



## Shaping Honest Citizens: Reframing Anti-Corruption Education in Primary Schools for a Culture of Integrity

Muh. Asharif Suleman<sup>1</sup>, Zulfi Idayanti<sup>2</sup>, M. Hulkin<sup>3</sup>,  
Amalia Alfina Siagian<sup>4</sup>, Khairina Habib Rangkuti<sup>5</sup>, Nindya Putri<sup>6</sup>

<sup>1,2,3</sup> Universitas Islam Negeri Sunan Kalijaga Yogyakarta, Indonesia

<sup>4,5,6</sup> Universitas Islam Negeri Sumatera Utara Medan, Indonesia

Email: [asharifmuhammad2000@gmail.com](mailto:asharifmuhammad2000@gmail.com)<sup>1</sup>; [zulfidayanti1502@gmail.com](mailto:zulfidayanti1502@gmail.com)<sup>2</sup>;  
[hulkinmuhammad@gmail.com](mailto:hulkinmuhammad@gmail.com)<sup>3</sup>; [amaliasiagian@gmail.com](mailto:amaliasiagian@gmail.com)<sup>4</sup>;  
[karinhabib271@gmail.com](mailto:karinhabib271@gmail.com)<sup>5</sup>; [nindyafathnh@gmail.com](mailto:nindyafathnh@gmail.com)<sup>6</sup>

### Abstract

*Corruption remains deeply entrenched across various sectors of society, underscoring the urgent need for systematic and sustainable countermeasures. One promising approach is the early integration of anti-corruption education at the primary school level to foster a culture of integrity from a young age. This study employs a qualitative approach through a comprehensive literature review of scholarly articles, policy documents, and relevant educational frameworks. The analysis by meta-analysis, focuses on three key dimensions: (1) the conceptual foundation of anti-corruption education, (2) its significance in the context of primary education, and (3) the core values that underpin anti-corruption learning. The study highlights the strategic role of anti-corruption education in shaping students' character and moral reasoning. Findings emphasize the necessity of embedding anti-corruption values into formal curricula and underscore the pivotal role of teachers as primary agents of value transmission and ethical modeling in the classroom. This study contributes to the discourse on value-based education and offers recommendations for embedding anti-corruption education as an integral component of character development in early education.*

**Keywords:** *Anti-Corruption Education, Character Building, Curriculum Integration, Moral Values, Primary Education.*

### PRELIMINARY

Corruption is an act that harms the public interest for the benefit of a particular person or group. Corruption can be in the form of abuse of authority, bribery, collusion, nepotism, gratification, money laundering, and so on (Gray, 2021; Puanandini, *et.al.*, 2024; Pinem, *et.al.*, 2023; Asomah, 2021). Corruption is one of the serious and disturbing social problems in many countries, including Indonesia. Corruption can have negative impacts on development, democracy, law, economy, social, culture, and the environment (Kirya, 2020; Satria, 2020; Aldamia, 2022; Vian, 2020).

Corruption is a serious problem that can disturb society and threaten the sustainability of a country's development. Early anti-corruption education is an important step to build awareness and ethics of integrity from a young age. Early anti-corruption education needs to involve collaboration between families, schools, and communities to create an environment that supports the development of integrity values. Thus, it can be expected that the next generation will be more protected from corruption and contribute more to the sustainable development of a country (Defretes & Kleden, 2022; Syarbaini, 2022; Fernando, *et.al.*, 2023).

Corruption comes from the Latin "corruptio" or "corruptus" which gives an idea of the basic meaning of the word (Dianita, *et.al.*, 2024; Pratama & Januarsyah, 2020). Literally, the word "corruption" means rottenness, ugliness, depravity, dishonesty, bribery, immorality, and deviation from holiness

(Kohler & Dimancesco, 2020; Taja & Aziz, 2016; Susetyo, 2022). This interpretation reflects the negative and destructive nature of the act of corruption.

