THE EFFECTIVENESS OF ENCULTURATION-BASED ANTI-CORRUPTION EDUCATION IN SHAPING STUDENTS' CHARACTER INTEGRITY

Trisakti Handayani
Prodi PPKn, FKIP, Universitas Muhammadiyah Malang, Indonesia
Email: trisakti@umm.ac.id

ABSTRAK

Penelitian ini bertujuan untuk: (1) Mengetahui efektivtias implementasi pendidikan antikorupsi berbasis enkulturasi yang dilakukan oleh SMA Negeri 6 Yogyakarta, SMA Negeri 2 Bantul, dan SMA Negeri 1 Sleman secara kurikuler dan ekstrakurikuler; dan (2) Mengukur pribadi berintegritas dalam diri siswa sebagai wujud warga negara muda yang berintegritas di Daerah Istimewa Yogyakarta. Penelitian ini menggunakan metode kombinasi tidak berimbang (*concurrent embed*). Informan dalam penelitian ini sebanyak 16 orang, meliputi Wakil Kepala Sekolah bidang Kesiswaan, Wakil Kepala Sekolah bidang Kurikulum, Guru PPKn, dan siswa. Sampel dalam penelitian ini sebanyak 375 siswa. Hasil penelitian menunjukkan bahwa: (1) Implementasi pendidikan antikorupsi dapat dilakukan melalui kurikuler dan ekstrakurikuler. Implementasi pendidikan antikorupsi secara kurikuler dilakukan melalui pembiasaan dalam kegiatan belajar mata pelajaran PPKn. Implementasi pendidikan antikorupsi secara ekstrakurikuler dalam pelaksanaannya dilakukan melalui kegiatan ekstrakurikuler dengan membiasakan siswa untuk mengamalkan nilai-nilai antikorupsi pada setiap aktivitasnya. Siswa di Daerah Istimewa Yogyakarta memiliki pribadi berintegritas yang tergolong sangat baik. Skor/nilai pribadi integritas siswa $\geq$ .1SBx. Hal ini menunjukkan bahwa siswa di Daerah Istimewa Yogyakarta merupakan warga negara muda yang berintegritas.

Kata Kunci: Pendidikan Antikorupsi; Enkulturasi; Karakter; Integritas.

ABSTRACT

This study aims to: (1) determine the effectiveness of the implementation of enculturation-based anti-corruption education conducted by SMA Negeri 6 Yogyakarta, SMA Negeri 2 Bantul, and SMA Negeri 1 Sleman in curricular and extracurricular ways; and (2) Measuring personal integrity in students as a form of young citizens with integrity in the Special Region of Yogyakarta. This study uses the unbalanced combination method (concurrent embed). There were 16 informants in this study, including the Deputy Principal for Student Affairs, Deputy Principal for Curriculum, PPKn Teachers, and students. The sample in this study were 375 students. The results of the study show that: (1) The implementation of anti-corruption education can be done through curricular and extracurricular activities. The implementation of curricular anti-corruption education is carried out through habituation in learning activities for Civics subjects. The implementation of extracurricular anti-corruption education in its implementation is carried out through extracurricular activities by familiarizing students to practice anti-corruption values in each of their activities. Students in the Special Region of Yogyakarta have personal integrity that is classified as very good. Student integrity score/ personal score $\geq$ .1SBx. This shows that students in the Special Region of Yogyakarta are young citizens with integrity.

Keywords: Anti-Corruption Education; Enculturation; Character, Integrity.

INTRODUCTION

Since the mid-1990s there has been much debate on the topic of corruption. Starting from the European Union organization, the OECD (Organization for Economic Co-operation and Development), to the international media and to the governments of each country. The debate about corruption does not only occur in the public sphere such as the media, but also at the academic level so that corruption becomes an interesting topic to discuss (OECD, 2004).

It is difficult to fully explain corruption, because corruption is an ancient problem and has flexibility in any sector so that the explanation of corruption only focuses on negative behavioral deviations. Jiang (2017) offers two approaches in explaining corruption, namely between the realist approach and the nominalist approach. The realist approach views corruption through the perspective of the external world which is considered to exist and is independent so that it can be used as a representation. The representation can be in the form of perceptions, thoughts, language, beliefs, desires, or can also be in the form of artifacts, maps, and images so that in reality realist The representation can be in the form of perceptions, thoughts, language, beliefs, desires, or can also be in the form of artifacts, maps, and images so that in reality realist experts interpret corruption as a pattern of corrupt or bad behavioor bad behavior. In contrast to the nominalist approach, which views corruption as abstract, general or universal and does not have an independent existence. Nominalist scholars do not see corruption based on the features or characteristics of the term. Nominalist scholars are more interested in paying attention to the structural environment in which corruption occurs, or to the dynamics of how corruption arises.

