

Internalisation of Anti-Corruption Education Values in Public Elementary Schools in Mataram City, Indonesia

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ABSTRACT

Anti-corruption education is a strategic effort to build a generation with integrity. This study aims to analyze internalising anti-corruption education values in Public Elementary Schools (Sekolah Dasar Negeri, SDN) in Mataram City from the perspective of social science education. A qualitative approach was used with a case study method involving teachers, students, and principals as informants. The study results indicate that anti-corruption values, such as honesty, responsibility, discipline, and justice, are integrated into the curriculum, teaching methods, and school culture. This internalisation process is strengthened through collaboration between schools, parents, and the community. The main obstacles faced are teachers' limited understanding of anti-corruption education and the lack of support for learning facilities. This study recommends teacher training and strengthening anti-corruption education policies to create an ecosystem supporting anti-corruption character formation.

Keywords:

Anti-Corruption Education; Internalisation of Values; Social Education.

ABSTRAK

Pendidikan antikorupsi merupakan upaya strategis untuk membangun generasi yang berintegritas. Penelitian ini bertujuan untuk menganalisis proses internalisasi nilai-nilai pendidikan antikorupsi di Sekolah Dasar Negeri (SDN) di Kota Mataram dari perspektif pendidikan IPS. Pendekatan kualitatif digunakan dengan metode studi kasus yang melibatkan guru, siswa, dan kepala sekolah sebagai informan. Hasil penelitian menunjukkan bahwa

nilai-nilai antikorupsi seperti kejujuran, tanggung jawab, disiplin, dan keadilan terintegrasi dalam kurikulum, metode pengajaran, dan budaya sekolah. Proses internalisasi ini diperkuat melalui kolaborasi antara sekolah, orang tua, dan masyarakat. Kendala utama yang dihadapi adalah terbatasnya pemahaman guru tentang pendidikan antikorupsi dan kurangnya dukungan fasilitas pembelajaran. Penelitian ini merekomendasikan pelatihan guru dan penguatan kebijakan pendidikan antikorupsi untuk menciptakan ekosistem pendidikan yang mendukung pembentukan karakter antikorupsi.

Kata kunci:

Pendidikan Antikorupsi; Internalisasi Nilai; Pendidikan Sosial.

1. Introduction

Corruption, which has long been one of the main challenges hampering national development, has a vast and damaging impact, not only harming the country's economy through financial losses that reach huge figures but also causing the loss of public trust in public institutions that should be pillars of service and justice, and damaging the moral order that is the foundation of community life, which in turn creates wider social inequality, hinders the flow of investment, and worsens the quality of public services, both in education, health, and infrastructure, which should be able to improve people's welfare as a whole. The impact of corruption on access to public services, health, education, and other social aspects is very significant. By exacerbating social inequality, corruption reduces opportunities for groups in society who are vulnerable to poverty and worsens their conditions (Menton et al., 2020).

These negative impacts affect the economic sector and damage the values of honesty, integrity, and responsibility, which are important foundations in building a just and prosperous society (Atmoko & Syauket, 2022). Therefore, eradicating corruption must be an agenda that is carried out comprehensively and sustainably, involving various parties, including the government, society, and educational institutions. Through education, anti-corruption values can be instilled early on and become the foundation for future generations in building a nation free from corrupt practices (Wibawa et al., 2021; Anantri et al., 2022).

Education, which plays a strategic role in shaping the character of individuals with integrity, is a means of transferring knowledge and a reasonably practical medium for instilling moral and ethical values from an early age. The younger generation with in-depth knowledge of the importance of integrity, honesty, and responsibility has great potential to become agents of change in society who can fight corrupt practices and build a more just social order (Arfa, 2023; Channiago et al., 2022). Anti-corruption education functions not only to prevent corrupt behavior through instilling ethical values but also to foster critical awareness in students about the destructive impact of corruption on various aspects of life, ranging from social life, which is becoming increasingly unfair. This economy is hampered by systemic corruption, to political stability that is often shaken by the corrupt behavior

of policymakers. Hence, this education becomes the central pillar in building a generation that understands and is committed to practicing anti-corruption values in their daily lives (Priyowidodo, 2017).

