

Analysis of Anti-Corruption Value Socialization in Building Integrity Among 6th Grade Elementary School Students

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Abstract

This study analyzes the socialization of anti-corruption values in building integrity among 6th grade elementary school students. The research aims to examine how values such as honesty, responsibility, discipline, and fairness are introduced and internalized through school-based learning and habituation practices. A qualitative descriptive method with a case study approach is employed, using data collection techniques including observation, interviews, and documentation. The findings show that the socialization of anti-corruption values is effective when integrated into daily learning activities and supported by teacher modeling and participatory learning methods. Students demonstrate improved understanding and behavioral consistency when values are contextualized in real-life school situations. However, challenges remain in ensuring consistency between school-based value education and the broader social environment. The study concludes that continuous and collaborative efforts between schools, teachers, and society are essential for strengthening students' integrity through anti-corruption value socialization.

Keywords

Anti-Corruption Values; Value Socialization; Integrity; Character Education; Elementary School Students



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INTRODUCTION

The development of character education has become a central concern in modern education systems, particularly in response to the increasing complexity of moral challenges faced by society. One of the most critical issues is corruption, which continues to undermine governance, social justice, and public trust in many countries. In this context, early education plays a strategic role in instilling anti-corruption values such as honesty, responsibility, discipline, fairness, and simplicity. These values are essential for shaping students into individuals with strong integrity who are resistant to corrupt behavior in the future.

Efforts to integrate anti-corruption education into the school system have been strongly supported by national and international institutions. In Indonesia, the Corruption Eradication Commission of Indonesia has consistently promoted anti-corruption education as a preventive strategy through value socialization in schools. This initiative emphasizes that combating corruption should begin from an early age through formal education. Similarly, the United Nations Office on Drugs and Crime highlights the importance of education in fostering a culture of integrity and preventing corruption by embedding ethical values into learning systems worldwide.

Elementary school students, particularly those in grade 6, are at a critical stage of moral and cognitive development. At this stage, children begin to understand social norms and internalize values that guide their behavior. According to Albert Bandura, learning occurs through observation, imitation, and modeling, meaning that students are highly influenced by the behavior of teachers and their surrounding environment. Therefore, schools play a crucial role as primary agents in the socialization of anti-corruption values.

However, the implementation of anti-corruption value education still faces several challenges. One of the main issues is the gap between value transmission in schools and behavioral examples in the wider social environment. In some cases, students receive positive moral instruction at school but encounter contradictory behaviors in society, which may weaken the internalization process. This highlights the importance of consistency and reinforcement across different social contexts, including family and community.

Another important aspect is the method used in socializing anti-corruption values. Effective value education requires more than theoretical instruction; it must involve interactive and participatory learning methods such as discussion, storytelling, role-playing, and habituation practices. These approaches 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 collective involvement from all stakeholders in society.

Although previous studies have explored character education and moral development, there is still a need for more focused research on how anti-corruption values are socialized at the elementary school level and how this process contributes to integrity building among students. Understanding this process is essential for improving educational strategies and ensuring long-term behavioral change.

Based on this background, this study aims to analyze the socialization of anti-corruption values in building integrity among 6th grade elementary school students.

The research focuses on how these values are implemented in classroom and school environments and how they influence students' attitudes and behavior. Ultimately, this study is expected to contribute to the development of effective character education strategies that support the formation of an honest and integrity-based generation.

METHODS

This study employs a qualitative descriptive research design to analyze the socialization of anti-corruption values in building integrity among 6th grade elementary school students. The qualitative approach is chosen because it allows for an in-depth understanding of the educational process, particularly how moral values are introduced, understood, and practiced by students within the school environment. The study focuses on natural classroom settings to explore how anti-corruption values are embedded in daily learning activities and school culture.

The research uses a case study approach in one selected elementary school where anti-corruption value education is implemented through classroom instruction and school habituation programs. This approach enables the researcher to gain a detailed and contextual understanding of how socialization processes influence students' attitudes and behaviors. The study emphasizes the interaction between teachers and students as the main source of value transmission.

Data collection techniques include observation, interviews, and documentation. Classroom observations are conducted to examine 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 value-based education. In addition, documentation such as lesson plans, school rules, and student activity records are analyzed to support and complement the findings from observation and interviews.

