

The Effectiveness of Anti-corruption Guidance Program to Developing Integrity Character Values in Adolescent Students of Sman 4 Garut, Indonesia

Radhiya Bustan and Liana Mailani

Faculty of Psychology and Education, University of Al-Azhar Indonesia, Jakarta, Indonesia

Keywords: Character Value, Integrity, Anti-corruption Guidance.

Abstract: The number of corruption cases in Indonesia is still soaring which shows that the personal integrity of some Indonesians still needs to be questioned. To improve and build the integrity of Indonesian society, education plays an important role, one of which is through the implementation of character education. Based on this background, this research was conducted with the aim of instilling and building character values with integrity through the guidance process with various approaches such as the guidance process, case studies, posters and presentations. This research is an experimental study using pre- and post-test designs on a group of student council administrators in a public high school in Garut - Indonesia. Quantitative data analysis was performed using the SPSS paired sample t test. Based on the analysis of quantitative data obtained with support from the qualitative data, it is found that anti-corruption guidance through lectures, discussions, case studies, watching movies, making posters and presentations, and action plans, can be effective in developing integrity character values in high school students.

1 INTRODUCTION

Improving national education can be started from character education since character enforcement is the foundation and main soul of education. Lickona (2012), stated that a character is related to moral knowing, moral feeling, and moral behavior. Based on those three components, it is stated that good character is supported by knowledge about goodness, desire to be good, and doing good. Therefore, character building can be interpreted as all efforts that can be done to enhance students' character. Whereas Kertajaya (2010), said that a character is a distinctive feature owned by a thing or individual. Those distinctive features are authentic and rooted deep in the individual, as a machine that drives how an individual acts, behaves, talks and responds that will affect one's personality from an early age. Therefore, it can be concluded that character is a distinctive thought and behavior that shapes a person's personality. In that case, character building is essential to be taught throughout by implementation and value internalization to students. A person with good character is one that can decide and is responsible for every decision they made (Ansori, 2007).

The main values of character education, as derived from Pancasila (national principle) (1) Religiosity, (2) Nationalism, (3) Integrity, are value that underlies one's behavior to try to be a person of trust in words, actions, and works, have commitment and loyalty on humanity and moral values. (4) Independence, (5) Cooperation (www.kemdikbud.go.id). One of these values of character education that needs attention is related to the character value of integrity. This integrity character value is the foundation that can prevent corrupt behavior, which is currently still high in cases in Indonesia. It is hoped that the young generation can internalize this character value, one of which is through providing guidance. It's related to research from Hanafi (2017), which mentions that the character of integrity (honesty-trust) must be invented from an early age.

Building active guidance that involves students is needed, so the integrity character values will be internalized in their daily activities and form a generation full of integrity. According to Atmadja (2015), conducted habituation is necessary to create an anti-corruption generation, especially with the guidance and supervision of their parents. Lack of

integrity might result in fraud-related activities, such as corruption which highly roams our nation. An effort to eradicate corruption does not only sentence the convict but also means of prevention through system improvement along with character building and anti-corruption culture from elementary, secondary until college education.

From studies conducted by KPK (Indonesia Anti-Corruption Official Committee) 9 (nine) integrity values are found in creating an anti-corruption character:

1. Honesty; truthful, no fabrication or fraudulent to the truth
2. Compassion; appreciative, attentive, and observant
3. Independence; does not depend on others to finish their tasks
4. Discipline; abide by the rules and regulations
5. Responsible; trustworthy, bear any consequences of their actions
6. Hard work; diligent, determined, endurance, goal setup, principle, self-regulation, bravery, hardiness, perseverance and never giving up
7. Humble; not wasteful, fulfilled needs with own capability
8. Bravery; focus to achieve the goal
9. Justice; fair and neutral
(<http://aclc.kpk.go.id>)

Corruption is listed as extraordinary crimes because it affects several aspects of life. Capturing and sentencing the perpetrator proved inadequate to eradicate massive and systemic corruption. Surely to improve the efficiency and effectiveness to eradicate corruption, all stakeholders in the nation must be deployed. Therefore, the learning process to enforce anti-corruption values in every educational stage needed all public elements to be involved to understand, be aware, and be sure of anti-corruption studies along with implementation in the classroom, school, and the neighborhood.

