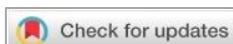


Anti-Corruption Education Workshop as an Early Anti-Corruption Outreach Program for Early Childhood Educators

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Abstract

Background: The study addresses the lack of understanding among teachers regarding the values of anti-corruption education implemented in schools. This is evident from the minimal knowledge of teachers regarding acts of corruption normalized in educational environments, especially in early childhood education (ECE).

Aims: The objective of this community service activity is to disseminate anti-corruption values, which are often normalized in educational settings.

Methods: The methods used in this activity were workshops and evaluations of teachers' knowledge of anti-corruption values, which are often conducted in early childhood education settings.

Results: The findings showed that early childhood teachers at TKIT Baitul Izzah have taught anti-corruption values through daily activities, although in practice there are still some activities that are considered normal, such as accepting gifts from parents. This is due to the belief that gifts from others, including parents, should not be refused. As for the teachers' understanding after participating in the community service program, it increased from 41.8% to 86.5%.

Conclusion: These results show that teachers' understanding of anti-corruption education values has begun to improve, as evidenced by the awareness demonstrated by teachers after participating in the outreach activities.

A. Introduction

Corruption, often defined as the abuse of authority for personal or group gain, harms society by causing public losses. According to Law No. 31 of 1999 on the Eradication of Corruption Crimes, corruption is defined as acts of self-enrichment or group enrichment that cause financial or economic losses to the state, and it is classified as an illegal act subject to prosecution. The exposure of corruption cases in Indonesia has led to public distrust of the existing government system. One example is the Pertamina corruption case, which occurred from 2018 to 2024, resulting in total losses of 1,000 trillion rupiah. This case adds to the long list of state losses due to corruption, which also impacts social and economic development. This undermines public trust in state institutions. One way to increase public trust in government agencies is through policies aimed at preventing corruption. Anti-corruption prevention can be implemented in education through anti-corruption education.

Anti-corruption education (ACE) is a program initiated by the Corruption Eradication Commission (KPK) that aims to instill values such as honesty, caring, independence, discipline, responsibility, hard work, simplicity, courage, and fairness. It represents an effort to foster anti-corruption character through structured learning processes and the strengthening of the educational ecosystem, and it is intended for all

levels of education, from early childhood education (ECE) to higher education (Komalasari et al., 2023). The implementation and familiarization of character education in schools is expected not merely to serve as a program but also as a preventive effort against corruption at an early stage (Devianti et al., 2020; Ningsi et al., 2024). However, the implementation of ACE has not been fully realized across all levels of education.

The uneven dissemination of ACE has posed an additional challenge for teachers in implementing anti-corruption values in schools. Early childhood education, hereafter referred to as ECE, has implemented character values as one of the school's flagship programs. Character education implemented in early childhood education aims to be a habit-forming program (Cahyani & Raharjo, 2021; Hanna et al., 2020) and has become part of the early childhood education curriculum (Halimah, 2015; Kambutu et al., 2020). Therefore, the presence of ACE in the learning process places an additional burden on teachers to modify the curriculum and learning in accordance with existing instructions.

In practice, the implementation of ACE at the early childhood education level is similar to character education that has been implemented in schools. The use of media and methods listed in ACE is also the same as the media and learning methods commonly used in schools, thus, the implementation shows little difference compared to existing character education programs. However, in various daily activities, there are still some practices that do not reflect anti-corruption values.

Based on the results of a survey conducted on activities that indicate corruption, 80% of teachers at TKIT Baitul Izzah still do not understand simple actions that may indicate corruption, one of which is accepting gifts from students' parents. Additionally, the influence of familial or personal relationships between teachers and parents is considered normal and does not fall under the category of corruption commonly found in society. Of the 24 respondents, 79% stated that corruption is the embezzlement of funds for personal gain. Meanwhile, 21% of respondents stated that corruption is the act of bribery (the exchange of funds) between two parties with the aim of influencing decisions. Despite this, the teachers at TKIT Baitul Izzah continue to implement values-based education focused on character traits such as honesty and responsibility.

