

Prototype of a Counseling Gamification Model based on *Pappaseng* Values: Social Learning Theory Approach to Overcome Academic Dishonesty

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Abstract. Academic dishonesty remains a problem in schools, showing that knowledge alone is not enough to shape adolescent character. Positive attitudes and behaviors, especially academic honesty, must also be developed. This study examines the application of gamification in classical guidance and counseling services based on *Pappaseng* values using a Social Learning Theory approach to address academic dishonesty among adolescents. Using the ADDIE method, limited to the analysis, design, and development stages, the study reviewed relevant national and international journals on gamification, guidance and counseling services, *Pappaseng* values, and Social Learning Theory. The findings show that gamification increases student engagement through challenges, choices, and feedback. *Pappaseng* strengthens contextual moral values, especially honesty and responsibility. Social Learning Theory supports behavior change through observation, imitation, and reinforcement from the social environment.

Keywords: Gamification; Classical Guidance and Counseling; *Pappaseng*; Social Learning Theory; Academic Dishonesty



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INTRODUCTION

The adolescence phase is a crucial period in physical and psychological development, when individuals are in the stage of searching for identity and are heavily influenced by the social environment. Interactions with peers shape adolescents' ways of thinking, attitudes, and behavior because peer groups play a crucial role in their psychosocial development (Husna *et al.*, 2023). Furthermore, adolescents often experience emotional turmoil due to confusion in determining their roles, which aligns with Erik Erikson's psychosocial development theory that adolescents aged 12–18 are in the stage of identity vs. role confusion (Carvalho *et al.*, 2025). The formation of adolescent identity is also influenced by the social environment, in line with Albert Bandura's social learning theory, which emphasizes the process of modeling or imitation of the surrounding environment (Mukhtar and Fitriana, 2025).

Field phenomena show that the issue of academic dishonesty still remains a problem in the school environment. The 2024 Education Integrity Assessment Survey from the Corruption Eradication Commission indicates that cheating occurs in 78% of respondent schools and plagiarism in 6%, so academic dishonesty is no longer merely an individual issue, but also a matter of educational integrity (Corruption Eradication Commission, 2024). This behavior is reinforced by the influence of unhealthy friendships, which can encourage academic dishonesty and reduce the moral quality of students (Januarto *et al.*, 2025).

Adolescent development shows that knowledge alone is not enough to shape character; habituation of positive attitudes and behaviors is required, especially in academic honesty. Guidance and Counseling services have a significant impact on increasing students' honesty through directed guidance (Aditya *et al.*, 2026). Academic dishonesty

is also influenced by low self-efficacy, as this condition can encourage students to commit academic fraud (Annurianti and Sukma, 2024). In schools, Guidance and Counseling becomes a strategic space to help students recognize themselves, manage behavior, and foster an honest attitude in learning.

In the digital era, the challenges of character formation are increasingly complex. Information technology facilitates learning access, but it also opens opportunities for plagiarism, online cheating, and other forms of academic dishonesty. Uncontrolled exposure to digital media can weaken students' discipline, self-control, empathy, and integrity if not accompanied by adequate guidance (Pramesti *et al.*, 2025). Therefore, services that are close to the teenage world, engaging, and encourage active involvement in the formation of honest behavior are needed.

Research on adolescent character formation still largely uses conventional approaches that are less interactive, so student involvement is not yet optimal (Haq *et al.*, 2025). Studies on gamification in counseling services are also still limited, especially those based on local values such as *Pappaseng*, even though these values are important for forming contextual character (Ridho *et al.*, 2025). *Pappaseng*, as Bugis local wisdom, contains values of honesty, responsibility, and integrity that are relevant for strengthening honest academic behavior. Gamification makes classical counseling services more lively because it presents challenges, choices, feedback, and active student engagement. Within the framework of Social Learning Theory, this model is even stronger because students learn through observation, imitation, and reinforcement from the social environment. Therefore, this study examines the application of gamification in classical counseling services based on *Pappaseng* values with a Social Learning Theory approach to address academic dishonesty.

