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Anti-Corruption Education Relationship With an understanding of the values of the honesty of students At SDIT Al Manar Purwakarta

Maryam Djabarudin, STAI Dr. KH Ez Muttaqien, Indonesia
Manpan Drajat, STAI Dr. KH Ez Muttaqien, Indonesia
Saepul Mukti, STAI Dr. KH Ez Muttaqien, Indonesia
Usep Setiawan, STAI Dr. KH Ez Muttaqien, Indonesia
Email: maryamdj336@gmail.com

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Abstract

This research is motivated by the behavior of students who lack an understanding of anti-corruption education and the values of honesty, resulting in acts that appear less commendable, such as dishonesty, cheating on fellow friends, and a lack of discipline regarding school rules. This study aims to describe the relationship between anti -corruption education with understanding the value of honesty at SDIT Al Manar Purwakarta. This is important to be examined considering how many cases of corruption in Indonesia that are increasingly widespread in almost all the environmental orders of the community, especially education. The method used in this study is quantitative experimental fund sampling with homogeneous data which is used as a sample of the entire population of 65 students. The theoretical analysis used for anti-corruption education variables (X) is a gone theory, while the variable understanding of honesty (Y) uses the theory of Roger. Based on the results of data analysis, it was concluded that first, the understanding of the values of students' pretest in the control class was considered good with an average score of 70% and understanding the value of students in the pretest class in the experimental class was considered good with an average value of 78%. Second, understanding the value of honesty in the experimental class when pretest is considered very good with an average value of 88%. It is concluded that there is a positive and significant influence between anti -corruption education and understanding the values of students' honesty. There is a significant difference regarding the understanding of students' honesty values after treatment between the control class and the experimental class. Based on these data it is concluded that t count 0.0192> t table 0.05 which means there is a significant difference.

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A. Introduction

Anti -corruption education is very important to be understood by students from an early age, because this understanding is able to prevent the existence of a culture of corruption to be present in

the social environment of the community. Understanding of anti -corruption education is also one of the factors in shaping honest, integrity, and noble character in students. In a social perspective, the above is a more valuable social capital than physical factors such as natural resources, regions, or population. Purwanto explained that a country that has abundant natural wealth but is not supported by good community character, can actually fall into damage and setbacks. Therefore, character education becomes very important in creating a society that has high morality and integrity (Purwanto, 2021, H 12).

Character education as suggested by many educational experts, needs to be done through a planned and systematic approach. The two main approaches used in character education are interventive and habituation approaches. The interventive approach leads to planned efforts in creating in-depth learning experiences for students, including direct teaching of the values of integrity and honesty, such as in the subject of Pancasila and Citizenship Education (PPKN), which discusses topics on corruption and its impact on the state. While the habituation approach emphasizes the habit of positive behavior in daily life focusing on habituation of honest behavior in daily life, both in school, family, and community. Good character education must include both, where schools, families, and communities work together in shaping positive behavior that is part of the child's personality (Purwanto, 2021, H 22).

One important aspect of character education that needs to be upheld in Indonesia is anti -corruption education. Corruption is a form of moral deviation that is very damaging to social and economic order. Although Indonesia has various policies and institutions to eradicate corruption, acts of corruption are still rife, both among high officials and the general public. Therefore, anti -corruption education in schools is one of the strategic steps to prevent future corruption behavior. Anti-corruption education not only teaches students about the dangers of corruption, but also instill the values of honesty and integrity in themselves (Halimang, 2020, H 22). Anti -corruption education in Indonesia has developed as an important part of efforts to prevent and eradicate corruption. This education aims to instill the values of integrity, honesty, and morality from an early age, especially in the younger generation, so that they grow into responsible and anti-corruption individuals. (Halimang, 2020, H 23)

Anti -corruption education in Indonesia was first prioritized in education policies through Presidential Instruction (Inpres) No. 17 of 2011 concerning Corruption Prevention and Eradication Action. This policy encourages the integration of anti -corruption education into the national education curriculum, especially in primary and secondary education, as well as providing direction to educational institutions to develop further. Anti -corruption education is emphasized through Presidential Regulation No. 87 of 2017 concerning Strengthening Character Education, which integrates anti-corruption values as part of the formation of the character of students in schools throughout Indonesia.