Youth or teenagers are the future generations that hold important roles in society. Teenagers are expected to be the leading agent of anti-corruption to build a prosperous society free of corruption. Nevertheless, we can see many problems currently affecting the state of Indonesia are in the field of education, the problem is mainly due to the lack of character owned by students. Entering the digital era, youths are focusing most of their time to interact with technology. It becomes worse in Covid-19 pandemic

when direct interaction decreases, which is important to build character. Therefore, this will be quite the challenge for parents and school to develop character values for teenagers who are in the stage of identifying themselves that will be adopted to the next development stage. Hence, there must be an attempt to restore the school as the locomotive to reinforce the anti-corruption culture in the long run.

Secondary educational stages such as High school, where the students are in their developmental stage, need a particular approach through their peers to internalize those integrity values. OSIS (Student body) is one of the organizations that can be used to transmit those integrity values to their peers. And for that matter, conducting an anti-corruption guidance program to develop the student body members' integrity is one way to prevent corruption.

Corruption eradication must be done in many ways and approaches. In that case, the role of a university is essential with involving scholars and the academic community, such as school, universities might play an important role in preparing the youths to hold integrity and anti-corruption values throughout their lives.

And for that matter, this research tries to implement anti-corruption guidance sessions through guidance, FGD, case study, and presentation through movies and posters, along with an action plan to develop integrity values to students, so that they will become an anti-corruption individual. This research is conducted in a public senior high school in Garut - Indonesia, which is one of the pilot schools in the Gariawas area. This school needs to prove itself to be a pilot school, one is related to the anti-corruption program. Through initial interviews with randomized students, there are traces of fraud in students such as cheating in a test, document forgery, et cetera. Through these guidance sessions. Researchers would like to examine the effectiveness of anti-corruption guidance given by schools as an attempt to develop students' integrity values.

Based on the background, this research was conducted with the aim of instilling and building character values with integrity through the guidance program. The research question: Is an anti-corruption guidance program through lecturing, FGD, case studies, presentation about movies, posters, and action plan could be effective to develop student's integrity values?

Through this research, it is hoped to be an attempt to uphold the anti-corruption culture and as an alternative that can be developed in high school or equivalent educational stages to spread integrity values on the future generations.

2 MATERIALS AND METHODS

This is quantitative research. This research experiment with the one-group pre-post design. In which the purpose of the design is to determine the causality within one subject group (Nursalam, 2013). Group subjects from the students council were given a questionnaire about the understanding of integrity values before the guidance, then given the same questionnaire after the guidance. The questionnaire in this research retrieves quantitative data. The data are obtained with the Likert Scale. Furthermore, this research also uses open-ended questions, observation, and interviews to consolidate the data on how effective the guidance given to developing the integrity values of the participants.

The analysis procedure is to prepare said data, explore it, and do some analysis to answer the research questions. Quantitative data is processed using Paired Sample T-Test which is used to know the difference in student's understanding of integrity values before and after the anti-corruption guidance.

The population sample is the student body committees of the meant high school. A sample of 30 students were approached and asked to participate in this research by teachers. The teacher chose the committee who shows a great involvement in the guidance, seen from their leisure time and academic subjects and classes that they are participating in. So, samples of this research were taken by accidental sampling.

This is continuous research, where it began with preliminary research in January 2020. Then the research continues in April 2020 using various guidance methods. According to Rahardjo (2014), anti-corruption education through group guidance is one of the efforts of a counselor to prevent corrupt behavior as early as possible. Anti-corruption guidance services can be in the form of exposure to various information, discussions and other activities aimed at providing understanding of the negative effects of corruption, prevention and eradication of corruption, as well as the development and maintenance of anti-corruption behavior.

The various anti-corruption guidance program used in this school are as follows:

- Preliminary Guidance starts with a Pre-test questionnaire. Questionnaires consist of how much understanding the students have regarding integrity values and their implementation to develop anti-corruption behavior.
- The guidance next is given by a lecturer who is KPK anti-corruption counselor with interactive

discussion. The purpose of the guidance is to increase students' knowledge and to clarify the meaning of those integrity values through case studies, in school, or in everyday situations.

