

The Implementation of Anti-Corruption Education through Strengthening Character Values In State Senior High School of North Biak Papua

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Abstract: *This study aims to determine the implementation of anti-corruption education by strengthening SMA Negeri 1 North Biak's character values. This type of qualitative research used a phenomenological approach to reveal events in the field. The collection technique employed participatory observation, semi-structured interviews, and documentation. Respondents in this study consisted of one school principal and all subject teachers, determined using cluster sampling. Data analysis utilized analysis through data collection, data presentation, data reduction, and conclusion drawing. The results showed that the lack of implementation of anti-corruption education in SMA Negeri 1 North Biak caused students' characters not to be maximal in three aspects: (1) there is a need for an increase in moral knowledge in independent personality control, (2) there is a need for increased behavior that can increase self-confidence and self-control., and (3) there need to be good role models, both in the school and community environment.*

Keywords: *Implementation, Anti-Corruption Education, Character Values*

Abstrak: *Penelitian ini bertujuan untuk mengetahui Penerapan Pendidikan Antikorupsi Melalui Penguatan Nilai Karakter di SMA Negeri 1 Biak Utara. Jenis penelitian kualitatif ini menggunakan pendekatan fenomenologi untuk mengungkap peristiwa di lapangan. Teknik pengumpulannya menggunakan observasi partisipatif, wawancara semi terstruktur, dan dokumentasi. Respon dalam penelitian ini terdiri dari 1 kepala sekolah dan seluruh guru mata, yang ditentukan menggunakan cluster sampling. Analisis data menggunakan analisis melalui pengumpulan data, penyajian data, reduksi data, dan penarikan kesimpulan. Hasil penelitian menunjukkan bahwa minimnya penerapan pendidikan Antikorupsi di SMA Negeri 1 Biak Utara menyebabkan karakter peserta didik belum maksimal pada tiga aspek yaitu (1) perlu adanya peningkatan pengetahuan moral dalam pengendalian kepribadian secara mandiri (2) perlu adanya peningkatan perilaku yang mampu meningkatkan kepercayaan diri dan pengendalian diri. (3) perlu adanya keteladanan baik pada lingkungan sekolah dan masyarakat.*

Kata Kunci: *Penerapan, Pendidikan Antikorupsi, Nilai Karakter*

Submitted: December 2020	Reviewed: January 2021	Accepted: March 2021	Published: March 2021
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INTRODUCTION

The issue of corruption acts in society contrasts with the Preamble of the 1945 Constitution Article 1 paragraph (3) regarding the state of Indonesia, which is a state law, and the Law of the Republic of Indonesia Number 20 of 2001 concerning amendments to Law Number 31 of 1999, which affirms that corruption acts destroy the order of life society, both in the socio-economic aspects and other aspects so that there needs to be an overall eradication. In this case, the government always strives to encourage prevention and eradication in all fields, especially in the school world, hoping that anti-corruption behavior will increase in fighting corruption. It is evident in 2020 that anti-corruption behavior increased by 3.80% at the junior high school level, raised by 3.88% at the senior high school level, and improved by 3.97% at the above senior high school level compared to 2019; besides, the anti-corruption behavior index in urban communities grew by 3.87% compared to rural communities of 3.81 (IPAK, 2020).

Anti-corruption education is still the main priority in preventing corruption acts in various sectors. Regarding this, the school world is still an essential agent in preventing corruption acts, and what becomes a vital foundation in preventing corruption acts is character education. Through character education, students or the community can form a personality through a character seen in behavior, honesty, responsibility, and respect for others (Abas, 2021). Apart from forming character values, character education is also related to strengthening the values of independence, mutual cooperation, and religious values.

Concerning the efforts to fight against corruption, the government has carried out them in education, both formal, informal, and non-formal. However, formally, it has not been implemented evenly, one of which is at SMA Negeri 1 North Biak. There has not been implemented anti-corruption education so that students' understanding of corruption was only limited to taking state-owned money, while regarding gratification, time corruption, and misappropriation of money, students were not aware of them well. Such conditions affected the inculcation of students' character values so that there was still a low sense of responsibility, independent behavior, and honesty (G1, June 27, 2019).

