



INSTILLING ANTI-CORRUPTION VALUES FROM AN EARLY AGE THROUGH CIVIC EDUCATION IN ELEMENTARY SCHOOLS

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Abstract

Corruption is a serious problem that can undermine a country's social, economic, and political stability. Efforts to eradicate corruption can be achieved not only through law enforcement but also through long-term prevention strategies, one of which is instilling anti-corruption values from an early age through education. Civics education in elementary schools plays a role in shaping students' character, fostering integrity, honesty, and responsibility. This study employed a literature review method, analyzing various academic literature, international journals, government policy documents, and reports from anti-corruption institutions. The results indicate that experiential learning methods, the role of teachers as role models, and support from the family and community are key factors in the success of anti-corruption education. Comparative studies with other countries indicate that countries with systematic anti-corruption education systems tend to have lower levels of corruption. Therefore, stronger education policies, increased teacher capacity, and regular evaluation of the implementation of anti-corruption education programs in elementary schools are needed.

Keywords : Civic Education, Anti-Corruption, Elementary School, Character, Integrity, Moral Education

Introduction

Corruption is a global problem that hinders development and undermines social order. Transparency International's (2023) Corruption Perceptions Index (CPI) report shows that Indonesia still scores quite high on corruption. Corruption occurs not only in the political and economic sectors but also infiltrates various aspects of society, including education (Rose-Ackerman & Palifka, 2016). Education is a fundamental strategy for long-term corruption prevention. Civics education in elementary schools plays a strategic role in instilling moral and ethical values in students from an early age (Lickona, 1991). According to Kohlberg (1981), elementary school-aged children are in the conventional moral development stage, where they begin to understand the importance of social rules and norms that apply in society. Therefore, anti-corruption education implemented from an early age can shape positive mindsets and behaviors that will carry into adulthood.

The urgency of instilling anti-corruption values from an early age Preventing future corruption

Corruption can be defined as an act of dishonesty, irresponsibility, and dishonesty. Instilling positive values at the elementary school level will create individuals who inherently reject corruption.

Building the character of the next generation

Educational institutions, especially elementary schools, are ideal places to shape children's character. By providing good character development from an early age, they will grow into individuals with integrity and be able to apply anti-corruption values in the future

Shared responsibility

Eradicating corruption is not only the responsibility of law enforcement, but also the responsibility of educational institutions and all elements of society. Education is at the forefront of instilling anti-corruption awareness.

The Role of Civics Education (PKn)

Instilling core values: PKn is designed to develop individuals into noble citizens and can be integrated with anti-corruption values such as honesty, discipline, and responsibility.

Shaping moral awareness

Through PKn materials, students can be encouraged to understand the dangers of corruption, not only cognitively but also morally. This is important so they not only know but also develop the awareness to reject and fight corruption.

Integrating values

Anti-corruption education does not have to be a separate subject but can be integrated into existing subjects, such as PKn, which already has a foundation for teaching civic values relevant to anti-corruption.

Research Methodology

This research uses a library research method with the following stages:

Data collection

1. Analyzing national and international academic journals related to anti-corruption education, character education, and moral theory from databases such as Scopus, Springer, and Google Scholar.
2. Using official government documents such as the character education curriculum from the Indonesian Ministry of Education and Culture.
3. Using reports from Transparency International, OECD, and the World Bank on education and corruption prevention.

Data analysis

1. Data were analyzed using a descriptive-qualitative approach to understand effective anti-corruption education patterns and the challenges in their implementation.
2. Comparative studies with other countries were conducted to see how anti-corruption education systems are implemented globally.

Data Validation

The data used comes from trusted sources that have gone through a peer-review process

Result & Discussion

Based on the results of a literature review, it was found that anti-corruption education in elementary schools in Indonesia remains partial and not fully integrated into the national curriculum. Some schools have adopted a character education approach, but implementation remains limited. Furthermore, research shows that many teachers still lack a thorough understanding of how to effectively teach anti-corruption values (Suyatno et al., 2020). The lack of training for educators hampers the program's effectiveness. Social environmental factors also play a role in the success of anti-corruption education. Children who grow up in environments tolerant of corrupt practices tend to perceive them as normal. Therefore, family and community involvement is key to supporting anti-corruption education from an early age (OECD, 2018).

Effective Strategies in Anti-Corruption Education

Based on the study results, there are several effective learning methods in instilling anti-corruption values in elementary schools:

a. Case Discussion Method

Children understand abstract concepts more easily when given concrete examples. By using simple examples, such as the consequences of cheating or taking things without permission, students can learn to understand the impact of dishonest actions (Rose-Ackerman & Palifka, 2016).

- b. Role-Playing
By involving students in simulated situations, such as being an official who must choose between accepting a bribe or refusing it, they can develop an understanding of ethics and integrity in everyday life (Kohlberg, 1981).
- c. Storytelling and Interactive Media
Using inspirational stories about figures with high integrity can provide concrete examples for students. Children internalize moral values more easily when presented in an engaging narrative (Lickona, 1991).

Challenges in Implementing Anti-Corruption Education

Although the mentioned learning methods have proven to be effective, there are still some challenges that need to be overcome:

- a. Lack of Training for Teachers
Many teachers have not received specific training in teaching anti-corruption education, so this material is often only taught theoretically without interactive learning methods (Suyatno et al., 2020).
- b. Misalignment with the National Curriculum
Currently, anti-corruption education is still not a core part of the elementary school curriculum in Indonesia. In countries like Singapore, character education is mandatory at all levels of education, including teacher training (World Bank, 2020).
- c. Unsupportive Social Environment
Character education in schools often clashes with the corrupt practices still found in everyday life. Therefore, family and community involvement is crucial in supporting anti-corruption education in schools (OECD, 2018).

Conclusion

Anti-corruption education in elementary schools plays a crucial role in shaping a generation of integrity. By using interactive learning methods, such as case discussions, role-playing, and storytelling, anti-corruption values can be more effectively instilled from an early age. However, the success of anti-corruption education depends not only on schools but also requires support from families, communities, and more systematic educational policies. Therefore, the government needs to strengthen the integration of anti-corruption education into the curriculum and improve teacher training to teach these values more effectively.

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