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The Development of the Archerys Instructional Design Model Arcs-Motivational-Based in Efforts to Reduce Academic Dishonesty in Higher Education

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Abstract: Cheating rate academic becomes problems that arise in various world campus. Lots of research disclose has occur enhancement level fraud academic. Enhancement dishonesty that precisely the more tall when use technology information and communication the more extends. Dishonesty academic in college tall is problem bad affect institution learning in many countries around the world. There are many possible explanations and theories explain how dishonesty academic the more difficult dammed. Device increasingly technology advanced open encouraging opportunity happening fraud academic. Effort resolve academic dishonesty too many offered , however still little to talk about about effort prevention through design model design instructional , learning processes and forms evaluation. The aim of this study is to develop design models instructional latest for resolve dishonesty academic in learning. This model rooted in ARCS-Motivational with name Archery's Instructional Design Model developed through integration of morals and ethics in every step learning use technique evaluation *extenics*. Results of the development of the design model instructional this stated Validand effective to increase motivation study as well as reduce dishonesty academic levels. Deeper and broader testing will have more convincing that this model instructional design will develop through research continued in the future.

Keywords: Archery's Instructional Design Model, Higher Education, Reduce Academic Dishonesty

A. Introduction

Academic fraud seems to have never been thoroughly discussed. Plagiarism and other academic frauds are prevalent at all levels of education, from basic education to higher education. Even at the doctoral level, there are indications of academic cheating. (Darmansyah & Darman, 2022) revealed that the level of similarity in the results of the doctoral program student examinations was at 8% to 68% with an average similarity index score of 38.45%. The results of the above study were also revealed through

previous research by (Abdaoui, 2018) which stated that an average of 70.4% of students cheated on academics, 43.1% cheated on exams, 40.9% cheated on homework, and 47% plagiarized on assignments.

In the era of the industrial revolution 4.0, it is now easier to access the Internet in their lives as well as opportunities to commit fraud. Academic dishonesty generally occurs in three main categories: cheating, plagiarism and collusion (McCabe et al., 2006). In recent years, more and more students who practice cheating is getting worse every year" (Wajda-Johnston et al., 2001). Kayışoğlu & Temel, (2017) found the Internet to be an important resource for students to support learning and more than half of the 4500 students reported plagiarizing online resources. Wang et al., (2015) also revealed that 80% of students believed that the Internet had made plagiarism more serious and 75% of students stated that the online environment made it easier for them to cut and paste test answer materials.

The desire to cheat in academic activities is triggered by various reasons, but generally students' goals are the same, namely wanting to get high scores without the need for maximum effort. Ferro & Martins, (2016) stated that students realized that it was wrong to obtain and create their own assignment materials by plagiarizing, but they felt that the possibility of being caught and the risk was relatively small. Low academic integrity in learning triggers various negative implications for student life. the implications according to (Çetin, 2007), the occurrence of plagiarism is considered a failure in the normal academic ethics of hard work, individual efforts, and acknowledgment of the work of others has failed.

Efforts to combat academic cheating, especially plagiarism, have been carried out in various ways, but have not succeeded because the challenges are getting bigger. The increasing proportion of online learning options and exams actually opens up more opportunities for students to commit academic fraud, because they are relatively involved in independent learning with exams without strict supervision. Moreover, if the exam questions are designed using only shallow questions, low cognitive level (LOTS) will make it easier for students to cheat through copy-pasting answers sourced from the internet. Several research results also reveal and offer many alternative solutions for dealing with academic cheating. Starting from a simple way through appeals and warnings not to cheat on assignment sheets and exams. McCabe et al., (2002) suggest combining punishment with parental responsibility to build ethical models for their children and using peer culture as a tool to combat digital plagiarism. The importance of fostering students' morals and ethics through awareness that academic cheating is dangerous and will cause problems in the future is also stated. Moral development will positively affect the level of academic cheating, especially learning about universal moral values (Davis et al., 1992). Some authors have even suggested that 'academic honesty courses' should be included in student training (Abdul Rahman et al., 2016).