Some experts state that in essence, the values of anti-corruption education are also guided by the values of character education. In formulating the basic values of anti-corruption education, Yulita TS is guided by values that can shape the character of children for the better, such as: honesty, care and respect for others, hard work, responsibility, simplicity, justice, discipline, cooperative, courage and fighting power/ persistence (Solikin, Nur. Anam, 2015, H 152). Anti -corruption education in Indonesia not only relies on policies from the central government, but also implemented through curriculum changes. The Ministry of Education and Culture (Kemendikbud) in 2013 began integrating anti -corruption education material into the 2013 curriculum (K13). In this curriculum, anti-corruption values are inserted into various subjects, both in Pancasila and Citizenship Education (PPKN) and other relevant subjects (Solikin, Nur. Anam, 2015, H 156).

In addition, the Ministry of Education and Culture also introduces various activities that lead to character education, such as discussions, case studies, or dramas that raise issues about corruption behavior and their impact on the community. With this approach, students are expected not only to understand the theory of corruption, but also feel the impact directly. At the regional level, various anti -corruption education programs have been carried out. For example, West Java Purwakarta Regency has implemented a character education policy that emphasizes anti -corruption education through Purwakarta Regent Regulation No. 69 of 2015. In Purwakarta, anti-corruption education was integrated in the seven-seeded seven special Poe Atikan programs that began in 2015. One of the main aspects of this program is to educate students to avoid corrupt behavior by familiarizing the values of honesty in daily life (Purwanto, 2021, H 33).

SDIT Al Manar has not implemented an anti-corruption education program in schools, so many students are found who do not understand what the impact of corruption starts from small things in everyday life. So it is not surprising that bad behavior still occurs between students and their classmates.

Although SDIT is famous for its good habituation, obstacles in shaping good character in students still exist. Some studies have shown that the chapter about corruption is in learning, but the practice in the field often shows a mismatch between students' understanding and actions in daily life. For example, the material about understanding the values of honesty and anti -corruption has been taught, there are still poor behavior such as cheating during exams, raising between students, lying to teachers, borrowing friends' items and not returned. Therefore, it is hoped that with this research, it will be able to create good collaboration between researchers and homeroom teacher at SDIT Al Manar.

Seeing the enthusiasm of students participating in the anti -corruption education agenda as an effort to foster an anti -corruption culture in schools, it turns out that the honesty of students has not been fully formed. On the other hand, anti -corruption education aims to form an understanding of the values of honesty, integrity and responsibility with full awareness in students. Therefore, it is important to continue to evaluate the effectiveness of anti -corruption education and develop more innovative methods in instilling the understanding of the value of honesty. This can include closer collaboration between the school, family, and community to create an environment that supports the formation of anti -corruption characters in students.

Thus, this research is important to evaluate the extent to which the programs that have been applied can bring positive changes in the behavior of students, as well as how the role of all elements of education, including family and community in creating a stronger honesty culture among the younger generation. Based on the background of the problem above, making researchers interested in conducting research to find out how the relationship between anti -corruption education with understanding the value of students 'honesty at SDIT Al Manar, the researcher poured it with the title "The Relationship of Anti -Corruption Education with Understanding the Values of Students' Honesty at SDIT Al Manar Purwakarta".

B. Methods

This study uses the experimental method, which is a research method used to find the influence of *Treatment* (treatment) of certain (Sugiyono, 2023, H 110).

The research design that will be used in this study is *pretest-posttest control group design* with the following table design:

Group	Pretest	Treatment	Posttest
Experiment	O1	X	O2
Control	O3	-	O4

In this study two classes were taken as groups to be studied. One class as an experimental group, which is a class or group that is treated by applying anti -corruption education during learning. While the class control is not treated like the experimental class.

In this study, researchers gave certain treatment from the experimental class to investigate whether there was or not the relationship between anti -corruption education with understanding the values of students' honesty.

The research site is located at SDIT Al Manar, which is located on Jalan Ipik Gandamanah RT 02 RW 01, Purwakarta Regency. Researchers began the pre -research observation conducted interviews with curriculum waka and homeroom teacher. This research was conducted from November 22, 2024 to March 2025.

The population in this study are students at SDIT Al Manar Class V as many as 3 *romles* totaling 65 students. In this study, the sampling technique used was saturated sampling, namely the sample determination technique if the population member was less than 100, the entire population was used as a sample. The sample in this study was 65 students who were members of the population. Class VA and VC are treated with control, while the VB class is given the experimental class treatment.

