



# Implementation of Anti-Corruption Education in Building Student Character At SMP Negeri 1 Kabil

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## ABSTRACT

This study aims to describe the implementation of anti-corruption education in building student character at SMP Negeri 1 Kabila. Anti-corruption education is an important part of developing students' character with integrity, honesty, and responsibility. In its implementation, this education is integrated through various methods, such as classroom learning, daily behavioral habits, and teacher role models. The core values instilled include honesty, independence, and responsibility. This study used a qualitative approach with a descriptive research type. Data collection techniques were carried out through observation, interviews, and documentation with teachers, principals, and students. The results showed that the implementation of anti-corruption education in this school had a positive influence on changing students' attitudes and behavior, particularly in increasing their moral awareness and ethical behavior. However, its implementation still faces several obstacles, including limited resources, resistance to change from some teachers and students, and a school culture that does not fully support anti-corruption values. Therefore, support from all school elements is essential to optimize the role of anti-corruption education in developing students' character with resilience and integrity. The conclusion of this study indicates that although anti-corruption education has begun to be implemented and has had a positive impact on student behavior, its success still depends on comprehensive support from the school, teachers, and the surrounding community. Increased resources and strengthening of a school culture that supports anti-corruption values are needed for optimal implementation of this education.

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## INTRODUCTION

Anti-corruption education aims to instill the values of integrity, honesty and responsibility from an early age. By integrating education anti-corruption ke. In the curriculum, it is hoped that students can understand the concepts from acts of corruption and learn to respect ethical values in everyday life . According to the Ministry of Education and Culture (2020), character education Covering anti-corruption aspects can help students develop a critical attitude against unethical practices . Implementation of anti-corruption values in building students' character can be done through various ways, Me.nye.le.nggarakan educational programs anti-corruption in schools, which includes the delivery of material about corruption, discussions, simulations, and other activities that can improve students' understanding about the dangers of corruption and the importance of integrity. Implementing anti-corruption values corruption in the school curriculum, both in specific subjects and through cross- subject approaches . Involving students in social activities which encourages them to play an active role in preventing corruption, such as campaign. anti-corruption in the school or community environment. Build school culture that is based on integrity, honesty,

and responsibility, by involving all related parties, including teachers, parents, and staff education. Implementation of anti-corruption education in school curricula It is hoped that it can change students' mindsets, so that they not only to be an academically intelligent individual , but also to have integrity high. Sari, D. (2023). In implementing anti-corruption values, it is important to involve everyone related parties , including schools, teachers, parents, and the community. Collaboration that good relations between all parties will strengthen efforts to build character. students who are strong and have anti-corruption awareness. Implementation of anti-corruption values corruption in building students' character is an important step in building a generation that is aware of the dangers of corruption and has integrity high. With good anti-corruption education, it is hoped that students will grow into a responsible , honest and conscious individual strong morals (Salahudin, 2018:208). One of the preventive efforts to prevent acts of corruption is through anti-corruption education that is integrated into all subjects learning at school. Anti-corruption education can be implemented effectively in informal education such as in the family environment and education formal, namely at school. However, schools are seen as more effective for prepare a young generation that has anti-corruption behavior (Handoyo, 2009). Schools as a means of instilling anti-corruption values in students In the future, it will become a nation's civil society generation that is free from corrupt behavior. Anti-corruption education is one of the efforts that can be made to reduce student corrupt behavior. Anti-corruption education is not only introduce anti-corruption values but will be continued with appreciation and practice of values become the character that will later become Moral Action and becoming a habituation for students to stay away from corrupt acts. In anti-corruption education, three domains must be integrated , namely domain of knowledge (cognitive), attitude and behavior (affective), and skills (psychomotor) (Agus and De.lia, 2015). The legal basis for anti-corruption education is contained in the Instruction Pre.side.n Number 5 of 2004 concerning Pe.rce.patan Pe.mbe.rantasan Corruption Dictum ke.se.be.las point 7 which contains: National Education Ministry me.nye.le.nggarakan education which contains the substance of cultivating spirit and behavior anti-corruption at every level of education, both formal and non-formal. It is hoped that this anti-corruption education can provide moral education to students which can be achieved in various ways, including through activities learning, socialization, implementing school regulations . Soul cultivation Anti-corruption for students aims to provide sufficient knowledge about the ins and outs of corruption and its eradication as well as instilling values anti-corruption (Pratama and Sumaryati, 2015)