The students' low character values cause corruption acts to be increasingly open to corruption perpetrators. For that, through the world of education, subject teachers need to integrate character values in all subjects so that students can increase the values of honesty, responsibility, and independence. Besides, two crucial things in increasing character values are the learning process and practice or real action of character building. This view is confirmed by Alfurqan and Marzuki's (2019) research results regarding the canteen of honesty (kantin kejujuran) and the application of learning to subjects, which can strengthen the value of honesty, increase teacher exemplary, encourage worship activities, and foster students' involvements in every organizational activity.

Nevertheless, the increasing influence of globalization in everyday life has resulted in the decline in the values of honesty and mutual respect, and bribery has become a widespread habit in society. Referring to the 2020 SPAK, 9.51% of the public thought every violation could be resolved by giving peace money to the police as normal, while only 64.80% thought that such behavior was inappropriate. Looking at this percentage, it could be seen that in 2020, people's behavior increased to 70.0% compared to 2019. Following up on this problem, the school world, in this case, the teacher, has a critical role in instilling strengthening character values to prevent the corruption problems that threaten the life of the school environment and society.

The teacher has an essential role in shaping students' behaviors; teachers' attitudes and behaviors become a reflection and role model, positively impacting students' development because exemplary is related to behavior and personality forms. It is reinforced by Aini and Syamwil's (2020)

research results. Therefore, teachers were involved as the primary respondents in shaping the development of students in this study.

In this research, teachers were used as the primary source of character building for students because SMA Negeri 1 North Biak is located in North Biak District, two hours from urban areas, and the internet network was still difficult to reach. 68% of the teachers lived in urban areas, so that the learning process and the teacher's disciplinary attitudes became obstacles in shaping students' characters. Furthermore, the fundamental reason for teachers as the primary source of character building for students was that 80% of parents' jobs were farmers, fishermen, and laborers, so that schools were used as the primary source of character formation for students.

The problems above exposed that SMA Negeri 1 North Biak needed the maximum strengthening of students' character values so that they can control corruption acts that can destroy the structure of society's life in the future. Therefore, this research focused on three aspects of strengthening character values, developed by Lickona (1990), including moral knowing, moral feeling, and moral action, to make students act anti-corruption.

Students will show an anti-corruption attitude if the strengthening of character values is embedded in themselves by understanding anti-corruption education because it will be seen in reflective, confident, rational, logical, critical, analytical, critical, creative, and innovative values. In accordance with the research results by Suyitno (2012), the essence of character education is an education system that seeks to instill noble values in school members, comprising components of knowledge, awareness or willingness, and actions that can prevent corruption. Therefore, corruption prevention is not only a legal substance but also there needs to be a role for education as a forum for building an intensive system through part of the process of fighting corruption. Buchori, Muchtar emphasized that anti-corruption viewed from the education context is related to actions that can reduce corruption acts as a whole by encouraging generations to develop attitudes and firmly reject every form of corruption (Muriman, Supandi, & Arnie, 2017). According to Widodo (2019), anti-corruption education is carried out consciously to teach students about anti-corruption; thus, it requires good cooperation between teachers, schools, and parents. Besides, Wahyu & Rini (2018) said that anti-corruption education highlights conscious and planned efforts to realize a learning process that is critical of anti-corruption values through knowledge transfer. Moreover, Gusnardi (2014) stated that anti-corruption education is an instrument to develop learning skills in capturing problem configurations, national issues that trigger corruption, impacts, prevention, and solutions.

Anti-corruption eradication in the education world is formed by two things. (1) The educational process concerns socio-normative matters to build reasoning objectively from a universal and individual perspective. (2) Education must lead to strategic development with individual personal qualities which are strong in their social involvement so that the main objectives of anti-corruption education concern the formation of an understanding of the corruption forms and its aspects, changing perceptions and attitudes towards corruption, and the formation of new skills and capabilities to be applied in fighting corruption. Hence, it is necessary to have corruption education embedded in all subjects by involving institutional culture in the school environment (Hakim, 2012).

