The subjects of this study consisted of 2 students of Class IV and Class V and six supporting subjects, namely two classmates, two class teachers, and two parents of the subject. This study uses a qualitative approach with descriptive methods. The type of research used is an intrinsic case study, using data collection techniques such as semi-structured interviews and observation. Data analysis using an interactive model includes data reduction, presentation, and conclusion. The results showed that the factors causing students to lie were parental care, relationships with family, social environment, and use of social media. The impact is the loss of trust from people around, the habit of repeated lying behavior, the burden of protracted thoughts, and the damage to social relationships between people. Efforts made by class teachers to overcome lying behavior in students are to provide teaching with integrity about the dangers of lying behavior and manners, provide punishment in the form of reflection to students, become an example that reflects the positive impact of honesty and cooperation with the parents of the students concerned.

Abstrak: Penelitian ini bertujuan untuk mengetahui dan mendeskripsikan perilaku berbohong siswa di SD Islam Terpadu Darul Ihsan Pontianak. Subyek penelitian ini terdiri dari 2 orang siswa kelas IV dan kelas V serta 6 orang subjek pendukung yaitu dua orang teman kelas, dua orang guru kelas, dan dua orang orang tua subjek. Penelitian ini menggunakan pendekatan kualitatif dengan metode deskriptif. Jenis penelitian yang digunakan ialah studi kasus intrinsik. Teknik pengumpulan data menggunakan wawancara semi terstruktur dan observasi. Analisis data menggunakan model interaktif yang terdiri dari tahapan reduksi data, penyajian data, dan penarikan kesimpulan. Hasil penelitian menunjukkan bahwa faktor penyebab siswa berbohong adalah pola asuh orang tua, hubungan dengan keluarga, lingkungan sosial dan penggunaan media sosial. Dampak yang terjadi yaitu hilangnya kepercayaan dari orang sekitar, pembiasaan perilaku bohong yang terulang, beban pikiran yang berlarut, dan merusak hubungan sosial antar manusia. Upaya yang dilakukan guru kelas untuk mengatasi perilaku berbohong pada siswa adalah dengan memberikan pengajaran yang berintegritas mengenai bahaya perilaku berbohong dan tata krama, memberikan hukuman yang berupa refleksi kepada siswa, menjadi teladan yang mencerminkan dampak positif kejujuran dan bekerjasama dengan orang tua siswa yang bersangkutan.

A. Introduction

Each individual has different behaviors and can change according to what is experienced or perceived through his life experience and how a person responds to these things. A behavior change will not be considered a problem at the child's growth stage if the child does not show signs of deviation. However, when children show negative behavior, it will be an anxiety for parents and teachers. Lying behavior in children is one of the negative behaviors that are often a problem that parents have to face at home and even teachers when at school. According to Ngesthi et al (2021), lying is "deception in the form of untrue statements, either orally or in writing, especially to deceive or deceive others." In other words, lying is a person's attempt to deceive others by saying something contrary to existing facts or even inventing something that does not exist to make himself safe or considered true.

Today, the phenomenon that occurs in some children is to assume that lying is not wrong because it is just to protect themselves from insecurity in a certain condition. This is in line with the opinion of Setiawan (2015) in his research, who said that children's behavior is always based on good and bad taste so that children will choose something good and safe for them. Furthermore, children are expected to feel secure even though they must accept the consequences when they want to tell the truth so that lies are no longer justified.

According to one study, the average person lies at least once daily. "Previous research conducted in the United States reports that people tell, on average, between 1 and 2 lies per day" (Serota & Levine, 2015). However, this does not mean that lying behavior is necessarily considered good for society. Continuous lying can have a bad impact on a person's life, which can then damage the person and society.

In Islam, lying behavior is one of the bad deeds that, if done, will cause sin. Lying is also one of the characteristics of hypocrites, as stated by The Messenger of Allah (peace and blessings of Allah be upon him).