Corruption has now become a social disease that occurs in Indonesia. Corruption is growing very rapidly and is widespread in aspects of people's lives. Of course, effective efforts are needed to resolve corruption in Indonesia. Efforts to introduce the dangers of corruption must be carried out early on (Monteiro, *et.al.*, 2020; Rasmuddin, *et.al.*, 2022). One of them is through the world of education, both elementary and high schools. Anti-corruption education efforts will certainly be an effective solution in minimizing criminal acts of corruption. Therefore, the government is very serious about handling the problem of corruption so that the Ministry of National Education is trying to provide teaching materials in the form of anti-corruption education modules at elementary to high school levels (Hutahaean & Indarti, 2020; Lingude, *et.al.*, 2024).

Anti-corruption education is one of the important strategies to prevent and eradicate corruption. Anti-corruption education can shape the character and behavior of students with integrity and responsibility. Anti-corruption values that need to be instilled in students are honesty, independence, discipline, firmness, hard work, simplicity, courage, fairness and attention (Hasan, *et.al.*, 2024; Suhandi, 2023; Cochrane, 2018). However, the reality that we often encounter in the field is that teachers only focus on the knowledge aspect. There are still many problems that are actually simple but can have bad consequences for students in the future. Such as students who cheat during tests, doing assignments and various other problems that will later give rise to the seeds of corruption. Therefore, anti-corruption education can also provide knowledge and skills to students about the rights and obligations as citizens, monitoring and reporting mechanisms for criminal acts of corruption, and ways to participate in the anti-corruption movement.

The most powerful media to change the nation's mentality is through education and religious beliefs. Education that is able to change mentality is education that is carried out seriously and wholeheartedly, not just a formality or pretense. The world of education must recognize the importance and necessity of returning to moral education that is narrowed down to anti-corruption education in schools to shape the character and personality of students so that they become responsible adults in society (Amelya, *et.al.*, 2023; Humairoh, *et.al.*, 2024). Anti-corruption education in the world of education is very necessary, so in fact anti-corruption education values are the responsibility of all educators, how important the role of educators, namely teachers, is in instilling moral values such as honesty, so that the seeds of corruption do not appear, because without realizing it, from the cheating that occurs in the learning process at school, it can instill corrupt values in students (Halimah, *et.al.*, 2021; Madelu, 2024; Dwi, *et.al.*, 2024).

Educational institutions need an anti-corruption education system that contains socialization of forms of corruption, prevention methods, and reporting and supervision of corruption. Education like this needs to be instilled in an integrated manner starting from elementary education to higher education (Xu & Yang, 2024; Putera, *et.al.*, 2023; Sinaga, *et.al.*, 2024). This anti-corruption mentality will be realized if individuals consciously foster the ability of future generations to be able to identify various weaknesses in the value system that occurs in the current era and are able to renew the value system with new situations. Anti-corruption education that is instilled through education is more effective in forming anti-corruption characters because education is a process of changing mental attitudes that occur in a person (Juwita, *et.al.*, 2023; Naila, *et.al.*, 2024; Aziz, *et.al.*, 2021).

A number of previous studies have discussed the importance of anti-corruption education as a preventive instrument in creating a society with integrity (Mengzhen, *et.al.*, 2024; Sakinah & Bakhtiar, 2019; Julfizar & Akhyar, 2024; Mulya & Pertiwi, 2024). However, most of these studies focus more on secondary and higher education levels, or on macro policies without touching on concrete implementation aspects at the basic education level (Karim, *et.al.*, 2023; Sintia, 2023; Hasan, *et.al.*, 2024). In fact, the elementary age period is a critical phase in the formation of children's values, attitudes, and characters. In addition, there are limitations in the literature that comprehensively discuss how anti-corruption education can be designed, integrated, and implemented pedagogically at the elementary school level.

This gap in literature shows that there are still few studies that specifically examine anti-corruption education at the elementary school/Islamic elementary school level, especially from the perspective of the values instilled, its urgency at an early age, and its implementation strategies that are in

accordance with child development. Furthermore, there are still few studies that reflectively re-examine the conceptual framework of anti-corruption education and propose a contextual and applicable approach for elementary school teachers.