Gamification in Counseling

Gamification in counseling services is a game-based learning innovation. Elements such as points, levels, and rewards can increase students' motivation and participation (Khoiri *et al.*, 2024). This is in line with the research of Suparmini *et al.*, 2024 which shows that gamification has the potential to boost extrinsic motivation and create an enjoyable learning experience. These findings are also supported by Self-Determination Theory, which explains that motivation, self-confidence, perseverance, and beliefs influence problem-solving (Zulkarnaen and Ruli, 2023). High self-determination makes a person more persistent in facing learning challenges (Takiuddin, 2022).

Kore *et al.*, (2025) research shows that gamification affects four main aspects, namely attention due to challenges and attractive visual displays, relevance because the material feels close to

students' lives, confidence because the reward system provides motivation to complete challenges, and satisfaction because students gain a better learning experience through recognition and rewards.

The Values of *Pappaseng* in Counseling

Pappaseng is Bugis oral literature that functions as a medium for transmitting moral values through advice, counsel, and dialogical expressions. *Pappaseng* is understood as a hereditary life message that contains ethical guidelines in relationships between humans and with God (Rasdia, 2022).

Alempureng is the value of honesty and sincerity that demands alignment between intentions, words, and actions. In an academic context, this value encourages students to complete assignments, exams, and scholarly work honestly without cheating, falsifying data, or taking others' work (Rosvita *et al.*, 2025). *Amaccangeng* is intelligence accompanied by wisdom and ethical orientation, so that intelligence is used to make correct, responsible, and moral decisions (Fadli *et al.*, 2025). *Assitinajang* carries the meaning of propriety, appropriateness, and actions that are in their proper place. This value guides students to understand the boundary between appropriate actions and those that violate norms, for example in the use of sources, group work, and task completion (Hamson *et al.*, 2025).

In counseling gamification, *Pappaseng* values can be packaged through challenges, points, badges, leaderboards, and case simulations so that students are more active, motivated, and engaged. Recent literature shows that gamification in counseling can support participation, social skills, emotional management, and independent problem-solving (Nugroho *et al.*, 2025). On the other hand, academic dishonesty is still influenced by academic pressure, peer conformity, weak self-control, low self-regulation, and moral disengagement. Therefore, the prevention of academic cheating needs to address aspects of values, social environment, and behavior habituation, so that can become a moral foundation that strengthens academic integrity (Amalia and Layyindah, 2025).

Social Learning Theory

Social Learning Theory explains that humans learn not only from direct experience but also through observing others. This process is called observational learning, which is learning by observing the behavior of a model and its consequences through the stages of attention, retention, reproduction, and motivation. From this process arises imitation, which is the tendency to replicate observed behavior, especially if the behavior is reinforced. Modeling occurs when individuals take others as examples, whether from teachers, peers, or other influential environments (Bandura and Walters, 1997).

Social Learning Theory also explains reciprocal determinism, which is the mutually influencing relationship between behavior, personal

factors, and the environment. Personal factors include knowledge, beliefs, and attitudes, while the environment encompasses peer influence, school, and the learning system (Firmansyah and Saepuloh, 2022).

In the context of academic dishonesty, cheating behavior can arise due to opportunities from the environment, supported by personal beliefs that such actions do not have a significant impact, and reinforced by social habits. Therefore, behavior change needs to target all three aspects simultaneously. Self-efficacy is an individual's belief in their ability to control actions and make the right decisions (Bandura and Walters, 1997).

In an academic context, self-efficacy means the confidence to remain honest even under pressure or when having the opportunity to cheat. Research shows that individuals with high self-efficacy tend to have better self-control and are able to resist cheating (Fritz *et al.*, 2026). Strong self-efficacy is also associated with increased academic integrity and commitment to honest behavior (Ulfa *et al.*, 2024). Thus, self-efficacy becomes an important internal factor in preventing academic cheating.