The data used in this study are:

1. As for the source of primary data in this study, students are class V SDIT Al Manar Purwakarta.
2. In this study the secondary data sources used are documentation and other supporting file archives such as the behavioral notes of students every day, data sourced from SDIT Al Manar Purwakarta.

In this study there are two variables, namely, independent variables (anti -corruption education) and dependent variables (understanding the values of students' honesty). As for *instruments* what will be carried out is an experiment in the form of an anti -corruption education test.

The instruments used in this study were compiled based on indicators put forward by the Gone within the framework of anti-corruption education, as well as indicators of honesty from various relevant literature. This instrument is in the form of multiple choice questions designed to measure the level of understanding and attitudes of students towards the values of anti-corruption and honesty. The total questions amounted to 40 items for each variable, with the distribution of indicators that have been arranged systematically.

For variable X, namely anti -corruption education, the indicator refers to the four main aspects that cause corruption according to Gone, namely *Greeds* , *Opportunities* , *Needs* , and *Exposure* . Each aspect has two indicators and consists of five questions for each indicator.

The first aspect, greeds or greed, includes two important indicators. The first indicator is the ability of students to identify simple and non -excessive behavior, which is categorized at the cognitive level C1 and measured through questions number 1 to 5. The second indicator is the ability to show the attitude of sharing and care for others, which are included in the C2 category, and measured through questions number 6 to 10.

The second aspect, opportunities or opportunities, also consist of two indicators. The first indicator is students' understanding of the concept of honesty in facing an opportunity, including in the C2 category, and measured through questions number 11 to 15. The next indicator is an

introduction to the importance of rules and rules, which belong to the C1 category and measured through questions number 16 to 20.

The third aspect, namely Needs or needs, includes the introduction of students to the difference between needs and desires proportionally, which is classified in the c1 category and measured through questions number 21 to 25. In addition, this aspect also includes an understanding of the concept of gratitude, which is classified at the C2 level and measured through the matter 26 to 30.

Finally, aspects of exposure or exposure, are measured through two indicators. First, students are expected to be able to recognize the importance of openness and transparency in daily life, which is classified in the C1 category and measured through questions number 31 to 35. Second, students must understand the concept of responsibility as part of the anti-corruption value, which is categorized as C2 and measured through questions number 36 to 40.

Meanwhile, for variable Y, namely understanding the value of honesty, instruments are arranged based on four main aspects, namely determination, transparency, self control, and self - appreciation (self esteem). Each aspect consists of two indicators and five items per indicator.

Aspect of determination measures the ability of students in showing consistency between words and honest actions, including in the c1 category and measured through questions number 1 to 5. The next indicator is to maintain the value of honesty even in difficult conditions, including in the C2 category and measured through questions number 6 to 10.

The transparency aspect includes two indicators. First, developing open and clear communication, categorized at the C6 level and measured through questions number 11 to 15. Second, students must show the attitude as it is without hiding the truth, which is classified in the c1 category and measured through questions number 16 to 20.

Self control aspects include indicators of the ability of students to control the impulse of lying or cheating. This indicator belongs to the A3 category and is measured through questions number 21 to 25. In addition, students must also be able to choose honest actions even if they are at risk or cause certain consequences. This indicator is classified as C1 category and is measured through question number 26 to 30.

The last aspect is self esteem or self -appreciation, measured through two indicators. First, the ability to respect oneself through honest behavior, is categorized as A3 and measured through questions number 31 to 35. Second, building positive self -image based on personal integrity, including in the CG6 category and measured through questions number 36 to 40.

All questions used in this study use a Likert scale in multiple choice form, with four alternative answers. Each alternative answer is given a score in accordance with the level of suitability of the measured value. The highest score is given to the answers that most reflect understanding or attitude in accordance with the indicators of the anti -corruption or honesty value indicators, while the lowest score is given to the answers that are at least appropriate.

The assessment of each item is carried out with the provision that the maximum score per question is 1, so the maximum total score of all items is 40 for each variable. This assessment aims to get a quantitative picture of the level of understanding and internalization of anti -corruption and honesty values in students, which will then be analyzed to determine the effect of the treatment of anti -corruption education on understanding the value of honesty.