Based on this, this study is here to offer a new perspective through an in-depth literature review on anti-corruption education at the elementary school/Islamic elementary school level. The main novelty of this study lies in the effort to reposition anti-corruption education not only as additional material or a formalistic program, but as an integral part of learning values and characters from an early age. This study also highlights the central role of teachers as agents of change who are able to transform anti-corruption values into meaningful learning practices.

## METHOD

This study uses a qualitative approach with a literature meta-analysis strategy (Assingkily, 2021), to systematically examine relevant scientific studies related to anti-corruption education at the elementary education level. This approach was chosen because it allows researchers to conduct an in-depth synthesis of various academic sources to identify patterns, concepts, and key findings related to the integration of anti-corruption values in the context of early childhood education. Furthermore, the framework of this research flow is shown in the figure below:

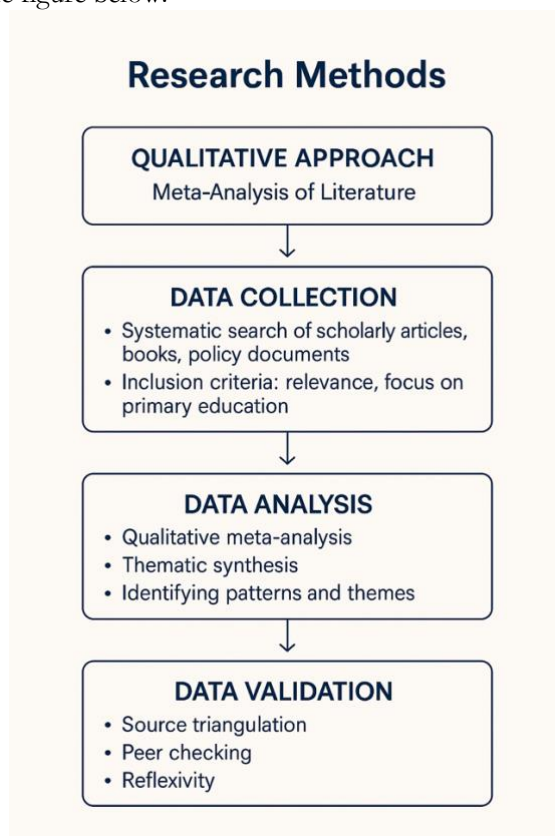


Figure 1. Research Methods

### *Data collection*

Data were obtained through literature searches from various scientific sources published in accredited national journals and reputable international journals, academic books, education policy documents, and reports from relevant institutions. The search process was carried out systematically using databases such as Scopus, Web of Science, Google Scholar, and DOAJ, using keywords such as "anti-corruption education", "integrity values in primary education", "character education in elementary schools", and "civic education Indonesia". Inclusion criteria included publications in the last 10 years,

direct relevance to the topic of anti-corruption education, and a focus on elementary education or children's age.

#### *Data analysis*

Data analysis was conducted through qualitative meta-analysis, namely thematic synthesis techniques from the collected literature. The stages of analysis include: (1) Open coding of the main themes that emerged in each study, (2) Categorization of data into analysis dimensions such as the definition of anti-corruption education, core values taught, learning approaches, and teacher roles, and (3) Thematic interpretation by connecting literature findings and drawing conceptual conclusions related to the practice and potential implementation of anti-corruption education in elementary schools/Islamic elementary schools. This analysis not only identifies similarities in findings, but also examines differences in approach, context, and local-global relevance in the development of anti-corruption value education.

#### *Data Validity Test*

To ensure the validity and validity of the data, source triangulation was conducted by comparing various types of publications from various geographical and institutional contexts. In addition, peer checking was conducted through discussions with character education experts and elementary school teachers to obtain input on the interpretation of the findings produced. The process of critical reflection (reflexivity) was also applied during the analysis to avoid researcher bias and ensure the objectivity of data interpretation.

