

## Building Systemic Integrity: An Analysis of Learning Materials and Evaluations in Anti-Corruption Education in Elementary School

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### ABSTRACT

**Background.** Anti-corruption education is one strategic way to cultivate excellent generations who hold onto the values of honesty, responsibility, and social awareness from an early age. To instill these values, it is necessary to provide systemic reinforcement by developing more structured teaching materials and learning evaluations at elementary schools. The research aims to describe the systemic reinforcement of anti-corruption education through the development of materials and learning evaluation in SD Muhammadiyah Kayen, Yogyakarta.

**Methods.** The research employed qualitative descriptive methods, including direct observations, in-depth interviews, and documentation, to collect data.

**Results.** The results showed that schools have integrated anti-corruption teaching materials into several subjects, especially those included in Al Islam Kemuhammadiyahan. However, they are implicit and have not been included in the standardized curriculum structures. Besides, the learning evaluation has not been systematically designed to measure students' knowledge, attitudes, and anti-corruption values.

**Conclusion.** Hence, the research recommends developing contextual anti-corruption teaching materials and learning evaluation instruments based on anti-corruption characteristics. The research novelty lies in the explicit integration of anti-corruption materials into the elementary school curriculum and the development of an anti-corruption character-based evaluation to systematically measure students' knowledge, attitudes, and anti-corruption values.

## 1. INTRODUCTION

Anti-corruption education is a strategic element in producing excellent generations of students early on. Values such as honesty, responsibility, and social awareness need to be instilled systematically in the learning process, serving as the foundations of integrity. However, challenges to the nation's integrity are highly significant. Based on data from the Corruption Eradication Commission (KPK), as of April 2025, 1,863 suspects have been identified in 1,694 corruption cases. These include procurement of goods and services, licensing, and filling positions (Komisi Pemberantasan Korupsi, 2025). These examples constitute ironic conditions for a country like Indonesia.

Moreover, Indonesia's score on the Anti-Corruption Behavior Index decreased from 3.92 in the previous year to 3.85. The score indicates the increase of permissiveness towards

corruptive behaviors in society (Badan Pusat Statistik, 2024). In the educational sector, integrity reinforcement has been achieved through various strategies and learning models. Until the end of 2024, KPK recorded 26,175 educational units, from early childhood to middle schools, that have implemented anti-corruption education (Komisi Pemberantasan Korupsi, 2024). Nevertheless, the 2024 Integrity Assessment Surveys (SPI) of Education showed that the educational sector scored 69.50 in integrity, placing it in the corrective category (KPK, 2024). This finding suggests that anti-corruption education has not had an optimal impact, partly because there is no measurable, systematic evaluation system to assess students' character development in anti-corruption, particularly at the elementary school level. This gap in the development of an integrated, anti-corruption character evaluation system in learning is a global issue, relevant in the Indonesian context as well.

At the local level, innovative efforts have been undertaken, particularly in religious-based schools. Previous research has demonstrated a model for integrating anti-corruption values through creative media (Suyitno et al., 2019). Similarly, research by Suyitno et al. (2021) emphasizes the importance of internalizing anti-corruption values through creative, meaningful learning media, such as the M1 Smart Card, which has been implemented at SD Muhammadiyah Ketelan Surakarta. The media has been proven effective in improving students' honesty and discipline. Meanwhile, in SD Muhammadiyah Kayen Yogyakarta, Suyitno et al. (2022) applied anti-corruption literacy and numeracy grounded in Islamic values as an innovative learning approach. This innovation strengthens students' integrity through applicable and measurable activities. Not only students and teachers, but also the school culture, have become targets of innovation. Similarly, Siregar (2024) confirms the importance of school communities and the surrounding environment in building an atmosphere that upholds sustainable anti-corruption values. In addition, Saputra (2025) shows that integrating anti-corruption values into project-based learning activities can improve students' critical thinking skills regarding dishonest practices and foster a proactive attitude that rejects corruption early on.