Before the test is carried out to students, the instrument needs to be tested for validity and reliability in advance. Following the instrument trial:

Validity with regard to the determination of assessment tools for aspects assessed, so that they can truly judge what should be assessed. The instrument validity test is divided into 3, namely: construction validity, content validity, external validity.

Testing the instrument in this study, researchers used two validity tests, namely: Internal Validity Test, where testing the results of the Instrument experiment by processing it using SPSS. While the external validity test is done *Expert Judgment* to experts who are expert lecturers in the field of psychology.

The validity test formula

$$rxy = \frac{\mathrm{n}\sum \mathrm{XY} - (\sum \mathrm{X})(\sum \mathrm{Y})}{\sqrt{[\mathrm{n}\ \sum X^2 - (\sum X)^2]\ [n\sum Y^2 - (\sum Y)^2}}$$

Each item can be declared valid if R count ≥ from the R table with a significance level of 0.05 or 5%. If the R count results are known in the Faculty of Tuber with Table Rable Product Moment with a significance level of 5% of the decision by comparing the R count with the R table as follows:
If r count> r table, then the instrument item is valid and can be used
If r count <r table, then the instrument item is invalid and cannot be used.

Instrument reliability testing is carried out internally or externally. Externally testing can be done by retest (stability), equivalent, and a combination of both. Internally, the reliability of the instrument can be tested by analyzing the consistency of the items that exist in the instrument with certain techniques.

A variable is said to be reliable if it has Croanbach alpha> 0.60. Alpha Cronbach can be calculated using the formula:

$$r\left(\frac{k}{k-1}\right)\ \left(\frac{\sum \sigma\ ^2 b}{\sigma^2 t}\right)$$

From these results, then interpret the results of the reliability test, with the criteria:
If r count> r table, then the instrument is reliable and can be used
If r count <r table, then the instrument is declared not reliable and cannot be used.

The data collection techniques to be used are observation, test, and documentation. The interview in this study was conducted in a face -to -face manner (face to face) with the school that can provide information related to the data needed including the state of the school, student learning facilities, learning activities in the classroom, and the condition of students. This interview is addressed to the Deputy Chief of the Curriculum and Public Relations.

The instrument test in this study is a measurement tool in the form of multiple choice questions that contain multiple choice questions. The instrument test is based on the learning objectives to be achieved and used to measure the understanding of the values of the honesty of students before and after the anti -corruption education is applied.

Documentation instrument is a tool used to collect documented document or image data. The documentation in this study is student data, teacher data, and various other aspects of research.

In quantitative research, data analysis techniques used are clear, where data analysis is directed to answer the problem formulation or test the hypothesis that has been formulated in the proposal. Because the data is quantitative, the data analysis technique uses the statistical that is already available.

To test the hypothesis of the relationship between two variables, if the data is ordinal, the statistical used is the Spearman Rank correlation, while if the data interval or ratio is used the Pearson Product Moment correlation. If you are going to test the significance of two sample data comparisons, the data interval or ratio is used by two samples, if the nominal data is used as a square chi.

Furthermore, if you are going to test the comparative hypothesis of more than two samples, the data interval is used analysis of variations. (Sugiyono, 2023, H 318)

The analysis of the analysis test in this study includes the normality test and homogeneity test.

The normality of the data normality test aims to find out whether the data netted from each research variable comes from a population that is normally distributed or not. The test was carried out referring to Kolmogorof-Smirnov Z Test. The test criteria used are if the P-value (asymp.sig.) Of the Kolmogorov-Smirnov Z Test obtained is greater than 0.05, then the data in the variable is normally distributed, and vice versa. The normality test was carried out on anti -corruption education data and understanding the value of honesty before the pretest (pretest) or after posttest, both in the experimental group and in the control group.

Homogeneity test is a test conducted to find out that two or more sample data groups come from populations that have the same variance (homogeneous). This test is a condition before conducting other tests, for example *t test* and *anova* . In this study the type of test used is the levene test. This test is used to ensure that the data group is indeed derived from a population that has the same variance (homogeneous).

In testing the researcher's hypothesis using T-test, where T test or T test is a statistical test that is used to determine the difference in conditions before and after treatment in different groups. The conclusion of the study was declared to have an effect and significant if t count> t table at a significance level of 5% and if the value of sig 2 tailed <0.05.