## FINDINGS AND DISCUSSION

### *Findings*

**Table 1. Dimensions of Anti-Corruption Education in Elementary Schools/Islamic Elementary Schools**

No	Aspects Analyzed	Key Findings
1	Definition of Anti-Corruption Education	Education that instills honesty, responsibility, and integrity from an early age.
2	Relevance in Primary Education	Primary-age children are at a critical stage of moral and character formation.
3	Core Values	Honesty, responsibility, discipline, hard work, empathy, and fairness.
4	Implementation Strategies	Integrated into thematic subjects, storytelling, role-playing, and value-based discussions.
5	Role of Teachers	Teachers as role models and facilitators of value internalization in learning.

In line with table (1) above, a graph is presented that illustrates the distribution of key anti-corruption values in primary education literature according to the analysis of the content of the findings of this research:

Nilai	Literature Frequency (%)
Honesty	95%
Responsibility	88%
Discipline	76%
Hard Work	65%
Empathy	60%
Fairness	58%

(Data taken from 20 relevant literature sources)

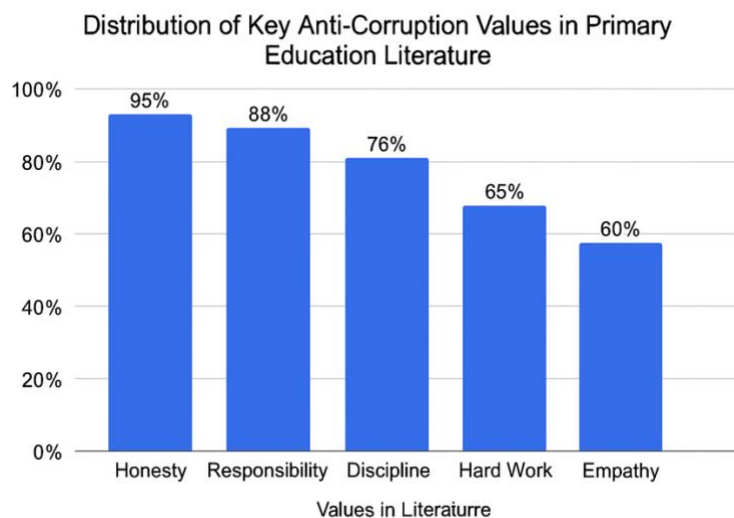


Figure 2. Distribution of Key Anti-Corruption Values in Primary Education Literature

The results highlight the strong consensus among scholars that anti-corruption education must begin at the primary level to establish a solid foundation of ethical awareness. Honesty and responsibility are the two most frequently emphasized values, reflecting their perceived impact on long-term character development.

Pedagogical strategies that are contextual and child-centered—such as storytelling, games, and reflection—are considered the most effective in conveying abstract moral concepts to young learners. However, the findings also reveal a gap in curriculum design and teacher preparedness. While the intent exists, there remains a need for structured learning frameworks and teacher training to implement value-based education systematically and meaningfully.

To support the information above, the author presents the results of interviews with several research informants.

Table 2. Results of interviews

Informant	Key Statements
Teacher A (Public School)	“Students are very excited when talking about honesty, especially through stories.”
Teacher B (Madrasah)	“We need more structured modules. Currently, it depends on each teacher’s initiative.”
Teacher C (Public School)	“Values like responsibility can be taught through group tasks and daily reflections.”
Teacher D (Madrasah)	“Religious values are already embedded. We just need to explicitly align them with integrity.”
Teacher E (Public School)	“The curriculum lacks clear anti-corruption content—it relies on teacher creativity.”

The interviews affirm that while teachers recognize the importance of anti-corruption values, their implementation largely depends on individual creativity and initiative. The need for curriculum integration and context-specific guidance is repeatedly emphasized. Teachers see potential in using culturally relevant storytelling and student-centered activities to internalize integrity in a natural and engaging way.

