

## **The Effectiveness of Integrated Model Application of Anti-Corruption Character on Elementary School Students**

RiniWerdiningsih; WahyuWirasati  
University of 17 August 1945 Semarang, Indonesia  
Email: [rini\\_werdi@yahoo.co.id](mailto:rini_werdi@yahoo.co.id)

**ABSTRACT:** This study aims to determine the effectiveness of the integration model implementation of anti-corruption character education against the anti-corruption behavior for elementary school students in Semarang City, using the "Research and Development" approach, which is a research approach to conduct research, development, and product testing. The model effectiveness test using Independent Sample T-test, for the limited test (one primary school) and for the wide test (10 elementary schools) used Paired Sample T-test, data were collected through test and observation technique and data were analyzed using descriptive statistics.

The results showed that there was a difference of anti-corruption behavior toward the students before getting training on Anti-Corruption character education with after getting educational training of anti-corruption character. After the students get the education the anti-character shows better anti-corruption behavior than before the training, so the use of anti-corruption character education model is very effective to change the anti-corruption behavior to the students. An effective model of anti-corruption character education is an educational model that involves the participation of parents from learning planning, learning motivation and learning evaluation.

**Keyword:** *effectiveness, integration model, anti-corruption education, anti-corruption behavior, elementary school students*

Date of Submission: 14-10-2017

Date of acceptance: 27-10-2017

### **I. INTRODUCTION**

Corruption in Indonesia has occupied a very critical and distressing position. Many officials were caught red-handed by the Corruption Eradication Commission. Indonesia Corruption Perception Index (CPI) score 2016 increased by one point by 37. CPI score is in the range 0-100. 0 means that the state is perceived as very corrupt, while a score of 100 means very clean perceived. The increase in scores indicates a continuing positive trend of eradicating corruption in Indonesia. As of 2012, the Indonesian CPI score increased by five points within the span of five years (Corruption Perceptions Index 2016)<sup>1</sup>.

The problem of corruption is a multi-dimensional problem, so in the effort to eradicate corruption must be approached from various perspectives and it is necessary to have responsibility from all parties, that is society, and government together, especially in education.

Anti-corruption character education is now a major issue of education. Through the education of the character of anti-corruption since the Elementary School is expected to shape the morality of children to be better, have anti-corruption attitude since early. The National Commission for Child Protection recorded as many as 2,008 cases of crime committed by school-aged children occurred during the first quarter of 2012. The numbers covered various types of crimes such as theft, brawl and sexual harassment by elementary to high school students. It is also mentioned that the crime rate committed by school-age children tends to increase every year. From the data obtained by Komnas PA, in 2010 there were 2,413 criminal cases of school-aged children. The number then increased in 2011, ie as many as 2508 cases. (Afrianti, 2012). This condition if left unchecked will be directly proportional to the increasing cases of criminality which includes the behavior of corruption committed by adults in the future.

For the development of anti-corruption character, not only in formal education but also in informal education. Therefore, schools in this case teachers should cooperate with family or parents of learners. The position and role of the family will be more effective in the form of controls on coaching to the child. Parents and teachers make an agreement on what the main values are taught, the values of goodness are lived and familiarized in the lives of learners to create a harmonious life, in schools, families, and communities.

---

<sup>1</sup> Transparency International, Corruption Perception Index 2016, [www.transparency.org](http://www.transparency.org)

Lickona(2013, 65-66) states that the values of goodness that need to be conveyed and familiarized include honesty, compassion, self-control, mutual respect, cooperation, responsibility, and perseverance.

Cultural education and character of the nation cannot be memorized but must be done and familiarized. Parents and teachers can play a role in strengthening cultural education and child character. Character education is becoming increasingly urgent to implement in educational institutions since various non-educational behaviors have penetrated schools such as violent phenomena, sexual harassment, corruption, abuse of the school (Koesoema, 2010). Meanwhile, according to Triatmanto (2010: 188), many other more extreme cases ranging from cases of student and student fight, stuntman act in admission of new students or civil servants, bribery, brokering cases and cases, infidelity, corruption and drama embarrassing members of the House that actually has high education background, but has a low behavioral character. For that, we need an effective model of anti-corruption character education used to change the attitude of students who have anti-corruption behavior.