The t test is calculated using the following formula:

$$t = \frac{X1 - X2}{\sqrt{\frac{(n1-1)s1^2 + (n^2-1)s2^2}{n1+n2-2}\left(\frac{1}{n1}+\frac{1}{n2}\right.}}$$

The criteria used to make hypothesis decisions with a significant level of 5%, namely:

1. If the value of t count> t table or sig> 0.05 then Ho is rejected and Ha is accepted, which means the independent variable influences the dependent variable significantly.
2. If t count> t table or sig> 0.05 then Ho is accepted and Ha is rejected, which means the independent variable does not affect the dependent variable significantly.

C. Result And Discussion

In the validity test on understanding the value of honesty is done by looking at the correlation coefficient value (corrected item-total correlation) for each item compared to the critical value (R-table) of 0.244. If the value of R count is greater than the R table, the item is declared valid. Of the 40 items tested, as many as 27 items were declared valid because they have a R count value greater than 0.244. These items show a significant relationship with a total score, which means being able to measure the construct of understanding the value of honesty consistently. Meanwhile, there are 13 items that are invalid because the correlation value is below the R-table, even some of them have a negative value, indicating that the items do not contribute positively to the instrument reliability. Thus, only valid items can be used for further analysis, while invalid items need to be improved or eliminated from the instrument. The validity test of 40 instrument items tested in 65 respondents is as follows:

Conclusion Validity Test

Conclusion	No Item	Information	Amount

Valid	1,2,3,4,5,7,9,10,12,14,15,16,17,19,21,22,27,28,30,32,33,35,37,38,40	Used	25
Invalid	6,8,11,13,18,20,18,20,23,24,25,26,29,31,34,36,39	Discarded	15

Reliability Test

Reliability Statistics	
Cronbach's Alpha	N of items
.753	40

Reliability test statement

R count	R Table	Reliability
0,753	0,244	Reliable

Based on the results of the reliability test above where the R count is 0.753 greater than the R table of 0.244 so it is concluded that the instrument test understanding the value of honesty in this study is reliable with a high level of reliability. Thus this instrument can be used well and can be trusted as a measuring device Data Data Understanding the value of honesty values of students in class V in SDIT.

In the Anti -Corruption Education Validity Test the instrument shows that of the 40 statements tested, as many as 33 items were declared valid because they have a correlation coefficient value (R count) greater than the value of R table of 0.244. That is, these items are able to measure the construct in question consistently and relevant. Conversely, there are 7 items that are invalid because the correlation value is below the R table, even one item indicates a negative correlation. Therefore, only valid items will be used in further analysis, while invalid items need to be reviewed or eliminated from measurement instruments.

Conclusion The validity test of 40 instrument items tested in 65 respondents is as follows:

Conclusion Validity Test

Conclusion	No Item	Information	Amount
Valid	1,2,3,4,5,6,7,8,9,10,12,13,15,16,17,18,19,23,24,26,27,28,31,32,33,34,35,36,37,38,39,40	Used	32
Invalid	11,14,20,21,22,25,29,30	Discarded	8

Reliability test

Reliability Statistics	
Cronbach's Alpha	N of items
943	40

Reliability test statement

R count	R Table	Reliability
0,943	0,244	Reliable

Based on the results of the reliability test above where the R count is 0.943 greater than the R table of 0.244 so it is concluded that the Instrument Test Anti -Corruption Education In this study reliable with a very high level of reliability. Thus this instrument can be used well and can be trusted as a measuring tool for anti -corruption education data in class V students in SDIT.

This study uses experimental research, where researchers need two classes to obtain data on the level of understanding of students' honesty values in learning. The population and sample in this study were all class V students at SDIT Al Manar Purwakarta. VB class as an experimental class given treatment by applying anti -corruption education material in learning, and VA and VB classes as control classes that are not given anti -corruption education treatment in the class during the learning process. The three classes numbered 65 students.

At the beginning of the pre-test the three classes had not been given the treatment of anti-corruption education material. Then during the post-test the experimental class was given treatment in the form of anti-corruption education material in learning. While the control class is not. The value for each question uses an ordinal scale.