In addition, Hambali (2020) proposes that effective anti-corruption education requires alignment among the materials, methods, and evaluations relevant to students' developmental levels. The idea is supported by Mustofa & Akhwani (2019), who state that the success of anti-corruption education in elementary schools depends on teachers' involvement in designing value-based, contextually relevant learning. Meanwhile, Ningsih (2022) emphasized that habituation of anti-corruption attitudes must begin within the school environment by integrating honesty values into daily practices.

However, the implementation of these values is often implicit and unstructured in religious or character education subjects, rather than explicitly and systematically integrated into the overall teaching materials and intracurricular learning evaluation systems in faith-based elementary schools. In other words, the gap between the internalization of values and the

structured, sustainable measurement of results remains a challenge at the local level. Based on the identification of these global (evaluation system) and local (implied implementation) gaps, this study aims to describe the systemic strengthening of anti-corruption education through the development of integrated teaching materials and learning evaluation systems at Muhammadiyah Kayen Elementary School, Yogyakarta. The research questions raised are: (1) How is the integration of anti-corruption values into teaching materials at Muhammadiyah Kayen Elementary School? (2) How effective is the developed learning evaluation system in measuring the internalization of anti-corruption values in students?.

## **2. METHODS**

Describe the methods/designs/procedures used in the study. Equipped with an exposure to the research, employed qualitative approaches with a case study design to examine the systemic reinforcement of anti-corruption education by developing learning materials and conducting evaluations in SD Muhammadiyah Kayen. A case study is considered appropriate, for it allows in-depth exploration of the context, process, and phenomena within the natural environment (Cresswell, 2017; Yin, 2018). The subjects, the school principal, teachers, and the vice principal for the curriculum, were selected using purposive sampling. They are directly involved in the anti-corruption education programs.

Meanwhile, data were collected through interviews, observation, and documentation. The combination of these techniques generates rich, comprehensive data for value-based education (Sugiyono, 2013). Further, the data were analyzed using the interactive model by Miles & Huberman (2014). Those were data reduction, data display, and conclusion drawing/verification.

Meanwhile, data validity was ensured through source triangulation, member checking, and an audit trail. The validity of the qualitative research is confirmed by participants' engagement in the data verification and contextual interpretation of school social practices (Sugiyono, 2013). SD Muhammadiyah Kayen was selected because it consistently implements Islamic character education and systemic anti-corruption integrity. The study focuses on integrating anti-corruption values into learning materials and character evaluation forms, and on synergy among school components in building an integrity culture.

## **3. RESULTS AND DISCUSSION**

### **RESULTS**

#### **3.1 Systemic Reinforcement of Anti-Corruption Education Through The Development of Teaching Materials**

Research findings indicate that anti-corruption learning materials have been integrated into several subjects at Muhammadiyah Kayen Elementary School, particularly those related to Al Islam Kemuhammadiyahan. However, the integration of values such as

honesty, responsibility, and social concern remains implicit and has not been systematically structured into the curriculum (Saputra). It is evident from an analysis of the Lesson Implementation Plan (RPP) and syllabus. Furthermore, observations of learning instruments revealed that teachers used contextual and engaging learning methods, such as group discussions, simulations of daily practices, distribution of integrity worksheets, and assignments for students to present anti-corruption values using PowerPoint, as shown in Figure 1.



**Figure 1.** Delivering the materials using PowerPoint

### **3.2 Systemic Reinforcement of Anti-Corruption Education Through The Development of Teaching Materials**

According to interviews with teachers and the principal, anti-corruption education evaluations have not been explicitly designed to systematically measure cognitive aspects, attitudes, and anti-corruption values (Nugroho, 2021). The evaluations conducted are still general in nature. They are implemented through questioning, recording student behavior in a special book, and observing character-based activities such as group work, class duty, and religious activities, as seen in Figure 2.



**Figure 2.** Teachers carrying out a learning evaluation

These findings demonstrate a divergent focus between material development and evaluation efforts. On the one hand, there have been initiatives to integrate materials using a variety of methods, but on the other hand, the evaluation aspect remains underdeveloped and incomplete. Overall, the research findings suggest two primary needs: (1) the need for explicit and systematic development of thematic anti-corruption learning materials, and (2)

the need for the development of evaluation instruments capable of comprehensively measuring student integrity, encompassing cognitive, affective, and psychomotor aspects. The findings indicate the need to develop explicitly thematic learning materials, especially on anti-corruption. Additionally, it is necessary to develop evaluation instruments to comprehensively assess students' integrity across cognitive, affective, and psychomotor domains. A summary of the findings is shown in Table 1.