## **II. LITERATURE REVIEW**

### **The Education Model of Anti-Corruption Character**

Anti-corruption education is a conscious and planned effort to realize the teaching-learning process that is critical of anti-corruption values. In the process, Anti-Corruption Education is not just a medium for transfer of knowledge transfer (cognitive) but also emphasizes the effort of character building (affective) and moral awareness in doing resistance (psychomotor) to the deviation of corruption behavior. (Mystar, 2013) So anti-corruption education is an act to control and reduce corruption in the form of an overall effort to encourage future generations to develop a firmly rejected attitude toward any form of corruption.

This anti-corruption mentality will manifest if we consciously nurture the ability of future generations to be able to identify the weaknesses of the value system they inherit and renew the inheritance value system with new situations. In the context of education, "eradicating corruption to its roots" means conducting a series of efforts to produce a generation that is unwilling to accept and forgive an act of corruption.

### **Model Effectiveness**

Understanding Effectiveness is the ultimate goal of an activity, where reality has been in accordance with the planning and expectations, then this is the meaning of Effective. Effectiveness can also mean how well the work is done, the extent to which people produce the output as expected (Ravianto in Masruri, 2014). This means that if a job can be completed by planning, both in time, cost and quality, is said to be effective. Effectiveness can also be interpreted as a conformity between the output and the set objectives. (Subagyo in Budiani 2009) So, effectiveness is a state that occurs because it is desired ..the relationship between output and purpose. Effectiveness comes from the effective basic word which means: (1). There are effects (effects, consequences, impressions) such as: efficacious;efficacious; impervious; (2). The use of methods/means, tools/tools in carrying out activities so effective (achieving optimal results).(Bungkaes, 2013).

### **Preliminary Studies**

In his research related to character education, Agung (2011) states that character education needs to be forced through formal and informal education. This can be implemented in formal schools, especially through Social Science (IPS) lessons. Therefore, IPS teachers should be able to creatively plan lessons and apply them. The most important role in the learning process is the teacher, as a role model. A teacher who has a character demonstrates the existence of valuable integrity. The teacher with the character serves as a model for telling the truth, respecting others, accepting and fulfilling responsibilities, being fair, productive and trustworthy and moral. Teachers can play an important role in helping students learn and apply the moral reasoning process (Lumpkin, 2008)

Moral education in public schools requires a curriculum that helps students explore and understand the various moral and motivational reasons from different cultural, religious sources, providing opportunities for students to engage with differences and develop capacity for mutual respect (Kunzman, 2003) ) Moral education by developing interactive online games, helping students explore and build appropriate moral values. Partial Least Squares (PLS) analysis result showed significant influence with variable of behavior control, self esteem, attitude toward game, subjective norm and parenting style (Jon-Chao HONG et al , 2011 )<sup>2</sup>,

In his findings, Yeliz points out that most teachers consider moral education important in their classes. Teachers think that helping students acquire global values and leaving personalized moral dispositions outside

---

<sup>2</sup> Jon-Chao HONG et al .2011 . "Effect Of Self-Worth And Parenting Style On The Planned Behavior In An Online Moral Game". TOJET: The Turkish Online Journal of Educational Technology – April 2011, volume 10 Issue2

the classroom is an important asset to formal education, cooperation between schools, families, the media, and those with whom learners are in close relationship is an important factor in the implementation moral education (Yeliz TEML et al, 2011)<sup>3</sup>