Bakir Ihsan (in Ali Maulidia et al., 2020) asserts that corruption characteristics are divided into three parts: (1) corruption as a betrayal act of trust, namely betraying trust in a mandate, (2) abuse of power, namely acts of corruption that causes the perpetrator not to experience material loss, but a tarnished good name, and (3) the form of acts of abuse of power, namely acts of corruption related to deviations of power or authority by taking material benefits, both for themselves and others.

In general, increasing anti-corruption education in preventing corruption that will occur in the future needs to strengthen the students' characters through character education to improve character, behavior, and personality, which become the spirit as strengthening in promoting the harmonization of ethics, perception, mindset, and kinesthetic to be able to change the personal figure of the Indonesian nation to act and behave into better integrity (Kemendikbud, 2016). This character education is implemented to instill religious, nationalist, independent, mutual cooperation, and integrity values, focusing on learning, habituation, and culture. To improve integrity, it is necessary to implement anti-corruption education that leads to consistency improvement and firmness by upholding noble values in accordance with the values of the code of ethics and principles (Muriman, Supandi & Arnie, 2017).

Character value education applied leads to the three components described by Lickona (1992), namely moral knowledge, moral feeling, and moral action. Moral knowing is essential to be taught to students because it involves six things: (1) moral awareness, (2) knowing moral values, (3) perspective taking, (4) moral reasoning, (5) discussion making, (6) self-knowledge. Besides, in the research results by Leonie Francisca & Clara R.P Ajikusmo (2015: 213), it was emphasized that moral knowing is formed in students to form characters regarding universal knowledge and understanding of values to form a belief. According to Lickona (1991 in Syaiful, Sahid & Indriani, 2019), these aspects need to be instilled in students who will become energy to act based on moral principles; for that, six things are needed: (1) conscience, (2) self-esteem, (3) empathy, (4) love the good, (5) self-control, and (6) humility. Also, these aspects of character values need to be instilled in the students' personalities as reinforcement in improving character education. Character education is not enough with skills and knowledge, but action or morality action is essential in improving students' attitudes. This statement is underlined by Lickona (1991, quoted by Syaiful, Sahid & Indriani, 2019) that moral action is how to make moral knowledge can be realized in actual combat. This noble act of work is the outcome of two other character components. To understand what drives a person in good deeds (act morally), three different aspects of character must be seen: competence, desire (will), and habits.

RESEARCH METHODS

This type of qualitative research with a phenomenological approach was to observe and explain the meaning of events. According to Creswell (2015), qualitative research is a method that explores and interprets meaning by several individuals and groups of people, considered to come from social or humanitarian problems. Meanwhile, Sugiono emphasized that it is a research method used to examine natural objects.

The research was conducted at SMA Negeri 1 North Biak, Biak Numfor Regency, Papua Province. The location was chosen because the anti-corruption education was still limited to cultivating religious values and mutual cooperation. It was based on the demographic data of Biak Regency, which showed that the majority of the population was Christian, amounting to 83.67%, with the number of Sunday schools was 356 with 59 congregations in the south presbyteries, Biak City, focusing on cultivating religious values. The Sunday school teachers (Ivone Tapilatu and Paulina Lolluan) raised this issue. Meanwhile, the element of mutual cooperation could be seen based on community participation in school construction; parents participated very well morally (School principal, Frans Wamaer, 2020).

The research subjects were the school principal and all subject teachers at SMA Negeri 1 North Biak, Biak Regency, Papua Province. The subject's determination used probability-based cluster sampling to describe the social situation related to the problem under study, or the sample aimed to create a key informant, then set the sample on a rolling basis according to the research needs or data needs required. The data from this study were in the form of expressions or words, descriptions of field facts obtained from informants, observation sheets, and documents from schools. Sources of data in

this study were all subject teachers, SMA Negeri 1 North Biak students, Biak Numfor Regency, Papua Province.

Techniques or methods employed in data collection in this research included participatory observation by involving the researcher directly in learning activities carried out by all subject teachers to see the implementation of anti-corruption education. While making observations, the researcher was also involved in the learning process activities carried out. It was intended to obtain complete and sharp data so that the behavior of the character values possessed by students could be seen. It is strengthened by Stainback (1998 in Sugiyono, 2014) that in participatory observation, researchers observe what people do, hear what they say, and participate in their activities.