The solution choices above are efforts that have been made but their effectiveness is still not optimal. The purpose of this study is to develop a learning design model that allows reducing the level of academic cheating. The model named Archerys ID Model was developed based on the ARCS-Motivational Model (J. M Keller, 2009). Archerys ID This model integrates morals and ethics in every step which is modified from the ARCS-Motivational design model which focuses on increasing students' learning motivation. In the implementation of this model, an evaluation of learning extenics techniques is also applied as a system component in the design.

B. Methods

The development of this learning model uses the WBID (Web-Based Instructional Design Model) which was developed based on the Elaboration Theory by Reigeluth (1999) and is the latest model related to the development of learning at the micro level. This development model was adopted and adapted from Rasmussen & Shivers (2003) in the development of learning development designs which stated that model development begins with stages analysis move to planning evaluation. The development of a learning model using the WBID model has four main steps (1) Analysis Stage (2) Evaluation Planning Stage (3) Concurrent Design Stage (4) Implementation Stage.

This study was implemented in the Doctoral program (S3) Postgraduate Education Study Program, Padang State University with amount sample whole students who follow lectures eye APITP lecture (Analysis Development and Implementation Technology Learning) semester II year academic year 2018/2019 as many as 31 students. Learning held with apply Archery's ID Model based activity in ARCS Motivational. Whereas exam given in a manner online take-home shaped essay with two types. Type first is question shaped essay normal made as group comparators and types second elaborated from type based on theory Extenics developed by (Cai W, Yang C, Chen W, 2008; Cai W, Yang C Smarandache F, Vladareanu L, Li Q, Zou G, Zhao Y, 2015; Wu YH, 2012; Yang C, 2013) is based on 3 pathways namely : (1) Elements ; give instruction that in complete question exam, honesty is main (2) Criteria; explain criteria assessment and included if to do fraud will be given penalty in form subtraction value (3) Discourse Domain; give elaborated matter from (Graves & Austin, 2011). The data analysis technique uses t test.

C. Result and Discussion

Archery's ID Model (Archery-Site Instructional Design Model)

Archery-Site Instructional Design Model developed based on the ARCS-motivational model developed by Keller. The ARCS-motivational model developed by Keller

focuses on improvement motivation learning, while this Archery-Site Instructional Design Model developed by Darmansyah in 2021 not only focus on motivation but also integrate integrity academic into the formula destination the point is. The development of this model also integrates technique extenics in evaluation learn what can resolve fraud in exam. Full name of these models is Archery's ID Model (Archery-Site Instructional Design Model). There is two meaningful words philosophical that is first Archery, second site. Archery in language English means archery or archery. Archery is one branch very well-known sport since ancient times both by the Indonesian nation and by other nations in the world. Sport archery no something new in Indonesia. There are many tribes Indonesian traditional use weapon traditional this in culture and life. Activity not archery either only sports but also there are tradition or culture that has hereditary in one environment society. Archery isn't either addressed for performance sports just but also there for entertainment, recreation or even a hobby exist in the environment certain depend on activity archery as activity look for life and war.

From all over components used in sport archery above, bow and child arrow is at in control our as human. Whereas board target no in control us. because that achievement to something target need Becomes attention. If our find failure in archery no reach the right target, then what is necessary our do is improvement of our strategies, techniques, and methods prepare for repair circumstances. Valuable lessons that can our pick from archery this is success in reach target besides use brain (knowledge), strength, and skill physique or skills also have to strengthened with attitude mental and intuitive for reach purpose. This mental attitude is a lot take effect to success and failure somebody in reach success.