**Table 1.** Gap Analysis between Practice and Ideal Standards of Anti-Corruption Education

Aspect	Findings	Evidence	Development Needs
Teaching Materials	Anti-corruption values exist, but they are implicit and unsystematic. Contextual and enjoyable teaching methods have been used.	Lesson Plans, Syllabuses, Worksheets, PowerPoint Presentations, group discussions, and simulations are used.	Thematic anti-corruption materials are explicit and systematically structured.
Evaluations	have not been specifically designed to comprehensively and systematically measure anti-corruption learning outcomes.	General questions, behavioral records, and activity observations (picket lines, group work) are used.	Specific evaluation instruments that measure cognitive, affective, and psychomotor aspects related to integrity are used.

## DISCUSSION

### 3.1 Systemic Reinforcement of Anti-Corruption Education Through Learning Material Development

Anti-corruption education in elementary schools is a fundamental strategy for developing students' character integrity from an early age. This research confirms that at Muhammadiyah Kayen Elementary School, anti-corruption values such as honesty, responsibility, and social awareness have been implicitly integrated, particularly in the Al Islam Kemuhammadiyah subject. However, they are not yet explicitly included in the formal curriculum. This finding is consistent with national studies by Suyitno & Sukmayadi (2022), which show a similar integration between anti-corruption values and Islamic values in the same subject.

However, this implicit approach presents two major systemic challenges. First, existing learning evaluations, including debriefings, activity logs, and observations, are not designed to systematically measure the development of anti-corruption competencies (cognitive, attitudinal, and behavioral). Second, the lack of an explicit integration framework within the curriculum limits replication and consistent reinforcement across subjects. International studies reinforce the urgency of addressing these two issues. Findings from Putra & Santosa's (2024) research in the Eastern European context confirm that the effectiveness of anti-corruption education relies heavily on a structured curriculum and valid character

assessment tools. Meanwhile, Hallatu (2023) found in a global comparative study that successful programs incorporate a "whole-school" approach, where values are taught explicitly in the classroom (such as civics) and reinforced through school practices (such as honesty canteens), and are continuously evaluated.

Therefore, this study proposes the need for two-dimensional systemic strengthening. The first dimension is the development of a curriculum-based anti-corruption value integration model. This model designs a more explicit and measurable value integration, not only in religion-based subjects like Al-Islam, but also in core subjects like Pancasila and Civic Education (PKn), in line with the national curriculum framework Suleman et al. (2025), which integrates knowledge, feelings, and moral behavior in the digital age. The use of innovative animation-based learning media, as described by Hamdani et al. (2020), can support this dimension by creating an interactive learning experience.

The second dimension is the development of relevant character-evaluation instruments to measure the internalization of values comprehensively. The conceptual implication of this integration is the development of a synergistic "Curriculum-Evaluation" model. This model positions explicit curriculum design and systematic character evaluation as two mutually reinforcing pillars—evaluation instruments, as inspired by studies Restuningtyas & Utomo (2024). The honesty canteen not only serves as a measuring tool but also as part of the learning process itself, creating a feedback loop for continuous improvement. Thus, systemic strengthening through integrated material development and evaluation is expected to transform anti-corruption education from an implicit and sporadic activity into a structured, measurable, and sustainable program.

### **3.2 Systemic Reinforcement of Anti-Corruption Education Through The Development of Evaluation**

Anti-corruption education in elementary schools is a strategic step in holistically shaping students' character and integrity. This approach requires systemic collaboration between the three pillars of education: parents, schools, and the community, so that anti-corruption values are not only taught in the classroom but also consistently practiced at home and in social settings (Werdiningsih, 2023). In this ecosystem, schools, especially teachers and principals, play a key role. Teachers need specialized training to improve their pedagogical competence and deepen their understanding of anti-corruption character education. At the same time, principals are responsible for building a school culture that upholds honesty, responsibility, and social awareness (Zulaiha et al., 2025).