Schools are formal institutions responsible for carrying out this role. They are places for learning and spaces for building students' character (Dasopang et al., 2023). In this context, anti-corruption values can be internalized through various means, such as integration into the curriculum, extracurricular activities, school culture, and interactions between students and teachers (Hardianto, 2022; Ogbonna et al., 2021; Sanjaya & Trifena, 2023). With the right approach, schools can create a learning environment that supports student character formation free from corrupt behavior.

Social Science Education is one of the relevant subjects for internalising anti-corruption values. This subject emphasizes understanding the relationship between individuals and society so that it can teach concepts such as justice, honesty, responsibility, and respect for the law. In Pancasila and Citizenship Education (PPKn), students are taught the importance of upholding national values and contributing to the common good. In addition, Social Science Education also has the potential to develop students' critical awareness (Yorman, 2023; Mahardhani et al., 2024; Devra, 2024). Through interactive learning methods, such as discussions, case studies, and simulations, students can be invited to analyze various social phenomena, including corruption (Alhamuddin et al., 2024). They learn to understand concepts and are trained to take a stand and act based on their learned values. In this way, education shapes knowledge, attitudes, and behavior.

In Mataram City Public Elementary Schools (Sekolah Dasar Negeri, SDN), anti-corruption education has become an important concern in the learning process. Implementing anti-corruption values through the curriculum and other school activities (Komalasari & Saripudin, 2015; Heryanto et al., 2023). Teachers guide students in understanding the importance of integrity by providing tangible examples in everyday life. This approach ensures that anti-corruption values are understood theoretically and realized in everyday practices. However, efforts to internalise anti-corruption values in schools are not without challenges. One of the main challenges is the lack of special training for teachers to teach anti-corruption education. Teachers often face difficulties connecting abstract concepts with real situations relevant to students' lives (Salimah & Suyanto, 2023). In addition, limited resources, such as teaching materials and learning media, are also obstacles to implementing anti-corruption education.

In addition, resistance from students is also a challenge. Some students consider anti-corruption education too theoretical and irrelevant to their daily lives (Syifa, 2024; Zandi et al., 2024). This shows the need for a more creative and contextual learning approach to make anti-corruption education more enjoyable and meaningful for students (Ravizki, 2024). Extracurricular activities also play an important role in internalising anti-corruption values. Students can learn about the importance of transparency, justice, and responsibility through debates, trial simulations, or legal literacy programs. These activities develop students' understanding and train their skills in making ethical and responsible decisions.

Beyond classroom learning and extracurricular activities, school culture is important in anti-corruption education. Schools that uphold the values of honesty and transparency can provide good examples for students. For example, by implementing a reward system for students who achieve honesty, schools can instill the value of integrity in every aspect of students' lives.

The perspective of Social Science education is very relevant in this context because it can connect individual values with broader social dynamics (Yorman, et., al, 2022). Through this education, students are invited to understand how individual behavior can affect society. Social Science education also teaches students the importance of their role as part of a larger community, thus encouraging them to contribute to the common good. The implementation of anti-corruption education in SD Negeri Kota Mataram is expected to have a positive impact not only on students individually but also on society as a whole. The younger generation, which has anti-corruption awareness, can become agents of change that encourage the creating of a culture of integrity in society. Thus, anti-corruption education contributes to the formation of student character and national development.

Although anti-corruption has become a concern in basic education in Mataram City, its implementation still faces various challenges. One of the main problems is the limited understanding and training of teachers in anti-corruption education. Studies show that many teachers do not have specific training on integrating anti-corruption values into daily learning. Hence, the material delivery is still theoretical and less applicable (Salimah & Suyanto, 2023). In addition, data from the Indonesian Corruption Eradication Commission (Komisi Pemberantas Korupsi, KPK) shows that around 40% of corruption cases involve the education sector, either in the form of misuse of School Operational Assistance funds or extortion practices in schools. This fact shows that anti-corruption education is not only important as a preventive measure but also as a strategy to build the character of the younger generation so that they have a critical awareness of corruption.