On the other hand, semi-structured interviews were utilized to find problems openly regarding the implementation of anti-corruption through the informants, in this case, all subject teachers, taken by purposive sampling to conduct interviews with the following question grid.

Table 1. Question Grid

No.	Components	Sub-components	Interview Sheet Number
1.	Knowing the Implementation of Anti-Corruption Education in SMA Negeri 1 North Biak	- Anti-corruption education has not been fully understood.	1
		- Able to check the students' understanding through the subject teacher	2
2.	Strengthening Character Value After the Implementation of Anti-Corruption Education in SMA Negeri 1 North Biak	- The students' values of moral knowing are only maximal in the school environment.	3
		- The students' values of moral feeling have not been maximized on strengthening the independence value.	4
		- The students' values of moral action are not maximal on the teacher's exemplary.	5

To find out the reinforcement of the character values applied, the researcher conducted interviews with informants to present events or facts in the field. The informants in the interview consisted of one school principal to see the implementation of anti-corruption education, two religious' teachers, two Civics teachers, one homeroom teacher of class XI IPA, one homeroom teacher of class XI IPS to see the strengthening of character values that developed in students, and 20 students, comprising ten from class XI IPS and ten from class XI IPS.

Documentation relating to the source of qualitative records was a word of action and a document to ensure the data accuracy. The document was first reviewed regarding (1) the data authenticity, (2) the correctness of the document content, and (3) the relevance of the document content to the problem to be investigated. Meanwhile, in data analysis, the technique used in this research was carried out with

a flow including data reduction, namely selecting and summarizing documents in the form of all respondents' answers in accordance with the problems concerning the implementation of anti-corruption education and strengthening character values. Then, the researcher carried out the data presentation by focusing on the respondents' answers in the form of words and actions relevant to the situation in the field; data classification by researchers was related to findings and evidence in the field in the form of data input. Although not classified as meaningful, the researcher had determined meaningful data and insignificant data at this stage. The next stage was drawing conclusions, carried out by the researcher to double-check the data's representativeness and the researcher's influence, checking the data triangulation, weighing, comparing, and objectively describing the data.

Furthermore, testing and data credibility were carried out with a triangulation approach through checking data from various sources (Fraenkel and Wallen in Sugiono, 2014: 439). It can be seen in the figure below.

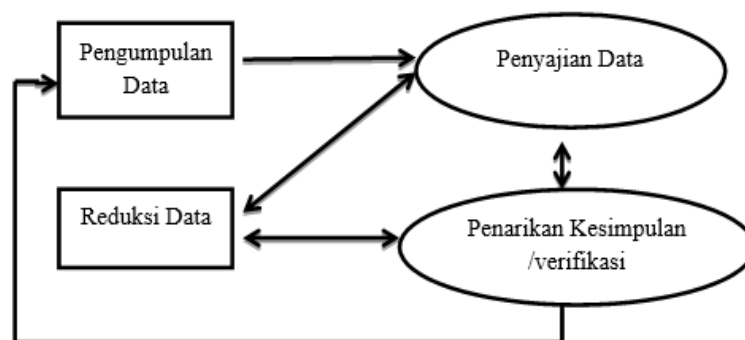


Figure 1. Qualitative Data Analysis Techniques (Huberman & Saldana (2014))

RESULTS AND DISCUSSION

The results showed that students did not fully understand the character values well. It was shown based on the Civics learning results with questions about character values. Of 30 students, 20 answered it about carrying out worship and obeying their parents. Meanwhile, character values are not only these elements; responsibility, honesty, independence, and tolerance are also character values. (G1; P, October 28, 2020)

The interview results above revealed that a lack of understanding of the values implanted has resulted in character building being used as the Civics and religion subject teachers' task so that students' increased understanding was still limited to a display of the behavior. Therefore, Civics and religion subject teachers hope that all subject teachers include character values in the learning implementation so that students clearly understand the implementation of character values in community life. (G2; W, October 30, 2020)

It was reinforced by interviews with 28 students of class X IPA. It was uncovered that only nine students understood that corruption is a crime caused by low character values related to self-confidence, responsibility, independence, and honesty, while 19 people did not clearly understand that weak character values cause corruption acts. More clearly, it can be seen in the student interviews as follows.

