



IMPLEMENTATION OF ANTI-CORRUPTION EDUCATION IN STUDENTS' CITIZENSHIP EDUCATION LEARNING IN ELEMENTARY SCHOOLS

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Abstract

Corruption can hinder development and threaten political stability. The government addresses this through anti-corruption education in the world of education. The purpose of the study is to explore the anti-corruption culture in the study of civic education with a focus on elementary schools with an anti-corruption culture that should have been introduced since elementary school age as an effort to minimize corrupt behavior in the future , because it will have an impact on the progress and development of the Indonesian nation. The method used is a literature study, with secondary data from national and international journals. The results of the analysis show that education is one of the socialization agents that plays a role in instilling anti-corruption values which are then manifested in a person's attitudes and behavior. Efforts to construct anti-corruption values, one of which is right to be done through education, one of which is civic education. Anti-corruption education is a preventive measure that can help create an anti-corruption culture. Elementary schools as early learning at the level of education must receive special priority related to strengthening an anti-corruption culture from an early age. Therefore, civic education is one step to strengthen the values of anti-corruption culture more widely at the level of education, especially elementary schools. Corruption can hinder development and threaten political stability. The government addresses this through anti-corruption education in the world of education. The purpose of this study is to explore the anti-corruption culture in the study of civic education with a focus on elementary schools with an anti-corruption culture that should have been introduced since elementary school age as an effort to minimize corrupt behavior in the future , because it will have an impact on the progress and development of the Indonesian nation. The method used is a literature study, with secondary data from national and international journals. The results of the analysis show that education is one of the socialization agents that plays a role in instilling anti-corruption values which are then manifested in a person's attitudes and behavior. Efforts to construct anti-corruption values, one of which is right to be done through education, one of which is civic education. Anti-corruption education is a preventive measure that can help create an anti-corruption culture. Elementary schools as early learning at the level of education must receive special priority regarding strengthening an anti-corruption culture from an early age. Therefore, civic education is one step to strengthen the values of an anti-corruption culture more widely at the level of education, especially elementary schools.

Keywords : Anti-corruption Education, Civic Education, Elementary School

Introduction

Given the problems that are developing at the national level and spreading to every level, anti-corruption education must be an integral part of national characteristic education. Anti-corruption education is important because the problem of corruption is related to the mentality and values of human beliefs or principles. Education is believed to be the best place to spread and instill anti-corruption values. Anti-corruption education aims to create a young generation with good morals, anti-corruption behavior, and build exemplary character so that children do not commit corruption from an early age. Therefore, from an early age, the young generation needs to be instilled with

an anti-corruption mentality and moral values. Education as an effort to prevent and eradicate corruption is expected to be able to build an anti-corruption character in each individual. (Fajrin & Mariyati, 2023). The implementation of anti-corruption education at the Elementary School (SD) level is a crucial step in shaping children's character and ethics from an early age (Shaliadi & Dannur, 2023); (Sari et al, 2022). This education aims to instill the values of integrity and honesty, as well as equip students with a deep understanding of the negative impacts of corruption on society and the state. Early anti-corruption education plays an important role in shaping the character and ethical values of children from a young age, so that they can grow into honest and responsible individuals (Imelda, 2017). At elementary school age, children are still in the stage of developing basic character, and education about corruption can be an integral part of the moral and ethical curriculum. By introducing the concepts of honesty, integrity, and responsibility from an early age, children learn to understand the negative impacts of corruption and the importance of adhering to good moral principles. This will help them develop awareness and a critical attitude towards behavior that violates norms, thereby reducing the likelihood of corrupt behavior in the future.

In addition, early anti-corruption education can reduce the risk of spreading a culture of corruption in society. By teaching these values in schools, children not only understand the impact of corruption, but also learn the importance of transparency and accountability. One of the main challenges in implementing anti-corruption education in elementary schools is adjusting the teaching materials to the level of understanding and cognition of students. So the materials must be designed in such a way that they are relevant and acceptable to children. Teachers need to use interactive and creative methods to convey messages about anti-corruption, such as through role-playing, simple case discussions, and activities that involve critical thinking skills (Sutanto & Fatuhunniam, 2024). Integrating anti-corruption education into the elementary school curriculum also requires support and cooperation from various parties, including parents and the community (Nur, 2021). Involving parents in the anti-corruption education process through seminars, workshops, or regular communication can strengthen the messages conveyed in schools and create consistency in teaching these values. In addition, support from the local community, such as government agencies and non-governmental organizations, can provide additional resources and support programs that enrich students' learning experiences. Anti-corruption education does not stop at introducing anti-corruption values, but continues to understanding values, appreciating values and practicing anti-corruption values as daily habits. Anti-corruption education is generally said to be a cultural correction education that aims to introduce new ways of thinking and values to students. Anti-corruption education is not just a medium for transferring knowledge (cognitive) but also emphasizes efforts to form character (affective) and moral awareness in resisting (psychomotor) deviations from corrupt behavior.

