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Implementation of Character Education Based on Anti-Corruption Values Through Extracurricular and Habituation in Elementary School

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Abstract: The era of globalization that is increasingly developing seems to have eroded the morale of the nation's children. Moral degradation which becomes a scourge from year to year is the occurrence of corruption. Character education based on anti-corruption values needs to be implemented from an early age starting from the elementary school level. This study aims to analyze the implementation of character education based on anti-corruption values through extracurricular activities and habituation. The research is based on the literature study process. The type of research used is descriptive qualitative analysis, where it emphasizes the ability to analyze and examine the literature sources that have been obtained. The results of this study indicate that the implementation of anti-corruption values through extracurricular learning is carried out by instilling the values of honesty, independence, discipline, responsibility, courage, care, and justice that can be realized through activities such as scouting. Providing strengthening of faith or increasing the religious side can be realized through memorizing short letters in juz 'amma, as well as praying dhuha. Meanwhile, the implementation of anti-corruption values through habituation can be realized through the application of an honest canteen, pocketbooks, caring for the environment, social care, and accustoming students to not cheating.

Keywords: Anti-Corruption, Character Education, Extracurricular, Habituation

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INTRODUCTION

Education is an important thing in life and will continue to experience rapid development. The goal of education is to create a generation of people with character and noble values. This has been stated in Law Number 20 of 2003 concerning the National Education System, which has the goal of the student having noble character and morals. However, the era of globalization that is increasingly developing, seems to have of the nation's children. The moral degradation that has become a scourge from year to year is corruption. The large number of parties involved and the smooth running of the actions that were carried out made it difficult for the government to overcome it to its roots. Various punishment and criminal acts have been carried out, but it is as if these acts of corruption have become ingrained so that this country seems to be a hotbed of corruption, a house of corruption, and a cool cave for corruptors, even in a detention cell it can become a land of corruption.

One of the reasons that a person dares to commit a criminal act of corruption is a lack of personal awareness about the dangers of corruption. Corruption is not only carried out by state authorities but also involves other parties such as family, businessmen, and so on. So that it can damage the joints of life in society, nations, and state.

This is supported by data compiled by Transparency International regarding the 2019 Corruption Perception Index, where Indonesia is still one of the countries with a high rate of corruption. Indonesia has a score of 40 out of 100, where the score of 100 is the cleanest, and Indonesia is in 85th place out of 198 countries in the world (Transparency International about Corruption Perception Index, 2019).

Then, data from Indonesia Corruption Watch noted that in 2017 alone there were 576 corruption cases with state losses reaching IDR 6.5 trillion and IDR 211 billion in bribes. The number of suspects reached 1,298 people. Based on ICW, every year corruption cases increase and in 2017 have increased significantly, causing considerable



state losses. Meanwhile, if we look at 2016, corruption cases caused state losses to reach IDR 1.5 trillion from 482 cases, and in 2017 it increased to IDR 6.5 trillion (Indonesia Corruption Watch, 2017). If prevention is not carried out early, it will have a bad impact, so that the level of corruption will continue to increase every year.

Need appropriate and effective steps. One of them is instilling anti-corruption values from an early age in elementary school students. This needs to be done because the moral degradation that has occurred has caused the moral and moral decline in the personality of the nation's successor, such as the rampant delinquency of students, brawls, and what was viral on social media in 2019 were cases of theft committed by 4th-grade elementary school students.

Responding to this phenomenon, it is as if education in this country is merely transferring knowledge without providing good character education. Whereas character education that is instilled from an early age is also the right step to have an anti-corruption attitude, such as honesty, being religious, and independence. For this reason, parents, family, school, and the environment play an important role in shaping children's character (Samani, 2017). Furthermore, education in schools must also be oriented towards the level of moral action, so that students do not only stop at competence but also have the will and the habit of realizing anti-corruption values in everyday life.

