

Analysis of the Socialization of Anti-Corruption Values as an Effort to Build an Honest Generation from an Early Age for 6th Grade Students

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Abstract

Corruption is a major problem hindering national progress and is often rooted in the weak installation of honest values from an early age. Therefore, anti-corruption education needs to be provided from elementary school as part of character building. This study aims to analyze the implementation of anti-corruption values socialization as an effort to build an honest generation from an early age among sixth-grade students of Ciwedus Elementary School, Bendung Village. The method used is a descriptive qualitative approach. The research subjects involved 45 male and female students participating in the Student Work Lecture (KKM) Group 05 of Bina Bangsa University. The instruments used were a pre-test and post-test consisting of 10 multiple-choice questions, adjusted to the level of understanding of elementary school students. The results showed that some students understood the meaning of honesty and could recognize behaviors that violate it. After the socialization, the post-test results showed a significant increase in students' understanding of the value of honesty and unlawful behavior. Observations also recorded students' enthusiasm and active involvement during the activity. In conclusion, this socialization was effective in instilling anti-corruption values from an early age, and the initial test plays an important role as a diagnostic tool in developing appropriate learning strategies.

Keywords

Anti-Corruption Values; Honesty; Elementary School Students; Socialization.



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INTRODUCTION

Corruption is a serious problem facing the Indonesian nation and a major obstacle to achieving clean, just, and incorruptible governance. Corruption not only harms the state financially but also weakens the moral fabric of society. Various efforts have been undertaken by the government, non-governmental organizations, and various stakeholders to eradicate corruption, one of which is through early anti-corruption education.

Anti-corruption values education is crucial for instilling in the younger generation, particularly elementary school children. This age is a crucial stage in character formation, crucial for determining a person's future behavior. According to the Ministry of Education,

Culture, Research, and Technology (2021), fostering honesty, discipline, responsibility, and caring for others can serve as a first line of defense against corrupt behavior. Therefore, schools play a strategic role as formal educational environments that can foster anti-corruption values through various activities, such as classroom learning, teacher role models, and extracurricular programs.

The socialization of anti-corruption values is not only oriented towards knowledge transfer, but also emphasizes the internalization of values so that students are able to understand them deeply and apply them in their daily lives. This research was conducted at Ciwedus Elementary School, Bendung Village, with a focus on sixth-grade students. This location was chosen based on the importance of providing honesty values to students who will continue to higher education. In addition, this activity is part of the Student Work Lecture (KKM) program implemented by KKM Group 05 Bina Bangsa University, which aims to make a real contribution to the character formation of the young generation who are anti-corruption.

Thus, the purpose of this study is to analyze the process of socializing anti-corruption values taught to sixth-grade students at Ciwedus Elementary School, identify supporting and inhibiting factors, and evaluate the extent to which these efforts have fostered honesty from an early age. It is hoped that the results of this study will provide strategic recommendations for schools, teachers, and the community in developing the nation's next generation with integrity and free from corruption.

METHOD

This study employed a qualitative, descriptive approach. The qualitative approach was chosen because the focus of the study was to deeply understand the process of socializing anti-corruption values to sixth-grade students at Ciwedus Elementary School in Bendung Village, and to assess the impact this had on developing an attitude of honesty from an early age. Qualitative research does not focus on measuring numbers or statistical data, but rather emphasizes the meaning, understanding, and interpretation of the phenomena under study.

The descriptive method was used to provide a detailed and systematic explanation of the implementation of outreach activities, student responses, teacher participation, and the results obtained from the process. This method allows researchers to present field findings as they are, in accordance with actual conditions, so that readers can gain a complete picture of how anti-corruption values are conveyed to students and the extent to which these values are embedded in their behavior.

Descriptive qualitative methods are used to describe and understand a phenomenon in depth and context, focusing on the subjective meanings and experiences of participants (Sugiyono, 2021). The descriptive qualitative research method used in this study is highly

appropriate because it aims to understand the process of internalizing anti-corruption values in depth through observation, interviews, and documentation of social phenomena that occur naturally in elementary school environments. This approach allows researchers to describe in detail the dynamics of value socialization and its impact on the formation of students' honest attitudes without statistical intervention.

This research was conducted in conjunction with the Student Work Lecture (KKM) program of Bina Bangsa University Group 05. This KKM program is a community service activity that serves as a means for students to apply the knowledge they have learned during lectures, while also making a real contribution to the surrounding environment. In the context of this research, KKM group 05 became a means for researchers to carry out anti-corruption value socialization activities directly to students at Ciwedus Elementary School. The socialization activities were carried out in the form of face-to-face meetings in the classroom involving sixth grade students as the main participants.