Academic Dishonesty in Adolescents

Academic dishonesty is any form of dishonest behavior carried out by students to gain academic advantage, such as cheating, plagiarism, data fabrication, and helping others commit fraud. This behavior has become a common problem in the world of education (Niswaty *et al.*, 2023). Academic dishonesty is influenced by various factors. Intishar *et al.*, (2024) indicate that moral self-concept is negatively related to academic dishonesty, so the stronger the student's moral self-concept, the lower the tendency to commit academic fraud. Silalahi *et al.*, (2023) also emphasized that learning mediated by information technology can create opportunities for cheating due to easy access to information and weak supervision. This finding indicates that internal factors such as morality and external factors such as the environment and learning systems both play

a role in academic dishonesty. Therefore, prevention is not sufficient if carried out only through rules, but requires an approach that can directly change students' thinking patterns and behaviors.

METHOD

This research employed the Research and Development (R&D) method with the ADDIE model, but its implementation was limited to the analysis, design, and development stages. This limitation was imposed because the research focused on the process of producing an initial product in the form of a prototype. Therefore, the implementation and evaluation stages were not carried out comprehensively; instead, they will be part of further research aimed at testing the product's practicality and effectiveness in the context of actual counseling services. Therefore, the results of this research represent a product development that has been formulated based on real needs and relevant theoretical foundations in the field of guidance and counseling.

The analysis stage was conducted to identify the needs, problems, and characteristics of the product's target users. At this stage, the researcher examined field conditions, reviewed literature, and determined the needs that the product must accommodate to align with the objectives of guidance and counseling services. The results of this analysis served as the primary basis for determining the direction of product development.

The design stage is the product design phase based on the results of the needs analysis. At this stage, the researcher structured the content, determined the presentation format, designed the display, and determined the components to be included in the product. The design was carried out systematically to ensure the product aligns with its objectives, content, and usability in the context of guidance and counseling.

The development phase is the process of turning a plan into a tangible product or prototype. At this stage, researchers begin to develop the content, develop the product's format, and make refinements based on the previously developed plan. The result of this phase is an initial product ready for further development. However, this research does not yet include the implementation and evaluation phases. Therefore, the research only produces a prototype that has been designed in a focused and systematic manner according to user needs.



Figure 1. Research Workflow

RESULTS AND DISCUSSION

Table 1. Implementation of ADDIE Model

Concept	Procedure	General Purpose	Description
Analyze	Identifying the needs for developing a gamified counseling model based on <i>Pappaseng</i> values to address academic dishonesty among students. This stage also includes analyzing student characteristics, forms of academic dishonesty, the context of counseling services, and the relevance of Social Learning Theory in the process of behavioral change	<ol style="list-style-type: none"> 1. Identification of academic dishonesty issues. 2. Analysis of counseling service needs. 3. Analysis of relevant <i>Pappaseng values</i>. 4. Analysis of the application of Social Learning Theory in counseling. 	Summary of analysis
Design	Developing an initial prototype design of a <i>Pappaseng</i> -value-based gamified counseling model using a Social Learning Theory approach, including service objectives, game flow, counseling components, and strategies for reinforcing academic honesty.	<ol style="list-style-type: none"> 1. Formulating the model's objectives. 2. Selecting the <i>Pappaseng</i> materials/values to be used. 3. Designing the gamified counseling flow. 4. Determining the mechanisms of modeling, reinforcement, and observation 5. Developing assessment instruments for the prototype. 	Prototype design
Development	Developing a prototype of a gamified counseling model that includes service scenarios, game rules, supporting media, counseling steps, and indicators of academic honesty. At this stage, expert validation is conducted and revisions are made based on the feedback received.	<ol style="list-style-type: none"> 1. Developing the prototype content. 2. Preparing supporting medis and materials. 3. Integrating <i>Pappaseng</i> ke dalam aktivitas gamification activities. 4. Integrating the principles of Social Learning Theory. 5. Conducting expert validation. 6. Carrying out formative revisions 	Learing resources / initial product

Based on the issues mentioned earlier, the author offers a solution in the form of gamification of counseling services based on the values of *pappaseng*. This service can become an alternative solution in

providing positive role modeling in developing the values of honesty. By utilizing this innovation, the approach to counseling services can become more

engaging while still being relevant to the needs of students.