The application of character values such as honesty and responsibility is part of the school program and is not specifically designated as anti-corruption education (Izzah, 2019; Mohammed et al., 2024). The Anti-Corruption Education (ACE) socialization program was conducted so that teachers at TKIT Baitul Izzah could understand the forms of corruption commonly found in schools and the values that should be taught to children, in addition to honesty and responsibility, as a form of early corruption prevention. Furthermore, this socialization program is expected to serve as an alternative learning program and a means to enhance teachers' competencies through workshops aimed at developing children's character.

B. Methods

In community service activities, the method used was socialization related to anti-corruption education. The participants of the socialization were all teachers and educational staff at TKIT Baitul Izzah. This study used a mixed-method approach in the data collection stage. The study stages were carried out using a pretest and posttest design, employing surveys and interviews as data collection techniques. The survey results obtained were processed quantitatively by calculating the average scores for each question related to anti-corruption education. Meanwhile, interviews were used to reinforce the calculation results to avoid bias in the field data collection. The following is a flowchart of community service activities.

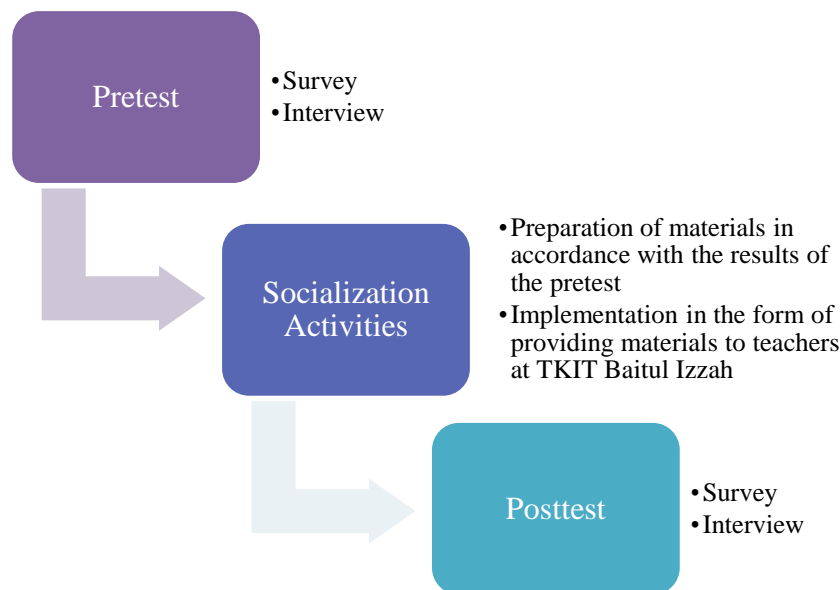


Figure 1. Flowchart of the Community Service Activities

Before the socialization, teachers and educational staff at TKIT Baitul Izzah were asked to fill out a questionnaire and interview related to anti-corruption education based on their basic knowledge. The questionnaire items were based on the socialization module sourced from the Corruption Eradication Commission (KPK). After determining the basic understanding of the teachers and educational staff, the socialization activities were conducted according to the following schedule:

Table 1. Schedule for the Implementation of Anti-Corruption Education Community Service Program

Schedule	Event
February 17 th , 2025	The Concept of Anti-Corruption Education
February 18 th , 2025	Anti-Corruption Education Values
February 19 th , 2025	Anti-Corruption Education-based Learning Methods
February 19 th , 2025	Practical Application of Anti-Corruption Education-Based Learning Methods
February 20 th , 2025	Anti-Corruption Education-Based Learning Media
February 20 th , 2025	Practice of Creating Anti-Corruption Education-based Learning Media
February 21 st , 2025	Anti-Corruption Education-based Student Worksheets
February 21 st , 2025	Practice of developing anti-corruption education-based worksheets for children

The data obtained were analyzed quantitatively and qualitatively with the aim of providing an overview of teachers' understanding after receiving information about anti-corruption education. In the quantitative approach, researchers used surveys to obtain pretest and posttest data with the aim of observing teachers' understanding after participating in anti-corruption education workshops. Pretest and posttest data were processed by looking at the average scores on each test. Furthermore, these scores were analyzed using statistical calculations to identify differences in scores and calculate improvements in teachers' understanding of anti-corruption education in early childhood education. Meanwhile, the qualitative approach involved observing and interviewing teachers to obtain information consistent with survey data. The results of observations and interviews were analyzed narratively, focusing on the outcomes of conversations and observations. In addition, qualitative analysis is also expected to provide a description of teachers' understanding of anti-corruption education. Furthermore, the data served as a reference for improving the understanding of educators and educational staff at TKIT Baitul Izzah.