The stages in this research began with a preliminary study to identify the problem and formulate the research focus, namely the process of socialization of anti-corruption values to sixth-grade students of Ciwedus Elementary School. After that, the researcher determined the research subjects purposively, namely sixth-grade students as socialization participants, socialization speakers, and Student Work Lecture (KKM) students as activity implementers. The data collection process was carried out using several main techniques, namely participatory observation of socialization activities, in-depth interviews with students, speakers, and program implementers, as well as documentation in the form of activity photos, pre-test and post-test results, and field notes. The collected data were then analyzed through the process of data reduction, data presentation, and drawing conclusions. To ensure the validity of the data, this study used triangulation techniques both in terms of sources and methods. The final stage is the preparation of a research report presented in a descriptive narrative, describing the factual conditions and in-depth interpretation of the process and impact of socialization of anti-corruption values on the formation of honest attitudes in students from an early age.

FINDINGS AND DISCUSSION

Findings

Prior to the anti-corruption values socialization activity, researchers, along with the Student Work Lecture (KKM) Group 05 team from Bina Bangsa University, conducted a pre-test on all 45 sixth-grade students at Ciwedus Elementary School in Bendung Village. This pre-test aimed to measure the students' initial understanding of the concept of anti-corruption, the meaning of honesty, and examples of how these values are applied in everyday life. Following the socialization, the KKM team administered a post-test to all students using the same questions.

According to Desty Endrawati Subroto, M.Pd., 2023, learning is a process of transformation within an individual that improves behavioral qualities, such as skills, understanding, knowledge, thinking skills, and attitudes. This process occurs gradually and plays a crucial role at all levels of education.

Pre-Test and Post-Test given by KKM Group 05 to Grade 6 Students

This step is crucial for researchers to obtain a baseline overview of students' perceptions and knowledge, and to provide a basis for measuring changes in their understanding after receiving the socialization through a post-test. This allows for a more objective analysis of the success of the socialization activity. The pre- and post-tests consisted of 10 multiple-choice questions. The questions were tailored to the level of understanding of elementary school students, using simple, clear, and contextual language.

The following are the Pre-Test and Post-Test questions conducted by the KKM 05 group of Bina Bangsa University, for grade VI students of Ciwedus Elementary School as follows:

| No | Question | Answer Options | Answer key |
|----|---|--|------------|
| 1 | What does corruption mean? | a. Taking other people's money for personal gain b. Helping friends in trouble c. Giving gifts to teachers | A |
| 2. | If you find a wallet at school, what should you do? | a. Keep it for yourself b. Return it to the teacher or owner c. Just let it be | B |
| 3. | Taking school items to use at home without permission included? | a. Honest deeds b. Fraudulent acts c. Good deeds | B |
| 4. | Why shouldn't we cheat during exams? | a. To get good grades b. Because it is dishonest and self-defeating. c. Because I was afraid of being scolded by the teacher | B |
| 5. | One example of honest behavior at school is? | a. Helping friends during exams b. Returning the borrowed eraser c. Hiding mistakes | B |

| | | | |
|-----|---|--|---|
| 6. | If your friend asks you to skip school, what do you do? what do you do? | a. Just go along b. Refuse and still go to class c. Waiting for the teacher to come home | B |
| 7. | Why does corruption harm many people? | a. Because money that should be for the common good is used privately b. Because it makes the school quiet c. Because it makes people rich | A |
| 8. | When you were on duty, you didn't help clean the class even though it was your turn. That attitude including? | a. Responsibility b. Dishonest c. Undisciplined | C |
| 9. | If you see a friend taking money from the teacher's drawer, what should you do? | a. Be quiet b. Report to the teacher c. Take part in taking | B |
| 10. | Why should we learn anti-corruption from an early age? | a. To get used to living honestly and responsibly b. To be famous c. To get a prize | A |

Based on the pre-test results given by KKM Group 05 of Bina Bangsa University to 45 sixth-grade students of Ciwedus Elementary School, preliminary data showed that 30 students (67%) were able to answer questions correctly, especially those related to the basic concept of honest behavior in everyday life. This indicates that most students have a general understanding of the importance of honesty, such as not lying and not taking other people's belongings without permission.

However, 15 students (33%) were unable to answer correctly. They still demonstrated a limited understanding of the forms of corruption in the context of everyday life. For example, some students did not yet realize that actions such as cheating on exams or hiding found items without returning them to their owners violate the value of honesty. Furthermore, some students still held a narrow view of the concept of corruption, assuming that corruption is only committed by government officials or adults, and did not connect it to negative behavior that can occur in the school environment.