آيَةُ الْمُنَافِقِ ثَلَاثٌ إِذَا حَدَّثَ كَذَبَ وَإِذَا وَعَدَ أَخْلَفَ وَإِذَا أُؤْتِمِنَ خَانَ

The signs of a hypocrite are three: If he speaks, he lies; if he promises, he denies; and if he trusts, he betrays. HR Bukhari (1986) in Baqi & bin Usman (2017) postulates that lying is a general trait or character that must be inherent in hypocritical people and become identical in people with deviant behavior, namely lying.

Furthermore, Hamka, in his theory, explained that lying behavior has several characteristics, namely excessive conveying, mixing truth with lies, changing sentences to manipulate the truth, conveying something different or opposite to what is felt in the heart, even though what is said is not by reality, not keeping promises, and making up and engineering something.

Lying behavior can occur because things affect him either from within or outside the individual. The influence from within or inside a person can be in the form of cognitive

abilities, personality disorders, or health. At the same time, external factors can influence parenting, social environment, and social media use.

Consciously or not, sometimes parents can cause behaviors in children, such as lying. Although sometimes parents do not feel teaching lies, parenting in educating children affects it, forming children into liars. This agrees with the statement of Prawira (2013), which says that "the child will carry the influence or teachings that parents have given that he received as a child, wherever he went, even though the child has been able to think further or have a broad view of the world. In fact, from the results of research, it is proven that the influence of the teachings conveyed or instilled by the parents is such a strong and great influence on the child, even though he has gained other influences that are very diverse". Although not entirely it comes from the parents because there could be other factors that affect the child, "because children learn anything, anytime and anywhere. The fact is that children absorb everything they see, hear, and feel, no matter if it is good or bad" (Setiawan, 2015).

Stewart & Koch, in Tridhonanto (2014), divided the three tendencies of parents in their parenting of the first child which is authoritarianism, which has the characteristic of imposing strict regulations on children. Secondly, permissiveness is characterized by the attitude of parents who try to accept and educate the child as best they can. However, they are very passive when a problem needs to be addressed and cannot give clear advice to the child. The third is democratic, which is characterized by the attitude of parents trying to balance between clear rules and a good home environment.

Novel (2014) explains that any type of lie, with bad intentions, will still cause the same impact. As for the effect, it lowers the level of trust in others against someone who lies, forms bad habits for the perpetrator, creates a burden on the mind so that it becomes stressful, and also causes the rupture of relationships established with people around. Lies can damage relationships between people and reduce the level of trust a person has towards people who lie. This is because someone who is caught telling a lie then others will find it difficult to believe and will doubt the words of the person even though he has told the truth. According to Iñiguez et al (2014), "lying is destructive because it destabilizes the relationship of trust between pairs of interacting individuals." This means that lying can be destructive because it destabilizes the relationship of trust between the pairs of individuals who interact. So when trust is lost from someone, it will not be easy to get it back.

Sullivan's theory in Corey (2008) states that a person's self-system develops as a reaction against anxiety caused by interpersonal relationships. Then, antisocial behavior will make others feel insecure, damaging interpersonal relationships. Reduced trust makes people who are lied to always feel alert and suspicious and even think negatively about people who lie. Likewise, people who lie will feel avoided and suspected by others, so the relationship between the two will not be okay.

The impact, in addition to damaging the relationship, is the difficulty of getting out of the zone, which can lead to a bad habit of covering one lie with another so as not to be discovered. This means that to successfully deceive, the fraudster must not only make false

statements but must also ensure consistency between the initial lie and subsequent statements, causing the individual who once lied to become accustomed.

In this case, the behavior of lying learners is that of students who are three or more times caught in the act of lying with a lie that harms themselves or others. Some previous studies that discuss the behavior of lying in children include research by [Hermana et al \(2019\)](#) entitled "Implementation of circular hough transform for lie detection in children through the movement of the cornea of the eye," which was conducted on 50 children in one interview session if the movement of the cornea of the eye to the right reaches 60%, it can be concluded that there is a tendency to lie. The accuracy of the system obtained is 52%. Furthermore, research that discusses the Prevention of lies in an elementary school conducted by [Nurjanah et al \(2023\)](#) shows that the role of teachers in helping to overcome lying behavior in children is by developing honest behavior taught in citizenship and Social Science Education subjects. Children are invited to speak in front of the class and teach honest behavior in learning.