## ***Discussion***

### ***Understanding Anti-Corruption Education***

In terms of language, the word corruption comes from Latin, namely *corruptio*. This word itself has the verb *corrumpere* which means rotten, damaged, shaking, twisting or bribing. Meanwhile, in the Big Indonesian Dictionary, corruption is the misappropriation or misuse of state money, companies, etc., for personal or other people's benefit. In China, Hong Kong and Taiwan, corruption is known as *yum cha*, or in India corruption is termed *bakhesh*, in the Philippines with the term *lagay* and in Thailand with the term *gin muon* (Zhang & Zhong, 2024; Jaunky, *et.al.*, 2019; Shin & Lui, 2022).

Corruption itself is a misuse of public authority that arises due to a lack of control over the power that is owned and the openness of opportunities to misuse that power. This needs to be addressed appropriately as a form of our awareness as a society that still longs for the prosperity of the nation. Educational institutions are one of the strategic vehicles in order to voice goodness and equip a young generation that is free from corruption (Mulugeta, 2019; Alhaimer, 2024; Sicakova-Beblava & Beblavy, 2016).

Considering the increasingly heavy task of the KPK (Corruption Eradication Commission) which is currently in the slump zone and the great consequences caused by the corruption case, a system is needed that is able to make all elements of the nation aware to work together to eradicate corruption which must also be fully supported by all parties in the government ranks. The most effective way is through educational media. An anti-corruption education system is needed that contains information about the forms of corruption, prevention and reporting methods and supervision of criminal acts of corruption (Aulia, 2025; Ulfa, 2022). This kind of education must be instilled in an integrated manner starting from basic education to higher education.

This anti-corruption education is very important for the psychological development of students. A systematic education pattern will be able to make students recognize early on things related to corruption including the sanctions that will be received if they commit corruption. That way, a generation will be created that is aware and understands the dangers of corruption, the forms of corruption and knows the sanctions that will be received if they commit corruption. Thus, the community will monitor every act of corruption that occurs and together give moral sanctions to corruptors (Sekalala, *et.al.*, 2020; Khotimah, *et.al.*, 2020).

Anti-corruption education is an action to control and reduce corruption in the form of overall efforts to encourage future generations to develop an attitude of firmly rejecting all forms of corruption. This anti-corruption mentality will be realized if we can consciously foster the ability of future generations to be able to identify various weaknesses in the value system they inherit and renew the inherited value system with new situations (Mazid, *et.al.*, 2019; Faizah & Shaleh, 2020).

Anti-corruption education through education is more effective, because this education is a process of changing attitudes in the mentality that occurs in a person, and through this path it is more systematic and easy to measure, namely changes in anti-corruption behavior. The change from an attitude of allowing and forgiving corruptors to an attitude of firmly rejecting acts of corruption, will never happen if we do not consciously foster the ability of future generations to renew the inherited value system to reject corruption in accordance with the demands that arise at every stage of our nation's journey (Witarti, *et.al.*, 2021; Kaban, *et.al.*, 2023).

In the Law on the Indonesian National Education System No. 20 of 2003, Article 3, it is stated that national education functions to develop abilities and shape the character and civilization of a dignified nation in terms of improving the intelligence of the nation's life. Uhar Suharsaputra, as referred to by Ambarwati, *et.al.* (2022) states that education is an important instrument in national development, both as a developer and enhancer of national productivity, and as a shaper of national character. Education is able to provide enlightenment, a means of transformation, and humanization. Education is also understood as a conscious and planned effort to create a learning atmosphere and learning process, so that students actively develop their potential to have spiritual religious strength, self-control, personality, intelligence, noble morals, and the skills needed by themselves, society, nation and state.

### ***The Importance of PAK (Anti-Corruption Education) in Elementary Schools***

In the current era of reform, Indonesia has experienced many changes. Changes in the political system, economic reform, and bureaucratic reform have become the main agendas in this country. The most popular is the issue of bureaucratic reform concerning the problems of government employees who are considered corrupt. Bureaucratic reform is implemented with the hope of eliminating bad bureaucratic cultures such as corrupt practices. This bureaucratic reform is generally interpreted by government agencies as an improvement in the employee remuneration (salary) system. However, in reality, acts of corruption continue to occur even though salary remuneration has been implemented for government employees (Oktori, *et.al.*, 2024; Dewi, 2022).