Following the anti-corruption values socialization activity, a post-test was conducted to measure the students' understanding. The post-test results showed significant improvement, with 42 students (93%) able to answer the questions correctly. Meanwhile, only 3 students (7%) still answered some questions incorrectly, but overall, they showed improvement in their understanding of the values of honesty and anti-corruption.

Changes are also evident in students' perspectives on corruption. They no longer assume corruption is only committed by adults or government officials, but are beginning to understand that dishonest acts within the school environment are also part of corrupt behavior. This demonstrates that the outreach activities have successfully provided students with a broader and more applicable understanding of the importance of honesty from an early age.

Discussion

Based on the results of the pre-test and post-test conducted on 45 sixth-grade students of Ciwedus Elementary School, a significant increase was found in students' understanding of anti-corruption values, particularly in the context of honesty in everyday life. The pre-test serves as a very useful initial diagnostic tool to determine the level of students' understanding before the socialization is carried out. Initial findings indicate that most students already understand the basic concept of honesty and can identify clearly dishonest behavior. However, there are still some students who do not realize that actions such as cheating, hiding found items, or manipulating information are also violations of anti-corruption values.

Following the implementation of the socialization by KKM Group 05, the post-test results showed that 42 out of 45 students (93%) were able to answer the questions correctly, indicating a significant increase in students' understanding of anti-corruption values. This indicates that the socialization activity has succeeded in reaching and internalizing the value of honesty into students' mindsets and attitudes. Furthermore, students' perceptions of perpetrators of corruption have also changed, as they begin to understand that corrupt behavior can occur in all circles, including in the school environment.

The results of this study align with the findings of Prasetyo and Widodo (2021), who demonstrated that contextualized anti-corruption education involving active student participation can improve students' understanding and ethical awareness at the elementary level. Similarly, research by Kurniawati (2022) confirms that experiential learning methods and open dialogue are more effective in instilling integrity values than lecture-only approaches.

From a theoretical perspective, the findings of this study are supported by the perspective of Suryadi and Hidayati (2021), who emphasized that character education for

elementary school-aged children must encompass three main aspects: understanding values (moral cognition), experiencing values (moral emotion), and implementing values in concrete actions (moral behavior). These three aspects need to be developed in an integrated manner so that students not only understand the value of honesty conceptually but also perceive it as important and ultimately practice it in their daily lives. This theory is reinforced by a humanistic learning approach, which positions students as active subjects in the formation of values and character (Santrock, 2020).

Furthermore, the anti-corruption approach to education adopted by the Ministry of Education, Culture, Research, and Technology (2021) also emphasizes the importance of integrating the values of honesty and responsibility into early childhood learning. This research demonstrates that approaches using hands-on activities such as outreach, group discussions, and collaborative reflection are highly effective in instilling these values in a deep and contextual manner.

Thus, the results of this study not only reinforce previous findings but also provide a tangible contribution to anti-corruption education strategies at the elementary school level. The use of pre- and post-tests proved effective in measuring the development of student understanding and can serve as a model for evaluating similar programs in the future.

The following is documentation carried out by KKM Group 05 of Bina Bangsa University in carrying out legal socialization activities which took place at SDN Ciwedus, Bendung Subdistrict.



Figure 1. Socialization Activities in the Classroom



Figure 2. Group Photo with the Speaker, Field Supervisor, KKM Team Group 05, Principal and Teachers, and Grade 06 Students of Ciwedus Elementary School



Figure 3. Group Photo with the Speaker, Field Supervisor, Principal and Teachers of Ciwedus Elementary School, and the KKM Team Group 05

CONCLUSION

Based on the results of the pre-test and post-test conducted by KKM Group 05 of Bina Bangsa University on 45 sixth-grade students of Ciwedus Elementary School, it can be concluded that the socialization of anti-corruption values has a positive influence on increasing students' understanding of honesty and anti-corruption behavior. The pre-test results show that most students already understand the forms of dishonest behavior in general, but there are still some who do not realize that actions such as cheating or hiding found items are also included in behavior that violates the value of honesty. The socialization that was carried out succeeded in changing this mindset, as seen from the post-test results which showed a significant increase in understanding, including the awareness that acts of corruption can occur in everyday life, even in the school environment. This is in line with the view of Desty Endrawati Subroto (2023), who stated that the learning process is a comprehensive personality change, including improving the quality of attitudes and understanding.

However, this study has several limitations. One is the lack of long-term follow-up to determine whether the values learned are truly internalized in students' daily behavior. This study also failed to deeply explore the influence of external factors, such as the role of parents or the surrounding environment, in supporting the formation of anti-corruption character. Therefore, future research is recommended to conduct longitudinal studies to monitor the development of students' attitudes after socialization, and to more comprehensively involve teachers, parents, and the school environment in fostering an anti-corruption culture from an early age.

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