In the end, many scholars and academics describe the notion of corruption using a nominalist approach and link it to the economic, political, or government sector, as in the explanation (Curini, 2017) that corruption is an act of abuse of public office that violates legal or social norms for profit or interest. individual or group. Or from a private perspective, corruption is an individual (individual) or company that makes a payment for a benefit (Audretsch, 2018).

A study explains why corruption has an impact by cultivating a corrupt character and can affect development and result in suboptimal services. A study in the education sector conducted by Jordan (2016) states that the education sector can be corrupted in several ways, including through its education function, provision of goods and services, poor professional competence, and through taxation and property. Some of these methods are tried to be clarified in the tendency of corruption in planning and management, such as information systems; school construction; recruitment; promotions (including intensive systems) and teacher appointments; supply and distribution of equipment and textbooks; allocation of special allowances (scholarships); exams and diplomas; and activities outside of school. The consequences of corruption in education will lead to wastage of financial resources, as well as the true purpose of education to develop students' abilities less than optimal due to disorientation of learning objectives, manipulation of student talents, and worse, students perceive an act of corruption as a natural action to take.

It is difficult to fully explain corruption, because corruption is an ancient problem and has flexibility in any sector so that the explanation of corruption only focuses on negative behavior deviations. Actually the reasons for corruption can be viewed from several factors. Audretsch (2018) briefly explain the reasons behind acts of corruption because the democratic system used in some countries still has

many gaps so that political institutions can be entered by corrupt politicians. In essence, the level of economic development and the political environment are strong reasons why leakage occurs due to acts of corruption. Another factor that causes corruption, the KPK tries to explain based on studies that have been carried out on corruption perpetrators, students, and ASN. The causes of corruption in the KPK's point of view are important to highlight are individual internal factors, due to weak morals and ethics in a person, a luxurious lifestyle, limited perceptions of corruption, permissiveness; and permissive cultural factors, prioritizing group interests (blind solidarity) (Komisi Pemberantasan Korupsi, 2018).

The massive impact produced by corruption is very complex. Not only in the economic sector, the impact is felt, but also in other sectors such as social and community poverty, the collapse of government authority, on politics and democracy, on law enforcement, on defense and security, as well as on environmental damage (Bura & Puspito, 2011). In addition, (Rosikah, C. D., dan Listianingsih, 2016) describe several factors that cause corruption. In the explanation, it is stated that the factors that cause corruption can be categorized into two, namely internal factors and external factors. In internal factors, the cause of corruption is caused by the desire of the perpetrator, such as greedy nature/personality, lack of morals and morals, weak faith, insufficient income, necessities of life, following a lifestyle, and not wanting to be miserable at work. Furthermore, in external factors, generally corruption is caused by economic factors, organizational factors, political factors, community behavior factors, and legal factors.

A concept of action in fighting corruption was initiated by (Gong & Wang, 2013) with zero tolerance for corruption.

Tolerance to corruption can be seen from how people understand social rules and ethics and how everyone reacts to deviant behavior. Specifically, what is referred to as zero tolerance refers to the tendency to resist the temptation to engage in corrupt acts in one's own behavior and also to consider the corrupt behavior of others as ethically unacceptable. Zero tolerance has measurable traits, which include showing no sympathy for corruption; willing to report examples of corruption that come to someone's attention; support strict law enforcement; and be tough on even minor offences.

The government has made various efforts to eradicate corruption, such as the making of various laws and regulations, the formation of ad-hoc commissions such as the KPK, which are followed up with strict law enforcement (Soegiono, 2017). The efforts made by the government so far need to be appreciated, but have yet to show significant results in eradicating corruption. The complexity of the problem of corruption cannot be solved by using a partial approach. Corruption is a crucial problem that must receive thorough attention by involving various parties.