In addition to the teaching staff factor, limited resources such as teaching materials, interactive learning media, and facilities that support contextual learning are obstacles to internalizing anti-corruption values. Students are often only given an understanding of corruption through lectures or reading texts without being involved in activities that encourage in-depth understanding, such as case studies, simulations, or community-based projects (Syifa, 2024). As a result, many students feel that anti-corruption education is irrelevant to their daily lives. Research shows experiential and participatory learning methods are more effective in building student awareness and anti-corruption attitudes (Heryanto et al., 2023).

Based on the problems above, this study aims to analyze how the process of internalizing anti-corruption education values is applied in SD Negeri Mataram City from the perspective of social science education. This study also explores the challenges faced in implementing anti-corruption education and strategies that can be used to improve learning effectiveness. Thus, the results of this study are expected to provide recommendations for schools, educators, and other stakeholders in

designing more effective policies and methods to instill anti-corruption values in students from an early age.

2. Methods

2.1 Research Design

This study uses a qualitative approach with a case study method. The case study was chosen because it allows an in-depth exploration of internalizing anti-corruption educational values in Mataram City Public Elementary Schools (Sekolah Dasar Negeri, SDN). This approach aims to understand how anti-corruption values are applied in the curriculum comprehensively, extracurricular activities, school culture, and social interactions in the school environment (Phiri et al., 2024).

This research was conducted in one of the public elementary schools in Mataram City that has integrated anti-corruption education into the curriculum and school activities. This school was selected purposively based on the criteria that the school has an anti-corruption education program implemented in recent years and has received support from the school in providing access to data and research informants. The research subjects included various parties involved in the anti-corruption education process, namely social studies teachers as the main facilitators in teaching anti-corruption values, students as the main recipients of anti-corruption education, the principal who is responsible for overseeing the implementation of the anti-corruption program in schools, and parents of students who provide external perspectives on the impact of anti-corruption education on student behavior at home.

2.2 Data Collection Technique

The data in this study were collected through three main techniques: in-depth interviews, direct observation, and document analysis. Interviews were conducted with social studies teachers, principals, students, and parents of students to explore their understanding of anti-corruption education, the teaching strategies used, and the challenges in its implementation. This interview technique is semi-structured to provide flexibility in exploring more in-depth information. Direct observations of classroom learning activities, extracurricular activities, and school culture related to anti-corruption education were made to see how anti-corruption values are internalized in daily school practices through teaching methods, social interactions, and school policies. In addition, document analysis was carried out on the school curriculum, Learning Implementation Plan (RPP), learning modules, and school policies related to anti-corruption education to understand how anti-corruption education is integrated into official school documents (Gunawan, 2023).

2.3 Data Analysis Technique

The data obtained were analyzed using thematic analysis techniques, with the stages of data reduction, data presentation, and conclusion. Data reduction is done by selecting, simplifying, and organizing data relevant to the research focus (Pintas et al., 2021). Data presentation is carried out in

descriptive narratives to facilitate interpretation, while conclusions are drawn by identifying patterns, themes, and relationships between the data obtained to answer the research questions.

To ensure data validity, this study applies triangulation techniques, namely comparing the results of interviews, observations, and document analysis. In addition, member checking was carried out, namely confirmation of the research results to several key informants to ensure the accuracy of data interpretation (Motulsky, 2021; De Loyola et al., 2024). By using this methodology, the study is expected to provide a comprehensive picture of the process of internalizing anti-corruption education values in SD Negeri Mataram City and the challenges faced in its implementation.