The younger generation is an agent of change as a determinant of the development or decline of a nation and state. The role of teachers, parents, and people around them is very important, where they must provide examples of anti-corruption behavior, especially behaving honestly as a basis for early character formation. Anti-corruption education must mean learning by experiencing which not only conditions students to know, but also gives them the opportunity to make decisions and choices for themselves. The anti-corruption education program aims to provide the same, integrated and guided understanding in order to reduce state losses caused by corruption. Then the hope is that it will have an impact on the response or feedback from the people to be able to voice their wisdom regarding corruption deviations. Anti-corruption education is expected to form public awareness of activities that lead to corruption, provide an understanding of the effects of corruption on the life of the nation and state, and be able to provide an understanding of the use of science in the right ways without taking part in corruption. Instilling an anti-corruption mentality from an early age is expected to produce the next generation who are ready to fight corruption. Through anti-corruption education, it is hoped that a sense of responsibility will emerge to eradicate corruption and provide an example to the wider community not only from words, but also through actions that reflect a character with high integrity.

Research Methodology

The research method used in this study is a literature study, where data is collected by understanding and analyzing theories from various literature or references. Information is obtained from various sources such as books, journals, and previous research, then analyzed critically and in depth to support the propositions and ideas proposed. (Amruddin, 2022). This method allows researchers to gain a better understanding of ideas and problems that are in accordance with the research variables. The method allows researchers to access information regarding similar variables and hypotheses that have been used by previous researchers. The research process begins by reading the articles selected as literature sources, then reviewed and analyzed to explain their relevance to the

issues that are the topic of this article. The last step taken is to develop the data into a coherent whole. (Adlini et al., 2022).

Result & Discussion

Implementation of Anti-Corruption Education in Schools

Anti-corruption education is an idea of learning framework about degeneration in Indonesia, which aims to provide an understanding of despicable activities, especially defilement and increase public attention to gather an understanding of the risks and results that will be obtained from degrading behavior. The main focus of the instruction to oppose defilement is to present and provide information about the specifics of events that combine rules, effects and causes, as well as continuing to expand familiarity with criminal demonstrations of depravity. To implement anti-corruption education very successfully through teaching, then training is a process of character formation and mental disposition changes that occur in students, and through schools it is worthy to be measured well and effectively about degrading behavior. (Depdiknas, 2009:3). The purpose of anti-corruption education means preparing a younger age to have a culture of honesty (hostile to debasement) through various exercises in schools including the implementation of school-based administration, learning exercises, and adjustments with the aim that each individual can stay away from, reject, fight, or prevent all types of misrepresentation and various activities that trigger a decline in value. on the demonstration of defilement.

Specifically, the instruction to combat defilement is intended to: (1) form school life as a component of the local area through the formation of a learning climate with a culture of honesty (against despicableness), especially: original, trained, capable, dedicated, straightforward, free, reasonable, brave, attentive, and noble (calmness); (2) foster the ability of the heart/calm, the small voice of students through the emotional space as people who show concern and consistently maintain social quality as a form of love for the homeland, and upheld by a solid public understanding; (3) encourage an admirable mentality, practice, tendency in accordance with all inclusive qualities and strict customs of the country's way of life; (4) instill the soul of expert and reliable authority as the future of the country; (5) organize administration openly, straightforwardly, competently, and competently (Puskurbuk, 2012). The focus of the principle of anti-corruption education is the development of social honor among all school individuals, so that all school individuals have high attention to consistently be straightforward, controlled, attentive, helpful, fundamental, free, reasonable, brave, and caring, the need for material guidance. As a feature of character training, instruction against defilements is essential for the advancement of each person's character. This effort is a consequence of the instructive cycle from a broad perspective. The consequences of training will be skills and abilities to act .