Design of model name instructional this consists of 2 words which archery and site Archery said according to dictionary language English Indonesian translation is archery. While other meanings from archery is archery. Archery enters to in language English that is language The Germanic language was first handed down in England in the 19th century mid beginning and at the time this is most common language used worldwide. The word 'site' in dictionary language English Indonesian translations are grouped be a noun or nouns and verbs verb. If reviewed from the noun 'Site' can interpreted the place incident (2) site, (3) place position, (4) place position. Whereas reviewed from the verb 'Site' means (1) put (2) located, (3) occupy. The word "Site" is also defined as a place where something already, currently, or will built, or where something has happened, is happened, or will happened (Darmansyah, 2023). If the two words archery and site are combined in one sense, it can be stated that the meaning of this word is a field or place of occurrence to carry out archery activities. If archery is defined as an archery activity, then the word site which is paired behind it is more appropriate to use a noun, namely the field where the incident occurred. Thus, it can be concluded that the meaning of the two words archery-site is an archery activity carried out in a special place for archery. In relation to instructional design,

the meaning of archery-site is an environment that provides opportunities to achieve learning outcomes by using knowledge, skills, mental attitudes and intuition.

The acronym of ARCHERY SITE stands for Attention, Relevance, Confidence, High, Effectiveness, Right, Yields, Satisfaction, Integrity, Technique, and Exstenics (Darmansyah, 2023). Based on the meaning of the words from the acronym, it can be written that the Archerys ID Model motivational instructional design model is a learning design that focuses on efforts to increase motivation that is practiced in learning through giving attention, supporting relevant contexts, increasing high self-confidence, achieving high effectiveness. better with the aim of producing proven satisfaction through the evaluation of learning with integrity using the Extenics technique (Darmansyah, 2023).

Figure 1. Archerys -ID Model Diagram (Darmansyah., & Darman, 2022)

Table 1. Archerys ID Model Learning Stages

Learning Steps	Learning Activities
	I. Preliminary Activities
A. Giving Attention	1. Opening learning by showing attention to all students and greeting randomly individuals who have attended (Ethics). 2. Pray and invite students to be grateful for the Grace of Allah SWT, especially the blessings of health (Moral). 3. Interactive attendance checks with students and a few comments on the importance of attendance discipline (Morals & Ethics) 4. Provides stimulus with pleasant language to activate his neocortex brain at the beginning (Performance).
B. Relevance Reinforcement	5. Remind students of the material they have studied the previous week to improve schemata and initial knowledge (Ethics) 6. Contextualizing learning in students' real lives by asking questions or providing examples (Performance)

	7. Discuss learning objectives with the level of competency achievement at the end of learning (Performance)
	8. Inviting students to think critically "AMBAK" What's in it for Me" (Morals and Ethics)
C. Increased Confidence	9. Providing confidence to students that they can master it well through serious effort and blessings from Allah SWT (Moral, Ethics, Performance).
	10. Strengthening by using mottos, words of wisdom and inspirational words (can be about morals, ethics or performance)
	II. Core Activities
	1. Increase Participation and Inquiry, carry out perceptual arousal and inquiry through active participation so that students are interested in the learning material (Morals and Ethics)
	2. Insert Humor, use a little humor in the form of a short story, anecdote or some kind of ice-breaker in learning (performance)
A. Giving Attention	3. Presenting Conflict, presenting statements or facts that slightly contradict what students already know and understand (Ethics and Performance)
	4. Use Unique Media, using unique and unusual media can attract the attention of students (Ethics and Performance)
	5. Relate Information to the Real World, provide examples and real-life stories to convince students that the knowledge they are learning is useful (Moral and Performance)
	6. Integrate Previous Experience, building connections of new information presented with previously acquired experience (Performance).
	7. Discuss Perceived Present Value, the new knowledge gained will be very useful for overcoming situations and problems faced in real life (Ethics & Performance)
B. Relevance Reinforcement	8. Discuss Future Benefits, connect content learned now to future life needs (Ethics & Performance)
	9. Success Modeling Presentation, present models of other people's successes to model personal success stories (Moral, Ethics & Performance)
	10. Give Freedom to Choose Learning Strategies, giving students the freedom to apply the learning strategies they like best and according to their talents, interests and hobbies (Performance).
	11. Facilitates Personal Growth, implementing small steps by showing students' success in learning (Performance)