3. Results and Discussion

3.1 Integration of Anti-Corruption Values into the Curriculum

Anti-corruption values in Mataram City Public Elementary Schools are systematically integrated through subjects such as Social Sciences (Ilmu Penegetahuan Sosial, IPS) or other branches of IPS such as Pancasila and Citizenship Education (Pendidikan Pancasila dan Kewarganegaraan, PPKn), and History. These subjects were chosen because they directly relate to forming students' moral awareness, ethics, and social responsibility. Social science learning discusses the impact of corruption on development and social structure. In PPKn, students are taught about the importance of upholding the values of Pancasila, especially the fifth principle, which emphasizes social justice. At the same time, History is used to introduce students to the impact of corruption in the past on the nation's journey.

Teachers, with the aim of ensuring that anti-corruption values are not only understood but also applied by students in their daily lives, use various interactive and engaging learning methods, one of which is through case discussions, where students are invited to deeply analyze various corruption cases that occur, both at the local level that is close to their lives and at the national level that reflects significant issues in state governance; through this discussion approach, students are not only trained to recognize various forms of corruption, but are also invited to understand the real impacts caused by corruption on society, including economic, social, and moral impacts, and explore various ways to prevent and combat corrupt practices, so that this approach not only builds students' critical thinking skills to analyze problems logically and systematically, but also fosters a deep sense of empathy for victims of corruption, which ultimately strengthens their commitment to upholding integrity and honesty in their lives. This approach provides a deeper and more meaningful learning experience than theoretical methods alone (Sujadi et al., 2022).

In addition to case discussions, simulations are often used as a practical learning method, where teachers create situations that resemble real life, such as simulated court hearings to try corruption cases or fictitious budget management involving joint decision-making, to train students to make decisions that are in line with the principles of integrity and honesty values; through this simulation, students not only gain a theoretical understanding of the importance of anti-corruption but also experience firsthand how these values are applied in a practical context so that they can feel the

challenges and complexities that often arise in real life, such as peer pressure or potential conflicts of interest, which ultimately provides them with a deeper and more meaningful learning experience compared to just studying theory in class while instilling an awareness that anti-corruption attitudes must be manifested in actual actions in various aspects of life. This approach aims to form more vigorous anti-corruption habits and cultures in the educational environment (Zuber, 2018).

News analysis is one of the practical learning methods in anti-corruption education, where teachers ask students to find and review news about current corruption cases, both locally and nationally, and then hold class discussions to explore important lessons that can be learned from the case; through this activity, students are not only invited to stay connected with current issues that are relevant to community life, but are also trained to evaluate information critically, including the ability to distinguish facts from opinions and identify the motives and impacts of reported corruption, so that they are able to develop a more comprehensive understanding of the root causes and consequences of corruption; in addition, through this news analysis, students are also introduced to the role of the media as one of the pillars of democracy in exposing corrupt practices, as well as the importance of transparency and accountability in public life, which ultimately builds their awareness of the importance of supporting press freedom and contributing to creating a more open and integrated society.

This approach teaches students about the dangers of corruption and builds awareness that they have a role in preventing it. Students are encouraged to apply anti-corruption values in their daily lives, such as upholding honesty, being responsible, and daring to report unethical actions (Dong & Zeb, 2022). Teachers also emphasize that preventing corruption is not only the responsibility of the government but also the responsibility of every individual as a citizen.

The school provides materials such as modules, reference books, and educational videos about anti-corruption to support learning. In addition, extracurricular activities such as debates, integrity-themed art performances, and anti-corruption essay competitions are also held to strengthen the messages conveyed in class. These activities allow students to express their understanding of anti-corruption creatively and interestingly.

By integrating anti-corruption values in various subjects and learning methods, SD Negeri Kota Mataram seeks to create an educational environment that supports student character formation. With a holistic approach, these values are expected to be understood cognitively, internalized, and realized in real actions so that students grow into a generation with integrity and contribute to creating a society free from corruption.