Implementation of Anti-Corruption Education in Civics Learning in Elementary Schools

Civic Education (PKn) is very strategic in the midst of government efforts to build national character from Elementary School (SD) to College (PT). The existence of Anti-Corruption Education in PKn learning is expected to be able to provide initial provisions regarding knowledge, understanding, and the consequences of corruption, anti-corruption attitudes and behaviors that are always constructed in students. According to (Jihan: 2021) Anti-corruption education is an idea of a learning framework about the decline in Indonesia, which aims to provide an understanding of reprehensible activities, especially filth and increase public attention to gather an understanding of the risks and results that will be obtained. from degenerate behavior. The main focus of the instruction to oppose filth is to present and provide information about the characteristics of events that combine rules, consequences and causes, for example, continuing to expand familiarity with criminal demonstrations of despicable behavior. The goal of anti-corruption education through Citizenship Education (PKn) subjects is to prepare younger ages to have a culture of politeness and honesty (hostile to debasement) through various training in schools including the implementation of school-based administration, learning training, and adjustments with the aim that each individual can stay away from it.

According to (Lili Halimah, et al. 2021) Instilling noble values can be introduced from an early age through the insertion of noble values that form an anti-corruption character, namely honesty, discipline, responsibility, hard work, courage, independence, simplicity, fairness and caring in several existing subjects. The value of honesty is important to teach to reduce moral decadence. Instilling the values of honesty through anti-corruption education ultimately has knowledge and understanding of the definition of corruption, types of corruption, the negative impacts of corruption and efforts that can be made to play a role in eradicating corruption. Through socialization, it is hoped that there will be a change in the attitudes of high school students from attitudes of allowing, understanding, and forgiving corruption to attitudes of rejecting corruption. Based on (Budimansyah: 2008) The PPKn learning model on the National Legal and Judicial System Material in Indonesia is expected to have an

impact on instilling anti-corruption values for high school students in understanding corruption. Through this material, material about the definition of corruption is often inserted with the aim that students are ready to understand the meaning of the word, therefore the definition of corruption correctly and precisely students are ready to explain the history of corruption and the eradication of corruption in Indonesia correctly and students are ready to explain the types of corruption.

Through anti-corruption education learning, students will contribute more to developing anti-corruption values or attitudes in students. The content of anti-corruption education learning materials in PPKn learning is carried out through several things, one of which is preparing learning tools, preparing learning materials consisting of first, understanding criminal acts of corruption to second, efforts and participation in eradicating corruption. Both materials are delivered at the main meeting with a duration of two times 45 minutes. This is intended so that students can absorb various problems and basic understandings of corruption in general, so that at the second meeting students will be presented with various problems about corruption to be solved through the project citizen learning model. With the hope that students are ready to implement knowledge in anti-corruption education materials into solutions to corruption problems that occur. Basically, the method of applying anti-corruption education materials to the subject of PKN in general has been developed in each subject that is held. This is often remembered that one of the efforts that needs to be done by school institutions, especially PPKn subject teachers, is how the concept of essential values in anti-corruption materials is often developed in several ways, both in PKN learning events and PKN learning. curriculum containing anti-corruption education materials so that the learning process is managed by teachers. so that each component in learning is often integrated as a unit in the learning device.

Conclusion

The implementation of anti-corruption education in Elementary Schools (SD) plays an important role in shaping children's character from an early age by instilling the values of honesty, integrity, and responsibility. Through the integration of a curriculum that teaches material on the impact of corruption and the importance of ethical behavior, as well as the application of interactive and experience-based teaching methods such as role-playing and ethical situation simulations, students can better understand these principles. In addition, the role of parents and teachers in close and consistent collaboration, creating school policies that support transparency, and conducting regular training are important steps to strengthen learning outside the classroom environment. By rewarding honest behavior and setting clear rules regarding ethical violations, and involving the community in anti-corruption initiatives, schools can build a strong foundation for forming a generation committed to the values of integrity. With the implementation of effective strategies, anti-corruption education can instill awareness and a firm attitude towards corruption in children, as well as equip them with positive character and high integrity. These efforts are important not only to form honest and responsible individuals, but also to realize a just, transparent, and corruption-free nation in the future.

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