In addition to the structural approach that has been carried out, eradicating corruption should be done in another way, namely with an anti-corruption spirit and atmosphere through a cultural approach or formal education in schools. The cultural approach is aimed at an effort to build public awareness in strengthening anti-corruption attitudes. In this case, schools as formal educational institutions can be a means to instill anti-corruption values in students (Murdiono, 2016)

Eradicating corruption has become a shared responsibility and needs to be done through various ways to campaign for anti-corruption values in the school environment on an ongoing basis. One of them is by integrating anti-corruption

education into the school curriculum. This form of integration is certainly a solution because the curriculum is a map that leads students to ideal expectations, there are programs related to the school environment, classroom atmosphere, teacher interaction patterns with students in the classroom, even policies and school management in vertical interaction relationships. and horizontally (Rosyada, 2013).

The following research explains that anti-corruption education is an instrument in instilling anti-corruption values in students. Research conducted by Murdiono (2016) explains that in tackling acts of corruption, it is better to use a comprehensive, strategic and massive approach, culturally. According to Murdiono (2016: 169) schools are cultural institutions that have a role in conducting anti-corruption education. In addition, schools as formal educational institutions also play an important role in strengthening the anti-corruption movement, especially through PPKn subjects. Schools can play an important role in shaping children's values and behavior. Because instilling values in children is one of the pillars of education. Educators as navigators play a key role in the transfer of value process.

This is different from the anti-corruption education model conducted by Murdiono Murdiono (2016). Research conducted by Nuriani Laura Malau Gurning et al., (2014) provides an anti-corruption education mode by implementing honesty stalls as its implementation. The benefits of implementing the honesty shop are as a benchmark for the success of anti-corruption learning that is practiced through honesty stalls by getting students to behave honestly. In terms of implementing the values of honesty, honesty stalls are an effective means to do so.

Based on some of the above studies on anti-corruption education, it can be concluded that the implementation of anti-corruption education is still partial or separate. In the implementation of anti-corruption education, some do it by integrating it with other subjects such as Civics and through extra-school activities such as honesty canteen and school policies. In the researcher's view, the implementation of anti-corruption education should be continuous and comprehensive, taking into account learning in the classroom and outside the classroom so that the goal of anti-corruption education to instill anti-corruption values in students can be achieved.

Through education channels that are more systematic and easily measurable, they are more effective in changing anti-corruption behavior. In realizing this behavior change, anti-corruption education in schools must be oriented to the realm of moral action so that every young citizen does not only stop at competence, but is also expected to have the will, and habits in realizing values. the value of anti-corruption in everyday life (Tamba, 2017).

Darmaningtyas (2008) reminds, if education emphasizes more on results, the practice of education will be focused on the interests of inhuman capital, education tends to reduce human values as part of economic resources only to the exclusion of humans as free, independent human beings. and dignified. Such educational practices will eventually give birth to the younger generation who are entangled in a circle of apathy, hedonism, and perhaps the unprepared character of the younger generation as agents in facing the demographic bonus so that they are trapped in negative attitudes.

When education practically fails to carry out its function in forming an intelligent generation. So the consequences caused by the younger generation are that they tend to be more selfish, the weakening of the value of togetherness (the tendency to be more individualistic, selfish, and unconcerned), anarchic and instantaneous tendencies with a weakened attitude of

patience, diminishing nationalist values, lack of self-confidence and respect. one self, the tendency to be easily pitted against each other, and not optimizing one's potential (Abi, 2017). Thus, the younger generation will be more interested in something pragmatic, materialistic, and instantaneous, so that a character who does not have idealism and integrity is reflected as a candidate for the nation's successor.

In order to anticipate such negative attitudes, education as an instrument that influences the progress of a nation must seek to improve the situation by forming virtuous citizens (civic virtue). In a virtuous citizen, of course, he will consciously obey the applicable norms and regulations. In realizing virtuous citizens, according to Darmaningtyas (2004) education should teach students to think rationally, be critical and consistent, instill the values of truth, honesty, sensitivity, beauty, wisdom, togetherness, and humanity and independence so that any problems faced by students, they will be able to overcome them. Likewise with eradicating corruption culturally. Schools through anti-corruption education are expected to be able to develop students' anti-corruption character.