Percentage statement

Amount	Percentage	Criteria
20-25	80-100	Very good
15-19	60-79.9	Good
10-14	40-59.9	Enough
0-9	0-39,9	Not enough

VA Pretest Control Class Data Description

No. Respondent	Amount	Maximum score	Percentage	Information
1	22	100	88	Very good
2	20	100	80	Very good
3	20	100	80	Very good
4	21	100	84	Very good
5	21	100	84	Very good
6	19	100	76	Good
7	21	100	84	Very good
8	22	100	88	Very good
9	22	100	88	Very good
10	21	100	84	Very good

11	19	100	76	Good
12	23	100	92	Very good
13	17	100	68	Good
14	18	100	72	Good
15	21	100	84	Very good
16	17	100	68	Good
17	23	100	92	Very good
18	18	100	72	Good
19	22	100	88	Very good
20	20	100	80	Very good
21	16	100	64	Good
22	16	100	64	Good
23	14	100	56	Enough

From the data percentage of the VA Pre Test Control Class 1 student or 4% of 23 students are categorized as sufficient, 8 students or 34% of 23 students are categorized well, and 14 students or 60% are very good. The results of the average percentage of the control class pre-test 78 % with a good category.

VC Pre -Test Control Class Data Description

No. Respondent	Amount	Maximum score	Percentage	Information
1	22	100	88	Very good
2	20	100	80	Very good
3	20	100	80	Very good
4	21	100	84	Very good
5	21	100	84	Very good
6	19	100	76	Good
7	21	100	84	Very good
8	22	100	88	Very good

9	22	100	88	Very good
10	21	100	84	Very good
11	19	100	76	Good
12	23	100	92	Very good
13	17	100	68	Good
14	18	100	72	Good
15	21	100	84	Very good
16	17	100	68	Good
17	23	100	92	Very good
18	16	100	64	Good
19	16	100	64	Good
20	17	100	68	Good

From the percentage data above for the VC Pre Test Control Class 8 students or 40% of the 20 students are categorized well, 12 students or 60% of 23 students are categorized very well. The average percentage of the control class pre-test 79 % with a good category.

DESCRIPTION OF DATA CLASS BEABLE B PRETEST

No. Respondent	Amount	Maximum score	Percentage	Information
1	21	100	84	Very good
2	18	100	72	Good
3	21	100	84	Very good
4	19	100	76	Good
5	18	100	72	Good
6	22	100	88	Very good
7	17	100	68	Good
8	21	100	84	Very good
9	20	100	80	Very good
10	20	100	80	Very good

11	14	100	63	Good
12	18	100	72	Good
13	18	100	72	Good
14	13	100	68	Good
15	20	100	80	Very good
16	20	100	80	Very good
17	16	100	64	Good
18	21	100	84	Very good
19	17	100	68	Good
20	21	100	84	Very good
21	16	100	64	Good
22	16	100	64	Good

From the percentage data above for the pre -test experimental class 12 students or 54 % of the 22 students are categorized well, 10 students or 45 % of the 22 students are categorized very well. The average percentage of the pre-test of the 75 % VB class experiment with a very good category.

Conclusion Data Percentage of posttest results
Understanding the value of honesty

Group	Amount	Information
VA Control	1	Enough
	8	Good
VC Control	14	Very good
	8	Good
	12	Very good
VB experiment	12	Good
	10	Very good

VA posttest control class data description

No. Respondent	Amount	Maximum score	Percentage	Information
1	21	100	84	Very good

2	18	100	72	Good
3	21	100	84	Very good
4	19	100	76	Good
5	18	100	72	Good
6	22	100	88	Very good
7	17	100	68	Good
8	21	100	84	Very good
9	20	100	80	Very good
10	20	100	80	Very good
11	14	100	56	Enough
12	18	100	72	Good
13	18	100	72	Good
14	13	100	52	Enough
15	20	100	80	Very good
16	20	100	80	Very good
17	16	100	64	Good
18	21	100	84	Very good
19	17	100	68	Good
20	21	100	84	Very good
21	16	100	64	Good
22	16	100	64	Good
23	14	100	56	Enough

From the percentage data above for the post test control class, 3 students or 13% of 23 students are categorized as 10 students or 43% of 23 students are categorized well, and 10 students or 43% of 23 students are very good. The average percentage of the control class post test 73% with the Baiiik category.