Figure 2. Main Interface of the Application

In Figure 1, the Author presents the initial view of the application. This view displays an attractive visual of the app to give an appealing impression to its users. This section is designed with a colorful display to provide a cheerful impression and build an optimistic vibe, making it suitable for attracting the

attention of users ranging from children to teenagers. In this section, users can directly enter the game or continue a game that has been started previously. However, before that, users can also access the game instructions section.



Figure 3. Application Instruction Page

This page is created to provide a simple guide to understanding how to play. Here, players will find simple and easy-to-understand explanations regarding the rules of the game, such as the steps that need to be

taken. This page serves as a guide to enhance the user experience to be more enjoyable. This page presents instructions in simple language while still paying attention to communicative aspects.

In this game, users are directed to read narrative texts and dialogues carefully so that they can subsequently choose the right actions according to

themselves. Each choice in this game will affect the storyline and the character points obtained by the user. If the choices made in the story align with the values

of *pappaseng*, the user will receive additional character points. The final point in this guide expects

users to take wise steps and learn from each decision made.



Figure 4. Character Profile Display

This page shows the initial status of the character before starting the game. Here, users can also customize several things such as the name and character to adjust the game to each user's

characteristics. This page provides a personal and interactive experience to create a more enjoyable and meaningful experience for the user.

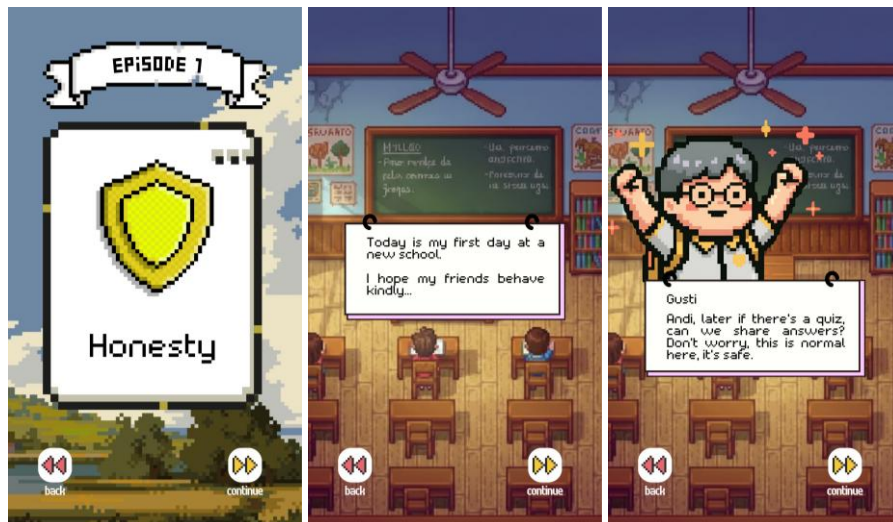


Figure 5, 6, 7. Game Page Display

This page is a core part of the entire application, where users begin to enter the heart of the story. The opening page of the episode shows the values that will be developed in the story presented. Each story consists of a narrative that serves as an introduction for users to more easily understand the storyline as well as a medium for conveying moral

messages to make it more engaging. The visual display of this section is adjusted to the story setting that it wants to convey. For example, in this episode, the story setting that is intended to be conveyed is a classroom atmosphere, so the writer includes visual elements such as a blackboard, study desks, bookshelves, and the classroom.