C. Results and Discussion

1. Results

Community service represents one of the ways in which academics contribute to societal improvement. This activity is actively carried out with the aim of providing training and information to the community (Kruahong et al., 2023). The participants in this activity were teachers at TKIT Baitul Izzah. The purpose of providing information on anti-corruption education (ACE) was so that teachers could understand anti-corruption values and their implementation in the field. The teachers involved are early childhood educators working with children aged 2 to 6 years old, divided into several units: daycare, playgroups, and kindergarten.



Figure 2. Teachers in TKIT Baitul Izzah who Participated in the Community Service Program

This workshop was attended by 24 participants consisting of educators and educational staff. The workshop consisted of eight sessions, including lectures and practical exercises conducted directly by teachers.



Figure 3. Presentation of Anti-Corruption Education

Before starting the outreach activities on anti-corruption education, the presenters conducted a needs analysis to determine the level of teachers' understanding of anti-corruption education values. The needs analysis was conducted using questionnaires and confirmed through follow-up interviews.

From the results of a questionnaire distributed to 24 respondents, 80% of teachers were unaware of actions that indicate corruption, such as nepotism, and gratification.

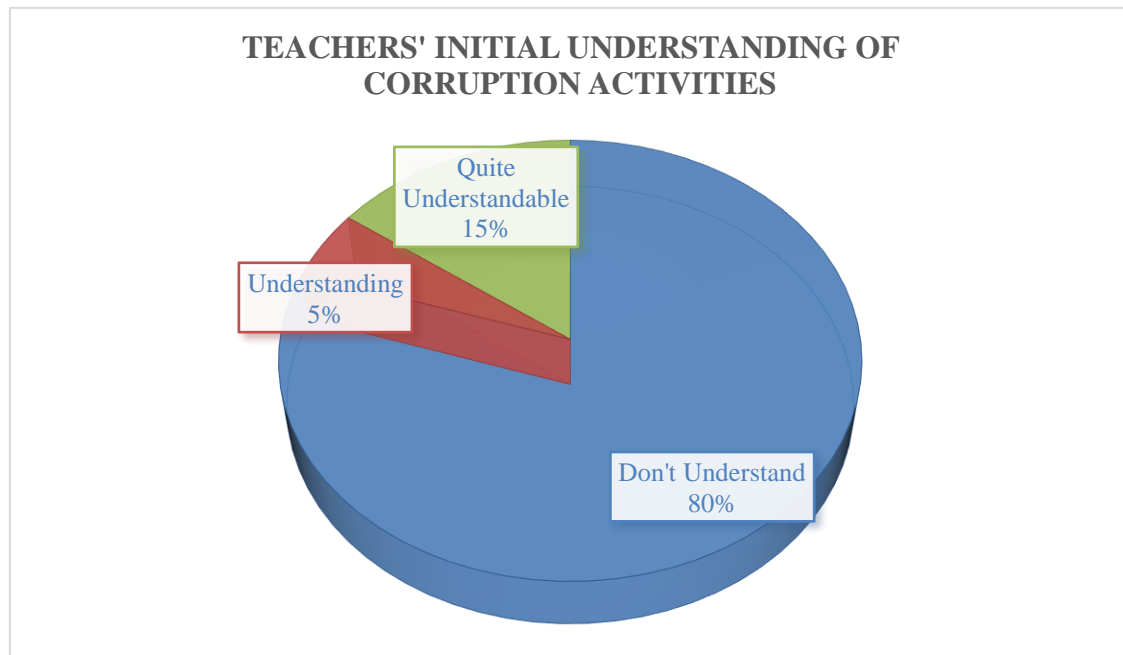


Figure 4. Teachers' Initial Understanding of Corruption Activities

As shown in Figure 4, it can be seen that teachers' understanding of corruption still needs to be improved. Teachers only understood corruption as embezzlement or bribery. From the results of the initial survey, it is necessary to raise awareness among teachers about anti-corruption education, including issues of gratification that often occur between educators and parents.