		12. Ensure that goals are definitely achieved, give confidence to students that they can achieve learning goals well (Moral, Ethics & Performance)
C.	*Increased Confidence*	13. Provide Feedback, provide feedback through a high level of constructive touch that can build confidence (Ethics & Performance) 14. Give Up Control of Learning, strive for some control of the learning process which can increase learning independence (Ethics & Performance)
		15. Discuss Moral, Ethics and Performance Touch, discuss the touch of morals, ethics and performance in learning through displaying images and short videos.
D.	*Use Extenics Techniques for Learning Evaluation*	16. Use Elements, include warnings and appeals not to cheat and serious sanctions written on the question sheet. (Moral, Ethics & Performance) 17. Explain Criteria and Rules, explain in writing and verbally the assessment criteria and exam rules clearly and in detail (Moral, Ethics & Performance)
		18. Discourse Domain, give individual clues and relate them contextually to the design of exam questions (Moral, Ethics & Performance)
		III. Closing Activities
		1. Give Praise and Rewards, give praise and appreciation to students so that they feel motivating success (Moral & Performance)
		2. Apply Directly, discuss the application of the material just mastered in real-world future situations (Moral, Ethics & Performance)
E.	*Giving Satisfaction*	3. Offer Quality Additional Services, provide opportunities for students to get quality services for enrichment and remedial (Ethics & Performance) 4. Next Learning Feedback, provide feedback on learning that has taken place and provide schemata for the next meeting (Ethics & Performance)
		5. Closing Learning with Performance, before the lesson ends, convey brief information in the form of a motto, words of wisdom or inspirational sentences to strengthen morals, ethics and performance (Moral, Ethics & Performance)

Source: (Darmansyah, 2023)

Validity Testing of Product

Testing Model practice is carried out by two experts use questionnaire with 10 indicators. Written score in table 1 represents average score of two Practitioner with score maximum 5. Test results Practicality show that product very valid.

Table 2. The Result of Validity Testing of Product

No	Indicator	Score	Achievement (%)	Information
1	Conceptual models based on arcs theory	4,20	84.00	Very Valid
2	Conceptual models based on theory extenics	3.90	78.00	Valid
3	Completeness component instructional design models	4.90	98.00	Very Valid
4	Hypothetical model accuracy	4.75	95.00	Very Valid
5	Rational models	4.65	93.00	Very Valid
6	Accuracy deep moral integration in design	4.85	97.00	Very Valid
7	Accuracy integration ethics in design	4.78	95.60	Very Valid
8	Accuracy integration performance in design	3.80	76.00	Valid
9	Accuracy integration of extenics models in design	4,40	88.00	Very Valid
10	The accuracy of the model diagram with concept	4.76	95,20	Very Valid

Note: 81% -100% (Very Valid); 61%-80% (Valid): 41%-60% (Enough Valid); 21% - 40% (Less Valid);0%-20% (No Valid);

Practicality Testing of Product

Testing The practicality of the model is carried out by two experts use questionnaire with 6 indicators. Written score in table 1 represents average score of two Practitioner with score maximum 5. Test results practicality show that product very practical.

Table 3. The Result of Practicality Testing of Product

No	Indicator	Score	Achievement (%)	Information
1	Convenience in apply *Archery's ID Model*	4.60	92.00	Very Practical
2	Convenience in integrate morals within application *Archery's ID Model*	4,10	82.00	Very Practical
3	Convenience in integrate ethics in application *Archery's ID Model*	3.60	72.00	Practical
4	Convenience in integrate performance in application *Archery's ID Model*	3.77	75,40	Practical
5	Convenience in understand component *Archery's ID Model*	4.30	86.00	Very Practical
6	Convenience in understand *the Archerys ID Model* diagram	4.85	97.00	Very Practical

Note: 81% -100% (Very Practical); 61%-80% (Practical): 41%-60% (Enough Practical); 21% -40% (Less Practical);0%-20% (No practical)

Effectiveness of Product

Answers sent by students via email were tested for Similarity Index using Turnitin. There are four types of data expressed in the Turnitin test, namely; (1) Similarity Index (%), (2) similarity of answers with internet sources (Internet Sources-%), (3) Similarity to publications (Publications-%), and (4) similarity to student papers (Student Papers-%). After the data is processed, the average percentage of each component is obtained

for the Extenics and Non-extenics groups. The average percentage of the four-component turnitine test results were compared and analyzed by t-test. A summary of the results is presented in table 3.

