

Implementation of Anti-Corruption Education in Piaud Study Program in IAIN Takengon

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Abstract

The purpose of this study is to examine the implementation of anti-corruption education in the PIAUD IAIN Takengon study program, to find out the impact of the application of the anti-corruption education model, and to see whether the anti-corruption education program model is more students' mastery of it. This research is a qualitative descriptive study. The research subjects were 75 students from the VII semester IAIN Takengon PIAUD. The data collection techniques used questionnaires and in-depth interviews and were analyzed by data reduction, data presentation and data verification. The results showed that the implementation of the anti-corruption education curriculum model was not 100% pure applying the course model itself, but integrated learning indirectly as a habit to provide advice. The implementation of the anti-corruption education model is sufficient to provide an understanding for students to study corruption. The curriculum model with the subject itself is still the best model for providing knowledge to students on anti-corruption material, but with the addition of learning outside the classroom curriculum.

Keywords

anti-corruption education; impact of petition; character building



I. Introduction

Corruption comes from the Latin word "Corruptio" or "Corruptus", in French and English called "Corruption", in Dutch called "Corruptie". In Indonesian Encyclopedia called "Korupsi", from Latin Corruptio (Bribery), Corruptore (Damaging) where officials, state agencies misuse authority with the occurrence of bribery, forgery and other irregularities. (Sidi, 2019)

Corruption is said to be an extraordinary crime, as stated in the Opening of the UN Convention on Anti-Corruption, because the problems and threats posed by corruption to the stability and security of society are so great. Corruption can destroy democratic institutions and values, ethical values and justice, and undermine sustainable development and law enforcement; so that its eradication requires a comprehensive and multidisciplinary approach. Therefore it is imperative to strengthen the capacity and increase the capacity of the competent institutions to prevent and eradicate corruption effectively. In Indonesia, the problem of corruption is still a barrier to achieving a prosperous society. As a result of acts of corruption by certain groups, the Indonesian state experienced slowness in economic, political and socio-cultural growth. According to Azra (2006: 8), the culture of corruption has reached a dangerous level for society, the nation and the state in Indonesia. Realizing the enormous impact on the survival of a nation, of course, corrupt behavior must be prevented from the start. This is necessary because the risk of doing corruption often starts with small things and is taken for granted by most people, even as a culture / culture.

According Zulyadi (2020) Corruption is a specific criminal act which is regulated outside of the Criminal Code, Corruption is a criminal act which involves bribery

manipulation and acts against the law that are detrimental or can harm the country's finances or the country's economy, detrimental to the welfare or interests of the people / general. Acts that are detrimental to the country's finances or economy are corruption in the material field, while corruption in the political field can be realized in the form of manipulating the vote by bribery, coercion intimidation and or interference that affects the freedom of choice to vote-commercialize in the legislative body or in administrative decisions in the field of implementation government.

Corruption practices such as abuse of authority, bribery, giving facilitation payments, illegal fees, giving rewards on the basis of collusion and nepotism and the use of state money for personal interests, are interpreted as acts of corruption and are considered common in this country (Sidi in Kartika, 2020).

According to Handoyo (2013: 1), corruption is not a disease that comes from abroad, corruption is a disease that is inherited / inherited and the embryo of corruption has been in the body of the Indonesian nation, not only during the Dutch colonial period, but until the peak of the archipelago empire. Planted the seeds of corruption. Hauk & Saez-Marti (2002: 331) states that "Corruption is at least partly due to cultural elements. Public opinion does not universally consider corruption at least small-scale corruption to be very negative. This means that if the actions taken by the community even though they are categorized as corruption are not considered negative if the scope of the actions taken is very small or the impact caused by the actions is not too large on society.

In efforts to prevent acts of corruption, various models of anti-corruption education have been implemented either through the Corruption Eradication Commission (KPK), community education institutions, or through formal educational institutions under the ministry of education and culture. Anti-corruption education (Petition) is considered important considering that the reduction of the number of corruptors is not only carried out through the provision of harsh punishments for the perpetrators of corruption, but also through preventive action through inculcating honest attitudes and characters and avoiding fraudulent behavior from an early age. One of the laws and regulations policies is the issuance of Law Number 31 of 1999 which is subsequently amended by Law Number 20 of 2001 concerning the Eradication of Corruption Crimes. In this law, corruption is generally interpreted as a form of illegal action that harms the country's finances or economy; with the intention of; against the law to do an act of enriching oneself or others, benefiting oneself, abusing authority, and so on.