"Corruption steals money belonging to friends and from others" (Student FR; October 18, 2020).

The eleventh-grade student also emphasized that,

"I just heard the character value of responsibility, self-confidence. I just heard that character is moral, should not be insulting, and polite to the teachers. If gratification is like ma'am's explanation, I just heard it, even though it is also corruption." (Student Ry; October 20, 2020).

The above conditions were the fundamental reasons for the researcher implementing anti-corruption education at SMA Negeri 1 North Biak using posters as a form of learning, which was an appeal in nature and Powerpoints to explain anti-corruption education in detail. After implementing the lesson, students were interviewed to find out about the corruption causes in Indonesia. It can be seen in Figure 2 below.



Figure 2. Teaching Understanding of Anti-Corruption Education

In the implementation of anti-corruption education, students were very enthusiastic and interested in the material presented. It was because so far, SMA Negeri 1 North Biak had only implemented anti-corruption education, so that it received a relatively good response. It can be seen in Figure 3 below.



Figure 3. Implementation of Anti-Corruption Education

Moreover, many teachers from urban areas assigned to SMA Negeri 1 North Biak needed more than an hour to get to school. This condition caused many teachers to experience delays, so that discipline became one of the character points applied in anti-corruption education, which could not be used as an example for students. It was confirmed by interviews of several class X MIA students, as follows.

"The teacher is always late to class, and learning is not according to lesson hours." (Student YT; October 2020)

The view above was emphasized by the school principal that,

"Many teachers come from cities, and many teachers were my friends when I was a teacher. Thus, when I reprimanded one or two times, the condition was still constant." (School principal, 2020)

Even so, there were character values that have been developed in SMA Negeri 1 North Biak, namely religious values through the habituation of students routinely carrying out worship twice a month and nationalism values by upholding the value of caring for fellow friends. Meanwhile, the value of mutual cooperation was shown through mutual assistance between one another regardless of ethnicity, religion, and race. This explanation was proven by interviews with three students of class XI IPS 1, as follows.

"Worship is held every Saturday morning; in one month, it could be twice." (Student C, October 22, 2020)

"We are always taught to love our homeland and not to insult other tribes and religions. All students help each other if a friend experiences a disaster, such as grief. We are told to gather for donations voluntarily." (Student YL, October 22, 2020)

The above statement indicates that character values have developed in school life at SMA Negeri 1 North Biak, but not maximally. Thus, it needs to be improved again. Therefore, anti-corruption education was carried out by instilling character values leading to moral knowing, moral feeling, and moral action. Good character values are applied through practice in everyday life through habits, both in the school, community, and family environment.

Additionally, the lack of anti-corruption education implementation at SMA Negeri 1 North Biak caused the type of corruption known by students to be limited to stealing and taking other people's belongings, while the corruption's meaning described in the research implementation sounded foreign to them, including conflicts of interest, gratuities, fraudulent acts, extortion, and embezzlement. It was evident based on the interview results with class XI IPS-2 students.

"I just heard that extortion and conflicts of interest are also considered corruption." (Student TR; January 30, 2020)

The explanation above demonstrates that anti-corruption education needs to be implemented in all schools, especially at the high school level, to avoid student corruption by increasing knowledge about corruption. Thus, all actions taken become an illustration for students that corruption in the surrounding environment is due to weakened knowledge, affecting students' actions (G3 P; October 11, 2020).

The principal of SMA Negeri 1 North Biak admitted that teachers did not do enough anti-corruption education in the learning process. Some teachers thought it was the Civics and religion subject teachers who had the role in doing it. If this condition is neglected, then the school will no longer be an educational institution but a teaching or course institution because only one particular person bears the responsibility. In fact, the corruption problem is a shared responsibility. Bahroni's (2020) research results underlined that if character building is only the responsibility of religion or Civics teachers, then, in fact, schools are the same as teaching institutions or courses called schools so that they do not show real education.

Implementing anti-corruption education through inculcating character values should be carried out based on exemplary and practices in real life. It is supported by the results of research conducted by Sri Heni Hartika (2020) that teachers are role models for their students so that the punishment given by the teacher leads to education, not punishment.