The Corruption Eradication Commission has attempted to disseminate anti-corruption values in the realm of education, by making comics and modules for students and teachers from Elementary School to Higher Education levels, but these comics and modules cannot be used optimally (Suciptaningsih, 2014).

Anti-corruption education has also become part of national education, this has been stated in the regulation of the minister of national education Number 22 and Number 23 of 2006 regarding content standards and graduate competency standards for primary

and secondary education units, states that the development of anti-corruption attitudes and behavior is part of the curriculum in the field of Citizenship Education.

However, the facts found in the field show that the learning about anti-corruption carried out in the Civics subject has not met the desired goals. If schools have provided anti-corruption education as one of the important materials to implement, then the school will become a place for students to accustom themselves to having anti-corruption values (Mubayyinah, 2017).

Creating an anti-corruption generation is certainly not an easy thing, this generation does not emerge directly but through a process (Mazid, S., Swasti, I. & Ageng, 2019). It requires programmed, holistic, and clear benchmarks in its implementation. Clear benchmarks for fighting corruption will allow the program to be passed on to the next generation (Gurning, 2014).

One of the efforts to instill anti-corruption values in elementary school students is to use extracurricular activities. Extracurricular is a preventive effort in introducing and instilling anti-corruption values in students.

The implementation of extracurricular activities in schools has been regulated in Article 3 of Law Number 20 of 2003 concerning the National Education System. Then, in its implementation, it is described in the Regulation of the Minister of Education and Culture Number 81A of 2013 concerning Curriculum Implementation.

Although in practice it has been regulated in the law, schools also have the authority to hold various types of extracurricular learning. This of course must be utilized as well as possible. Namely, in every extracurricular activity, schools must also insert character education based on anti-corruption values in students.

This is by the functions and goals of extracurricular activities by regulation of the minister of national education (2013), which one of its functions is as



development. Extracurricular activities or learning function to support the personal development of students through interests, development of potential, and providing opportunities for character building and leadership training.

Furthermore, learning will also be more meaningful if students can see and experience it directly. Habituation is a manifestation of understanding, skills, and attitudes, and characters that have been learned so far (Muthoharoh, 2013).

A thing that is habituated and done repeatedly and continuously, will make students get used to it. Therefore, the character education that is implanted must be implemented properly and continuously, so that students will become accustomed to it and will continue to be attached to themselves until adulthood.

To find out the extent to which character education based on anti-corruption values can foster good attitudes and behavior in students, the researchers researched the Implementation of Character Education Based on Anti-Corruption Values through Extracurricular Learning and Habit in Primary School.

METHOD

This research is based on the process of library research. Argues that library research is a scientific systematic method of bibliographic research, including a collection of bibliographic materials related to research objectives, data collection techniques using the library method, organizing, and presenting data (Danandjaja, 2014).

Research-related data is obtained from various sources of literature, such as scientific papers, book writers, academics, and competent experts in the field of anti-corruption studies, extracurricular learning studies, and habituation studies.

While this research method uses descriptive-critical research method, which emphasizes the ability to analyze and examine the literature sources that have been obtained.

The steps that can be taken in this research are identifying or selecting topics to be used, then exploring information related to the research topic, determining the focus of research, collecting and preparing data to be studied, and making or compiling reports related to the research topic.

RESULTS AND DISCUSSION

Character Education Based on Anti-Corruption Values

Characters are defined as psychological, moral, or ethical traits that differentiate a person from another (*Kamus Besar Bahasa Indonesia*, 2008). Then, according to Thomas (1991), the character is related to morals, attitudes, and behavior. Based on these three components, it can be said that good character is supported by good knowledge and the desire to do good deeds.

Whereas character education can be defined as education that takes part in developing or creating good character values in students and can apply these values in their lives so that students can become part of a religious, productive, nationalist, and creative society.

18 characters can be implemented in schools to realize character education, including religious, honest, disciplined, tolerance, independence, creativity, hard work, curiosity, democracy, national spirit, love of the country, respect for achievement, love of peace, friendly or communicative, care for the environment, love to read, responsibility, care socially (Hendriana & Jacobus, 2016).

