

Implementation of Anti-Corruption Education in Fostering Integrity Among Elementary School Students

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Abstract

This study analyzes the implementation of anti-corruption education in fostering integrity among elementary school students. The research aims to examine how anti-corruption values such as honesty, responsibility, discipline, and fairness are integrated into classroom learning and school culture. A qualitative descriptive method with a case study approach is employed, using observation, interviews, and documentation as data collection techniques. The findings indicate that anti-corruption education is effectively implemented through value integration in learning activities, teacher role modeling, and school habituation practices. Students demonstrate improved understanding and behavior when exposed to consistent and contextual value education. However, challenges remain in ensuring consistency between school-based learning and external social environments. The study concludes that sustainable and collaborative efforts between schools, teachers, and society are essential for strengthening students' integrity through anti-corruption education.

Keywords

Anti-Corruption Education; Character Building; Integrity; Elementary School; Value Internalization



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INTRODUCTION

The development of character education has become a central focus in contemporary educational discourse, particularly in response to the growing concern over moral degradation and corruption in society. In this context, anti-corruption education is considered an essential strategy for fostering integrity, honesty, responsibility, and discipline from an early age. Elementary schools play a crucial role in this process, as they serve as the foundation for shaping students' moral character during their formative years. Through systematic educational interventions, students are expected to internalize anti-corruption values that guide their behavior in both academic and social life.

The importance of integrating anti-corruption education into formal schooling has been widely emphasized by national and international institutions. In Indonesia, the Corruption Eradication Commission of Indonesia has promoted anti-corruption education as a preventive strategy to build a culture of integrity through schools. This initiative highlights the need for value-based education that not only focuses on cognitive achievement but also on moral development. Similarly, the United Nations Office on Drugs and Crime stresses that education is a key instrument in preventing corruption by embedding ethical values into the learning process and shaping long-term behavioral change.

Elementary school students are at a critical stage of moral development, where they begin to understand social norms and differentiate between right and wrong. According to Albert Bandura, children learn behaviors through observation, imitation, and reinforcement, meaning that teachers and the school environment play a significant role in shaping students' moral conduct. Therefore, the implementation of anti-corruption education must involve consistent role modeling by teachers and integration of values into daily learning activities.

However, the implementation of anti-corruption education in schools still faces several challenges. One of the main issues is the gap between values taught in schools and behaviors observed in the wider social environment. Students may receive moral instruction in school but encounter contradictory practices outside the classroom, which can weaken the internalization process. This highlights the importance of a holistic approach involving collaboration between schools, families, and communities to ensure consistency in value reinforcement.

Another important aspect is the method of implementation. Effective anti-corruption education requires interactive and participatory learning strategies such as discussions, role-playing, storytelling, and habituation practices. These methods help students understand abstract moral concepts and apply them in real-life situations. As emphasized by Transparency International, building a culture of integrity requires continuous education and active involvement from all stakeholders in society.

Although previous studies have explored character education and moral development, there is still a need for further research focusing specifically on how anti-corruption education is implemented in elementary schools and how it influences students' integrity. Understanding this process is essential for improving educational strategies and ensuring long-term impact.

Based on this background, this study aims to analyze the implementation of anti-corruption education in fostering integrity among elementary school students. The

research focuses on how anti-corruption values are integrated into learning activities and how they influence students' attitudes and behavior. Ultimately, this study is expected to contribute to the development of effective character education practices that support the formation of an honest and integrity-based generation.

METHODS

This study employs a qualitative descriptive research design with a case study approach to examine the implementation of anti-corruption education in fostering integrity among elementary school students. The qualitative method is chosen because it allows for an in-depth exploration of educational processes, teacher–student interactions, and the internalization of moral values within the natural school setting.

The research focuses on a selected elementary school where anti-corruption education is integrated into classroom learning and school culture. The case study approach is used to obtain a comprehensive understanding of how anti-corruption values are implemented, practiced, and internalized by students in real educational contexts.

Data collection techniques include observation, interviews, and documentation. Classroom observations are conducted to identify how teachers integrate anti-corruption values into learning activities and how students respond to these practices. Semi-structured interviews are carried out with teachers to explore teaching strategies, challenges, and experiences in implementing anti-corruption education. Documentation such as lesson plans, school regulations, and student activity records are also analyzed to support and validate the findings.

