The Connectivity of Anti-Corruption Education with Local Wisdom in Developing Honesty Character in Elementary Schools

Parmini[1], Triyanto[2], Indriayu[3]

[1,2,3]Universitas Sebelas Maret, Surakarta, Indonesia

ABSTRACT: Honesty as one of the values in anti-corruption education is a demand in today's society. The spectacle of misappropriation of funds and arrest of individuals in the media has become a negative dish and inspiration for the younger generation. This phenomenon becomes the focus of teachers in building honesty character oriented to the connectivity of anti-corruption education with local wisdom. This article examines anti-corruption education as character building that emphasizes the habit of saying and behaving in accordance with the actual situation, not cheating, and having the courage to admit mistakes. The results obtained are that anti-corruption education for elementary school students requires character building through local cultural values to retain the value of honesty.

KEYWORDS: Anti-corruption education, local wisdom, honesty character.

INTRODUCTION

One of the problems that occur in Indonesia today is the practice of corruption. This can be proven by the number of corruption cases in Indonesia. According to the Indonesian Corruption Watch (ICW), Indonesia's Corruption Perception Index (CPI) has decreased from a score of 38 to a score of 34, placing Indonesia at 110 out of 180 countries. Meanwhile, according to TI Indonesia's records, Indonesia currently ranks or is in position 1 of the 3 most corrupt countries in the world and in Southeast Asia lags far behind Singapore, Malaysia, Timor Leste, Vietnam and Thailand.

These results show that the assessment of the level of corruption in Indonesia is relatively low, with a minimal score indicating that there is less public trust in the country. The problem of corruption that continues to occur is certainly worrying. Corruption seems to be a paradigm that affects the mentality of Indonesians and in fact is very difficult to eliminate. Corruption causes various problems including poverty, injustice, poor public services, inequality and the impact of other problems, if it is allowed to continue, it will also have an impact on the decline in the moral quality and character of individuals and society as a whole which will jeopardize the quality of human resources in the future.

Anti-corruption education has become part of national education, as stipulated in the Regulation of the Minister of National Education (Permendiknas) No. 22 and 23 of 2006 on Content Standards and Graduate Competency Standards for Primary and Secondary Education Units. The Minister of National Education Regulation stipulates that the development of anti-corruption attitudes and behaviors is part of the subject curriculum. The strategy used to implement anti-corruption education is done through integrating anti-corruption education values into the learning process, namely through (a) relevant topics, (b) local content, (c) and self-development. (Ramadani and Sari, 2023).

The purpose of anti-corruption education is to provide an understanding of and hostility to deviant behavior. Elementary school students go through the stage of starting to learn about many things, including values in education and anti-corruption. Corruption prevention measures carried out with the integration of anti-corruption education values starting from elementary school (SD) is a very appropriate action because sociologically, students at elementary school age between 7 and 12 years old are in the phase of self-formation (Anwar and Choirul, 2021). So that teachers as educators need to instill Anti-Corruption Education in their students. Instilling anti-corruption values must be given early and included in the learning process starting from the basic education level. This is an effort to shape the behavior of students who are anti-corruption. The essence of cultivating anti-corruption is to instill anti-corruption values, one of which is the value of honest character.

Local wisdom was originally formed from two words, namely wisdom and local. Zunanik (2019: 30) explains that local wisdom refers to local ideas that are smart, meaningful, and of good value, which are handled and followed by community members. The formation of local wisdom is influenced by cultural advantages and geographical conditions in the local area at

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large. As a cultural product of the past, local wisdom needs to be preserved and inherited as a sustainable guide to good life. Romadi and Kurniawan (2017: 84) explain that local wisdom is a characteristic of the Indonesian nation that can undergo cross-cultural changes, resulting in national cultural values. Local wisdom in Indonesia is reflected in the philosophy and outlook on life reflected in various aspects of life, such as social and economic values, architecture, health, the environment, and so on. Some examples of local wisdom are: Jimpitan in night patrol activities, class fees by mutual agreement, and correcting other students' work after evaluation.

Character education is needed in the current era because the growth of science raises intelligent people but more importantly intelligent character. According to Lickona (Azzarima, et al, 2023) explains through his book work with the title: education for character: how our schools can teach respect and responsibility, that one of the reasons why character education is needed for a nation, this is due to the fact that the most striking deficiency in students is in terms of moral values. Hariyanto (Azzarima, et al, 2023) explains that character education is a process of providing guidance to students to become fully human with character in the dimensions of heart, mind, body, and taste.