Previous research has limitations on some previous researchers who only examined the behavior of lying on the movement of the eye's cornea and the role of teachers in the Prevention of lying behavior. Research now has the distinction of examining the fundamental important indicators that need to be known from the behavior of elementary school students who still like to lie based on theory and facts in the field. In addition, method 4 in this study uses the intrinsic case study method that seeks to study the causes of lying behavior, the impact of lying behavior carried out by elementary school children, and the efforts of class teachers in handling this case.

Based on preliminary studies conducted by researchers in the form of an interview with one of the teachers at SDIT Darul Ihsan Pontianak, Information was obtained that there are students who do lying behavior such as not admitting mistakes after inviting friends to violate school rules, giving different and wrong Information when interrogated by teachers, playing victim by accusing friends invited to commit violations. The same thing was also conveyed by the teacher of Class V (five) at SDIT, Darul Ihsan Pontianak, who stated that there are students who like to lie when in class, namely cheating on friends' tasks, lying to teachers when given punishment but not carried out. Seeing these conditions, teachers must be able to help students overcome the lying behavior. Thus, through this research, it is expected that teachers can understand students and play the role of teachers, moral mentors, and children's character to have good behavior, especially in terms of honesty.

This study aims to determine and study the behavior of children who lie to SDIT Darul Ihsan Pontianak students. The specific purpose of this study is to obtain Information and describe (1) the factors behind the lying behavior of students at SDIT Darul Ihsan Pontianak, (2) the impact on students who lie at SDIT Darul Ihsan Pontianak, (3) the efforts that classroom teachers have made in overcoming students who lie at SDIT Darul Ihsan Pontianak.

This study is expected to be useful as a reference and contribute ideas for similar research and for the development of guidance and counseling in schools, especially those related to the behavior of students who lie.

B. Method

The research method used in this study is descriptive with a qualitative approach because it wants to expose and explain the events or symptoms that occur during the study.

Researchers use case study research as one of the research strategies to develop in-depth analysis with the subject matter of "what/whether," "how," or "why" about one case or multiple cases of contemporary phenomena with a qualitative approach (Gunawan, 2014). Furthermore, this study uses the type of intrinsic study to examine or explore the fundamental things behind the case (Gunawan, 2014).

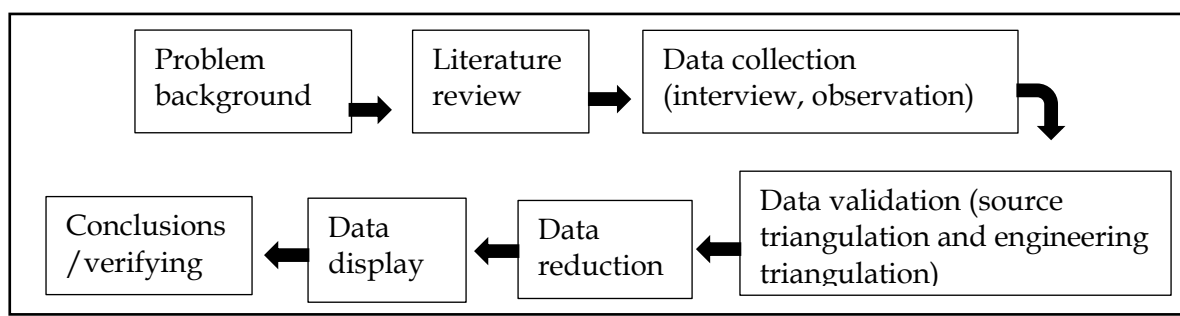


Figure 1. Research flow

Based on these explanations, the researchers used the type of intrinsic case study in which this study contains the basic things to be studied, such as the causes of lying, the impact of lying, and how the efforts of teachers in dealing with students who lie. In this study, researchers took two subjects who often lie in school. Both subjects have the initials HM (female) Class IV and MS (male) Class V.