This community service activity was carried out in eight agendas, ranging from socialization related to the understanding and values of anti-corruption, methods and learning media that can be used in anti-corruption education, the preparation of anti-corruption education-based worksheets for children, to practical activities that can be implemented by teachers. From these agendas, the results obtained include an increase in teachers' understanding of the values of anti-corruption education that can be applied in schools, along with the implementation of attitudes related to corruption issues.

The use of socialization as a method of improving teachers' understanding can be seen in the comparison below.

Table 2. Comparison between Participants' Pretest and Posttest Results

Item	Pretest	Posttest
Teachers' understanding of corruption (Indicator 1)	40	85
Teachers' understanding of the values of corruption in schools (Indicator 2)	35	85
Teachers' understanding of anti-corruption values (Indicator 3)	45	80
Teachers' understanding of the application of anti-corruption values (Indicator 4)	50	90
The use of learning media in anti-corruption education (Indicator 5)	45	85
Application of anti-corruption educational media (Indicator 6)	30	90
Implementation of anti-corruption education learning methods (Indicator 7)	40	90
Use of worksheets for children with anti-corruption educational values (Indicator 8)	50	85
Total	335	692
Percentage	41.8%	86.5%

From the table above, it can be seen that the posttest results for the eight assessment indicators are higher than the pretest results. Indicators 1 to 4 are indicators of teachers' knowledge related to anti-corruption education. Indicator 1 is an indicator of teachers' understanding of the meaning of corruption, specifically in the field of education. In the pretest, teachers only focused on bribery and embezzlement as forms of corruption in schools. Therefore, other activities such as accepting gifts from parents were not yet considered as behavior that does not reflect corruption. After being provided with material related to the definition of corruption in the school environment, teachers gained a more detailed understanding of corrupt behavior, such as issues of gratification evident in gifts from parents with specific intentions or the use of family connections, which is an issue of nepotism.

Indicators 2 to 4 relate to anti-corruption values that should be taught to children. Of the 24 respondents, an average of 43.3% respondents said that they had applied the values of honesty, responsibility, and independence as character education for children. Thus, the application of these values was not intended to fulfill anti-corruption education in schools. After participating in socialization activities, teachers' understanding of anti-corruption values, as seen from the increase in posttest scores (85%), indicated that the application of values such as honesty, discipline, independence, and responsibility is one way to instill habits in children so they can make and take responsibility for their decisions. This is based on the premise that once children are accustomed to applying anti-corruption values, it will become a habit they will continue to practice (Devianti et al., 2020). So that it is not only character education in accordance with the school program, but also an effort to prevent corruption by training students as early as possible.

Furthermore, indicators 5 to 8 are indicators of the application of learning methods and media as well as the preparation of character education-based worksheets for children. Indicators 5 and 6 are related to the use of learning media that can support anti-corruption education. Of the 24 respondents, 38% stated that they used media in the learning process to make it easier for children to understand the material. The use of these media as tools to convey material has not yet been linked to the implementation of anti-corruption values. After receiving socialization and undergoing a posttest, there was an increase to 88% of teachers who already use media to convey anti-corruption education values to children. The use of learning media aims to make it easier for children to receive messages and motivate them to learn (Larasati et al., 2024). The media that teachers often use are storybooks, educational videos, and hand puppets. These media are not only used to convey information (Aisy et al., 2024), but also as a medium that conveys anti-corruption values.

Indicator 7 is the use of learning methods. So far, the learning methods used have been hands-on and focused on habit formation (Cahyani & Raharjo, 2021). After the socialization, there was a 90% increase in understanding of the use of learning methods for children, where teachers used more innovative and interesting learning methods for children. Teachers began to invite children to role-play related to the values of responsibility and honesty. The use of learning methods such as storytelling and role-playing will stimulate children to broaden their horizons through the experiences they gain (Jazilurrahman et al., 2022).