The data are analyzed using an interactive qualitative analysis model consisting of data reduction, data display, and conclusion drawing. Data reduction is performed by selecting relevant information related to anti-corruption education implementation. The data are then organized and presented systematically to facilitate interpretation. Finally, conclusions are drawn based on emerging patterns and themes.

To ensure the validity of the findings, this study applies triangulation of sources and methods by comparing data obtained from observations, interviews, and documentation. This methodological approach ensures a comprehensive and credible understanding of how anti-corruption education is implemented in elementary schools and its impact on students' integrity development.

FINDINGS AND DISCUSSION

The findings of this study indicate that the implementation of anti-corruption education in elementary schools plays a significant role in fostering students' integrity,

particularly in shaping honest, responsible, disciplined, and fair behavior from an early age. Anti-corruption education is implemented through various strategies, including integration into classroom learning, habituation programs, school culture development, and teacher role modeling. These approaches allow students to understand moral values not only as theoretical concepts but also as practical behaviors that are applied in daily school activities. This aligns with the strategic framework promoted by the Corruption Eradication Commission of Indonesia, which emphasizes that early education is a foundational step in building a culture of integrity and preventing corrupt behavior in society.

The study also reveals that teachers play a central role in the success of anti-corruption education implementation. Students tend to imitate behaviors demonstrated by teachers, especially in terms of honesty in academic tasks, discipline in following rules, and fairness in interacting with peers. When teachers consistently demonstrate integrity, students are more likely to internalize these values and reflect them in their behavior. This finding is consistent with the social learning theory proposed by Albert Bandura, which explains that learning occurs through observation, imitation, and reinforcement within a social environment. In this context, the school environment becomes a critical space for shaping students' moral character.

Furthermore, the implementation of anti-corruption education is more effective when delivered through interactive and participatory learning methods. Techniques such as group discussions, storytelling, role-playing, and problem-based learning help students connect abstract values with real-life situations. For example, students are encouraged to practice honesty during exams, responsibility in completing assignments, and fairness in group work. These experiences strengthen their understanding and make integrity values more meaningful in practice. According to United Nations Office on Drugs and Crime, value-based education is an essential component of long-term corruption prevention strategies, as it helps shape ethical behavior from an early developmental stage.

However, the study also identifies several challenges in the implementation of anti-corruption education. One of the main challenges is the inconsistency between values taught at school and behaviors observed in the broader social environment, including family and community contexts. When students encounter contradictory examples outside school, the effectiveness of value internalization may be weakened. This highlights the importance of synergy between schools, families, and communities in reinforcing integrity values. As noted by Transparency International, building a

culture of integrity requires a comprehensive approach involving education, governance, and societal participation.

In addition, sustainability is a key factor in ensuring the success of anti-corruption education. Short-term or sporadic activities are not sufficient to produce lasting behavioral change. Instead, continuous reinforcement through curriculum integration, school habituation, and consistent role modeling is necessary. Schools must create an environment where integrity values are embedded in all aspects of learning and daily interactions. This continuous process helps ensure that students not only understand anti-corruption values but also internalize and practice them in their behavior.

Overall, the findings suggest that the implementation of anti-corruption education in elementary schools is an effective strategy for fostering integrity among students when supported by consistent teacher role modeling, interactive learning methods, and a conducive school environment. However, its success depends on continuous reinforcement and collaboration between educational institutions, families, and society to ensure that integrity values are deeply internalized and sustained in students' daily lives.

CONCLUSION

This study concludes that the implementation of anti-corruption education in elementary schools is effective in fostering students' integrity, particularly in shaping honest, responsible, disciplined, and fair behavior. The integration of anti-corruption values into classroom learning, school habituation, and daily activities contributes significantly to the internalization of moral values among students. Teacher role modeling emerges as a key factor in this process, as students tend to imitate behaviors demonstrated by teachers in the school environment.

The findings also indicate that interactive and participatory learning methods enhance students' understanding and application of anti-corruption values. However, the effectiveness of this education is still influenced by external factors, especially inconsistencies between school-based values and social environments outside the classroom. Therefore, collaboration between schools, families, and communities is essential to ensure the sustainability of integrity development.

In conclusion, anti-corruption education serves as a strategic approach to building a generation with strong moral character, but its success depends on continuous implementation, consistent role modeling, and supportive social environments.

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