The data collection techniques used in this study are interviews and observations. Interviews were conducted with the main informants, namely the two subjects of the case, and the supporting informants, namely classmates, class teachers, and parents of the subjects of the case. While carrying out the observation, the impact felt by the subjects after the lying behavior is felt.

As for the implementation, the data analysis used is divided into three stages in qualitative research analysis according to Miles dan Huberman dalam Gunawan (2014), namely (1) data reduction, (2) data presentation, and (3) conclusion. At the same time, the technique of checking the validity of the data is to use source triangulation and triangulation techniques.

C. Result and Discussion

Result

This study begins with a pre-research to determine the problem and find the subject of the case at SDIT Darul Ihsan Pontianak. After completing the research license and preparing the necessary instruments, direct research will be conducted on the relevant resource persons. Based on the results of problem identification using data collection tools in the form of interviews and observation guides, it is obtained that the special problem experienced by both subjects in the case is lying behavior. Furthermore, it explored the causes, effects, and efforts to overcome the lying behavior of students. Face-to-face interviews were conducted with case I and II subjects, classmates of case subjects, and class teachers. As for the parents, the interview subjects were conducted via WhatsApp. Furthermore, observations were made of the subjects to see the impact of students' lying behavior.

Each subject has different symptoms related to the problem experienced. In case I, HM lied after committing a violation at school and then accused his friend. In case II, MS never lied during class hours, skipped to the cafeteria, and lingered outside the classroom. Here are the results of the interview.

Table 1. Factors Causing Lying Behavior of Research Subjects

| Subjects | Parenting Style of Parents | Family Relationships | Social Environment | Use of Social Media |
|----------|--|--|---|---|
| HM (I) | Permissive parenting, lack of attention, and rarely scolded by parents | I rarely get together with family because of my busyness | Ever committed an offense at school and lied for fear of being punished | Obsessed with playing mobile phones and not being watched, angry when banned from playing mobile phones |
| MS (II) | Authoritarian, overprotective, and often scolded parenting | Not getting along with relatives | Lying to follow his friend | Allowed to play mobile without being supervised, angry when not allowed |

1. Factors Causing Lying Behavior in Learners

a. Subject I

1) Parenting style of parents

Based on interviews conducted with various informants, it is known that the subject of case I is the first of four children whose younger siblings are still small. His parents both work for a living, so the attention gained by HM has not been fully met. He also got permissive parenting, where parents want him to be a good child but have been unable to monitor and be firm with him when making mistakes. Even in school, HM's behavior is not widely known by his parents. In contrast, friends who know HM's behavior at school only occasionally tell their parents, and HM's parents advise HM without giving punishment, so HM is a deterrent to lying.

2) Family relationships

As a result of their busyness, HM's parents also rarely spend time gathering with family. This is known because both parents are busy working during the day and even at night to meet the needs of HM's family and his brother. As for his little brother, he will be sent to daycare as long as his mother and father work, reducing the relationship and interactions with the family.

3) Social Environment

The statement of HM, who previously admitted that he had never lied at school or home, contradicted the statements of teachers and friends. As for HM's mother, she believes that HM rarely lies when at home. At school, HM committed a violation and then did not confess when asked by the teacher. He then accused his friend. This indicates that HM lied for fear of being discovered and made a mistake. He then played the victim by accusing his friend.

4) Use of social media

Another factor that was found was known from social media: HM used to play mobile phones more than the time allowed. Parents and friends said that HM had read comics that should not be read by children under the age of 13. The teacher also said that HM's parents had asked the teacher to dismiss HM, who did not go to school, because HM was angry with his parents, who did not allow him to play on mobile phones.



Figure 2. Interviews of Research Subjects I, Classmates, and Teachers

b. Subject II

1) Parenting style of parents

The causative factor found from the subject of case II is MS. Based on the interview results, it is known that he is the third child of four children, and the upbringing he gets from his parents is authoritarian parenting. Namely, the number of rules and prohibitions given by parents to children so that children feel constrained, which leads children to want to feel free by violating the rules given. This was also conveyed by a classmate who used to play at MS's house, that he was often forbidden and even scolded by his parents if he wanted to play, so often when MS wanted to play with friends or go to an internet cafe to follow his friends he went without permission or lied to his parents. The parents said that MS is a child who likes to fight, often lies, and is hard to tell when at home.