Data Description of the VC Postest Control Class

No. Respondent	Amount	Maximum score	Percentage	Information

1	22	100	88	Very good
2	20	100	80	Very good
3	20	100	80	Very good
4	23	100	92	Very good
5	21	100	84	Very good
6	19	100	76	Good
7	21	100	84	Very good
8	22	100	88	Very good
9	22	100	88	Very good
10	21	100	84	Very good
11	17	100	68	Good
12	23	100	92	Very good
13	18	100	72	Good
14	22	100	88	Very good
15	21	100	84	Very good
16	19	100	76	Good
17	23	100	92	Very good
18	21	100	84	Very good
19	23	100	92	Very good
20	21	100	84	Very good

From the percentage data above for the VC Post Test Control Class 4 students or 20% of the 20 students are categorized as sufficient, 16 students or 80% of the 20 students are categorized very well.

VB Experimental Class Data Description Posttest

No. Respondent	Amount	Maximum score	Percentage	Information
1	22	100	88	Very good
2	20	100	80	Very good

3	20	100	80	Very good
4	21	100	84	Very good
5	21	100	84	Very good
6	19	100	76	Good
7	21	100	84	Very good
8	22	100	88	Very good
9	22	100	88	Very good
10	21	100	84	Very good
11	19	100	76	Good
12	23	100	92	Very good
13	17	100	68	Good
14	18	100	72	Good
15	21	100	84	Very good
16	17	100	68	Good
17	23	100	92	Very good
18	18	100	72	Good
19	22	100	88	Very good
20	20	100	80	Very good
21	16	100	64	Good
22	16	100	64	Good

From the percentage data above for the VB Post Test experimental class 8 students or 36% are categorized well. 14 students or 63% are very good. The average percentage of the post test of the experimental class 79% is very good.

Conclusion Data Percentage of posttest results

Group	Amount	Information
VA Control	3	Enough
	10	Good

	10	Very good
VC Control	4	Enough
	16	Very good
VB experiment	8	Good
	10	Very good

Test for the normality of the control class and the experimental class

Tests of normality							
	CLASS	Kolmogorov-Smirnova			Shapiro-Wilk		
		Statistics	DF	Sig.	Statistics	DF	Sig.
RESULTS	PRETEST A CONTROL	.180	23	.050	.931	23	.117
	Postest a control	.179	23	.054	.927	23	.093
	Pretest b experiment	.183	22	.053	.928	22	.112
	Postest b experiment	.185	22	.049	.926	22	.099
	Pretest C Control	.201	20	.033	.925	20	.124
	Postest c control	.212	20	.019	.913	20	.072

Based on the results of the normality test using SPSS 27 it can be seen that the significance value for all data in the Shapiro Wilk> 0.05 test, it can be concluded that the research data is normally distributed.

Homogeneous test results

Test of homogeneity of variance					
		Levene Statistics	DF1	DF2	Sig.
MARK	Based on mean	2.741	2	62	.072
	Based on median	2.466	2	62	.093
	Based on median and with adjusted df	2.466	2	59.893	.093
	Based on trimmed mean	2.773	2	62	.070

The basis of decision making in the homogeneity test is:
If the significance value (GIS) is based on mean> 0.05, then the data is homogeneous.
If the significance value (GIS) is based on mean <0.05, then the data is not homogeneous. From the results of the homogeneity test above it can be concluded that sig 0.072> 0.05, then the data is said

to be homogeneous. Hypothesis test analysis in this study was analyzed using the -T test to find out the relationship between anti -corruption education with understanding the values of the honesty of students at SDIT Al Manar Purwakarta.

The conclusion of the study stated that anti -corruption education has a relationship and is significant if t count> t table at a significance level of 5% and if the value of sig.2 tailed <0.05.

Data analysis before and after treatment

Paired samples statistics					
		Mean	N	STD. Deviation	STD. Mean error
Pair 1	Precontrol	18.50	61	2.464	.525
	Preekperimen	19.95	61	2.171	.463

Paired samples correllations				
		N	Correlation	Sig.
Pair 1	Precontrol & Posthexperiments	61	.236	.391

Paired samples test					
		Paired Differences			
		Mean	STD. Deviation	STD. Mean error	95% Confidence Interval of the Difference
					Lower
Pair 1	Precontrol - Prerection	1.455	5.874	.613	5.729