This study shows that anti-corruption values are integrated into the elementary school curriculum in Mataram City through various subjects such as Social Sciences (IPS), Pancasila and Citizenship Education (PPKn), and History. This strategy is based on the research of Komalasari & Saripudin (2015), which emphasizes the effectiveness of anti-corruption education in subjects that teach moral and ethical aspects.

In addition, the case-based and simulation approaches used in this study align with the findings of Sujadi et al. (2022), which emphasize that case-study discussions and judicial simulations help students understand the real impacts of corruption. The news-based approach, as used in this study, is also confirmed by Zuber (2018), who shows that analyzing actual news can increase students' awareness of the importance of transparency and honesty.

However, this study also found challenges in implementing anti-corruption education in elementary schools, in contrast to Hardianto's (2022) study, which highlighted a more structured approach in Islamic boarding schools through an Islamic character-based curriculum. These challenges are mainly related to teacher readiness and the availability of adequate teaching materials, as stated by Salimah and Suyanto (2023), who highlighted the insufficient training for teachers in teaching anti-corruption values, interestingly and contextually.

Thus, the results of this study strengthen previous findings that integrating anti-corruption values into the curriculum is an effective strategy, especially if supported by interactive learning methods relevant to students' lives. However, challenges related to the readiness of human resources and supporting facilities still need to be addressed to increase the effectiveness of anti-corruption education in elementary schools.

3.2 Establishing a School Culture Based on Integrity

Mataram City Public Elementary School implements several programs to internalise anti-corruption values in students' daily lives, including "Honesty Day". This program is held routinely to provide space for students to reflect on and practice the values of honesty in various aspects of life. On this day, all activities related to interactions between students and teachers are focused on strengthening honest attitudes, from reporting assignments and assessments to daily communication. This program teaches students to always be honest, even in difficult situations or when tempted to cheat. This also strengthens the integrity values instilled in classroom learning.

In addition to "Honesty Day", the school implements a transparency notice board. This board publishes important information about academic activities, administration, and school regulations. This notice board reminds students and teachers to always be open and transparent in every action. This board is also used to announce awards for students who demonstrate honest and responsible behavior as a form of appreciation for actions based on anti-corruption values. By practicing transparency, the school educates students to become honest individuals and teaches them the importance of openness in building trust within the community. The school also implements a collective supervision system to implement these values consistently. Collective supervision involves the active role of all parties in the school, including teachers, students, and parents, in monitoring student activities and behavior. This creates an environment where each individual feels responsible for the other's integrity. Students are trained to remind each other if anyone violates the norms that have been agreed upon together, and they are encouraged to report any deviations that are not by the principles of honesty and integrity. With this collaboration-based supervision, the school builds a

strong culture to prevent dishonest behavior, including corrupt practices. One practical approach is to build collective awareness through student interactions to monitor and provide warnings if deviations occur (Subkhan, 2020).

These programs are also designed to raise awareness that honesty and transparency must be practiced in school and everyday social life. Students are encouraged to understand that honest behavior can create trusting relationships, improve the quality of social interactions, and positively impact society. Through habits built in the school environment, it is hoped that students will carry these values into their lives outside of school, becoming individuals with integrity in society. Implementing programs such as "Honesty Day", transparency bulletin boards, and collective supervision support forming honest and responsible student characters. These programs are not just short-term initiatives but part of an ongoing effort to create a school culture free from corruption. With an environment that supports positive behavior and prioritizes the values of integrity, Mataram City State Elementary School strives to form a young generation that is not only academically intelligent but also has noble morals and is ready to play an active role in creating a better society free from corruption.

This study's results align with the findings of Komalasari and Saripudin (2015), who stated that internalization of anti-corruption values in school culture can be done through integration in school activities, including forming positive norms and enforcing integrity-based discipline. In their study, schools implementing anti-corruption value-based programs showed increased student awareness of the importance of honesty and responsibility in everyday life. In addition, research by Heryanto et al. (2023) showed that applying integrity values in an elementary school environment can increase student awareness of acts of corruption and their impacts. This study also found that schools that actively form a culture of integrity through collective supervision and administrative transparency can create a learning environment more conducive to forming an anti-corruption character.