2) Family relationships

MS, who is the third of four children, does not get along well with her brothers and sometimes likes to fight. This happens because of his brother's attitude, who sometimes speaks harshly and rarely even shows attention. MS rarely expresses feelings to her parents because she fears being scolded or advised.

3) Social environment

MS is an active and playful child, so both at school and at home, she has many friends. However, he is not always allowed to go out to play with friends, so his parents often prohibit him. Parents feel that MS is lying because she wants to participate in every activity or thing that her friends play, so parents often prohibit MS from playing out. This is also what makes MS often lie and secretly play out. As for the school, MS is afraid of the teacher when not doing the task, so he chooses to lie; it is known that MS cries when punished by his teacher.

4) Use of social media

MS is given permission daily or limited to playing on mobile phones for approximately one hour. Despite being restricted, MS sometimes asks to play longer than the allowed time limit and gets angry when not given. MS was never supervised when playing with her phone. As for what MS plays when playing HP, it is watching YouTube and playing online games.



Figure 3. Interviews of Research Subject II, Classmates, and Teachers

2. Impact of Lying Behavior on Learners

Lying behavior has several impacts that are felt by the perpetrator both on his social and life. The impact felt by the subjects who did the lying behavior was found in the subjects of HM and MS, among others, as shown in the table below.

Table 2. Impact of Lying Behavior of Research Subjects

| Impact | HM | MS |
|--------------------------------|---|-------------------------------|
| Loss of trust in people around | Hard to believe, and he was rarely invited to discuss his friends | His friends do not trust him |
| Become a habit | Often cheat | Lying frequently at school |
| Overload the mind | Likes to be quiet and not focus on listening to lessons | Often seen in unfocused class |

| Impact | HM | MS |
|--|---------------------------------|--|
| Spoil the relationship between friends and people around | There is a friend who runs away | Often upset teachers, friends, and parents |

Based on Table 2. it can be seen that the impact experienced by HM after lying is (1) loss of trust and respect of friends towards HM. This is known from interviews with friends who said HM did like to talk a lot, but after HM lied and accused other friends, friends also tried to avoid interaction with HM. The teacher also tries to find out the truth in every utterance of HM. From the observation, it was also found that friends whom HM had accused tried to avoid HM. (2) Become a bad habit for HM. This is known when, several times, HM was reported by his friend that HM lied about cheating on a friend's assignment, and when asked by the teacher, HM did not want to confess. (3) burdening the mind; because of this lying habit, HM looks nervous when talking to the teacher, and when the lesson takes place, HM looks unfocused, sometimes silent, and sometimes noisy, disturbing his friends. (4) HM once lied by accusing his friend of making him and his friend rarely communicate because the friend avoids HM. Another friend also admitted that sometimes he felt HM was too noisy because he talked a lot. This can also be seen when HM sometimes ignored his friend when talking and only responded to him.

The impact felt by MS is (1) loss of trust from people around parents, teachers, and friends. Based on the observation, MS also found that friends are not so willing to believe the words of MS as not to ask MS and instead ask other friends when looking for Information (2) Become a habit: MS is known to lie often when at home and occasionally at school. (3) By burdening the mind, the MS class teacher said that MS had lied about the school assignment she was working on due to seeing her friends. When punished, MS cried and was not focused on studying. (4) damage the relationship between others. Because lying when at home makes MS's parents often upset and scold MS.

3. Teachers ' Efforts to Overcome Lying Behavior in Learners

The class teacher, as an intellectual and moral educator, is already trying to provide treatment to students who violate and lie. One of the efforts made is to provide lessons and materials about good manners and try to interact with each student so that he wants to share stories that he might have hidden. One of them is through ice-breaking. When starting or ending a lesson, the teacher will teach various things so that children will tell stories while providing advice from adab materials that have been prepared previously.