With this background , there is a need to implement value implementation anti-corruption to build the character of students at SMP Negeri 1 Kabila. The anti-corruption value corruption is a moral and ethical principle that aims to prevent and reduce acts of corruption in society. These values includes honest, transparent, responsible, fair and ethical attitudes and behavior. be.rinte.gritas. Several examples of anti-corruption values that are often emphasized in anti-corruption education is: Upholding honesty in all aspects life, both in speaking and acting. Having empathy and caring facing common interests , not just personal or group interests. Se.dan Ke.mandirian Able to act independently and not depend on corrupt practices to gain profit. Justice: Treating all people fairly without discrimination, and respecting their rights and interests all parties Current corruption trends show that corruption does not only occur in level of government, but also spread to various sectors of society. Corruption can be found in various forms, such as bribery, nepotism, bribery, and abuse of power. This fe.nome.na shows that handling Corruption is not only the responsibility of the government, but also involves active participation from all levels of society, including educational institutions . In the educational context, implementation of anti-corruption values needs to be done in an me.nye.luruh and integration in the education curriculum. This will enable students to understand the concept of corruption, its impacts, and the importance of integrity, honesty, and transparency in everyday life . (Salahudin, 2018:208). Apart from that, the role of schools and educators is very important implementing anti-corruption values. Teachers and educational staff have opportunity to develop and shape students ' character through creative and interactive teaching and learning . Through discussions, simulations, and other activities, students can be prepared to become individuals who have a strong anti-corruption awareness and integrity. Danang (2012: 125)

In facing the current challenges of corruption, the implementation of anti-corruption values Corruption in education has a strategic role in shaping the character of students who are responsible, honest, and have integrity. With strengthening anti-corruption education, it is hoped that society can grow with greater awareness of the importance of preventing corruption and consequences that must be borne by the perpetrators of corruption. Gunawan, A. (2021). Anti-corruption education at State Middle School 1 Kabila is an effort to provide students with an understanding of the dangers and negative impacts from corruption, as well as the importance of maintaining integrity, honesty and responsibility in everyday life . The main objective of anti-corruption education in The purpose of school is to build the character of students who have moral awareness. and high integrity, and able to reject acts of corruption in all matters. be.ntuknya. Anti-corruption education at State Middle School 1 Kabila has a background an important background in efforts to prevent and eradicate corruption in Indonesia. Limited understanding of corruption has shaped the image of that corruption is difficult to prevent and eradicate, and is considered as pe.me.command's responsibility.

However, actually teachers and society too have an important role in these efforts. Method. which is used in implementing anti-corruption education in junior high schools can be varied. One of the effective methods is through educational media . In this case, An integrated anti-corruption education system is needed starting from education basic to higher education. This system includes various forms of socialization corruption, methods of prevention and reporting, as well as supervision of criminal acts corruption . Anti-corruption education at SMP Negeri 1 Kabila has urgency which is important in efforts to prevent and eradicate corruption in Indonesia. Method. used include shortening of education through educational media and method selection . creative learning . The implementation strategy includes transparent school- based management , curriculum implementation e.fe.ktif, and Community participation.

## METHODOLOGY

Research using a qualitative approach was chosen in carrying out the research this research. According to Bogdan and Taylor Moleong LJ (2002) pe.ne.litian Qualitative is a procedure carried out in providing descriptive results . in the form of oral information and written information from each person being researched as well as from observed behavior (Moe.long, 2002) . The type of shortening is qualitative descriptive research , where in the research process in the field and will role in data in the form of a series of words in various descriptive forms . In research that uses a qualitative approach , it is not known with populations and samples as in quantitative research because research starting from the case of the existence of individuals or groups in social situations certain and the results only apply to that social situation. according to moleong Qualitative research is research that aims to understand fe.nome.na about what is experienced by pe.ne.litian subjects for example pe.behavior, pe.rse.psi, motivation, action, etc. This research was carried out at SMPN 1 Kabila regarding implementation anti-corruption education in building student character at SMPN 1 Kabila. The choice of location for this research is geographically easy to reach so that makes data retrieval easier . The time needed for research This is at least more or less a full month . Location selection in research is based on a consideration based on attractiveness, uniqueness and suitability to the characters chosen in the research. determination of location or place in carrying out research, carried out location selection in research is expected to provide things that new and has meaning (Yuliani, 2017). Data analysis techniques Ismail Nurdin and Sri Hartati (2019: 203) stated that the analysis Data analysis is a process that details efforts formally to determine themes and formulation of hypothesis (idea) as suggested and as an effort to improve help and themes in the hypothesis. Se.me.ntara Le.xy J. Moe.le.ong (2015).