Paired samples test					
		Paired Differences	t	DF	Sig. (2-tailed)
		95% Confidence Interval of the Difference			
		Upper			
Pair 1	Precontrol - Prerexperimen	180	5.374	61	.057

From the results of the analysis in the table above, it can be described as follows:

There is a significant difference regarding the understanding of students' honesty values before treatment. This is shown by the average value of the control class of 18.50 while the average value of the experimental class is 19.95. This is also shown by the amount of t count 0.057> t table

0.05 which means there is a significant difference. Analysis of Data Improvement (Pretest and Posttest)

Data analysis after treatment

Paired samples statistics					
		Mean	N	STD. Deviation	STD. Mean error
Pair 1	Postkontrol	20.14	61	3.398	.361
	Postrexperimen	22.00	61	4.870	.476

Paired samples correllations				
		N	Correlation	Sig.
Pair 1	Postkontrol & Posthexperimen	61	115	.457

Paired samples test						
		Paired Differences				
		Mean	STD. Deviation	STD. Mean error	95% Confidence Interval of the Difference	
					Lower	Upper
Pair 1	Postkontrol - Poseksperimen	18.636	4.507	.478	19.874	19.398

Paired samples test				
		t	DF	Sig. (2-tailed)
Pair 1	Postkontrol - Postekperimeter	49.317	61	.0192

There is a significant difference regarding the understanding of students' honesty values after treatment between the control class and the experimental class. This is indicated by the average value of the control class of 20.14 while the average value of the experimental class 22.00 this is also shown by the number of t count 0.0192> t table 0.05 which means there is a significant difference.

Data Analysis of Increased Pretest and Postest

Increased data analysis

	Control	Experiment
Initial average	18,50	19,95
The average final test	20,14	22,00
Average increase	1,64	2,05
Total increase	8.86%	10.28%

From the results of the analysis shown in the table above, the increase in increase data is described as follows:

There is a significant difference in increasing the understanding of students' honesty values. This is shown by the average increase in the control class 1.64 Total an increase in the control class 8.86% and the experimental class 10.2% greater than the total control class increase of 8.86%. Thus students in the class who get anti -corruption education material in learning experience an increase in understanding of the value of honesty which is significant compared to the control class that does not get anti -corruption education material.

Data on the results of group increase values

	Increase value	Percentage of improvement
Control	1,64	8.86%
Experiment	2,05	10.28%
The difference in increase	0,41	25%

The difference obtained between the value increase in the control group and the experimental group is quite significant, this is seen in the table above, that there is a difference in the value of an increase of 0.41 or 25 % Based on the results of the data analysis test before the treatment both from the control class and experimentation, both of them have a level of understanding of honesty values that are not much different. This can be seen from the acquisition of the average value of the initial test of the control class of 18.50 and the average value of the experimental class was 19.95.

From the results of the data analysis test after treatment where the experimental class was given treatment in the form of anti -corruption education material in learning, while the control class did not get anti -corruption education material in its learning. The end average results of the control class amounted to 20.14 and the end average value of the experimental class 22.00. Thus it can be seen that the average end result of the experimental class is greater than the average control class. As for the average value of the control group, the control group was 1.64 or up 8.86 % while the experimental class the average value of an increase was 2.05 or 10.28 and the difference in an increase in the understanding of students' honesty values was 0.41 or 25 %. In the discussion above as well as based on the formulation of the problem that has been formulated at the beginning of the research, researchers can obtain conclusions on the value of increasing the understanding of the values of honesty of students who are given the treatment of anti -corruption education in learning greater than students who are not given the treatment of anti -corruption education material in their learners.

D. Conclusion

The research findings indicate that the understanding of honesty values among fifth-grade students at SDIT Al Manar Purwakarta prior to treatment was categorized as good in both the control class (74%) and the experimental class (78%). Following the implementation of anti-corruption education in learning, a significant difference in improvement was observed between the two classes.

The control class showed only a 6.56% increase, reaching 80.56% (good category), whereas the experimental class improved by 10%, reaching 88%, which falls under the very good category.

These findings confirm that there is a significant relationship between anti-corruption education and the enhancement of students' understanding of honesty values. The systematic implementation of anti-corruption education proved to have a greater positive impact compared to conventional instruction, not only in terms of the cognitive aspect of understanding honesty values, but also in its potential to build a strong character foundation for the moral development of students at the elementary school level.

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