The teacher also became an example of good and honest behavior for every student. The interview results also found that students who lie have been punished for having a deterrent effect, such as writing several surahs that have been determined, then reporting and collaborating with parents of students who commit violations or lying behavior. Students who lie are also punished for feeling a deterrent, while the punishment is like writing as many verses of the Quran as prescribed. Teachers also report to parents and work together to monitor student progress while at home.

Discussion

A. Factors Causing Lying Behavior of Learners

1. Parenting

In their parenting style, Indonesian people consider authoritarian and permissive approaches to be complementary parenting patterns if they can be carried out properly and commensurate. Authoritarian approaches control children's behavior, while permissive parenting provides a basis for emotional support and a source of warmth for children (Miftakhuddin & Harianto, 2020). However, from the interview, it was found that the two subjects, that is, HM, get a permissive parenting style while MS gets an authoritarian parenting style from her parents. HM is known to be rarely scolded by his parents, and even parents sometimes seem to free the child. The MS was born in a family that has many rules and is protective, so that makes children feel constrained and try to break these rules. The child will learn and acquire the first life lessons from the family environment. Excessive and unbalanced parenting will hurt the child.

Prodan et al (2022) state that "Children with rejected parents were more likely to lie compared to their counterparts." This means that children who experience rejection from parents are more likely to cause children to lie than other children. This suggests that social interactions and parenting relationships can influence children's lying behavior. Parenting is a good way for parents to guide their children in the right direction. In practice, parents can not do it arbitrarily without collaborating with children, where children should also be invited to discuss and convey their wishes. If it is bad, parents need to give the right direction so children do not get wrong when stepping in.

2. Relationship with Family

Both subjects had a not-so-close relationship with the family. The difference between the two lies in that the HM gets less attention from parents because of the busy work and care for three younger subjects who are still small. At the same time, MS is less close because of unhealthy relationships between subjects with siblings and parents. This can affect the child's behavior where he cannot find warmth or comfort at home, so he looks for it outside in ways that he does not know right or wrong, and when wrong, he will start to lie, or even when communicating with his family he will tend to lie often because the relationship is not good. Morrison (2014) states that the problem often thought of in a relationship is how much a person can be open with people around him. However, the nature of open and closed in the beginning is a manifestation of the greater thing: the difference. This challenge often arises in every relationship when individuals have to manage their differences. Differences contained in every good relationship of family, friends, and so on should be realized and understood by each individual so that differences do not become tenuous interpersonal relationships.

3. Social Environment

The results showed that both subjects had lied for fear of being scolded, being sociable, and following the behavior and activities of friends. The difference lies in HM seeking attention in the social environment, while MS is seeking attention because it follows the Association of Friends and wants to be free. In line with the research findings above, [Sudariyanto](#) (2020) states that human actions are generally influenced by others or affect others. The action referred to here is the behavior or action that a person does to achieve a certain goal from a learning process. Others can influence this person's actions regarding interactions or experiences that have been felt with people around them. So, when he once made a mistake, it could have been influenced by the surrounding environment or feelings of fear of the environment.

4. Use of Social Media

The digital age is a challenge that parents must face. Social Media is no longer something that parents are surprised to be able to influence children because of the many deviant behaviors that children do, because of what they see and examples on mobile phones. However, they know how many things can negatively influence children compared to their good influence. Parents themselves also cannot avoid the rise of social media, which is so intense now. This causes children to get things that parents have never taught them, whether bad or good. If not, the parents intervene to monitor children's activities when playing on mobile phones, and then the child can access whatever he wants to see freely.

According to [Endah et al](#) (2017), another negative impact of social media use on children, if not controlled, is the excess of Information obtained, causing addiction, fear of missing Information (FOMO), excessive curiosity (KEPO), imitating the actions of what is watched, etc. According to the study results, both subjects were obsessed with cell phones because both were angry when they were not allowed to play on cell phones, while when playing, they exceeded the time limit without parental supervision. HM used to watch YouTube videos, while MS more often played games. From here, it can be seen how social media has become mandatory for children. Even when not given it a day, children will start to get angry with their parents, and this is one of the causes of negative behavior that occurs in children, namely the behavior of lying to cover up their addiction to playing on cell phones. Excessive use of social media will hurt children's behavior, especially lying behavior, due to lack of control from parents while at home.