The development of local wisdom-based materials has been shown to increase student engagement and acceptance because these values are contextual and close to students' lives (Yunitasari et al., 2018). On the other hand, the use of technology-based media such as animation and interactive videos is also significant in increasing students' interest and understanding of anti-corruption values (Hamdani et al., 2020).

However, the effectiveness of character education depends not only on the delivery method but also on ongoing and comprehensive evaluation. As implemented at Muhammadiyah Kadisoka Elementary School, the use of daily journals, monitored jointly by parents, fosters honesty and responsibility in students' daily lives (Waskito and Suyitno). The approach indicates the significance of collaboration between the school and parents in instilling anti-corruption values in students. Continuous evaluation of anti-corruption education ensures learning effectiveness and systematic improvement (Sartika, 2025). This type of evaluation needs to encompass the cognitive, affective, and psychomotor domains to fully capture students' character development (Mumtahanah & Suyuthi, 2021; Yuliani & Muslim, 2024). The conceptual implications of these findings emphasize the importance of a comprehensive, curriculum-based, anti-corruption value integration model reinforced by character assessment. This model not only integrates anti-corruption values into subjects such as Civics (PPKn)—using a knowledge, feeling, and moral behavior approach (Suleman et al., 2025)—but is also supported by school programs such as honesty canteens and character-based extracurricular activities. Supporting programs, such as honesty canteens and character-based extracurricular activities, can also help instill values of honesty and responsibility (Restuningtyas & Utomo, 2024).

Similar approaches have also received support. For example, a study in Hong Kong showed that an integrity education program integrated into the curriculum and involving the community successfully increased students' ethical awareness (Mulya & Pertiwi, 2025). Similarly, research in Slovenia emphasized the importance of authentic, project-based character assessment as part of anti-corruption education in elementary schools (Yasmiati et al., 2025). Meanwhile, a study in the United States highlighted the key role of formative evaluation and student self-reflection in fostering value internalization (Mohamed et al., 2025). This comparison with international studies confirms that the success of anti-corruption education depends on the synergy among contextualized curriculum content, stakeholder involvement, and a multidimensional character assessment system.

Therefore, to strengthen anti-corruption education systematically, it is necessary to develop contextualized and thematic teaching materials, as well as character-based evaluation instruments that can explicitly and measurably measure the internalization of values. In this way, anti-corruption education can become an integral part of building student integrity from an early age, through a model that conceptually ties curriculum integration and a robust character assessment mechanism.

#### **4. CONCLUSION**

This study concludes that strengthening anti-corruption education at Muhammadiyah Kayen Elementary School in Yogyakarta requires more structured, measurable development, particularly in teaching materials and evaluation instruments. Although anti-corruption values

have been integrated into the core subject of Al-Islam Kemuhammadiyah, this integration remains implicit and unstructured. This is evident in the lack of systematic development of specific teaching materials that explicitly address anti-corruption values. Meanwhile, although teachers have implemented contextual learning methods such as discussions and simulations, their effectiveness cannot be optimally measured. This is due to the lack of a systematic evaluation design to comprehensively measure anti-corruption learning outcomes across cognitive, affective, and psychomotor dimensions. Evaluations conducted so far have been general in nature and have not explicitly addressed the targeted character development indicators. Therefore, the development of thematic teaching materials and holistic evaluation instruments is imperative to ensure that anti-corruption education can more effectively shape students' character from the elementary school level.

The findings and recommendations generated in this study need to be understood in light of its methodological limitations, namely, its single-case study design and qualitative approach. Hence, generalizations of the findings require caution. To broaden the scope and strengthen the validity of the findings, further research can develop a comparative study involving several other schools to analyze the variation and effectiveness of the anti-corruption education integration model. Furthermore, it is recommended to use mixed-methods approaches that integrate qualitative and quantitative methods. This approach allows future research not only to describe the integration process narratively but also to empirically measure its impact and effectiveness using standardized, quantitative instruments.

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