## RESULTS

Implementation of Anti-Corruption Education in Building Student Character At SMPN 1 Kabila How do we know about the implementation of anti-corruption education in building character at SMPN 1 Kabila it has been going well but No, we can't say it's 100% good yet. pe.ne.rapan implementation.me.ntasi Anti-education corruption in building students' character has not been integrated in various subjects Lessons or curriculum and implementation of anti-corruption education in schools Currently it is still far from expectations due to the lack of implementation culture Anti-corruption education in the school environment. Education Implementation Anti-corruption should be integrated into the (RPP) or curriculum. This is in accordance with the theory put forward by H. One of the preventive efforts to Preventing acts of corruption is through anti-corruption education integrated in all learning subjects at school. Anti-education Corruption can be effectively applied in informal education such as in family environment , and formal education, namely at school. However, school considered more effective in preparing young generations who have the behavior anti-corruption (Handoyo, 2009). Implementation of anti-corruption education in building character students at SMPN 1 Kabila which is implemented can provide understanding to students related to anti-corruption values such as independence, honesty and responsibility and can prevent small things that lead to bad habits corruption. By implementing anti-corruption education into all Lessons and implementation of real examples related to anti-corruption values can be improve students' understanding. This is in accordance with the facts that have been researched get it in the field and adjust it to the theory that researchers use that The implementation of anti-corruption education must contain several implementation elements namely by integrating it into. in all learning subjects. Payload The material that needs to be delivered to students consists of related material with efforts and participation in eradicating corruption with a goal learning so that students are able to explain efforts to eradicate corruption and role and students in understanding anti-corruption values (Asyafiq, 2017).

## Independence

Independence is one of the important elements in building anti-corruption character in students at SMPN 1 Kabila. Independence refers to the ability of students to act based on correct principles without depend on external influence or supervision of others. In context anti-corruption education, independence becomes the foundation for students to have honest attitude, responsibility, and courage to reject all forms of deviation or cheating. Independence teaches students to be responsible for their decisions. and their actions.

They are more aware of the consequences of each action what they do, so they will be more careful in acting according to with the prevailing norms and ethics.

### **Responsibility**

Responsibility is one of the important values in forming a The character of students who are integrity and based on anti-corruption principles. Students who has a high sense of responsibility will understand that every action what they do has consequences and must be done with full responsibility. awareness and honesty. In the context of anti-corruption education at SMPN 1 Kabila, the value of responsibility is the main foundation for creating a school environment that is clean, transparent, and free from dishonest actions. Instilling Awareness of the Consequences of Every Action with have a sense of responsibility, students understand that every action has impact, both for yourself and others. This encourages them to think before acting and to avoid actions that can harming others, including corrupt behavior.

### **Honesty**

Honesty is a basic value that every individual must have. building a character that is integrity and free from corruption. In educational environment , especially at SMPN 1 Kabila, the value of honesty becomes one of the main pillars in anti-corruption education. Honesty is not only applied in academic aspects, but also in students' social lives, so that they are accustomed to always being honest in every action and to. decision taken. Honesty also plays a role in forming a brave attitude students to reject all forms of dishonest acts, such as abuse funds or collusion in school organizations. They will have awareness to report and not support corrupt behavior around them. Implementation of the values of independence, responsibility, and honesty at SMPN 1 Kabila has been proven to increase students' understanding of the importance of anti-corruption behavior. By getting used to these three values , students will not not only understand the anti-corruption concept theoretically but also apply it in everyday life . To. front, it is hoped that they can become an agent changes that contribute to creating a more honest environment , transparent, and free from corruption, both in schools and in society. It can be concluded that the implementation of anti-corruption education in Building the character of students at SMPN 1 Kabila is done through various implementing methods, such as teaching in the classroom, and applying the values of independence, honesty and responsibility. This shortening has proven to be effective in changing students' mindset and behavior in everyday life . However, there are still Several factors inhibiting the implementation of anti-corruption education at SMPN 1 One of the challenges is that limited resources are a challenge. significant in the implementation of anti-corruption education. Lack of facilities such as adequate classrooms , relevant teaching materials , and human resources trained to be an obstacle in running the program optimally. Without sufficient resource support, efforts to instill cultural values will be anti-corruption among students will be less than optimal. re.siste.nsi te.rlawan changes, both from the teacher and student side. Some teachers feel it is difficult in adapting the method. teaching that promotes moral values and anti-corruption, the school culture does not support it

### **Factors Influencing the Implementation of Education Anti-Corruption in Building Student Character at SMPN 1 Kabila**

The inhibiting factor is that teachers are unable to choose materials that can be integrated with anti-corruption behavior so that the learning atmosphere is not attractive to students. Teachers have not been able to raise students' motivation to reduce anti-corruption behavior, so that there are still many students who show corrupt behavior at school (Agus and Delia, 2015). Based on the results of observations and interviews with informants, the implementation of anti-corruption education in building students' character lacks awareness and understanding. Not all students have the same awareness of the importance of anti-corruption values. Some students still consider that small cheating, such as cheating or being dishonest. is a normal thing in carrying out tasks.