The implementation of character education based on anti-corruption values can be pursued by applying anti-corruption values in the process of teaching and learning activities in schools. Anti-corruption values have an important role as a strong initial foundation for shaping student character. One of them is that it can reinforce positive values in student's thoughts and feelings. Because every student can be creative, have broad insight, even become a good leader if he applies anti-corruption values in his life (Manurung, 2012).



One of the ways or steps that can be taken by the government and society is by providing information and the need for education on anti-corruption values conveyed through education. Education is a mirror society. This means that failure in education means failure in society. Likewise, if education is successful then that success also reflects the success of society (Anam, 2016).

As stated by Wibowo (2013) in his book entitled "Anti-Corruption Education in Schools: Strategies for Internalizing Anti-Corruption Education in Schools," that anti-corruption education is a conscious and planned effort to realize a teaching and learning process that is critical of anti-corruption values. The process of anti-corruption education is not just a medium for transferring knowledge, but also emphasizes efforts to build character, anti-corruption values, and moral awareness in fighting against corrupt behavior. So, it is not just a theory in class, but also requires real action or exemplary examples from various parties (Wibowo, 2013).

Nasution (1995) in his book entitled "Sociology of Education", states that education organized by schools is different from other educational paths. Education developed in schools focuses more on intellectual education, which is to fill children's brains with various kinds of knowledge, including knowledge of anti-corruption values (Nasution, 1995).

In line with this, Yamin (2016) in his book entitled "Anti-Corruption Education", explains that state children (students) who are still in elementary school to high school and college, need a special subject matter that teaches education or values. anti-corruption and all its bad consequences for the nation, society, and ourselves. He also added that the material taught had to be reasonable, acceptable to common sense, and able to arouse the social instincts of students to take responsibility for protecting all the assets of the nation (Yamin, 2016).

Furthermore, he also added that education or anti-corruption values emphasize the

aspect of recognizing and understanding corruption which has taken the future of the nation and the people. It is hoped that anti-corruption values can build self-awareness to care for the interests of the nation and state. The values contained in anti-corruption can also move children or students to contribute to meaningful life changes in the future.

Schools as formal educational institutions have an important role to play in shaping student character based on anti-corruption values. Character education should be implemented at every level of the school, from Kindergarten to Higher Education. At the elementary school level, it is the level that should be prioritized, because at this level the initial foundation is being formed. At elementary school-age students will be easier to direct and shape their character than when they are adults.

Building Anti-Corruption Character Through Extracurricular Learning

Learning is part of the process of student interaction with teachers or educators. In other words, learning is a process to help, motivate, and direct students to learn well (Mazid, S., Swasti, I. & Ageng, 2019).

Learning is also an activity that is synonymous with teachers and students and the environment. Law Number 23 of 2003 concerning the National Education System explains that learning is a process of student interaction with educators and learning resources in a learning environment. In the process, learning does not always have to be in the classroom, but can also be carried out outside the classroom, either directly or indirectly, formally or informally.

Extracurricular activities held by schools are one of the potential media for fostering student character (H. S. Akhwani, 2014).

Extracurricular activities play a role in developing student potential. Preparing potential young generations is the same as planting prosperity for the future. Because students are a reflection of the future (A. Akhwani, 2018).



One of the extracurricular activities. According to the Regulation of the Minister of Education and Culture Number 62 of 2014 concerning Extracurricular Activities, Basic Education, and Secondary Education, Article 2 explains that extracurricular activities are organized to optimally develop the potential, talents, interests, abilities, personality, cooperation, and independence of students. to support the achievement of national education goals.

Extracurricular activities serve to provide a motivational boost for students to achieve achievements in both academic and non-academic fields. The implementation of the activities differs from one school to another. Extracurricular activities are also more about developing the potential, talents, interests, and self-development of students such as gymnastics or sports, art, and religious understanding.