Nugraha, et al, (2019) explained that forming and developing an honest attitude requires habituation in learning activities at school, one of which is through school culture. This statement confirms that schools should have designed and established programs and activities in creating a school culture that focuses on honest character in developing students' honest character.

RESEARCH METHODS

This article describes the theoretical description from several perspectives related to anti-corruption education in shaping the character of students in elementary schools (SD). The approach used is a qualitative approach with a literature study method. Creswell (2016) explains that literature studies rely on various literatures in obtaining research data and use a qualitative approach because the data produced is in the form of words or descriptions. The results obtained are based on comparisons of various references to books, articles and other media.

The literature study in this article is intended to provide information to readers. The information comes from the results of research sourced from: articles, books, and mass media that have relevance to the research conducted by researchers and also relate to this article. The literature study aims to describe the connectivity of anti-corruption education with local wisdom in developing honesty character in elementary schools.

RESULTS AND DISCUSSION

Anti-corruption education needs to be instilled in students from an early age, one of which is instilled through education in elementary schools. Anti-corruption education in elementary schools is important as a way to shape students' childhood experiences that greatly affect the development of their personalities. The Corruption Eradication Commission (KPK) as an institution that has the vision "Together with the Elements of the Nation, Realizing an Indonesia Clean from Corruption" and in carrying out one of its duties in the field of prevention in accordance with the mandate of Law No. 30 of 2002 article 13 letter c, namely the implementation of anti-corruption education programs at every level of education, of course, in increasing the effectiveness and results of corruption eradication efforts, the participation of all stakeholders of this nation is needed.

Anti-corruption education is an action to control and reduce corruption in the form of an overall effort to encourage future generations to develop an attitude of firm rejection of every form of corruption. The main target of anti-corruption education is to introduce and provide basic knowledge about the phenomenon of events that include criteria, consequences, and causes, and always increase awareness of corruption crimes. In order to apply an anti-corruption attitude, this is considered very effective through education, because education is a process in character building and changes in attitudes, behavior, and mentality that occur in students. Through education, corruption behavior can also be measured properly and easily (Ramadani and Sari, 2023).

Elementary school students are introduced to many things, including anti-corruption education or values (Ramadani and Sari, 2021). The introduction of anti-corruption through education is a conscious effort to direct and mold individual behavior in a good direction. It is hoped that the younger generation of future national leaders will be able to build anti-corruption values that are inherent in their character (Ariani and Kajen, 2014). Humaira, et al, (2021) also stated that elementary school education is a foundation that will support further education. Creating an anti-corruption generation is certainly not an easy thing, this generation does not appear directly but through a process (Ramadani and Sari, 2021). Therefore, programmatic, holistic efforts or strategies are needed, and have clear benchmarks in their implementation. Clear benchmarks to eradicate corruption will allow the program to be passed on to the next generation (Slamet Widodo. (2019).

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Values of Anti-Corruption Education

Anti-corruption values are the basis for individuals not to commit criminal acts of corruption. Saeful, A., (2021) explains that corrupt behavior needs to be eradicated because it makes this nation miserable. Hariandi, A. P., (2020) explains that the value of anti-corruption education is the values integrated in learning, namely through (a) appropriate subjects, (b) local content, (c) and self-development. Meanwhile, Pratiwi, N. D., (2021) explains that anti-corruption education in school habituation is a process of acculturation, institutionalization and strengthening of anti-corruption values in accordance with the school climate. This is reinforced by Arliman, L., (2017) explaining that habituation is the process of creating various situations and conditions (continuous situations and conditions). Teachers in schools must instill the values taught in Anti-Corruption Education such as teaching children the values of honesty, caring, discipline, responsibility, hard work, simplicity, courage and caring.

The Value of Honesty

Honesty is always saying and behaving in accordance with the actual situation, not cheating, not recognizing people's property as his own, and daring to admit mistakes (Sari, N. K., 2021). Honesty can also mean telling the truth according to what is seen, heard. Honest anti-corruption values are always speaking and acting according to the facts (consistent), not committing fraudulent acts, not lying, not recognizing other people's property as their own (Sakinah & Bakhtiar, 2019). Honest character value is a trait possessed by humans that comes from the heart and is influenced by thoughts and behavior. While the meaning of the word "honest" is having a straight heart and not cheating which can affect the level of trust of others in us. If students have an honest nature, they will always try to do good, and can even prevent others from being dishonest. Therefore, as a teacher, you should have an exemplary nature in being honest so that students can also imitate the same thing.