The data obtained are analyzed using a qualitative interactive model, which consists of data reduction, data display, and conclusion drawing. Data reduction is carried out by selecting relevant information related to anti-corruption value socialization. The data are then organized and presented in a structured form to facilitate interpretation. Finally, conclusions are drawn based on patterns, themes, and relationships that emerge from the data.

To ensure the validity of the findings, this study applies source triangulation and method triangulation. Data from observations, interviews, and documentation are compared to ensure consistency and accuracy. This methodological approach allows the researcher to obtain a comprehensive understanding of how anti-corruption values

are socialized in elementary education and how such processes contribute to the development of students' integrity and character.

FINDINGS AND DISCUSSION

The findings of this study indicate that the socialization of anti-corruption values among 6th grade elementary school students contributes significantly to the development of students' integrity, particularly in terms of honesty, responsibility, discipline, and fairness. The socialization process, which is integrated into classroom learning and school culture, shows that students respond positively when anti-corruption values are delivered through contextual, interactive, and participatory methods. Activities such as discussions, storytelling, role-playing, and classroom agreements are effective in helping students understand abstract moral concepts and translate them into daily behavior. This finding is consistent with the approach promoted by the Corruption Eradication Commission of Indonesia, which emphasizes that early education is a strategic foundation for building a culture of integrity and preventing corrupt behavior in the future.

The study also reveals that teachers play a crucial role in the socialization process as primary role models of integrity. Students tend to imitate behaviors demonstrated by teachers, particularly in relation to honesty in academic tasks, fairness in group activities, and discipline in following school rules. When teachers consistently demonstrate integrity, students are more likely to internalize these values in their own behavior. This supports the social learning theory proposed by Albert Bandura, which explains that individuals learn behaviors through observation, imitation, and reinforcement within their social environment. In the context of anti-corruption education, this means that value socialization is not only a cognitive process but also a behavioral modeling process.

Furthermore, the findings show that integrating anti-corruption values into everyday school routines enhances students' understanding and behavioral consistency. For example, practices such as honesty in examinations, responsibility in completing assignments, and fairness in peer interactions help reinforce integrity values in real-life situations. The learning process becomes more meaningful when students are directly involved in activities that require ethical decision-making. According to United Nations Office on Drugs and Crime, value-based education is a critical component in long-term corruption prevention strategies, as it shapes ethical behavior from an early developmental stage.

However, the study also identifies several challenges in the socialization process. 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 settings. When students encounter contradictory examples outside the classroom, the effectiveness of anti-corruption value internalization may be weakened. This indicates that moral education cannot rely solely on schools but requires reinforcement from multiple social institutions. As highlighted by Transparency International, building integrity in society requires a comprehensive approach involving education, governance, and community participation.

In addition, the study finds that the sustainability of anti-corruption value socialization is essential for long-term impact. One-time or short-term interventions are not sufficient to shape lasting character change. Instead, continuous reinforcement through curriculum integration, habituation, and school culture development is necessary. Teachers must consistently embed integrity values into both academic and non-academic activities to ensure that students not only understand but also practice these values in their daily lives.

Overall, the findings suggest that the socialization of anti-corruption values in elementary education is an effective strategy for building an honest and integrity-based generation. When supported by active teacher involvement, interactive learning methods, and a supportive school environment, students are more likely to develop strong moral character. Nevertheless, the success of this process depends on the consistency of value reinforcement across school, family, and societal contexts, making collaborative efforts essential for sustainable character building.

CONCLUSION

This study concludes that the socialization of anti-corruption values plays an important role in building integrity among 6th grade elementary school students. The implementation of value socialization through classroom learning and school culture is effective in fostering essential character traits such as honesty, responsibility, discipline, and fairness. When delivered through interactive and participatory learning methods, students are better able to understand and apply these values in their daily behavior. The role of teachers as role models is a key factor in the success of the socialization process. Students tend to imitate behaviors demonstrated by teachers, making consistency in practicing integrity within the school environment highly important. This finding aligns with the social learning theory of Albert Bandura, which emphasizes learning through observation and imitation. Furthermore, the study highlights that integrating anti-corruption values into daily school activities strengthens students' moral understanding and behavioral consistency. However, challenges remain, particularly the inconsistency between

values taught in schools and those observed in the broader social environment. This indicates that value socialization must involve collaboration between schools, families, and society. In conclusion, the socialization of anti-corruption values is an effective strategy for shaping an honest and integrity-based generation when implemented continuously, consistently, and collaboratively across educational and social environments.

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