Table 4. Results of Effectiveness Testing of Product

No	Source Plagiarism	Group Extenics	Non - Extenics	t- test t_{count}	t_{table}	Information
1	Similarity Index (%)	30,47	38,21	2,272	2.035	Significant $t_{count} > t_{table}$
2	Internet Sources (%)	28.53	36.03	2,174	2.035	Significant $t_{count} > t_{table}$
3	Publications (%)	6,71	7,44	1,472	2.035	Not Significant $t_{count} < t_{table}$
4	Student Papers (%)	23.06	23.76	0.295	2.035	Not Significant Different $t_{count} < t_{table}$

(Note: N=31)

Based on table 3 above the average similarity index of answers is obtained results exam given student by essay question Extenics Model on online takehome examination lower compared with answer student non-Extenics model (30.47% <38.21%). Before data processing, more before has test requirements on analysis validity and reliability. Summary of different test data the average percentage of Similarity Index given group treatment with Different Extenics Models in a manner significant compared to the non-Extensics model with t test shows that t count (2.272) > t table (2.035).

The results of the analysis (table 3) of citation from Internet sources (Internet Sources) revealed that percentage answer results exam given student question essay Extenics Model on online take-home examination lower compared with answer student non-Extenics model (28.53% <36.03%). Summary of different test data on the average score taken quote from internet source on given group treatment with Different Extenics Models in a manner significant compared to the non-Extenics model with t test shows that t count (2.272) > t table (2.035).

The results of the analysis (table 1) of citations from Publications revealed that the percentage of answers to student exam results given the Extenics Model essay questions on online take-home examinations was lower than the percentage of answers from non-Extenics model students (6.71%<7.44%). The summary of the difference test data on the average percentage of student answers who took quotes from Publications in the group treated with the Extenics Model was not significantly different from the non-Extenics model with the t test showing that t-count (1,472) < t-table (2,035).

Results are the main part of scientific articles, containing: final results without data analysis process, hypothesis testing results. Results can be presented with tables or graphs, to clarify the results verbally. Discussion is the most important part of the

entire contents of scientific articles. The objectives of the discussion are: answering research problems, interpreting findings, integrating findings from research into existing sets of knowledge and composing new theories or modifying existing theories.

The results of the analysis (table 3) of the citations from the Student Papers revealed that the percentage of answers to student exam results given the Extenics Model essay questions on the online take-home examination was lower than the percentage of answers from the non-Extenics model students (23.06%<23.76%). The summary of the difference test data on the average percentage of students' answers who took quotes from the Student Papers in the group treated with the Extenics Model was not significantly different from the non-Extenics model with the t test showing that t count (0.295) < t table (2.035).

The motivational instructional design model (John M Keller, 1987) provides a series of planned activities that can be used to hold students' attention, strengthen content relevance, instill student confidence, increase motivation and create an overall satisfying learning experience. Research in efforts to solve the problem of plagiarism has been carried out by researchers. (Kayışoğlu & Temel, 2017) revealed the results of his research that fostering student behavior and physical arrangement of the exam venue can prevent cheating behavior. (Yang C, 2013) conducted a similar study, but chose the discourse domain more emphasizing moral and ethical approaches through extenics problem techniques. (Darmansyah & Darman, 2022) also revealed that the development of an extenics evaluation model was effective in reducing the level of academic cheating.

The unique aims between moral philosophical underpinnings, moral judgments, and moral behavior are governed by dual consequentialist and non-consequential processes, such as deontology versus teleology, cognition versus social convention, and liberalism versus conservativism (Greene et al., 2001; Greene et al., 2004; Hunt & Vitell, 2006; Rendtorff, 2015; Vitell & Hunt, 2015; Wiltermuth et al., 2013). The use of normative theories on moral behavior can provide three benefits for student reasoning (Dalton, JC, Crosby, 2010) First, it gives students a vision of acceptable moral behavior. Second, understanding ethical theory that can help students recognize the importance of making ethical decisions when facing ethical dilemmas in academic cheating). Third, students can understand the role of organizational culture in reducing peer pressure to engage in academic cheating.