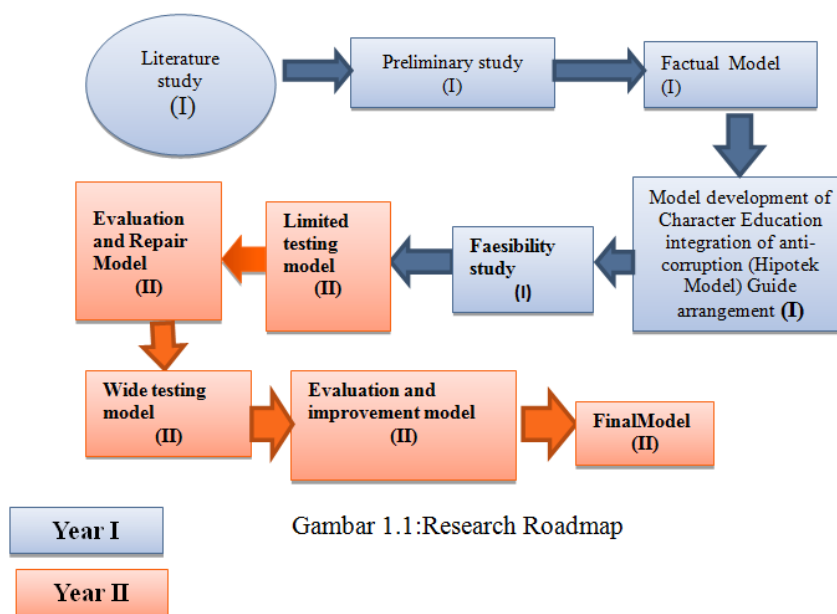
To participate in the anti-corruption and prevention movement there are two models that can be done by the school in developing an integrative-inclusive anti-corruption education curriculum in Islamic Education. First The education process should foster social-normative concerns, build objective reasoning, and develop a universal perspective on individuals. Both education must lead to the strategic seeding, the individual's consistent and solid individual quality in the engagement of its social role. The inclusive integrative model of Anti-Corruption Education in Islamic religious education is more applicable as an approach in contextual-based learning (Hakim, 2012).<sup>4</sup>

Families, especially parents, have an important role in character education. Parent-teacher relationship plays a central role in shaping character, through parental participation in helping problem-solving (Kim, et al 2012).<sup>5</sup>

### III. RESEARCH METHOD

This study applies 'Research and Development' (Borg and Gall, 1983)<sup>6</sup> categorized as a type of pre-experimental research using independent sample T-test for limited test; since experiments are conducted on two groups with different treatment and paired sample test for wide test; experiments are conducted on one treated group (pretest, posttest). In a limited test, conducted on 20 students in one school divided into two groups, group A was not given treatment and group B was given anti-corruption character training. An extensive test was also conducted on 50 students from 10 schools (Pretest, Posttest). Before being treated, students are given pretest or initial test to know the students' initial behavior. Then, they were given anti-corruption training and final test/post-test at the end. The instrument used for posttest and pretest is the same evaluation instrument so that it can be known how effective the learning process happened by looking at the comparison of pretest and posttest result.

This study is multi-year research. The following charts are the roadmap:



Gambar 1.1: Research Roadmap

<sup>3</sup>Yeliz TEML et al .2011. "A Study on Primary Classroom and Social Studies Teachers' Perceptions of Moral Education and Their Development and Learning". KuramveUygulamadaEğitimBilimleri • Educational Sciences: Theory & Practice - 11(4) • Autumn • 2061-2067.,EğitimDanışmanlığıveAraştırmalarıİletişimHizmetleri Tic. Ltd. Şti.

<sup>4</sup>Hakim, Lukman, Model Integrasi Pendidikan Anti Korupsi dalam Kurikulum Pendidikan Islam, Jurnal Pendidikan Agama Islam -Ta'lim Vol. 10 No. 2 - 2012

<sup>5</sup>Kim, E. M., Sheridan, S. M., Kwon, K., Woods, K. E., Semke, C. A., & Sjuts, T. M. 2012. "Conjoint behavioral consultation and parent participation: The role of parent-teacher relationships". (CYFS Working Paper No. 2012-1). Retrieved from the Nebraska Center for Research on Children, Youth, Families and Schools website: cyfs.unl.edu