Inculcating anti-corruption values with extracurricular learning prioritizes processing and planting through an activity to discuss or discuss the noble values of his life. This extracurricular learning will make students get value through concrete experiences. Because experience will be more embedded in students, than just monologue information. Students will be more involved in exploring interesting life and learning values (Shobirin, 2014).

Based on the results of the research conducted by Mazid., Swasti. & Ageng, (2019) at MI Al-Islam Balesari, shows that anti-corruption values in the form of honesty, caring, independence, discipline, responsibility, hard work, simplicity, courage, and justice can be implemented in extracurricular learning activities, able to provide awareness of the importance of anti-corruption such as living, understand and realize in an event.

On the other hand, scouting activities are also extracurricular learning to train discipline. At MI Al-Islam Balesari, grade III to grade VI students are involved in scouting activities that are held once a month. Scouting activities are activities that must be carried out at all levels, especially elementary schools. In these activities, it is

necessary to instill discipline, independence, honesty, courage, and responsibility. MI Balesari routinely conducts scouting activities every month.

Then, to strengthen faith and morals, MI Balesari practiced dhuha prayer and memorized juz 'amma every day. Because the Madrasah Ibtidaiyah school is a formal religious institution where each curriculum contains religious subjects, such as Al-Qur'an and Hadith, Jurisprudence, moral theology, Arabic, and Islamic Cultural History.

By carrying out and carrying out Islamic religious activities such as dhuha prayer to congregate is a form of exemplary so that we get closer to Allah SWT. Meanwhile, memorized juz 'amma is a step so that students are always decorated with religious values so that when they will do or carry out an activity they are always on a straight path.

These activities are carried out by MI Balesari to strengthen character education for its students so that they can lead to existing educational goals. Therefore, education or anti-corruption values will be able to run and synergize well with the holding of extracurricular activities as part of cultivating anti-corruption values, so that students at MI Balesari can practice them in their daily lives.

In line with the application of extracurricular learning as an effort to instill anti-corruption values in MI Balesari. Research conducted by Mustofa and Akhwani (2019) also shows that scout extracurricular activities are used as a means to shape student character (Mustofa, 2019).

Scouting is an educational process outside the school environment, packaged in the form of activities that are interesting, fun, directed, organized, and practical. The Basic Principles of Scouting and Scouting Methods have goals for students, namely the formation of noble character, morals, and character.



Based on research by Mustofa and Akhwani (2019), scouting activities are carried out once a week on Wednesdays from 03.00 pm - 05.00 pm. This activity is extracurricular which must be followed for all students in grades II, V, and VI. To train students to have skills, independence, leadership, teamwork, have a social spirit and be able to solve problems appropriately.

Extracurricular activities or learning are used as a place to practice managing an organization. The inculcation of anti-corruption values, such as honesty, is accustomed to the concrete activities of the process carried out by the council of relatives in managing finances. The council of relatives is the scout committee that comes from the students themselves, students who are elected are made as administrators and managers of the organization. Then, discipline can be reflected in a neatly arranged schedule of activities and run according to existing regulations.

Meanwhile, responsibility can be accustomed to through the trust given by the coach in carrying out activities that have been previously arranged or planned. The sense of the value of responsibility possessed by students is a characteristic that they are cultured or civilized humans because they are aware of the good and bad consequences of their actions.

The values of independence, hard work, care, and simplicity are also reflected in the activities that have been carried out by students. Through extracurricular activities, it is hoped that students can possess and cultivate these values, which in turn will form anti-corruption characters in them. Extracurricular activities can be said to be a place to simulate life in society. The experiences obtained by students through a series of extracurricular activities will form habits that become good characters for students.

This is in line with Bourdieu's habitus theory which states that habitus is formed by explicit experience and teaching. So that habituation will have an extraordinary

effect on the character development of students through the experiences gained.

Building Anti-Corruption Character Through Habituation

Apart from extracurricular learning, another way that is considered appropriate and effective for implementing character education based on anti-corruption values is habituation.