The research results described above indicate that implementing anti-corruption education that needs to be emphasized in increasing SMA Negeri 1 North Biak knowledge leads to three basic things: moral feeling, moral knowing, and moral action.

Portrait of Moral Knowing at SMA Negeri 1 North Biak

The anti-corruption education implementation carried out at SMA Negeri 1 North Biak received a very good response, but some students did not fully understand it maximally. Thus, they have not been able to apply it to the community's living environment. This condition caused moral awareness in students could not be controlled personally so that the students' independence has not developed properly because the students' moral awareness looked very prominent in a school environment. This statement was verified by an interview with the school principal,

["Violation of moral awareness, smoking, or drinking alcohol is rarely found in the school environment, but reports come in from local residents." (August 28, 2020)

The above statement depicts that schools were used as one of the education centers in dealing with various aspects even though increasing moral awareness through knowledge of values is not only in the school environment as the only thing that controls students' development. The family, the environment, and the community also play a role in the process of developing awareness of morality to prepare a corruption-free generation and an anti-corruption generation.

It is strengthened by the research results by IChastanti & Munthe (2020) that the source of morality comes from the family in character building, namely parents teaching their children to distinguish good and bad, right and wrong, respect for older people in the environment, both friends, relatives, and neighbors, foster self-confidence, lead to good and bad things; however, environmental influences can have both good and bad influences.

Portrait of Moral Feeling at SMA Negeri 1 North Biak

The data in the field disclosed that SMA Negeri 1 North Biak's moral feeling was identical to the students' behaviors due to environmental influences, so that the students' conscientious behaviors were less visible in the school.

Moral feeling for students at SMA Negeri 1 North Biak related to conscience was shown by being involved in social activities, such as helping friends who experienced a fire as quickly as possible, and they assisted without being asked by the school. Also, usually, for areas that needed one to two hours, the conscience value applied was in the form of volunteering to work together to help friends or residents who experienced a disaster. This statement was conveyed by a class X MIA student that,

"If there is a fire, we collect money even though it is rare because many of us do not have much money. However, male friends helped in the form of labor without the teachers telling us to." (Student BT; October 30, 2020)

Nevertheless, the moral feeling leading to SMA Negeri 1 North Biak students' self-esteem was not optimal. It was because the learning process carried out by the teacher was still monotonous, which was centered on students so that the self-esteem attitude could not be seen in students. It was proven by the anti-corruption material delivery to 150 students, and not a single student asked, even rebutted,

or criticized even though the researcher repeatedly opened up opportunities. This condition was confirmed by an interview with the school principal that,

"Most teachers have not been able to guide students to create self-confidence. Of the 30 children in one classroom, there are six who are active, while the others just sit, stay still, and listen." (School principal, October 30, 2020)

For loving the good attitude in SMA Negeri 1 North Biak, religious activities were the most prominent. However, in the implementation in the field, namely community and school environment, not all students had a spirit of love for the good. It usually occurred due to students committing violations that disturbed the community, the environment, and the school. This view was affirmed by an interview with the XI homeroom teacher,

"The attitude of loving the good is owned by every student, but it is not seen openly. It will appear when a problem is done by one of the students, and usually, the reaction between students from the report starts to be affected." (EL; August 29, 2020)

The interview results were also confirmed by (G4 W, August 2020).

Regarding control behavior on moral feeling, especially for teachers and students, based on the research results at SMA Negeri 1 North Biak, it led to a lower students' awareness so that emotional control between students was difficult to control, especially in terms of violations committed outside the school environment. Therefore, the control function developed was limited to the school environment. It was since many teachers lived in urban areas so that the time taken for about 1 hour 30 minutes caused the control of students' behavior to be less than optimal. Hence, control of each student should emerge from himself. However, most students have not been able to control themselves. This condition was caused by students who have not been independent in adapting to different conditions and environments, so that it was very easy to be affected when they were in a place with different conditions. It was stated in interviews with IIS class X students,

"When we study, many are still outside, and they even skip school until the time to go home." (Ina Rumar, 2020)

This condition displays that the control function from the teacher and the students themselves is vital in character development so that it is used later as a habit that will impact the attitudes and actions of anti-corruption knowledge on the students' souls. Thus, when involved in society, good behavior can be appropriately applied, and they are not classified as a corrupt person.