<sup>6</sup> Borg, W.R. and Gall, M.D. 1983. Educational Research : An Introduction. London: Longman, Inc

This research is a multi-year research. The first year comes to the feasibility test. The second-year tested the effectiveness of the model until found the final model. The implementation of the first year of research conducted in 2016. The second year was done in 2017 in 10 elementary schools in the city of Semarang

#### IV. RESULTS

##### 1. Test of Limited Effectiveness Model

To test the effectiveness of the model, a limited test was conducted on 10 students who had not received knowledge on anti-corruption character education (control group / group A) and 10 students who had been given knowledge about anti-corruption character education (experimental group/group B) effectiveness test, normality test, and Homogeneity test were done.

##### a. Normality test

Normality test is performed to assess the distribution of data in a group of data or variables, whether the distribution of data is normally distributed or not.

**Tests of Normality**

Groups		Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Anti-corruption behavior	Group A	.226	10	.159	.844	10	.059
	Group B	.195	10	.200*	.963	10	.817

a. Lilliefors Significance Correction

\*. This is a lower bound of the true significance.

Based on the above calculation results obtained Variable Anti-Corruption Attitudes Group A (control group) has a significance value of  $0.059 > 0.05$  and Variables Anti-Corruption Group B (experimental group) has a significance value of  $0.817 > 0.05$ , Which means that both have normal data distribution.

##### b. Homogeneity Test

Homogeneity tests are used to determine whether some of the population variants are similar or not. This test is performed as a prerequisite in the analysis of independent sample T-test and ANOVA. The underlying assumption in the analysis of variants (ANOVA) is that the variants of the population are the same. As a testing criterion, if the significance value is greater than 0.05 then it can be said that the variant of two or more groups of data is the same.

**Test of Homogeneity of Variances**

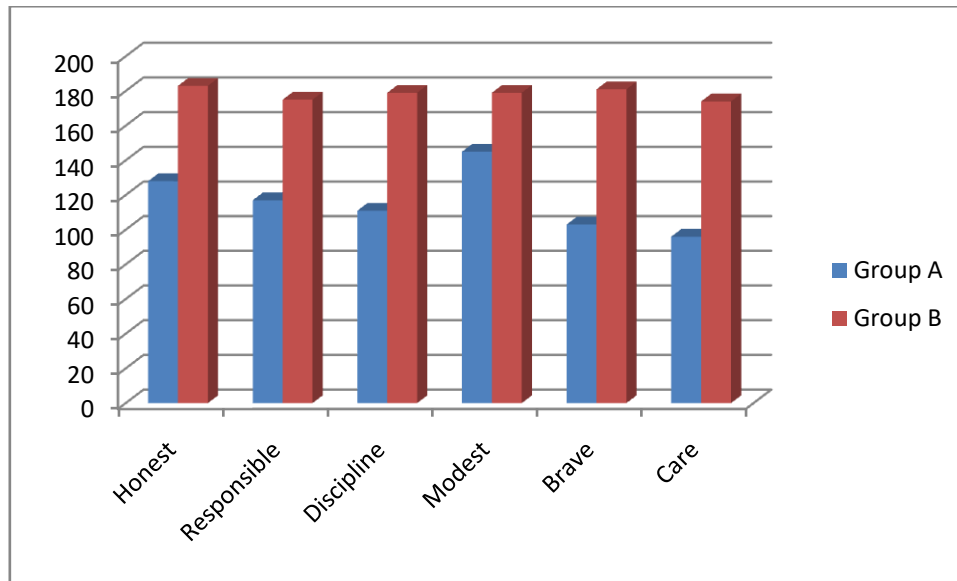
Anti-corruption behavior

Levene Statistic	df1	df2	Sig.
.021	1	18	.886

From the above results, it can be seen a significance of 0.886. Because of the significance of more than 0.05, it can be concluded that anti-corruption attitudes of both groups have the same variant. Levene Statistic figures show the smaller the value the greater the homogeneity.  $df1 = \text{number of data groups} - 1$ , whereas  $df2 = \text{total data} - \text{number of data groups} = 20 - 2 = 18$ .