B. The impact felt by learners who behave lying

1. Losing the Trust of People Around

[Williams et al](#) (2009) explained, "Being caught in lying can result in several unpleasantness results such as distress, denial, guilt, shame, reduced social desirability, losing trust, retribution, being fired or demoted, incarceration, or exclusion." This means that being caught lying can result in unpleasant outcomes, such as distress, denial, guilt, shame,

reduced social desirability, loss of trust, retribution, dismissal or demotion, incarceration, or exclusion. The perpetrator of lying must realize how much he loses if he is accustomed to lying, where many people will lose hope or even taste to communicate with him. As this was also perceived by both subjects, namely friends who no longer believed in them, HM was not ignored when talking to friends, while MS was doubted by her friends who asked. In certain situations, the trustee will damage the trust by giving importance to the benefits he will get so that when the trust has been abused, the trustee will benefit in the short term but lose in the long term. This is what an abuser or someone who lies faces when he breaks the trust of others. Then, at that time, he destroyed expectations and relationships that were initially good. This is in line with the opinion of [Hu & Ben-Ner \(2020\)](#). "Selfish lies could erode trust by fueling suspicion, creating uncertainty, reducing efficiency, and harming collaboration." This means that lying with selfish lies that benefit the liar and harm the recipient can lead to several unpleasant results, such as undermining trust by causing suspicion and even damaging the relationship that has been established.

2. Become a Habit

Usually, a person will realize a little when he has been caught lying, but not infrequently, the more intensively lies to cover up previous lies. This is also the case with both subjects, who will lie when they commit one lie and continue with it whether they realize it or not, like HM, who still does not admit his guilt by accusing friends when interviewing researchers. As for HM, he has been repeatedly scolded by his parents for being caught lying, but this does not make him a deterrent to stop lying.

[Listiana \(2019\)](#) says that a habit will be formed due to repetition. The more often someone does an activity, the more that activity will become a habit. Furthermore, the habit will become stronger when repeated continuously for a long period. So, one must be careful with what he does constantly because that will become a habit. In line with that, [Darmanus \(2022\)](#) added that people who once lied do not rule out the possibility that they will lie again, so the impact becomes a habit for that person. So, it can be concluded that lying behavior will lead to other lies that are used to cover up previous mistakes, which will cause habits in themselves. If they happen constantly, they will become a bigger problem.

3. Overload the Mind

[Polage \(2017\)](#) states that "once shared, liars should "stick with" their lie to avoid detection. So, although both planning and telling lies could provide the content of the lie, sharing the lie motivates them to remember it exactly as it was told to avoid detection". This means that after lying, the liar still has to keep thinking about the lie so that the lie story remains the same when asked again and is not easily detected by the person being lied to. This is why lying behavior can burden the perpetrator's mind to hold the lie initially.

Lying can make the perpetrator feel worried. The same thing is also experienced by both subjects, who look anxious and afraid when lying but still hide their feelings. HM,

although he looks relaxed when answering the teacher's question when he is guilty, it cannot be denied that his hands tremble a little when talking and explaining. MS once cried after being caught lying and punished by her teacher in front of the class. Therefore, a person who lies will feel the pressure or burden that he will bear himself because of various feelings of anxiety and fear after doing so. Lying at the slightest level will put mental pressure on someone, such as anxiety and fear. These feelings are often considered trivial but will harm people who continue to feel them (Yulianto, 2015). So it can be said that the impact of lying on yourself will cause inner pressure on the perpetrator due to feelings of guilt that continue to exist or fear of being found out.

4. Spoil the Relationship

According to Supriyanti (2019), lying can complicate situations and conditions and affect already good communication. Perhaps the other person can try to understand the lie we tell, but the truth is that they will not fully accept the lie, and as a result, they will be reluctant to communicate with us. Something similar was experienced by both subjects, who felt that their relationship with the people around them had become tenuous. HM is shunned by friends he once accused, while MS often makes teachers and parents upset because she likes to lie.