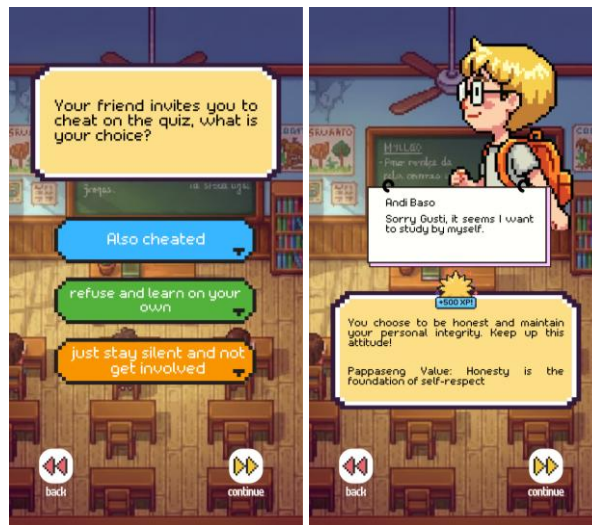


Figure 8, 9. Game Page Display

This page provides an opportunity for users to interact directly with the storyline that has been previously introduced. In this section, users are in situations where they must make decisions regarding the circumstances they face. This page allows users not only to learn the values of *pappaseng* through

narrative text but also to be directly involved in situations that require them to apply these values. This section also displays visual responses that show the consequences of the users' choices, allowing them to understand the impact of their decisions in an interactive and enjoyable approach.

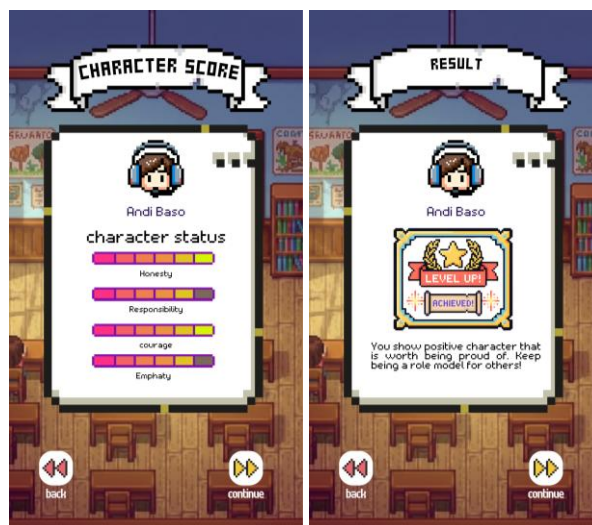


Figure 10, 11. Game Result

This page shows the user's achievement progress displaying character scores with several aspects such as responsibility, honesty, and cooperation. This page serves as a form of recognition for the user as a form of appreciation as well as

positive reinforcement for the achievements attained in character learning activities to enhance self-confidence and motivation to continue implementing the positive values of *pappaseng*.



Figure 12. Reflection Page

This section aims to help users reflect on the activities they have experienced. This page encourages users to reflect on the character values in *pappaseng* that have been learned. This section serves as reinforcement in applying the values of *pappaseng* so that in the future users can relate the values they have learned to real-life experiences in daily life.

Various features contained in this activity aim to help address issues surrounding dishonesty in the academic realm that frequently occurs among teenagers. The approach in the form of gamification with added attractive visual elements is expected to serve as an effort to build positive modeling so that the implementation of *pappaseng* values can be more easily accepted by students, preventing counseling services from seeming too monotonous. However, it should be noted that this approach functions as an innovation supporting conventional counseling services without entirely eliminating the existence of BK services and the role of the surrounding environment in shaping teen character. The utilization of this approach also still requires review in order to maximize the benefits gained while minimizing the risk of gadget addiction among teenagers.

CONCLUSIONS

Based on the discussion that has been outlined, it can be concluded that academic dishonesty among adolescents is a problem influenced by internal and external factors, such as low self-efficacy, peer influence, and uncontrolled use of digital technology. This condition indicates that guidance and counseling services require more engaging, relevant, and youth-centered innovations so that the value of honesty can be internalized more effectively.

The gamification prototype model of counseling based on *Pappaseng* values presents itself as an innovative alternative to address academic dishonesty through strengthening the values of *alempureng*, *amaccangeng*, and *assitinajang*. With a

Social Learning Theory approach, students can learn through observation, imitation, and direct experience in interactive and meaningful situations. This model has the potential to reinforce academic integrity, increase motivation, and encourage students' self-reflection in facing various forms of academic dishonesty. Nevertheless, its implementation still needs to be adjusted to the characteristics of the students and positioned as a complement to conventional counseling services to achieve more optimal results.

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