Due to the existence of limitations in resources and teaching media , it is also an inhibiting factor in the implementation of anti corruption education in schools, some teachers still experience limitations in resources, such as a lack of special modules regarding anti-corruption education or a lack of training. for educational staff using methods. more effective teaching in conveying anti-corruption values to students. In the implementation of anti-corruption education in building character at SMPN 1 Kabila there will definitely be obstacles or obstacles in the implementation of programmed activities.

These obstacles are based on 2 factors, namely the factor of Limited Resources , Resistance to Unsupportive Changes in School Culture . Resistance to Unsupportive Changes in School Culture Implementation of anti-corruption education at SMPN 1 Kabila, one of the challenges The main problem faced is resistance to changes in school culture . Even though the school has tried to instill the values of integrity, honesty, and responsibility, there are still obstacles from individuals and the environment which inhibits change towards a more transparent and transparent culture anti-corruption. The results of the study show that resistance to change school culture that supports anti-corruption education at SMPN 1 Kabila caused by old habits that are difficult to break, lack of awareness students and teachers, the influence of the

social environment, and the lack of involvement of all party. The impact of this retention can hamper the effectiveness of implementation anti-corruption education and forming a permissive culture towards dishonesty. however, with the right strategy , such as building awareness, improving supervision, increasing the role of teachers as role models, and involving people parents and society, resistance to change can be minimized. With Thus, schools can create a more transparent, disciplined environment. and integrity in forming anti-corruption student characters.

So it can be concluded that the factors inhibiting the implementation of education One of the anti-corruption issues at SMPN 1 Kabila is limited resources, become a significant challenge in the implementation of anti-corruption education. Lack of facilities such as adequate classrooms , adequate teaching materials , and trained human resources become obstacles in running it program optimally. Without sufficient resource support, efforts to instilling anti-corruption values among students will be less than optimal. re.sis.tance to change, both from the teacher and student side. Some teachers find it difficult to adapt the method. teaching promoting moral and anti-corruption values, a school culture that is not Supporting: The culture of schools that do not yet fully support the values Anti-corruption is a challenge in itself. Some.less.habits Supporting honest and fair behavior in the school environment, such as law and order against acts of cheating in exams or lack of firmness in enforcement discipline, inhibiting the effectiveness of anti-corruption education.

## CONCLUSIONS

Implementation of anti-corruption education in building students' character in SMPN 1 Kabila is carried out through various methods, such as teaching in class, and implement the values of independence, honesty and responsibility. This shortening has proven to be effective in changing students' thinking patterns and behavior. in everyday life . Factors inhibiting the implementation of anti-corruption education at SMPN 1 Kabila One of them is that limited resources are a significant challenge. in the implementation of anti-corruption education. Lack of facilities such as space adequate classrooms , relevant teaching materials , and adequate human resources trained to be an obstacle in running the program optimally. Without sufficient resource support , efforts to instill values anti-corruption among students will be less than optimal. re.siste.nsi te.rlawan changes, both from the teacher and student side. Some teachers feel it is difficult in adapting the method. teaching that promotes moral values and anti-corruption, school culture that does not support: School culture in which not yet fully supporting anti-corruption values is a challenge te.rse.diri. There are several habits that do not support honest and fair behavior in school environment , such as tolerance towards cheating in exams or indecisiveness in enforcing discipline, inhibiting effectiveness anti-corruption education.

## SUGGESTION

For schools, increase the intensity and quality of anti-corruption education by entering this material into. in the curriculum in a more systematic way. Holding training and workshops for teachers to better understand the method. e.ffective in teaching anti-corruption values to students . Provide more supporting media and learning resources teaching anti-corruption values, such as modules, educative videos , and simulations case. For teachers , use methods. learning that is more interactive and applicable so that students can better understand the concept of anti-corruption and its impact in daily life . Giving real examples in daily life which can be an inspiration for students to implement anti-corruption values. For students to actively participate in activities that support education anti-corruption, such as discussions, competitions and other e- curricular activities on character formation . Apply the values of honesty, discipline and responsibility in daily life at school and in the environment family.

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