Wiltermuth et al (2015) argue that "Antisocial lies motivated by self-interest, in contrast, constrain network size and fragment social networks because they alienate people, reducing the likelihood of social cohesion." This means that antisocial lies are motivated by self-interest; on the contrary, they limit the size of the network and fragment social networks because they alienate people, reducing the chances of social cohesion. So, it is clear that lying behavior can potentially divide a relationship in a social environment.

C. Teachers ' Efforts to Overcome Lying Behavior in Learners

Class teachers play an important role in supporting the self-development of students. In addition to teaching in the academic field, teachers also assume the responsibility to guide children in the personal field to apply counseling guidance in elementary school. The efforts made by teachers are to collaborate or cooperate with parents, monitor each other, and supervise children's development at school and at home. The teacher has made this effort to contact the parents of students who are experiencing problems to report the behavior and activities of these students while at school and then have a discussion with parents to understand the causes of the student's lying behavior, which will then be given direction and advice and see the child's development.

The next step is to punish students who have proven lying to provide a deterrent effect. This is in line with Fitriyani (2020) research, which states that reward and punishment are one of the most effective ways to increase children's awareness and caution in acting. However, one must pay attention to the appropriate techniques and approaches in its application.

As an example for students, the teacher also presents themselves as honest characters in their personal lives so that students are easily willing to accept the advice given by the teacher. In addition, the habit of honest character also needs to be applied to the daily lives of students in schools, such as ordinary teachers asking students to be honest when learning or playing with friends. This is in line with the opinion of [Kandiri & Arfandi \(2021\)](#), the presence of teachers in the teaching and learning process, one of which is as an image or exemplary figure for every learner and even an example in every component of society related to him. Therefore, in addition to being an educator for students through various teaching and learning activities, teachers also need to educate themselves so that they can always behave well in their daily lives because not only do students at school consider them role models, but also all elements of society. It is unnecessary to be a burden by the teacher enough to have humility, exemplary skills, and skills in every situation.

D. Conclusion

According to the questions and objectives of the study, the conclusion obtained from the overall research and discussion is that several factors are mostly external factors or factors that are influenced by lying outside the child. Namely, in the subject of case I, the cause of lying is the permissive parenting of parents, family relationships that are less close or familiar because parents are busy working, and the number of children, namely three younger subjects who are still small and toddlers, the social environment that is seeking attention outside the home or fear of certain social situations, and the negative influence gained from the spectacle on social media. In the second case, the subject's factors that caused him to lie include authoritarian parenting with many rules that he can from parental care, unhealthy family relationships with parents and siblings, the social environment that is afraid of certain situations, and following the Association of Friends. Also, the feeling of wanting to be free so often lies and the negative influence obtained from social media.

As for answering the second special formulation of the problem, namely the impact experienced by students who commit lying behavior, namely on the subject I, the effect of lying that is felt is the loss of trust from friends and teachers, becoming a negative habit in subjects because they still lie on various occasions, burdening the mind because they still remember their actions continuously, and damaging relationships that have been established between both with friends who are accused and others who feel lied to. In subject II, the impact of lying experienced is the loss of trust of friends that friends doubt; it becomes a habit because they often lie at home even after being scolded, feel anxious after lying, and damage relationships with teachers and family.

As for the efforts that the class teacher has made is already trying to deal with the behavior of lying students by advising and giving punishment that is not burdensome but is expected to provide a deterrent effect to students who behave lying. Teachers also offer lessons that help children to behave honestly, such as about manners and ice breaking, then discuss with parents what causes the child to lie and try to help the child to act honestly and more openly at home and school.

Suggestions for parents are expected to apply appropriate and appropriate parenting in children, such as Democratic parenting, where children are allowed to express but remain in full control of the parents. For class, teachers should be able to increase preventive and curative efforts so that students no longer engage in the behavior of lying in school. Further research is expected to conduct an in-depth study on the same topic: the behavior of lying to students either at an equivalent or higher level, such as junior high or high school.

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