Subkhan's (2020) research further compares this approach, highlighting the critical pedagogy approach in anti-corruption education. Although this research focuses more on higher education, the principles applied, such as reflective discussions and students' active involvement in assessing social phenomena, are also relevant to forming an integrity-based school culture at the elementary school level.

Previous studies have concluded that the school culture-based approach to anti-corruption education has been widely applied in various educational institutions with relatively positive results. However, this study makes a new contribution by showing how programs such as "Honesty Day" and a collective supervision system can more regularly increase students' integrity awareness in elementary school environments.

3.3 Collaboration between Schools, Parents, and the Community

The school realizes that internalising anti-corruption values can be done in the school environment and requires active involvement from parents and the community. Therefore, the school

regularly holds meetings with parents of students to discuss the importance of anti-corruption education and how parents can play a role in educating their children at home. These meetings serve as a forum for parents to obtain information about educational programs run at the school and how they can support the school's efforts in instilling anti-corruption values in their children. With parental involvement, it is hoped that these values can be more readily accepted and applied by students daily (Hancock et al., 2021).

In addition to regular meetings, the school also counsels parents on the impact of corruption and the importance of implementing honesty principles in the family. This counseling provides insight for parents on how they can be good role models for their children regarding integrity. They are taught to build open communication with children so that students feel comfortable discussing their problems, whether related to corrupt behavior or other issues. This counseling also emphasizes the role of parents in educating children to have a sense of responsibility and honesty from an early age.

Parental involvement does not stop at meetings and counseling. Schools also encourage parents to participate in school activities, such as seminars, workshops, and events focusing on increasing anti-corruption awareness. With direct parental involvement in school activities, it is hoped that they can better understand the importance of anti-corruption education and become active partners in shaping students' character outside the classroom. This also strengthens the synergy between schools, parents, and the community in creating a young generation with integrity.

In addition to working with parents, SD Negeri Kota Mataram is also actively partnering with local non-governmental organizations (NGOs) with expertise in eradicating corruption. These NGOs often hold training, seminars, and discussions aimed at providing a deeper understanding of the phenomenon of corruption, its impacts, and efforts that can be made to overcome it. The training these NGOs provide usually involves teachers, students, and parents so that all elements of education in the school gain the same knowledge about anti-corruption values and how to apply them in everyday life. The training these NGOs provide is in the form of lectures or materials and involves students in interactive activities such as simulations or case studies. In these simulations, students are invited to dive into situations related to acts of corruption to more easily understand the consequences of such behavior and how to avoid it. This activity is very effective in building students' awareness of the importance of upholding the values of honesty and integrity in their personal and social lives.

Local NGOs also participate in providing resources in the form of teaching materials and learning aids on anti-corruption that schools can use. Schools can enrich classroom learning with more up-to-date and relevant information on corruption issues in Indonesia and the world through the materials provided. These NGOs also often support schools in holding activities such as essay competitions, debates, or short films on anti-corruption themes, which can foster students' concern for the importance of building a clean and corruption-free society.

With close cooperation between schools, parents, and NGOs, anti-corruption education at SD Negeri Mataram City is expected to have a broader and more profound impact. The synergy between these parties creates an ecosystem supporting efforts to prevent corruption early on. Students receive formal education about anti-corruption and become part of a more significant social movement to create a culture of integrity in society. Through this collaboration, it is hoped that anti-corruption values can be internalized well and applied in their lives to build a better future for the nation (Luckyto et al., 2021).

In various previous studies, the involvement of schools, parents, and the community has been an important factor in internalizing anti-corruption education values. For example, a study by Komalasari and Saripudin (2015) stressed that collaboration between schools and parents can increase the effectiveness of character education, including anti-corruption values. This study found that when parents actively participate in school programs, students are more likely to understand and apply moral values in everyday life. This is in line with the findings in this study, where parental involvement through regular meetings, counseling, and direct involvement in school activities strengthens students' understanding of the importance of integrity.