Referring to the previous explanation that the ARCS-motivational instructional design has made a tremendous contribution to increasing students' learning motivation in various fields and levels of education. Theoretically, this model has also been explained with concepts that can be accepted rationally in increasing learning motivation. The empirical experience of many studies conducted by researchers and

learning practitioners have also provided confidence that the ARCS-motivational model has a positive impact on student motivation. This increase in motivation in turn will also contribute to improving learning outcomes in the form of outputs and outcomes.

Using the ARCS-motivational instructional design model with these four components, attention, relevance, confidence and satisfaction given in the learning process with reinforcement in the form of integrity with moral and ethical values are believed to make an important contribution to increasing students' learning motivation. In addition to integrating integrity in the form of morals and ethics in the learning process, it will also be very beneficial where academic honesty is very important.

When integrity is prioritized in the learning process and exams, students will try their best to acquire that knowledge honestly and master it optimally. The learning outcomes they get by prioritizing academic honesty, reflect the mastery of competencies in the form of real knowledge, skills and attitudes. We can trust the learning outcomes that they have achieved as an indicator of the mastery of competencies that have been obtained through the learning process and carrying out examinations by prioritizing morals and ethics.

There are at least four characteristics contained in morals and ethics that need to get our attention in the learning process, namely: 1) honesty; (2) maintain confidentiality, (3) avoid conflicts of interest, (4) take responsibility; Knowing good moral values such as kindness, humility, courage, and compassion from an early age builds the character of students. Morals form the core of their existence which is the basis of belief and it becomes important to start teaching them moral values while they are still in the learning process even from an early age. There are several things that need to be mastered in relation to moral values, namely: (1) humility, (2) empathy, (3) integrity, (4) discipline (5) courage.

Based on the description above, it can be believed that implementing ARCS-motivational by integrating integrity that contains moral and ethical values will be able to increase motivation to learn even higher. Ethical values that contain academic honesty, ability to keep secrets and not share information illegally during exams, always trying to avoid conflicts of interest and being responsible for mastering competencies well will be able to increase motivation to pursue and achieve better achievements. good.

Likewise, motivational ARCS which is based on moral values will be able to strengthen students' determination to achieve their best competencies with optimal results. The moral values contained such as humility, empathy between others, personal integrity, strong personal discipline in undergoing the learning process and

exams, as well as being brave in making decisions and not being afraid to face failure will provide the best way for students to achieve success in their careers. learning.

The moral and ethical values that they acquire and apply in the learning will be very useful and help them later after they enter the workforce. The Archery-Site instructional design model is designed not only to increase motivation, but also to instill moral and ethical values that are patterned in integrity. Integrating moral and ethical values into the learning process and examinations will contribute to increasing the motivation to learn with integrity. The main hope is that the acquisition of competence through learning with integrity will produce graduates who are competent as well as moral and ethical.

The results of his research that fostering student behavior and physical arrangement of the exam venue can prevent cheating behavior (Kayışoğlu & Temel, 2017). Yang C, Cai W (2013) conducted a similar study, but chose the discourse domain more emphasizing moral and ethical approaches through extenics problem techniques. (Darmansyah & Darman, 2022) also revealed that the development of an extenics evaluation model was effective in reducing the level of academic cheating.

One way that can be done is to design an evaluation using the Extenics technique. This Extenics technique was developed based on Extension Set Theory (Yang C, 2013) and division on the domain (Cai, W., Yang, C., Smarandache, F., Vladareanu, L., Li, Q., Zou, G., Zhao, Y., & Li, 2013) solutions can be explored from 3 paths: (1) elements, (2) rules or criteria and (3) the domain of discourse. Smarandache F, Alex R (2015) expressed the same opinion that the Extenics technique is based on 3 paths, namely: (1) Elements; provide direction that in solving exam questions, honesty is the main (2) Criteria; explain the assessment criteria and include that if you commit fraud, you will be given a sanction in the form of a reduction in value (3) Discourse Domain; providing questions that are elaborated on by Yang, C dkk is providing initial information that is directly related to individual students as a clue to answer further questions. Darmansyah (2020b) revealed that this extenics technique is effective in reducing the level of academic cheating.