Efforts to Instill the Value of Honesty

Strategies for teaching anti-corruption values in primary schools can be implemented through exemplary student behavior. Exemplary behavior is exemplary through good deeds so that teachers, education personnel, and students can become role models for other students and achieve the expected goals. Efforts to convey the value of honesty in this area can be carried out in the learning process through topics related to corruption by using examples that are easily understood by students, apart from examples of common corruption cases. Conscious efforts to convey anti-corruption values are reflected in the preparation of materials and the insertion of materials in the learning process. By providing clear and simple examples in the context of friendship, interactions between friends, and within the family, you can tell a story throughout the learning process. Suggestions or Examples: This anti-corruption values activity/activities can be applied to social studies, science, and math subjects and other subjects to teach anti-corruption values as a whole.

In addition, you can also teach them the value of honesty by integrating the value of anti-corruption education on the value of honesty carried out during the learning process both in the classroom and outside the classroom. Examples of teachers' efforts to increase the value of honesty in the classroom are: (1) Motivating students to be encouraged and courageous to learn, especially in improving students' honest attitudes; (2) Using methods to make it easier for students to understand learning; (3) Reducing student grades if caught cheating on their friends' test results; (4) Giving sanctions if students are dishonest in talking to the teacher; (3) Providing directions given by the teacher to students to always instill an honest attitude in themselves.

Habituation to say and behave in accordance with the actual situation.

Habituation is the oldest method in learning. Saying and behaving in accordance with the actual situation can be formed through describing activities and written in the honesty report card. Hapsari (2020) explains that the honesty report card is a method that aims to produce a religious generation and students have honest behavior that is sholeh and sholehah. Kemal, et al., (2016) explained that the honesty report card is adjusted to the grade level so that the content of the report is different for each grade level, so that the honesty report is expected to have a good effect on students' honest behavior.

Salistina, D., (2015) explains that habituation can be said to be successful characterized by indicators, namely: gradual or the need for a process. This means that habituation is not incidental, but full of planning and evaluation; repeating continuously so that it cannot be separated. This means that habituation activities require continuous stimulus so that they can generate a response which of course needs to be given further stimulus; continuous guidance. This emphasizes that students need to be invited to share or discuss honesty material according to their capacity and at the end of the discussion they can draw conclusions and come up with new ideas to develop existing ones; the existence of an example that always appears to be imitated, this is intended to realize a wise sentence, namely giving one example is better than a thousand advice.

Do not cheat

Cheating in primary school learning can be seen in the habit of students cheating during evaluation. Bloodgood, et al,. (Meutia Karunia Dewi, 2019) explains that cheating behavior is inappropriate and unethical behavior because it has a serious

impact, namely: making the assessment of learning outcomes or assignment activities biased; impact on other honest students; create situations and conditions that are mutually suspicious and build distrust between cheaters, peers, supervisors, and teachers; can transmit an unhealthy virus to other students, to do the same.

Hamdani (Azzarima, et al., 2023) mentions several factors that cause students to have cheating behavior, namely: not understanding the ins and outs with the subjects delivered by the teacher; having or the emergence of laziness to learn and try to understand more deeply; students in their learning are value-oriented not in the process of building knowledge; the influence of other students and the playing environment that is not conducive, thus building a mindset of not achieving. Such as: gambling places, places to buy and sell drugs, places to drink alcohol.

Dare to admit mistakes

Daring to admit mistakes is a character of humility that needs to be developed in students. Djajendra (Azzarima, et al., 2023) explains that recognizing personal weaknesses means the emergence of awareness of personal imperfections in life. Recognizing personal imperfections can mean that there is awareness every day in being humble, and the next result is to bring up the courage to improve oneself, being able to serve life with a better quality of self.

Indicators of having humility are explained by Azzarima, et al, (2023), namely: willing to admit their limits or mistakes, not selfish, prioritizing others over themselves, choosing not to highlight themselves in the crowd do not think they are better than others, but tend to be simple, and do not boast or attract undue attention to themselves.

CONCLUSION

Anti-corruption education on the value of honesty can be connected to local wisdom in schools, namely: getting used to saying and behaving according to the real situation, not cheating, and daring to admit mistakes. These three things need to be implemented in stages, namely: process, continuous repetition, continuous guidance, and role model.

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