Furthermore, Luckyto et al. (2021) research shows that the role of non-governmental organizations (NGOs) in anti-corruption education is significant in providing broader insights into corruption and its prevention strategies. In Mataram City Public Elementary Schools, collaboration with NGOs provides similar benefits, especially through training, seminars, and more contextual teaching materials. This proves that a community-based approach can enrich learning and increase students' awareness of the importance of honest and responsible behavior.

In addition, findings from Hardianto (2022) on internalizing integrity values in Islamic boarding schools show that an environment that supports and exemplifies anti-corruption values greatly influences student behavior. Schools that implement a culture of transparency through open bulletin boards, collective supervision systems, and appreciation for honesty, as implemented in SD Negeri Kota Mataram, build an educational ecosystem that aligns with these principles. Thus, this study strengthens previous findings that emphasize the importance of cross-sector collaboration in shaping students' character with integrity.

3.4 Obstacles in the Internalization Process

One of the main challenges in implementing anti-corruption education in elementary schools in Mataram City is some teachers' lack of in-depth understanding of the holistic concept of anti-corruption education. Although many teachers have been trained in some fundamental aspects of anti-corruption education, they do not comprehensively understand how to integrate these values into daily learning. Anti-corruption education is not just about teaching about the dangers of corruption but also includes character building, learning moral values, and instilling a critical attitude towards the existing social and political system. This lack of understanding sometimes causes teachers to have difficulty delivering more in-depth material, ultimately affecting the effectiveness of anti-corruption education programs in schools.

In addition, the limited teaching materials that are specific and relevant to the theme of anti-corruption education are also a significant obstacle. Although schools and government institutions provide several modules and reference books, the available materials are often not comprehensive enough or do not match students' local context. This hinders teachers from delivering diverse and interesting materials, so anti-corruption education tends to be limited to a theoretical approach alone, without being accompanied by a practical and contextual approach relevant to students' daily lives. Incomplete teaching materials also reduce students' opportunities to explore anti-corruption values more comprehensively and practically.

In this context, the limited learning facilities are also a significant inhibiting factor. In SD Negeri Kota Mataram, although technology is used in learning, not all classes have adequate facilities to support interactive and creative learning methods. Facilities such as computers, projectors, and stable internet access are still limited, so using more modern and engaging learning media, such as documentary videos about corruption cases, is very limited. Effective anti-corruption learning requires various visual and practical approaches that can bring learning materials to life and make students more interested and able to connect them to the reality around them.

In addition to the facilities problem, the limited time to teach anti-corruption education is also a challenge. Anti-corruption education, to be appropriately internalized by students, requires a reasonably long time and continuity in each stage of learning. In elementary schools in Mataram City, teaching about anti-corruption is often divided into other equally important subjects. This requires teachers to allocate limited time wisely, but often, anti-corruption education does not get enough of a portion to be discussed in depth. Students only get a limited understanding of what is taught in class without any continuous reinforcement through practical activities or daily experiences.

In addition, there are challenges in terms of commitment from several related parties, especially in supporting anti-corruption education programs. Although schools have established this program as part of the curriculum, not all parties, be it students, parents, or the community, realize the importance of anti-corruption education. Some students may feel that anti-corruption education is not directly related to their lives or is less relevant to their needs at that time (Sulistyo et al., 2024). This can happen if schools cannot create a clear link between the values taught and the situations students face daily in the family and the broader social environment.

In addition to challenges in understanding and implementing the material, the limited development of teacher skills in teaching anti-corruption topics is also an obstacle. Many teachers have not been specifically trained to teach anti-corruption education with creative and innovative methods. The lack of training or workshops for teachers that focus on practical anti-corruption education approaches makes them rely on conventional methods that may not be interesting enough or adequate to create a deep understanding. Anti-corruption education requires a more interactive approach based on real experiences so that students can truly feel and apply the values taught (Juliyanti et al., 2021).