Based on several previous studies on anti-corruption education, this research differs from previous research, namely that it lies in comprehensive anti-corruption education which is carried out curricular and extracurricular in forming young citizens with integrity. In addition, the form of young citizens with integrity in this study will be measured in integrity personality traits that can show the development of students' integrity. Thus in this study quantitatively measured are the personal characteristics of students' integrity as a form of young citizens with integrity.

METHOD

The research method in this study is a combination of concurrent embedded models or designs that combines qualitative and quantitative research methods by mixing the two methods. In qualitative research methods, the type of research used is phenomenology. This type of phenomenological research is used to determine the implementation of anti-corruption education that is carried out in shaping the integrity character of students. Furthermore, the quantitative research method aims to find out the effectiveness of the implementation of anti-corruption education carried out in enculturating anti-corruption education with integrity character variables in the Special Region of Yogyakarta. This research was conducted at public senior high school 6 Yogyakarta, public senior high school 2 Bantul, and public senior high school 1 Sleman. The reason for conducting research at the Yogyakarta Special High School is because the Special Region of Yogyakarta is a student city so that it becomes a model in the development of learning that is carried out.

Population and Research Sample

The population is the whole that is the object of research. The population in this study is seen from the number of students in class XI in each school, where for public senior high school 1 Sleman is 119 students, public senior high school 2 Bantul is 260 students, and public senior high school 6 Yogyakarta is 254 students. Furthermore, the determination of the sample in this study is based on the table for determining the number of samples of Isaac and Michael from a certain population with an error rate of 10% (Sugiyono, 2016).

Data collection

Data collection in a study is carried out systematically with standardized procedures. Data collection techniques used in this study were questionnaires, interviews, and documentation. Questionnaires given

to teachers (respondents) were used to obtain data on the effectiveness of the implementation of anti-corruption education in shaping the character of the integrity of students. Meanwhile, documentation is used to obtain documents for curricular and extracurricular programs in implementing effective anti-corruption education. And interviews are used to deepen the results of data on the implementation of anti-corruption education and the character of the integrity of students obtained through questionnaires and documentation.

Research Instruments

The instrument in this study for the integrity character variable was compiled by taking into account the criteria that took into account the framework made by Gea (2006). First, to have a healthy and fit physique, which means having better social life skills, deeper spiritual wealth, and a strong and healthy mentality. Second, the level of conflict in him is low, meaning he is not at war with himself (his personality is unified) and has more energy for productive purposes. Third, have the ability to organize the mind to the stage of inner freedom so that it is not easily swayed by emotional turmoil and feelings of self. Fourth, have a close life to God so that they are able to bear the risks and consequences of their religious life choices. Fifth, one who does not experience much doubt, in the sense of not being confused about what is right or wrong, and good or bad. Sixth, have the ability to live clearly, see life as it is, and not just because it wants. In this case how a person is no longer emotional, but more objective towards his observations. Seventh, being able to dedicate certain tasks, obligations or calls that are seen as important.

Data analysis technique

Miles & Huberman (1994) suggested that the activities in qualitative data analysis were carried out interactively and took place continuously to completion, so that the data was saturated. Activities in data analysis, namely: (1) Collecting data, researchers conduct verification and initial proof that the phenomenon under study is real (preliminary). (2) Data reduction, is the stage carried out by researchers to summarize, choose the main things, focus on the important things, look for themes and patterns and then discard data that is not needed. (3) Presenting data. Presentation of qualitative research data can be in the form of charts, brief descriptions, flowcharts, relationships between categories and the like. (4) Drawing conclusions, the data that has been analyzed are then extracted in accordance with the facts in the field and assembled with sentences to answer research questions. And (5) Test the validity of the data. The review process in this study was carried out with the source triangulation technique, the goal is to obtain the validity of the objective data. Triangulation with sources in this study was achieved by the following steps. First, compare the observational data on the application of anti-corruption education both in curricular programs (civic education) and extracurricular activities as well as student activities in practicing anti-corruption values with data from interviews. And, secondly, comparing the results of the interview with the contents of a document in the form of a learning implementation plan (RPP) for Civics subjects related to the application of anti-corruption education in a curricular program.

RESULTS AND DISCUSSION
Implementation of Enculturation-Based Anti-Corruption Education

Eradication of corruption must be carried out consistently by providing more understanding and awareness through socialization. Socialization can be done in the family environment, companies/

agencies, communities, and especially schools so that corruption does not occur in the future (Gephart, 2016). This form of socialization can be raised through the formal education system or schools. The process of socialization needs to be given to citizens so that they have the virtues needed to protect various forms of freedom. Virtue in citizens must be developed and instilled (Peterson, 2011).