Corruption in this country is very worrying and has had an extraordinary negative impact on almost all aspects of life. Corruption has destroyed the economic system, democratic system, political system, legal system, government system, and social order in this country. On the other hand, efforts to eradicate corruption that have been carried out so far have not shown optimal results. Corruption at various levels still occurs as if it has become part of our lives, and is even considered commonplace. If this condition is allowed to continue, sooner or later corruption will destroy this country. Corruption must be viewed as an extraordinary crime, therefore it requires extraordinary efforts to eradicate it (Mukarromah, 2018; Rofiq & Nisa, 2022).

The ongoing corruption committed by irresponsible individuals certainly makes the reform situation not good and disrupts the foundations of democracy and the development process. The results of a Transparency International survey in 2011 showed that Indonesia's Corruption Perception Index was ranked 100 out of 183 countries. Now Indonesia is the same as Djibouti (a country in East Africa), and in ASEAN Indonesia is inferior to Malaysia, Singapore, and Thailand, and we are equal to Vietnam and Timor Leste. Conditions like this need to be addressed by making various efforts to overcome the problem of corruption that has taken root, spread, and become symptoms in Indonesia. One interesting thing to remember is the signal that corruption has now become a culture and is damaging the character of the nation (Pratama, *et.al.*, 2024; Qomariah & Mala, 2024).

Education in schools must be carried out continuously starting from the process of moral knowing, moral feeling, to moral action. Why? Because education has a strategic role in supporting and even accelerating the formation of a civilized society, having the ability, skills, ethos, and motivation to actively participate honestly in society (Hidayah & Esfandiari, 2022; Dengga, *et.al.*, 2022).

The process of accelerating the eradication of corruption is not like turning the palm of the hand. This means, more than that, there must be hard work that is spartan and simultaneous between law enforcement officers and the community. Awareness must be built that articulates honesty and a culture of shame in committing corruption. Thus, the emergence of discourse and moral awareness to eradicate corruption that has spread to all lines of Indonesian society, in addition to through legal mechanisms, also builds a new philosophy in the form of equalizing reason and new values that are free from corruption through formal, non-formal, and informal education. This is done because education has a very vital position in efforts to build an anti-corruption attitude. Because, the essence of education is a process of developing the existence of students who are socialized, cultured in the order of social life (Retnowati & Subarjo, 2023; Samion & Thomas, 2024).

The education system is built as a process of awareness of the potential for honesty, education should be a medium of awareness from the state and society that have more abilities. So that it brings up students from the awareness process. But do not make the education process a medium of investment from students, especially education organizers get financial benefits from student investment (Zuber, 2018; Thooyibah, 2018). So if human resources are born from such an educational process, after getting a job opportunity, they will work to seek profit in order to return the investment they have made during the educational process. Even the investment they have made must get more profit. If human resources do not have a strong foundation of faith, morals, and mentality, then corruption will be carried out, because they cannot get a living properly, legally, and fairly to return the investment they have made in the educational process. If that happens, then humans will be born who are not trustworthy, cannot be trusted from the educational product that conditions them like that. If the educational product, the people and/or society are not trustworthy, hard to trust, dishonest, the country will be destroyed (Yahiji, *et.al.*, 2024; Handayani, *et.al.*, 2024).

Corruption is a bad behavior to be emulated by the younger generation. Leaders of both government and private institutions should be able to provide understanding and examples in anticipating corruption so that they become examples for the younger generation. It should be able to be a guideline and understanding for students in elementary education units from an early age as someone who is anti-radical and anti-corruption (Rade, *et.al.*, 2023).