The eighth indicator, the preparation of children's worksheets (LKA), is intended to enable teachers to monitor children's development. Prior to the dissemination of information, teachers used LKA as a means of assessing learning outcomes. However, after receiving information about the preparation of education worksheets, the worksheets were not only used as a tool to monitor children's development, but also to develop cognitive abilities and optimize learning activities through activities that contained anti-corruption educational values. The use of children's worksheets provided children with the opportunity to process information through the assignments given (Harwati & Rokhmat, 2021; Oktamarina et al., 2023).

2. Discussion

After the anti-corruption education workshop at TKIT Baitul Izzah, there was an increase in teachers' knowledge regarding corruption activities that often occur in schools. Providing socialization accompanied by practical activities for teachers gave them a direct understanding and experience of the material presented (Hacicaferoglu, 2022). In addition, practical activities also contribute to knowledge construction in teachers (Nuzum et al., 2020). Therefore, providing educational materials combined with hands-on practical activities was more effective in enhancing teachers' knowledge regarding anti-corruption education.

The implementation of community service activities related to anti-corruption education at TKIT Baitul Izzah is a form of academic responsibility in providing education to the community. The existence of a learning community carried out by higher education will have the effect of improving the quality of the environment, particularly in the field of education and character development in children in the environment

affected by socialization activities (Jones et al., 2021; Liu et al., 2019). Therefore, community service activities will improve social values, particularly in preventing corruption in early childhood education.

2.1. Implications

The community service activities that have been carried out have several important implications. First, they successfully enhanced teachers' understanding of anti-corruption values that should be implemented in schools. Second, teachers now have a better grasp of corrupt practices that often occur in schools, such as gratification and nepotism. Finally, the developed learning media and methods are not only designed to convey information to children but also to provide them with direct experiences. This approach allows children to more deeply understand situations and conditions that embody anti-corruption values.

2.2. Research contributions

This study contributed to improving teachers' ability to prepare lessons, especially those that contain anti-corruption values. This study is expected to support the effectiveness of community service activities involving academics. In addition, this study is expected to prevent acts of corruption that are often found in society.

2.3. Limitations

This study was subject to several limitations. First, the scope of the activity was constrained by a limited audience, which prevented the benefits of the community service from reaching a wider group. Furthermore, the limited duration of the activity posed a challenge for the researchers, particularly during the practical sessions. Lastly, the speakers were academics from a university. For future activities, researchers hope to invite a specialized team from the Corruption Eradication Commission (KPK) to directly explain anti-corruption education to young children, which would provide more focused expertise on the topic.

2.4. Suggestions

Future programs should aim to enhance this activity through the following: 1) Information about anti-corruption education can serve as a basis for policymakers in formulating education policies. 2) Anti-corruption education can be incorporated into early childhood education.

D. Conclusion

Anti-corruption education is one of the educational programs created by the Corruption Eradication Commission (KPK) to increase public awareness, particularly in the education sector, regarding corrupt behavior. In addition, anti-corruption education is also intended to instill anti-corruption values such as honesty, independence, responsibility, and empathy in order to foster an anti-corruption attitude from an early age. Through community service activities on anti-corruption education at TKIT Baitul Izzah, it is expected that teachers will better understand and prevent corrupt practices within the school environment, particularly issues related to gratification and nepotism. The outreach activity increased teachers' understanding of value-based anti-corruption education from 41.8% to 86.5%.

E. Acknowledgment

The authors would like to thank the teachers in TKIT Baitul Izzah who participated in the community service program for participating in the socialization program on anti-corruption education.

F. Author Contribution Statement

The first author contributed to providing the venue and participants for the community service activity. In addition, the first author also coordinated with the school and provided research tools or indicators. The second author contributed to the preparation of the proposal and report, data collection, and data analysis based on the prepared indicators. Finally, the third author contributed to the presentation of socialization materials to teachers, which included eight agendas aligned with the program objectives.

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