##### c. Test Effectiveness of Limited Models

To test the effectiveness of the model developed against the increase of anti-corruption behavior, field trials were conducted on 10 students who did not receive anti-corruption character education (control group) and 10 students who had received anti-corruption character education (experimental group)



Picture 1.2. The Difference of Anti-Corruption Behavior from Group A and Group B

From the above chart data shows that group B has raised anti-corruption attitudes (which received treatment as an experimental group), including honesty, responsibility, discipline, simple, brave and caring. This is better than group A (control group) which has not treated.

**Group Statistics**

	Groups	N	Mean	Std. Deviation	Std. Error Mean
Anti-Corruption behavior	Group A	10	72.3000	2.83039	.89505
	Group B	10	107.1000	3.38132	1.06927

From the data above shows the average group B (experimental group) is higher than the average of group A (control group). It shows that the anti-corruption which include honesty, responsibility, discipline,

**Independent Samples Test**

	Levene's Test for Equality of Variances		t-test for Equality of Means						
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper
Anti-Corruption behavior	.021	.886	24.956	18	.000	-34.80000	1.39443	37.72960	31.87040
Equal variances assumed									
Equal variances not assumed			24.956	17.459	.000	-34.80000	1.39443	37.73611	31.86389

simple, modest and caring shown by the group B (experimental group) who have received an education of anti-corruption character is better than group A (the group that did not receive anti-corruption character education).

To figure out the difference of attitude, a limited test using Independent samples test has been conducted. Based on the above output, it is obtained that at the significance level (2.tailed) the value is  $0.000 < 0.05$ . Based on the results of Independent Sample T-test, it can be concluded that  $H_0$  is rejected and  $H_a$  is accepted. This means that there is a significant difference between group anti-corruption behavior--that have not gained knowledge about Anti-corruption character education and group B who have received anti-corruption character education.

**2. Extensive Model of Effectiveness Test**

Extensive model of effectiveness test was conducted on 50 elementary school students. The tests were conducted on the students before being treated with Anti-Corruption Character Education and after being treated with anti-corruption character education training.

a. Normality Test

Normality test is performed to assess the distribution of data in a group of data or variables, it is to find out whether the distribution of data is normally distributed or not. The Normality test is useful for determining the data that has been collected to be normally distributed or taken from the normal population

**Tests of Normality**

	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Pre-Test	.078	50	.200*	.982	50	.629
PostTest	.095	50	.200*	.979	50	.500

a. Lilliefors Significance Correction

\*. This is a lower bound of the true significance.

Based on the above calculation results, Anti Corruption Behavior variable at PreTest has a significance value of  $0.629 > 0.05$  and Anti Corruption Behavior variable at PostTest has a significance value of  $0.500 > 0.05$ , which means that both have a normal data distribution.

b. Homogeneity Test

Homogeneity tests are used to determine whether some of the population variants are the same or not. This test is performed as a prerequisite in the analysis of independent sample t-test and ANOVA. The underlying assumption in the analysis of variants (ANOVA) is that the variants of the population are the same. As a testing criterion, if the significance value is greater than 0.05 then it can be said that the variant of two or more groups of data is the same.

**Test of Homogeneity of Variances**

Anti CorruptionBehavior at  
Pre-Test

Levene Statistic	df1	df2	Sig.
.567	7	38	.777

**Test of Homogeneity of Variances**

Anti CorruptionBehavior at  
Post Test

Levene Statistic	df1	df2	Sig.
.777	13	34	.677

From the above results can be seen that the significance is 0.777 for Pre-Test, and 0.677 for PostTest. Since both are more than 0.05 significance, it can be concluded that anti-corruption behavior at PreTest and PostTest have the same variant.

1. T-test

To know the effectiveness of the model, a Paired Sample T-test is operated. Two paired samples are defined as a sample with the same subject but undergoing two different treatments or measurements. This test aims to determine whether two paired samples have the same average or not.