Schools as implementers of education should carry out a process of attitude and mental change that occurs in a person. Through a more systematic path, it will be easier to make changes to corrupt human behavior. Schools as formal education can carry out a civilizing process. Regarding anti-corruption education, schools have a way of forming an atmosphere and atmosphere that supports efforts to internalize anti-corruption values (Harmanto & R, 2012).

The implementation of anti-corruption education through PPKn conducted at senior high school 1 Sleman, senior high school 2 Bantul, and senior high school 6 Yogyakarta has their own characteristics. At senior high school 1 Sleman, this is generally done by paying attention to the lesson plans, starting with motivating students to be honest, disciplined, responsible, brave, and work hard. At senior high school 2 Bantul, it is done by not only fixing on the material content, but also on the values that are important to be instilled in students. The planting is done through habits such as getting students to be honest when taking tests. In this case students are accustomed to dare to do tests without any supervision. In addition, students must be accustomed to the discipline of entering class, collecting assignments. Meanwhile, at senior high school 6 Yogyakarta, this is done through a portfolio model. Through this portfolio model several anti-corruption values can be internalized, such as honesty, discipline, hard work, responsibility, courage.

In instilling anti-corruption values whose orientation is on the moral development of students, the teacher has a philosophical role. Teachers have a role in the moral development of students through a "hidden curriculum" which is realized in the interpersonal environment at school and in the classroom. Instilling anti-corruption values in a hidden curriculum means that it can be done through a character education curriculum that is not explicitly written, but can be internalized through activities in the classroom such as through the habits they do in class (Nucci et al., 2014).

In the implementation of Civics learning, so that anti-corruption education is more meaningful, it can be supported by providing reinforcement. The reinforcement given can be verbal or non-verbal (Asril, 2010). Verbal reinforcement in the form of encouragement that makes students feel satisfied and encouraged so that they will be more motivated to be more active in carrying out these positive behaviors. Examples include giving reprimands to students who commit violations, reminding them to be honest, disciplined, hard working, and motivating them that great success starts with small successes.

While non-verbal reinforcement can be given by approaching students by touching or touching students' shoulders so as not to repeat behavior that violates the rules, thumbs up when students are right in answering or doing assignments according to orders, or by giving them punishment activities. like cleaning class. The most important thing in strengthening the implementation of anti-corruption education through Civic's learning is the example of a supportive teacher. Because teachers in the scope of schooling indirectly also carry out the task of teaching students about citizenship. A teacher must be able to provide education to students how to live a virtuous state (virtue) (Kissling, 2018).

In the end, through some activities that are counter to the violation of anti-

corruption values will produce an anti-corruption climate. Especially in learning Civics, it will build its own anti-corruption climate in the classroom. Class climate can be described as a general concept that focuses on cooperation in teaching and learning activities and fairness assessment (Schulz et al., 2010).

The anti-corruption climate in the classrooms can be described in the activities of students who analyze a problem by looking for a solution to the problem. Coupled with providing opportunities for them to express their anti-corruption thoughts through discussion activities. In activity, students are expected to dare to be honest in expressing their opinions and take responsibility for what they convey.

The importance of classroom climate in civic education can positively influence students' views on decision making in schools and students' perceptions of school climate (Schulz et al., 2010). This kind of activity will certainly increase students' observational abilities so as to produce a perception of their own (McCowan, 2010). Perceptions within the scope of students are built through discussions of political and social issues by looking at the extent of students' knowledge of citizenship and students' expectations to make choices when they reach adulthood.

In addition, extracurricular activities are one of the pathways in student development, this is regulated in the Regulation of the Minister of National Education of the Republic of Indonesia in 2008 concerning Student Development. The forms of extracurricular activities that are followed and carried out by students both at school and outside of school are aimed at enabling students to enrich and broaden their knowledge and encourage the development of attitudes and values. Furthermore, in the Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 62 of 2014

concerning Extracurricular Activities in Basic Education and Secondary Education, it explains that extracurricular activities are curricular activities carried out by students outside of curricular learning hours and co-curricular activities under the guidance and supervision of the education unit (Mendikbud, 2014). Thus, the purpose of fostering students through extracurricular activities is to prepare students to become citizens of a society with noble character, democracy, respect for human rights in the context of realizing civil society.