Habit is a way of acting that can be obtained through repeated learning until in the end, it becomes permanent and automatic (Djaali, 2013). This is in line with the expression of Margaret Thatcher, the first Prime Minister in England, who said, "... pay attention to your habits because he will become your character." So, if the habits are done well, then the person's character will also be good.

Habituation is also something that is done continuously or repeatedly so that it aims to make someone accustomed to behaving, acting, behaving, or thinking (Nisa, 2017). Habituation has the aim of forming the character of students permanently because in practice it is done repeatedly to get used to it.

Based on that habituation, students are accustomed to obeying and obeying the rules that apply in school and society. After getting a good habit at school, it will also affect everyday life until adulthood (Shobirin, 2014). So, it is hoped that students can carry out their role in social life and have a character that is by anti-corruption values.

Based on research conducted by Mustofa and Akhwani (2019) explained that the habituation of anti-corruption values is carried out through habituation in school activities. Habits in school activities are carried out holistically and thoroughly. The process of habituating the values of honesty, responsibility, independence, discipline, hard work is applied through adherence to the schedule of activities that have been determined by the school.



By carrying out and following activities by the rules, students indirectly have the process of being honest, disciplined, responsible, independent, and hard work. The anti-corruption values of hard work are manifested by the success of students to meet their own needs. In addition to hard work, students are also nurtured to have a sense of courage, such as being brave enough to join student organizations and other extracurricular activities.

The inculcation of anti-corruption values that are applied can provide direct life experiences. This life experience will be the starting point for anti-corruption education through habituation in everyday life. (Mustofa, 2019). In behaving, students tend to be formed by the encouragement of social life that supports to create attitudes. This social life will create a system that binds student behavior in forming habits. Thus, students are accustomed to obeying all school activities in an orderly manner.

Rules and regulations will form habits of order, independence, discipline, responsibility, and honesty which in turn become the character of students. So, it can be said that to form a good character, it must be supported by a good social life as well. Likewise, to form an anti-corruption attitude or character, the social life that is accustomed to students must also reflect the same thing as a form of explicit learning. Cultivating good habits is not easy and sometimes takes a long time, especially to instill anti-corruption values through habituation in students. But even something that has become a habit, it will be difficult to change it.

Based on research conducted by Malau Gurning et.al. (2014) shows that honesty canteens are implemented in schools, as an effort to instill or accustom anti-corruption values to students so that they are consistent with anti-corruption behavior in everyday life.

The success of implementing this honesty canteen can be divided into two, namely short-term and long-term successes. In the short term, it can be seen from; (1) students know that honesty stalls are a means of

anti-corruption education, (2) students know that honesty stalls are a trait or character that must be possessed, (3) students want to admit that they have never been honest, (4) the capital of honesty stalls is not exhausted. can develop. Meanwhile, for long-term success, honesty that has been instilled through honesty stalls is expected to become a character that is embedded in students throughout their life (Malau Gurning, 2014).

Research conducted by Izzah & Harmanto (2013) also shows similar results, namely carrying out various activities that can be used to implement the habituation of anti-corruption values in daily activities at school. The habits carried out include:

Habituation anti-corruption values through honesty canteen. This refraction can be realized by accustoming students to behave honestly when paying and taking change. For this to run well, all teachers provide supervision in the form of motivation or advice about honest traits that need to be instilled in students who make transactions in the honesty canteen. The habituation of the value of responsibility can be realized by accustoming students to be responsible for everything that has been done. For example, when on a certain day the honesty canteen experiences a loss, the teacher announces it during the flag ceremony. Students who feel they buy items on that day will be collected, and this effort is enough to prove the attitude of student responsibility.

Furthermore, habituation of anti-corruption values through the Order Control Book or what is known as a pocketbook. The pocketbook that has been provided by the school contains rules that must be obeyed and implemented by students. The pocketbook also contains points that will be given to students when they commit an offense. With this pocketbook, it can familiarize students with behavior or apply the values of discipline and responsibility, such as students being required to enter and return from school on time and wear the complete set attributes. In addition to familiarizing students with applying the values of discipline and responsibility.