Finally, the influence of less supportive social and cultural environments also becomes an obstacle to the success of anti-corruption education in schools. Although anti-corruption values are taught in schools, students are often exposed to corrupt behavior outside of school, whether in the form of abuse of power, social injustice, or even in their daily lives at home. These external factors can influence students' perspectives on corruption and reduce the effectiveness of learning in schools. Therefore, to create significant change, closer cooperation is needed between schools, families, and communities to create an environment that supports anti-corruption education and fosters collective awareness of the importance of integrity.

A more coordinated joint effort is needed to overcome these challenges between the government, schools, parents, and non-governmental organizations. Training teachers, developing more relevant teaching materials, providing adequate facilities, and strengthening social commitment to support anti-corruption education are steps needed to implement this education more effectively and impact future generations.

This study found that one of the main obstacles in the internalization of anti-corruption education is the lack of an in-depth understanding of teachers' holistic understanding of the concept of anti-corruption education. This finding aligns with research conducted by Salimah and Suyanto (2023), which states that many teachers face difficulties connecting the concept of anti-corruption with the context of students' daily lives. Hence, learning tends to be theoretical and less applicable. In addition, research by Sujadi et al. (2022) also emphasizes that an effective anti-corruption education approach must include interactive learning methods such as case studies and simulations, which, unfortunately, are rarely applied in many elementary schools due to limited teacher training.

Furthermore, the limited teaching materials relevant to the local context were also found to be a major obstacle in this study. This aligns with the findings of Hardianto (2022), who revealed that the available teaching materials are often not specific enough or too general. Hence, they cannot give students a deep understanding of corruption in their environment. In the context of character education, research by Komalasari and Saripudin (2015) shows that internalizing moral values in education requires a more contextual approach, which allows students to understand the relevance of anti-corruption values to their personal experiences. In addition, the limited learning facilities that support interactive methods are also a major challenge in this study. A study by Zuber (2018) revealed that inadequate facilities, such as limited technology and access to modern educational resources, can hinder the effectiveness of anti-corruption teaching. This is exacerbated by the findings of Sulistyono et al. (2024), who stated that the lack of specific time in the curriculum to discuss anti-corruption issues in depth means that students only get a superficial understanding.

Finally, the influence of a less supportive social and cultural environment also poses a challenge in internalizing anti-corruption values. Subkhan's (2020) research confirms that although schools teach the values of honesty and integrity, students are often exposed to corrupt practices in their social environment, which can weaken the internalization of these values. Therefore, this study emphasizes

the importance of family and community involvement in supporting anti-corruption education, as Luckyto et al. (2021) suggested.

By comparing the results of this study with previous findings, it can be concluded that the challenges in internalizing anti-corruption education in elementary schools are not only caused by internal school factors but are also influenced by external conditions such as a lack of community involvement and limited educational resources. Therefore, efforts to increase the effectiveness of anti-corruption education require a more comprehensive approach, including more intensive teacher training, more contextual teaching materials, and synergy between schools, families, and communities in forming a culture of integrity from an early age.

4. Conclusion

The conclusion of this study confirms that the internalization of anti-corruption education values in public elementary schools in Mataram City has been implemented through three main approaches: curriculum integration, strengthening school culture, and collaboration with the community. Values such as honesty, responsibility, discipline, and justice have been incorporated into subjects like PPKn (Civics), Social Studies, and History, and reinforced through school programs such as "Honesty Day" and a collective supervision system. Collaboration with parents and community organizations also enriches the anti-corruption education process.

However, this study also identifies several challenges, including teachers' limited understanding of anti-corruption education concepts, the lack of specialized training, and insufficient teaching materials and learning facilities to support interactive methods. Therefore, continuous teacher training, more contextual teaching materials, and stronger policy support are necessary to ensure that the elementary education system can effectively and sustainably implement anti-corruption education.

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