Anti-corruption education is one of the efforts made by certain institutions to provide full awareness to the public about the dangers of corruption for the stability of the nation. Handoyo (2013: 43) states that anti-corruption education can be understood as a conscious and systematic effort given to students in the form of knowledge, values, attitudes, and skills needed so that they are willing and able to prevent and eliminate opportunities for the development of corruption. The final target is not only eliminating opportunities, but also students are able to resist all influences that lead to corrupt behavior. Hidayat (2019: 50) states that anti-corruption education does not only provide knowledge, but also changes the paradigm and behavior of students to apply the principles of good life. Knowing the aims and objectives of anti-corruption education, of course the implementation of this education program must be carried out immediately at all levels of education in Indonesia. According to Azra (2006: 8), anti-corruption education is an effort to reform political culture through the education system for sustainable cultural change.

There are many anti-corruption values that must be conveyed to students. These values include; honesty, hard work, discipline, responsibility, trustworthiness, courage, fairness and

simplicity (Handoyo, 2013: 35). The inculcation of these values is not only given to students, but these values must be understood and implemented in the life of society and the nation. So that these values become attached to the character of students who will support the advancement of the civilization of the Unitary State of the Republic of Indonesia (NKRI). In an effort to instill these values, the anti-corruption education curriculum model is very crucial to be implemented.

This program model is certainly a guide in the implementation of anti-corruption education starting from primary, secondary and higher education. This is in line with Elwina's opinion in Zuber (2018: 181), there are many models of anti-corruption education curricula that are applied in the world of education, namely: (1) the model as an individual subject, (2) an integrated model in all subjects, (3) a model outside of learning, (4) a model for habituation of anti-corruption values, and (5) and a combined model.

The results of observations in the preliminary study show that the implementation of anti-corruption education in the PIAUD IAIN Takengon study program is carried out by including anti-corruption studies as one of the courses in the program that must be passed by each student. In this course, the material on anti-corruption is discussed in detail by a lecturer who teaches it 14 times face to face. In addition, as a form of full attention regarding the understanding of anti-corruption attitudes, billboards, or banners stating that corruption is a criminal act are displayed in the campus open space.

The results of Kristiono's (2018) research regarding the inculcation of anti-corruption values for FIS Unnes students through anti-corruption education courses show that students have understood the concept of anti-corruption action and practice it in everyday life both on campus and in other environments.

Another research conducted by Junaedi, Susanti, & Sumiyati (2014) revealed that the anti-corruption education learning model in the Bandung State Polytechnic is an integrated approach into all subjects relevant to value / character education.

Based on this explanation, the objectives of this study are: (1) to examine the implementation of the anti-corruption education model in the PIAUD IAIN Takengon study program, (2) to examine the impact of the implementation of the anti-corruption education curriculum model on student behavior in the PIAUD IAIN Takengon study program, and (3) examining curriculum models that provide a broader understanding for students of anti-corruption studies.

II. Research Methods

This research is a qualitative descriptive study with a phenomenological approach. Creswell (2015: 105) states that phenomenological studies are studies that describe the general meaning of a number of individuals to various life experiences related to concepts or phenomena. The subjects of this study were students of the VII semester Early Childhood Islamic Education (PIAUD) study program who had programmed anti-corruption education courses in the previous semester. The data collection technique was done by using questionnaires and interviews. A total of 75 students of the VII semester PIAUD study program filled out an interview sheet with the following indicators: (1) students' understanding of the concept of corruption, (2) the impact of corruption, (3) implementation of anti-corruption values (honesty, hard work), discipline, responsibility, trustworthiness, courage, fairness, and a simple life) in everyday life, and (4) student selection regarding the anti-corruption education curriculum model.

The sampling technique was purposive sampling, in-depth interviews which were conducted on 6 students who represented each class and were considered capable of

providing the information needed by the researcher. The data extracted relates to the anti-corruption education implementation model implemented in the PIAUD IAIN Takengon study program and additional data regarding student selection regarding the anti-corruption education implementation model.

Data were collected and analyzed using data reduction techniques. In this case, the researcher focused on data related to the anti-corruption education implementation model in PIAUD IAIN Takengon study program, students' understanding of the concept of anti-corruption and the implementation of its values, and student selection of the model. anti-corruption education. The data is then presented in tables and narrative text to provide concrete evidence of the answers to the research questions. The final step of the data analysis process is to verify the data obtained with the evidence found in the field. Sugiyono (2011: 252) states that if the initial conclusion is supported by accurate evidence, then the conclusion can be trusted and vice versa.