There is no specific policy regarding anti-corruption education programs so that in its implementation it is integrated into extracurricular activities. The implementation of anti-corruption education with this model prioritizes activities that require creativity and student understanding in the cultivation and processing of anti-corruption values. The advantage of this model is that students get concrete experiences about anti-corruption. The planning is carried out every year implicitly by involving students from various extracurricular activities they participate in. The teacher always accompanies the students from the preparation of the work program to the implementation and reporting of accountability. In practice, students are expected to participate in all activities carried out by the school.

The application of anti-corruption education through extracurricular activities is carried out by internalizing anti-corruption values in each extracurricular activity, namely by giving students responsibility in each activity, such as as the implementing committee or the person in charge of extracurricular activities. Or students who are members of extracurricular activities will form a work program and get a budget in carrying out their work program. Students who are members of each extracurricular must be responsible for carrying out work programs and managing funds as well as possible. Next, students

make an accountability report (LPJ) to account for the budget used for the work program of activities. From giving such responsibilities, students will be trained to instill anti-corruption values.

In implementing anti-corruption education through extracurricular activities, students are taught to uphold the principle of accountability, at the end of each semester holding a dialogue forum which is attended by the teacher and students. At that time the problem discussed was about the maximum limit being in the school environment which was considered no longer relevant because students at that time or time limit were still in the school environment to prepare for competitions or school activities. Furthermore, the principle of transparency can be done by publishing the results of budgeting or the use of BOS funds (school operational assistance).

The form of strengthening anti-corruption education through enculturation can be done through activities that directly relate to students. The form of strengthening anti-corruption education is carried out through entrepreneurial activities, in these activities students will be directly concerned with money, then students can manage the money and must be held accountable. The entrepreneurship program is certainly very superior in developing anti-corruption education through entrepreneurship programs. In practice, students make their own food preparations for sale. Furthermore, the processed food is sold to his friends by placing it in the corner of the class. Students who buy can put the money that has been provided, and take their own change. Students can also create a trading area such as a bazaar to sell their wares. Both the implementation of anti-corruption education carried out through curricular and extracurricular activities are curative-negative or judged by the criteria for reducing bad behavior or reducing negative attitudes. It all starts

with the keyword "no".

Integrity Character

In explaining integrity in a complex manner, there are several characteristics that are important to understand. Some of these characteristics can consistently show a person has good integrity. By adopting the explanation of Gostick & Telford (2003) some of these characteristics include being aware of small things, finding the right, being responsible, cultivating trust, keeping promises, caring for the greater good, being honest and humble, acting like being watched; and consistent. These nine characteristics are important values to be developed and instilled in children from an early age. Because the values that are instilled from an early age will create consistency in the mental attitude of children in carrying out their lives.

Gea (2014) states that integrity is something that is directly related to the individual self. Self-integrity is related to the attitude of always prioritizing responsibility, trust, and loyalty to promises. A person with integrity is someone who can be relied on and can be predicted in his words, meaning what he wants and does as he says, moreover the meaning of his words and actions is very logical, reasonable, and neatly arranged not to harbor bad surprises (Šamánková et al., 2018).