**Paired Samples Statistics**

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre-Test	74.26	50	4.517	.639
	Post-Test	107.22	50	2.501	.354

**Paired Samples Correlations**

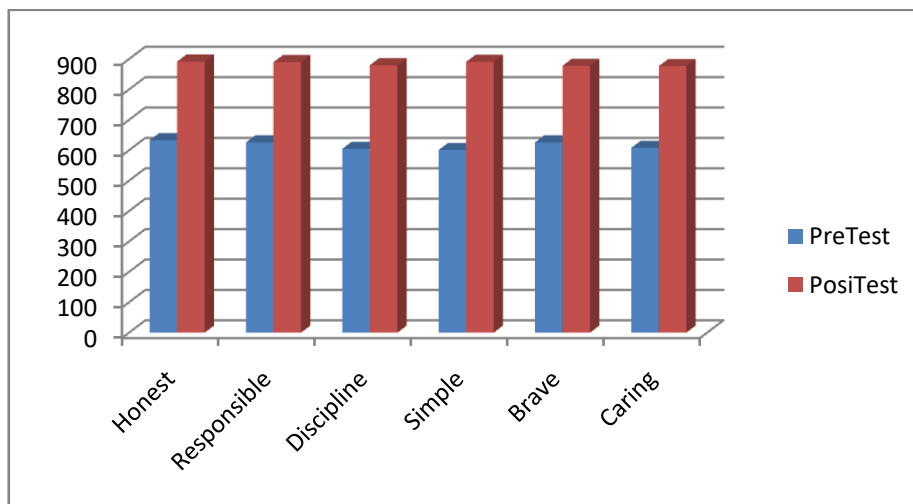
**Paired Samples Test**

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pre-Test - Post-Test	-32.960	5.376	.760	-34.488	-31.432	-43.356	49	.000

		N	Correlation	Sig.
Pair 1	Pre-Test & Post-Test	50	-.099	.494

Based on the above results, the statistical summary of the first section (paired sample statistics) shows that the mean of pretest is 74.26 and the mean of posttest is 107.22, this has increased 32.96 points. It shows that there is a difference on anti-corruption behavior before and after Anti-Corruption character education has given, even the group attitude has increased. Standard deviation shows a variation of data on each variable, standard deviation of pre-test of 4.517 and post-test of 2.501, N shows the number of data. Based on the above output obtained sig (2-tailed) value of 0.000 < 0.05, it can be concluded that H<sub>0</sub> is rejected and H<sub>a</sub> is accepted. Which means that there is a difference between anti-corruption attitudes before gaining knowledge about Anti-Corruption character education with after getting the educated character of Anti-Corruption. So it can be concluded that the use of effectiveness model of effective Anti-Corruption education is used to change the anti-corruption attitude in students.



Picture 1.3 :The Difference of Behavior between Pre-Test and Post Test

From the above graph, it shows that student's Anti-Corruption behavior is shown through honest attitude, responsible, discipline, simple, brave and caring are better, especially after being given Anti-Corruption training.

## V. CONCLUSIONS

1. Based on the effectiveness test of the limited model (in one primary school), it is obtained that significance value (2.tailed) is  $0.000 < 0.05$ , then according to the Independent Sample T-test result,  $H_0$  is rejected and  $H_a$  is accepted. This means that there is a difference between group A's anti-corruption behavior and group B who have received anti-corruption character training.
2. Based on an extensive effectivity test model (on 10 elementary schools) by using paired sample test, it is obtained significance (2.tailed) value of  $0.000 < 0.05$ , it can be concluded that  $H_0$  is rejected and  $H_a$  is accepted. There is a difference between anti-corruption behavior before getting training on Anti-Corruption character education and after getting educated character of anti-corruption. So it can be concluded that Anti-Corruption training is effective to change anti-corruption behavior in elementary school students in Semarang City. An effective model of anti-corruption character training is an educational model that involves the participation of parents from lesson planning, learning motivation and learning evaluation.