Presidential Regulation Number 87 of 2017 concerning Strengthening Character Education explains that Strengthening Character Education (PPK) is an educational movement that is responsible for educational units to strengthen the character of students through harmonization of heart, feeling, thinking, and sports. This movement involves cooperation between educational units, families, and communities, and is part of the National Mental Revolution Movement (GNRM). Strengthening Character Education aims to form good character in students, so that they are able to become responsible, qualified, and noble individuals. In an effort to achieve this goal, Strengthening Character Education emphasizes the importance of harmonizing the heart, feelings, thoughts, and sports as an integral part of the education process.

In its implementation, Strengthening Character Education requires close collaboration between educational units, families, and communities. The important role of families and communities in strengthening character education must be recognized and strengthened. Strengthening Character Education must also be integrated into the curriculum and learning methods in educational units to achieve optimal results. Strengthening character education is one of the efforts to develop positive attitudes and behaviors in students in order to form strong, ethical, and cultured characters. In strengthening character education, the role of teachers is very important in providing teaching and providing examples of good behavior to students. By strengthening character education, it is hoped that students can become individuals with character and contribute positively to society (Atika, *et.al.*, 2019; Sutrisno & Zuchdi, 2023).

Nudin, *et.al.* (2020) stated that Efforts to implement character values in children's religious and moral education (Efforts to Eradicate Corruption from an Early Age) Teachers can use various strategies, such as: (1) Using inspirational stories: Inspirational stories in religion and everyday life can be used as a medium to teach character values. These stories can provide real examples of the importance of character values in life. (2) Inserting character values in teaching: Teachers can insert character values in religious and moral teaching. For example, in religious lessons, teachers can teach about the importance of simplicity and sincerity in life, while in moral lessons, teachers can teach about the importance of humility and respect for differences. (3) Providing examples of behavior: Teachers can provide examples of good behavior and in accordance with the character values taught. Teachers can show examples of good attitudes and behavior in everyday life, such as by showing honesty, empathy, and tolerance. (4) Using supporting media: Supporting media such as videos, posters, and books can be used to strengthen teaching about character values. These media can help students to understand character values in an easier and more enjoyable way.

### ***Anti-Corruption Education Values***

The importance of instilling anti-corruption values begins from elementary school. Instilling anti-corruption values from elementary school to college certainly uses different methods or strategies. At the elementary school level, the main thing is teaching about understanding honest attitudes and avoiding cheating and being wise in valuing money (Lestari & Mustika, 2021; Widodo, 2019). In creating a clean life from corruption, in instilling anti-corruption values in schools, a system is needed that contains information about the socialization of forms of corruption, prevention methods, reporting and supervision of criminal acts of corruption. Such education must be instilled early on in an integrated and systematic manner. The educational pattern that is applied must be systematic so that it can make students more familiar from an early age with matters relating to corruption including what sanctions will be received by corruptors (Ulya & Anisah, 2021; Putri, 2019).

Elementary school anti-corruption education in the lower grades, educators begin to instill values in students, for example regarding behaving politely and courteously to elders, starting everything with prayer, greeting each other, and how to speak well and politely. Instilling anti-corruption values in the lower grades emphasizes instilling fundamental/basic attitude values in students. Students at the age of the

lower grades prioritize instilling anti-corruption values regarding small and simple things that students in the lower grades can achieve. Then instilling anti-corruption in the upper grades begins to be introduced to more complex anti-corruption values. For example, regarding the importance of managing time well, instilling the value of honesty in anything, instilling the importance of caring for others, instilling the importance of helping each other, and so on. This is relevant to the objectives of anti-corruption education, namely: (1) Formation of knowledge and understanding regarding the forms of corruption and its aspects; (2) Changing perceptions and attitudes towards corruption; and (3) Formation of new skills and abilities aimed at fighting corruption (Zulaikhah, 2019; Ramadhan, *et.al.*, 2021).

In the world of anti-corruption education, educators play a role in: Introducing the phenomenon of corruption, its essence, reasons, and consequences; Promoting an attitude of intolerance towards corruption; Demonstrating how to combat corruption (according to the child's corridor); Contributing to the standard curriculum by, instilling values, strengthening the capacity of students (such as critical thinking, responsibility, conflict resolution, self-regulation, in social life at school, society, environment) (Firdaos, 2017; Surawati & Suasthi, 2019).