III. Results and Discussion

3.1 Results

a. Anti-Corruption Education Model of IAIN Takengon PIAUD Study Program

Based on the results of interviews with 6 students, it was revealed that the anti-corruption education curriculum in the PIAUD IAIN Takengon study program was implemented using its own course model. Anti-corruption education courses are in the VII semester with 2 credits of credits. This course is an institutional course that every student at the Takengon State Islamic Institute must pass. In the process of lecturing activities, the methods used by lecturers vary from lectures, group discussions, to the percentage of students or lecturers. From this method, there were some students who really understood the lecturers' explanations, but some did not really understand what the lecturers said in the class. Following are some excerpts from interviews with respondents.

Question:

How do lecturers teach anti-corruption education courses?

Respondent I

The way the lecturer teaches anti-corruption education courses is very good, we are not sleepy, and we always focus when we are in college.

Respondent II

We got the second semester anti-corruption course, if I'm not mistaken, from the way the lecturer explained it I didn't understand, so I wasn't very familiar with that course.

In addition to the lessons that take place in the classroom, anti-corruption education is also carried out outside the classroom, although the percentage is not too large and is carried out indirectly. In addition to showing an attitude reflecting anti-corruption values in behavior and speech, several lecturers including academic advisors and campus leaders inserted anti-corruption values when delivering lectures / information or guiding the students concerned continuously.

Question:

Does each lecturer carry anti-corruption values while delivering the information?

Respondent II

Often. For example, the lecturer explained that if they saw a demonstration on campus, don't be too provoked by those who don't know the truth, it could be that they are just playing one another.

Then the implementation of anti-corruption education is also carried out by creating a campus atmosphere that illustrates that the campus upholds the act of rejecting corruption. This picture can be seen from some of the writings on the banners that are displayed at the rector, in front of the dean room, and in other public spaces.

b. The Impact of Implementing the PETISI Curriculum Model on Behavior College Student

Based on the results of the attitude scale instrument that had been distributed to respondents, it was revealed that 64.9% of students chose the appropriate answer from the choice of behavior given.

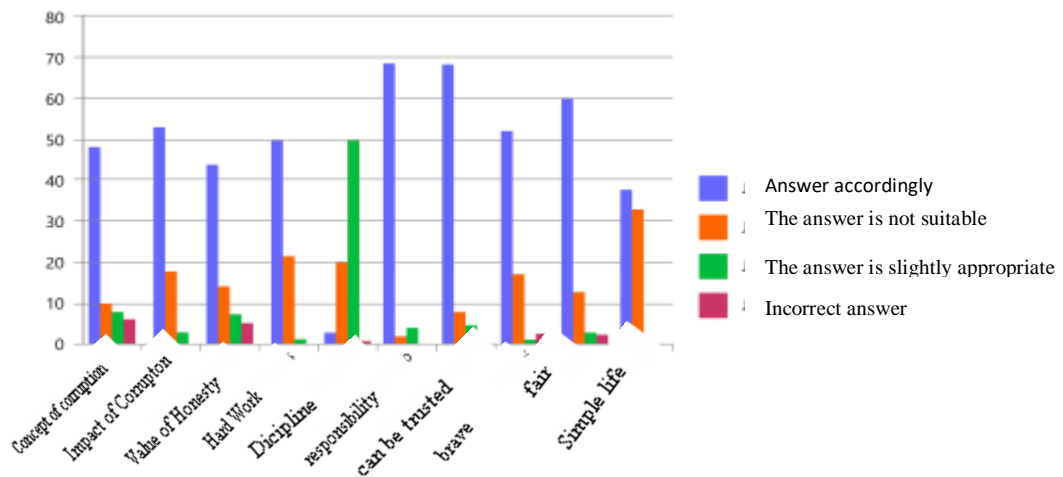


Figure 1. Diagram of Students' Understanding of Corruption Material

Based on Figure 1, it is revealed that students' understanding of the concept of corruption and its impacts is very good. There were 49 students or 65.3% choosing the right answer about the concept of corruption, and 54 students or 72% choosing the right answer for the impact of corruption. Then for understanding the values of anti-corruption, based on the diagram, it can be seen that the values of fairness, courage, trustworthiness, responsibility, and hard work have been well understood by students with an average above 50 or 66.66% of students who chose the answer. appropriate. Selection of the appropriate answers for the value of honesty and simple life was carried out fewer than 50 students with a total of 45 or 60% for the value of honesty and 39 or 52% for the value of simple life. However, on the value of discipline, the number of students who chose the appropriate answer showed unexpected results with only 4 students, 50 students chose the answer that was not suitable, and the rest on the answer choice was slightly suitable. The percentage for the value data for discipline can be seen in Figure 2.