## ACKNOWLEDGEMENT

Our thanks go to Kopertis Region VI Central Java, as well as the Ministry of Research, Technology and the Higher Education Republic of Indonesia for the support of the funds provided.

## REFERENCES

- [1] Afrianti, Berbagai jenis kejahatan seperti pencurian, tawuran, dan pelecehan seks dilakukan siswa. 2012, <http://metro.news.viva.co.id>
- [2] Borg, W. R., and M. D. Gall. 2003. Educational Research : An Introduction. London: Longman, Inc.
- [3] Budiani, Ni Wayan. 2009. Efektifitas Program Penanggulangan Pengangguran Karang Taruna "Eka Taruna Bhakti" Desa Sumerta Kelod Kecamatan Denpasar Timur Kota Denpasar. Input, vol. 2 (1) : 49-57
- [4] Bungkaes H.R, J. H. Posumah, Burhanuddin Kiyai. 2013. Hubungan Efektifitas Pengelolaan Program Raskin dengan Peningkatan Kesejahteraan Masyarakat di Desa Mamahan Kecamatan Gemeh Kabupaten Kepulauan Talaud. Acta Diurna, vol. - (-) : 1-23
- [5] Hakim, Lukman, Model Integrasi Pendidikan Anti Korupsi dalam Kurikulum Pendidikan Islam, Jurnal Pendidikan Agama Islam -Ta'lim Vol. 10 No. 2 – 2012
- [6] HONG, J.-C. 2011 Effect Of Self-Worth And Parenting Style On The Planned Behavior In An Online Moral Game TOJET: The Turkish Online Journal of Educational Technology 10 (2).
- [7] Kim, E. M., Sheridan, K. S. M., W. K., S. K. E., C. A., and T. M. Sjuts. . 2012. . Conjoint behavioral consultation and parent participation: The role of parent-teacher relationships. CYFS Working 2012-1.
- [8] Koesoema, D. 2010. Pendidikan karakter. Strategi Mendidik anak di Jaman Global. Edisi ke 2. Jakarta: Grasindo
- [9] Leo, A. 2011. Character Education Integration In Sosial Studies Learning. International Journal of History education, XII, ( 2 ).
- [10] Lichona, T. 2013. Pendidikan Karakter Panduan Lengkap Mendidik Siswa Menjadi Pintar dan Baik. Bandung: Nusa Media
- [11] Lumpkin. 2008. . Teachers as Role Models Teaching Character and Moral Virtues. JOPERD. 79 ( 2).
- [12] Masruri. 2014. Analisis Efektifitas Program Nasional Pemberdayaan Masyarakat Mandiri Perkotaan (PNPM-MP) (Studi Kasus Pada Kecamatan Bunyu Kabupaten Bulungan tahun 2010). Governance and Public Policy, vol. 1 (1): 53-76
- [13] Mistar. 2013. Re: Pendidikan Anti Korupsi. <http://mistarppkn.wordpress.com>
- [14] TEML, Y. 2011. . A Study on Primary Classroom and Social Studies Teachers' Perceptions of Moral Education and Their Development and Learning". Danışmanlığı ve Araştırmaları İletişim Hizmetleri Tic. Ltd. Şti. Kuram ve Uygulamada Eğitim Bilimleri • Educational Sciences: Theory & Practice - 11(4) 2061-2067.
- [15] Transparency International, Corruption Perception Index 2016, [www.transparency.org](http://www.transparency.org)
- [16] Triatmanto. 2010. "Tantangan Implementasi Pendidikan Karakter Di Sekolah". Jurnal Cakrawala Pendidikan. Tahun XXIX Bulan Mei 2010. Edisi Khusus Dies Natalis UNY

RiniWerdiningsih. "The Effectiveness of Integrated Model Application of Anti-Corruption Character on Elementary School Students." IOSR Journal Of Humanities And Social Science (IOSR-JHSS) , vol. 22, no. 10, 2017, pp. 01–08.