The following are anti-corruption values along with indicators that need to be instilled in students according to Noviansah (2020) as follows: (1) Honest; (Always speak and act according to the facts (consistent), Do not cheat, Do not lie, Do not claim other people's property as their own.) (2) Discipline; (Committed to always behaving consistently and adhering to the rules in all activities) (3) Responsibility; (Always complete work or tasks thoroughly with the best results 4 Hard Work, Always strive to complete a job with the best results, Avoid instant behavior (shortcuts) that lead to cheating) (5) Simple; (Always appear as you are, not excessive, not showing off and not showing off). (6) Independent; (Always complete work without relying on help from others, Do not order or use their authority to order others to do something that they can do themselves). (7) Fair; (Always respect differences, No favoritism 8. Be brave, Be honest, Be brave to refuse an invitation to cheat, Be brave to report cheating, Be brave to admit mistakes). (9) Care; (Maintain yourself and your environment to remain consistent with the applicable rules, Always try to be a role model in upholding discipline, honesty and responsibility).

Sutrisno & Samsuri (2024) stated that there are three models of education implementation to instill anti-corruption values that can be carried out in schools, namely: Integrated Model in Subjects; Model Outside Learning Through Extracurricular Activities; Cultivation Model, Habituation of values in all activities and school atmosphere can be implemented through direct practice carried out in the classroom and experienced/ followed by students. Practice can be carried out in the form of simulations, discussions, role-playing, and assessing an object or a story to produce student interpretations of corruption from a perspective that they understand. Then students can receive messages or meanings in relation to the anti-corruption values explained by the teacher and become an understanding for students. The implementation of instilling anti-corruption values in the model used by the teacher can be adjusted to the topic or study or story or example presented to students in several concepts/topics.

The strategy of instilling anti-corruption values in elementary schools can be implemented through the exemplary attitude of students. Exemplary behavior is the behavior of teachers, education personnel, and students in providing examples through good actions so that they can achieve the expected goals to become role models for other students (Evi, 2020; Balu, *et.al.*, 2025; Ilham & Hermansyah, 2023). The exemplary behavior that we usually encounter in schools such as students' departures that must not be late, if they are late then sanctions will be imposed. However, the sanctions given are not in the form of physical violence. These sanctions can be carried out by doing positive things such as memorizing short letters in the Qur'an or in the form of giving additional assignments so that students understand the learning material better.

## CONCLUSION

This study highlights the crucial role of anti-corruption education in shaping the character and moral integrity of primary school students. The findings reveal that values such as honesty, responsibility, and discipline are consistently emphasized across scholarly literature as foundational to cultivating integrity from an early age. Effective implementation is largely dependent on teacher capacity, contextual pedagogical strategies, and curriculum alignment. Moreover, qualitative insights from teachers confirm the importance of value-based education, while also underscoring the need for structured guidance and institutional support.

The implications of these findings are twofold. First, primary education is a strategic entry point for anti-corruption initiatives, serving as a formative space for instilling ethical awareness and civic responsibility. Second, the success of such initiatives requires more than normative discourse—it demands intentional integration into educational systems, teacher training, and culturally relevant methodologies that resonate with students' lived experiences.

Based on the study's findings, several recommendations are proposed: (1) Integrate anti-corruption education systematically into the primary school curriculum, not only as a hidden curriculum but as an explicit component across subjects. (2) Develop and disseminate pedagogical modules and resource kits to support teachers in delivering integrity-focused lessons using interactive and child-friendly methods. (3) Provide continuous professional development for teachers, with a focus on ethics education, character building, and participatory learning approaches. (4) Encourage school-wide culture-building efforts that model transparency, fairness, and accountability—ensuring alignment between values taught and values practiced. In sum, anti-corruption education at the primary level should not be seen as an optional enrichment, but as an essential investment in building a generation of citizens who are not only informed but morally grounded and socially responsible.

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