Pocketbooks can also familiarize students with the value of social care. This can be realized by implementing a culture of greetings, smiles, kissing hands, politeness, and courtesy. This is a necessity that is applied by students, both inside and outside the classroom.

The habituation of the value of caring for the environment can be realized by carrying out a culture of cleaning the class when going to class, after resting, and when returning from school. Then, clean Friday culture is carried out every Friday. Every morning the principal provides supervision and conducts hygiene checks to students in each class. This is expected to make students feel responsible for cleanliness, both personal hygiene and environmental cleanliness. The habit of having anti-corruption values through the learning process can be realized by the teacher by providing an example of a simple case of corruption that often occurs in students' daily lives or which is being reported by online and print media. The habituation of the value of honesty can be instilled by the teacher by giving assignments to students, in which the task must be handwritten by the students themselves, this is done to accustom students not to copy and paste actions. The value of honesty can also be applied when school exams, namely teachers and students agree at the beginning, that when the test takes place students are not allowed to cheat, such as cheating.

The anti-corruption value that needs to be familiarized further is justice. This can be manifested by the teacher in treating their students. When there are students who violate or do not comply with rules, such as arriving late. Then the teacher will give the same punishment to the others.

And finally, the inculcation of the value of discipline and responsibility can also be realized by familiarizing students with doing or collecting assignments that have been given on time, according to the agreement agreed between the teacher and students.

School is an environment in the academic world that has great potential to shape or accustom students to the good character for their lives. Hasan (in Widiastono, 2004) explained that education is a joint effort made to create a human civilization. In education, there should not only be a transfer of knowledge and skills of teachers to students, but it must also be accompanied by a transfer of cultural values and social norms (Izzah & Harmanto, 2013). Extracurricular learning and habituation can be the right method for implementing character education based on anti-corruption values. Thus, it can give birth to the nation's future generations as humans who have noble morals and anti-corruption culture. Not only upholding anti-corruption values but also being able to practice them in living the life of the nation and state.

CONCLUSION

The era of globalization is increasingly rapidly causing moral degradation in the younger generation, one of which is the crime of corruption. Character education that leads to anti-corruption education as the main source that needs to be encouraged. Anti-corruption education aims to create a young generation with good morals and anti-corruption behavior. Good anti-corruption education can also build good character so that children do not commit corruption from an early age. Formal institutions, namely elementary schools, are the right and effective place to implement character education based on anti-corruption values. The anti-corruption values instilled can make students have character, in the sense that they have noble morals and morals, both for themselves, society, the nation, and the country. These values are used as the basis for developing student character, namely honesty, independence, responsibility, discipline, and fairness. It is hoped that students will not only know the meaning but also be able to realize it in real life. In practice, extracurricular learning methods and habituation are the right steps to instill an anti-corruption character in students. The implementation of anti-corruption values through extracurricular learning can be done by instilling the values of honesty,



care, independence, discipline, responsibility, hard work, simplicity, courage, and justice through scouting activities. Then, providing strengthening of faith and morals can be applied through dhuha prayer and memorizing juz 'amma every day. Meanwhile, the implementation of anti-corruption values through habituation is by implementing an honesty canteen. Implementing an honesty canteen can accustom students to behave honestly in paying or taking change. Then, the value of responsibility can be realized by accustoming students to always being responsible when doing an action. The book on Order Control and Discipline or what is known as a pocketbook can also be used as a benchmark for the habituation of anti-corruption values of students. The pocketbook can also apply the values of discipline and responsibility, such as arriving on time and wearing a uniform with complete attributes and by existing regulations. Social care habits can be formed through greeting, smiling, kissing hands, polite, and courtesy. As well as the value of caring for the environment which can be done by cleaning the classroom before and after use.

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