There are two perspectives from normative ethical philosophy on moral judgment and moral behavior (Ferrell et al., 2013) namely consequentialism and non-consequentialism. Consequentialist-based ethics is a philosophy that emphasizes the effects of actions on others and the good and bad outcomes of those actions. Consequences arising from individual actions can be physical, emotional, or cognitive (Greene, Nystrom, Engell, Darley, & Cohen, 2004; Greene, Sommerville, Nystrom, Darly, & Cohen, 2001). Ethical egoism focuses on satisfying one's own interests. In utilitarianism, concerns arise with maximizing the good based on the importance of one's duty, condition, to act virtuously in every situation (Ross & Stratton-Lake, 2002).

The unique differences between the moral philosophical basis of decision-making, moral judgments, and moral behavior are governed by dual consequentialist and non-consequential processes, such as deontology versus teleology, cognition versus social convention, and liberalism versus conservativism (Greene et al., 2001; Greene et al., 2004; Hunt & Vitell, 2006; Rendtorff, 2015; Vitell & Hunt, 2015; Wiltermuth et al., 2013). The use of normative theories on moral behavior can provide three benefits for student reasoning (Dalton, JC, Crosby, 2010; Ferrell et al., 2013). First, it gives students a vision of acceptable moral behavior. Second, an understanding of ethical theory that can help students recognize the importance of making ethical decisions when facing ethical dilemmas in academic cheating). Third, students can understand the role of organizational culture in reducing peer pressure to engage in academic cheating.
Another supporting theory is the Integrated Moral Belief Theory. Moral belief, which refers to "a strong absolute belief that something is right or wrong, moral-a moral" (Skitka & Mullen, 2002), comes from social domain theory (Turiel, 2006). Social domain theory suggests that individuals combine three different domains of social knowledge in a coordinated way: (a) psychological (from which they derive individual preferences), (b) social (from which they derive perceptions of different conventions), and (c) morals (from which they derive perceptions of goodness and justice; Nucci, 2001; Turiel, 2002).

Integrated moral belief theory articulates moral beliefs as important attitudes about morality, immorality, and immorality (Skitka & Mullen, 2002). This theory states that individual attitudes holding strong moral beliefs are "experienced as a unique combination of factual beliefs, motivating motives, and justifications for action" (Skitka & Mullen, 2002) Means that individuals vary not only in the degree to which they coordinate their three social domains but also in the degree to which (a) they believe that both should apply to everyone, (b) they view the punishment as a fact, and (c) they experience strong emotions when a problem occurs. morals are considered (McNabb & Olmstead, 2009).

D. Conclusion

This model is named the Archerys ID Model (Archery-Site Instructional Design Model) whose initial idea was developed since 2018. Based on the description above, it can be concluded that the development of this model is based on ARCS-Motivational which is an instructional design model that helps increase students' learning motivation through stages. attention, relevance confidence and satisfaction. This model is used as the basis for developing an instructional design model that integrates morals, ethics and performance in the learning process and applies extenics techniques in learning evaluation.

The main goal of developing the Archerys ID Model is to improve learning outcomes, academic integrity in addition to learning motivation. Archerys ID Model uses the philosophy of archery in a field. Learning activities can be analogous to archery activities that require a target board, which is a target to be achieved. Prepare equipment of prime quality and supported by adequate skills. An archer must have the ability to think intelligently and focus full concentration. Carrying out the strategy in aiming at the right target must have excellent physique supported by high technique in aiming at the target.

The results of the limited trial of this model were found to be very valid, very Valid and resulted in better effectiveness in increasing learning motivation, learning outcomes and academic integrity. However, to test the effectiveness of this model optimally, more comprehensive trials are still needed in various levels and types of education. Therefore, there are opportunities for educators and education practitioners to conduct further research on this model in accordance with the characteristics of this instructional design model. This follow-up research can be carried out independently or in collaboration to further develop this model in the future.

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