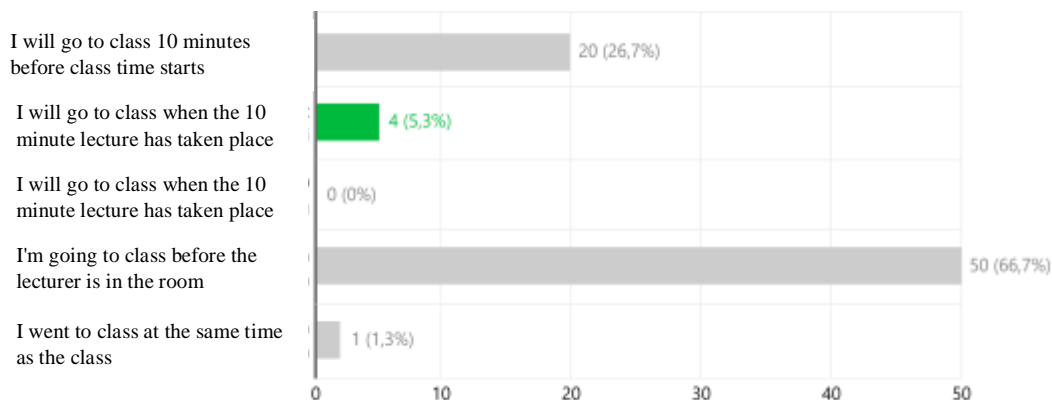


Figure 2. Percentage Diagram of Students Choosing Disciplinary Values

c. PETISI Curriculum Model That Makes Students More Understanding

Based on the results of the questionnaires that have been distributed to respondents, it is revealed that the course model itself is still the choice of students for the implementation of anti-corruption education. Data regarding the anti-corruption education model chosen by students can be seen in Figure 3.

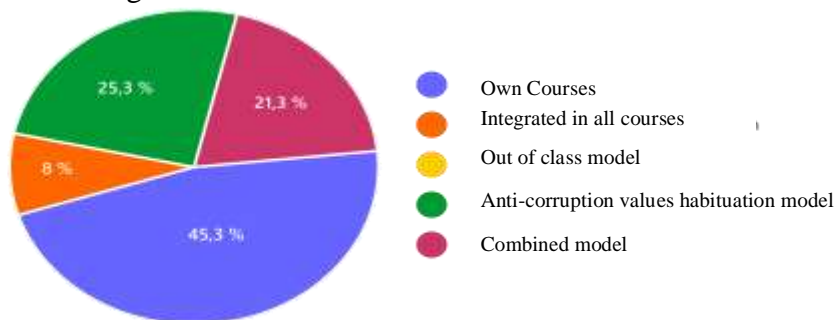


Figure 3. Chart of Student Choices regarding the Anti-Corruption Education Model.

From the diagram above, it can be seen that the course curriculum model itself ranks first in the choice of students with a percentage of 45.3% and is followed by the habituation model and the combined model with a percentage of 25.3% and 21.3% respectively. The integrated model in all courses is at a percentage of 8% and the learning model outside the classroom is a model that is not chosen by students in learning anti-corruption education materials.

The choice of the course model itself as an anti-corruption education model for students is encouraged by a sufficiently comprehensive understanding of the students' understanding of anti-corruption material, so that students feel that it is enough if the model is still implemented in the PIAUD IAIN Takengon study program. This is in line with the results of research from Kristiono (2018) which explains that after students take anti-corruption education courses, students are able to know the dangers of corruption, understand anti-corruption values, and experience changes in character.

However, based on the results of interviews from 6 respondents who were representatives of each class, it was revealed that the anti-corruption education model with its own subjects needed to be supplemented with learning in the field so that students would better know and interpret anti-corruption values in everyday life. Here are some excerpts from student interviews.

Question:

In your opinion, which anti-corruption education model is best applied so that you understand the material of corruption better?

Respondent I

In my opinion, Sir, the anti-corruption education method in the PIAUD IAIN Takengon study program is actually good, Sir, but it might be better if it is discussed more.