Students as young citizens are certainly an investment in the nation by reflecting on their role through social and cultural practices before acting as full citizens (Biesta et al., 2009). Through several forms of anti-corruption education both curricular and extracurricular that students receive in the school environment will directly help students to reflect on their role as young citizens with integrity. The results of research regarding the personal integrity of students resulting from the implementation of anti-corruption education in enculturation are as follows.
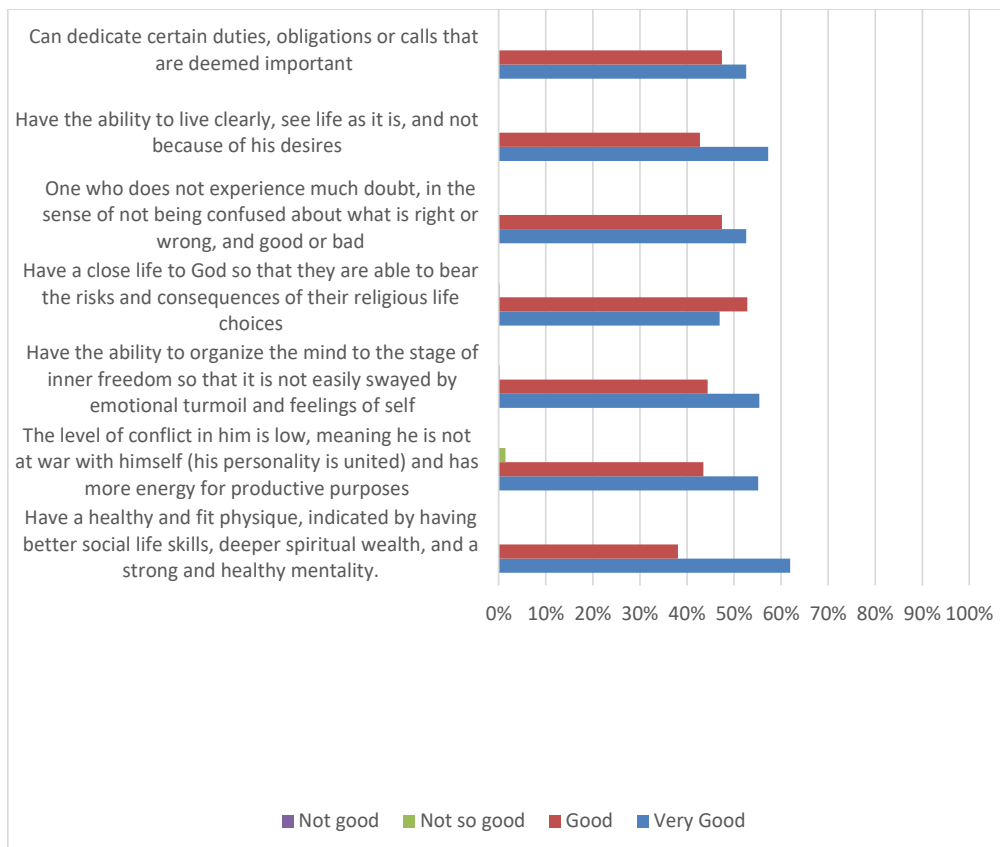
Figure 1. integrity of students

Based on the results of data analysis, it can be seen that the average value of student integrity is 46.93 or is in the interval X 45 which means that the level of integrity of students in DIY is classified as very good. In practicing the character of integrity, students do this through several small actions, such as arriving on time, not playing truancy, not cheating, not lying, when borrowing something a friend must have permission from the owner, returning borrowed goods, obeying the rules, and being selective about the use of money or when Becoming a treasurer of activities or getting a mandate in the form of finance must maximize the use of funds as well as possible and be sincere so that they do not need to be rewarded.

Based on the results of the description above, it can be concluded that the personal integrity of students in DIY is classified as very good. This is certainly positive information. Students as young citizens with integrity are a small form of good citizens. The form of a good citizen itself in the perspective of civic education is the basic goal of education (Eurydice, 2017).

CONCLUSION

The implementation of anti-corruption education in this study has two approaches, namely curricular and extracurricular. The implementation of curricular anti-corruption education is given through Civic's subjects. In instilling anti-corruption values, it is carried out through habits carried out in student learning activities in the classroom such as familiarizing students not to cheat, getting students to not depend on friends in doing assignments, instructing students not to be late for class, familiarizing students not to be negligent in their work. completing assignments, familiarizing students not to

delay in completing assignments, and many other activities. While the implementation of anti-corruption education provided through extracurricular activities in its implementation is carried out through extracurricular activities by familiarizing students to practice anti-corruption values in each of their activities, such as by giving students the responsibility as the implementing committee or the person in charge of extracurricular activities. The effectiveness of anti-corruption education Students as young citizens with integrity, especially in the Special Region of Yogyakarta (DIY) in this study are shown through anti-corruption perceptions, anti-corruption behavior, and personal characteristics of integrity. The results of this study can be used as consideration for various parties who have the power to make policies so that the implementation of anti-corruption education can become a separate program in schools.

It is hoped that students as the nation's next generation will continue to be individuals of integrity by strengthening them against anti-corruption and anti-corruption practices by practicing anti-corruption values in their daily lives. The results of this study indicate that there are still 112 students (as many as 112 students) who have negative perceptions of anti-corruption. This is certainly a deficiency that needs to be added in an effort to eradicate corruption culturally.

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