Besides, the humility that developed in SMA Negeri 1 North Biak students was very prominent. The researcher found it in the research implementation process, namely that each student was very polite in greeting everyone in the school environment. It was from the aspect of how to communicate, but from the context of humility by interfering in the students' affairs, it could not be carried out properly. It was because, at the high school level, there was a group formation behavior in the classroom, causing an uncontrolled attitude towards other students that they had the right and were the strongest. Other groups also felt the same way, so groups formed by themselves generated a decreased humility attitude. It was confirmed by the interview results with class XI MIA students,

"In class, our gang is the strongest compared to other groups." (Jois, 2020)

Indirectly, it illustrates that the behaviors instilled in students in each gang/group would cause behaviors such as feeling the most victorious because being great was a nurtured culture, making

humility in character values could not be adequately formed in each student. Therefore, the teacher has a control function in overseeing the formation of these small groups.

Portrait of Moral Action at SMA Negeri 1 North Biak

Moral action developed in the SMA Negeri 1 North Biak environment was directed at developing potential, habits, and desires, but the implementation was not carried out properly. It is because character values cannot only be pronounced in words or sentences; characters need exemplary. However, exemplary became an attitude that was not optimal, especially in the teacher's potential because it is not only about cognitive skills but also psychomotor, from the behavior or ways that teachers do to improve character and behavior for the student's development. The explanation above corroborates with Indrwati's (2021) research results that at SMP Negeri 2 Tuntang, teachers used strategies in shaping student character through the application of psychometrics through 3S activities: praying *dhuha* in a congregation, habituation of memorizing the *asthmaul husna lafadz*, and reciting Al-Quran. Meanwhile, personality competency was carried out through the teacher's exemplary by inviting a discussion at the end of the lesson; for the teachers' social potential, it was through good communication between students and peers.

In this study, the moral action developed in SMA Negeri 1 North Biak has not been maximized because the psychomotor aspects need to be improved by changing the teachers' patterns and behaviors, not to be late in giving lessons even though the location where they lived was far from the school environment. It is because teachers are role models for students so that if they have good credibility and integrity, it becomes a trigger for the students' character development (School principal, October 28, 2020). The view above is supported by Khaidir's (2020) research results that exemplary of students' discipline characters can be carried out by approaching and habituation through exemplary forms of teachers in the school environment. In addition to the exemplary teacher, the school also needs to collaborate with the community and the surrounding environment to control students' behaviors when they commit disciplinary violations. It was because, at SMA Negeri 1 North Biak, the condition of the large school and far from people's homes caused students to commit school violations often. After all, the school environment did not have a fence, so that students easily escaped from the school environment. It was stated by the school principal. Therefore, he emphasized that he would collaborate with the community to control if students committed violations (School principal, October 28, 2020).

CONCLUSION AND SUGGESTION

The results above revealed that the character value would be maximal if the teacher and the school provided an exemplary. By itself, it would become a culture in shaping students' behaviors and attitudes. Because character building cannot be carried out with mere advice or explanation, it can be demonstrated by actual attitudes and actions and preserved in the soul, becoming habitual. Thus, it will form anti-corruption in people's lives in the future, which will become easier by inculcating and developing students' understanding. There needs to be a role for parents and all elements, in this case, the government, the school environment, and the community, to work together in preventing corruption acts. Therefore, it is necessary to have anti-corruption education at all levels regularly every year.

From this study's results, it can be seen that the implementation of anti-corruption education through strengthening character values can prevent corruption acts among students. Thus, corruption is the responsibility of all elements, including the school, community, and government elements. Therefore, the government needs to appeal to all people to adopt an attitude of responsibility, honesty, discipline, independence, and openness in everyday life.

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How to cite: Tuasikal, P. & Laka, B., M. (2021). The Implementation of Anti-Corruption Education through Strengthening Character Values In State Senior High School of North Biak Papua. *Teknodika*, 19 (1), 31-43. DOI: <https://doi.org/10.20961/teknodika.v19i1.47003>