Respondent II

For me, we can take the method outside the class and inside the class.

3.2 Discussion**a. Anti-Corruption Education Model in the IAIN Takengon PIAUD Study Program**

The implementation of the anti-corruption education curriculum in the PIAUD IAIN Takengon study program refers to the curriculum set by IAIN Takengon at the direction of the Ministry of Religion and adjusted to the standards of the Indonesian National Curriculum Framework (KKNI). Although this course has not been legally used as one of the courses for building the character of an institution, anti-corruption education courses are always taught based on the transdisciplinary concept which is the vision of the IAIN Takengon campus. The transdisciplinary concept itself means that teaching anti-corruption education courses must be studied from various studies in scientific disciplines.

Transdisciplinary is a collective approach that leverages human knowledge and analytical skills to understand larger and more complex systems. Transdisciplinary implementation implies cooperative work or synergy between the people and sectors involved (Batmang, 2016: 1).

The implementation of anti-corruption education by making one of the courses in the study program is not only carried out by IAIN Kendari, but this method is also applied to several state universities in Indonesia such as Semarang State University and Paramadina University. This educational model is considered sufficient to provide students with a good understanding of anti-corruption material.

Junaedi, Susanti, & Sumiyati (2014) tried to examine the implementation of anti-corruption education in several universities in Indonesia and concluded that the anti-corruption education process carried out by making anti-corruption material as a compulsory subject has met the criteria imposed by the Directorate General of Higher Education, Ministry Education and culture.

As a course itself, anti-corruption education learning is completely left to the related lecturers, so that it has implications for the different experiences felt by students. The difference in experiences that students have is caused by differences in teaching methods / styles given by the lecturer in the classroom. The learning method influences the atmosphere when learning is carried out. When the learning method implemented is in accordance with the characteristics of the material being taught, the experience of students in learning will definitely be positive. Students will show an enthusiastic attitude in teaching and learning activities so that it has an impact on increasing their learning achievement. Utami & Gafur's (2015) research results state that there is an effect of learning methods on student social studies learning outcomes. Research conducted by Sumadji (2015) also shows that there is a positive effect of learning methods on student learning outcomes even though the impact on learning outcomes of each method tested is different.

In addition to the course model itself, the implementation of anti-corruption education in the PIAUD IAIN Takengon study program is carried out using the habituation model. The

concept of habituation which is carried out through the integration of anti-corruptive values in behavior, lectures, or messages conveyed by the leader / lecturer to students repeatedly. This method is considered quite influential because the behavior that is carried out continuously will shape the character of the individual himself. Suriasumatri (2010) revealed that character will be formed based on daily habits. In addition, this habituation learning is in line with the law of exercise which states that the relationship between stimulus and response will be tighter if it is carried out continuously, but will loosen up if it is rarely done (Afandi & Badarudin, 2011). This means that along with the more often anti-corruption values are inserted in the cultum / direction from the lecturers, the formation of an anti-corruption character will be achieved.

The results of research by Mutakin, Nurhayati, & Rusmana (2014) revealed that there was a significant increase in the religious character of students after habituation theory was implemented in teaching and learning activities in the classroom. Other research by Ihsani, Kurniah, & Suprpto (2018) states that there is a significant relationship between the habituation method and the formation of the disciplinary character of students.

The last form of the anti-corruption education model in the PIAUD IAIN Takengon study program is the creation of a campus atmosphere through the installation of banners that read anti-corruption. Of course, the installation of these banners will create an image that the IAIN Takengon campus rejects corruption. The results of Andhikaputra's research (2012) state that the installation of banners in the workplace environment will have a positive influence on the image of the office and the people in it to society. Furthermore, the installation of an anti-corruption banner can also be a medium to convey messages to every student who happens to pass by and read the message. As the message is read, anti-corruption behavior will be embedded in students' thoughts which will eventually become the character of the students themselves. Maiyena (2016) explains that character education-based poster media are easy to understand and useful in instilling character values in students. Another research conducted by Thalib, Syahrani, & Arifyadi (2019) stated that the use of banner media increases the change in disciplinary behavior in students for the better.

b. The Impact of Implementing the PETISI Curriculum Model on Student Behavior

Based on the research results that have been disclosed above, it was revealed that students' understanding of anti-corruption material and the implementation of its values in daily life was in the good category. This understanding is inseparable from how the anti-corruption education material was presented during lectures.

Based on the results of student interviews, although not all of them, some lecturers who taught applied such an interesting method, stimulating student curiosity by conducting guided discussion activities, finding out for themselves the problem of corruption through phenomena that occurred in the field, so that learning became more meaningful.

Rahman's research results (2016) reveal that the learning methods and teaching styles of teachers have a positive effect on increasing student learning outcomes. Another study by Khandaghi & Farasat (2011) found that "The mean scores of emotional, educational and social adjustments of students whose teachers use an active teaching style is more than students that their teachers use an inactive teaching style".

In addition, the media factor also plays a role in providing understanding to students of corruption and its effects. There are so many cases of corruption that are always featured on the news on television, newspaper papers, and online which provide extensive knowledge to students, so that students have an initial perception of the concept of corruption and its impact when attending lectures. Natalia (2019) explains that the media as watchdog displays coverage of various frauds, such as personal sex scandals, financial fraud, political

corruption, and the process of taking advantage of themselves and groups. Furthermore, Hadiati, Abdullah, & Udasmoro (2013) revealed that corruption cases were widely highlighted by the mass media and presented in various perspectives, starting from the corruption cases starting to stick out to the court process.

However, a good understanding from students about the implementation of anti-corruption values is not seen in the value of discipline. The occurrence of imbalance in these scores is caused by habits that are often carried out by students, such as students will only be on campus if the lecturer will definitely be in the class to start lectures and not based on the time of entry that has been set on the schedule. This is supported by a statement from a student who was interviewed saying "I chose it (answer choice d) because it was a habit, sir". In addition, the presence of a lecturer does not provide information about the certainty of entry to a course which is also a factor that makes students take this option. Waiting without being clear if the lecturer will enter or not often frustrates students. As a result, the certainty that the lecturer will actually enter only moves students to rush to the class. This is in line with Ivan Pavlov's respondent conditioning law which states that habituation will be formed through a simultaneous stimulus-response relationship. If the stimulus is positive, the response will be positive (Afandi & Badarudin, 2011). In this case, because students get experience (stimulus) for the arrival of an uncertain lecturer, students also respond in a safe way, namely students to class after knowing that the lecturer is already at the campus location.

c. PETISI Curriculum Model That Makes Students More Understanding

Anti-corruption learning as a course in itself has basically provided sufficient knowledge to students about the study of corruption itself. Because in the learning process students have received extensive material, coupled with discussion activities carried out in the classroom to make student knowledge more comprehensive. However, when entering the realm of character building, students sometimes experience difficulty in choosing the attitude to take. Even of the 6 respondents who were asked about anti-corruption values, only 2 respondents were able to answer even though they were not perfect. Student confusion increases when questions about anti-corruption values are implemented in daily life. The non-persistence of students' understanding of the concept of anti-corruption values in everyday life is caused by learning that does not make students go directly to the field to experience the concept. The material presented is limited to conceptual studies without being implemented in real action.

This is in line with what was expressed by Davis & Summers (2015), namely "Action-learning techniques result in up to 90% retention. People learn best when they use perceptual learning styles. Perceptual learning styles are sensory based. The more sensory channels possible in interacting with a resource, the better chance that many students can learn from it".

So based on this, the course curriculum model itself needs to be added with a learning model outside the classroom. Learning models outside the classroom can be carried out such as the formation of study groups to discuss corruption problems among students or a case study model, where students are directed to look for one case in the implementation of anti-corruption values in people's lives. The case study method can be one of the methods in developing theory, evaluating programs, and intervening in the theory if it is implemented properly (Prihatsanti, Suryanto, & Hendriani, 2018). In addition, Ching (2014: 1) states that "Case study is recommended as one way to link theory to practice as this method can help present students with some aspects of real-life scenarios whereby they can apply and integrate knowledge, skills, theories and experience".

IV. Conclusion

The implementation of anti-corruption education (PETISI) in the IAIN Takengon Early Childhood Islamic Education (PIAUD) study program uses the course model itself accompanied by indirect learning such as giving advice and habituation through the behavior displayed by lecturers and creating a campus image. With the course learning model itself, students' understanding of anti-corruption studies is sufficient, it's just that students' understanding of anti-corruption values still needs to be improved. The course model itself is still an option for students to study anti-corruption studies, but it is necessary to add additional educational programs outside the classroom, so that student understanding improves. Further research on combining the PETISI learning model with its own subjects and learning models outside the classroom needs to be done so that students' understanding of anti-corruption studies can be implemented in everyday life.

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