- Beforehand, the students are separated into 5 groups, each group consists of 6 students and 1 college assistant. In this activity, the college assistants are asked to observe the student's actions related to integrity values.
- The activities follow with making a poster for a selected integrity value by each group. Students are free to choose which value that they are going to make into a poster. The poster will be made from pictures and engaging handwriting. The students will be provided with stationery and crayons.
- A poster made by each group will be presented in front of the classroom. Students work on the poster of their chosen integrity value example consisting of moral messages in how to develop said values. Award is given to the best poster to motivate them even more.

The preliminary stage was closed by the principal. They are very pleased with the whole guidance process and hope that it will continue with various methods the following days.

Anti-corruption guidance program to develop integrity values in SMAN 4 Garut students then continues in April 2020. Starting with collecting and compiling students' phone numbers that were involved in the preliminary stage. As the data is finalized, a WhatsApp group is made to make communication easier.

Further guidance that was originally planned to be given directly, must now comply with the covid-19 pandemic situation and is to be done online. More guidance was done using WhatsApp group and Zoom Meeting. The continuous guidance is as follow:

- Anti-corruption guidance continues with using a selected movie by sharing a 20-min long youtube short film titled '#Blessed' to the students. The purpose of this activity so that the students might be able to understand the meaning of the values through movies. The activity begins in the WhatsApp group to review the previous guidance activities that were done in January 2020. Then the link for the movie was handed to the group. The movie '#Blessed' was a winner of the short movie competition held by KPK. In this movie, there are 9 integrity values given hence it was picked to be reviewed. After the movie, students were asked to give

comments and gather insight into the movie about integrity values in discussion sessions. The students got many insights from that film related to integrity character values.

- The next activity is Focus Group Discussion (FGD) about the meaning of each integrity value and the implementation example in daily activities. The purpose of this activity is so that the students are encouraged to think and discuss a certain case concern to integrity values. It will enhance their critical thinking. FGD is done in each group WhatsApp chat accompanied by a college assistant and researcher. The group discussion consists of integrity topic values and their implementation in daily activities.
- Then, lecture and interactive discussion is scheduled on Sunday, 19 July 2020 through a zoom meeting, involving 22 students. The activity begins with reviewing the previous discussion about integrity values through lecture, followed by an open discussion about how they implement those values in their everyday lives. Students are asked to give out examples of actions, list them and send them through the WhatsApp group chat.
- Post-test are then given using Google Form to make it easier to group data. To calculate this quantitatively are the various anti-corruption guidance methods effective to develop their integrity values or not, a statistical analysis using SPSS 26 is done using Paired Sample Test data processor.
- At the end of data collecting, a presentation was held regarding the implementation done by the students to try applying integrity values and develop anti-corruption behavior, the challenges, their future action plan, and their testimonial about the various activities they did in the anti-corruption guidance.
- Whereas, evaluation data consists of challenges faced in implementing integrity values and anti-corruption behavior, future action plans, and testimonials from students.

3 RESULTS AND DISCUSSION

To build a nation we must start with the young generation. Not only do we need intellectual human beings, but we need a high level of morale and integrity. Integrity values consist of honesty,

compassion, independence, discipline, responsibility, hard-working, humble, bravery, and justice values. All school residents, including the principal, teachers, educators, students, even security need to be someone with integrity. A school needs to be an honest zone, full of integrity, where deceitful behavior is intolerable. School residents will have to try together to embed those integrity.

Values in or outside of the classroom. Therefore, there is a need for an effort to embed integrity values in all the school residents. One of which is through anti-corruption guidance to develop those values. In this research, we will be more focused on the student body committee as a role model to other students.

Pre and Post-test are given using Google Form to make it easier to group data. To calculate this quantitatively are the various anti-corruption guidance methods effective to develop their integrity values or not, a statistical analysis using SPSS 26 is done using Paired Sample Test data processor. The result as follow:

Table 1: Paired Samples Statistics.

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pretest	63.57	30	4.166	.761
	Posttest	69.33	30	7.145	1.305

Table 2: Paired Samples Correlations.

		N	Correlation	Sig.
Pair 1	Pretest & Posttest	30	.502	.005

Table 3: Paired Samples Test.

		Pair 1	
		Pretest - Posttest	
Paired Differences	Mean		-5.767
	Std. Deviation		6.207
	Std. Error Mean		1.133
	95% Confidence Interval of the Difference	Lower	-8.084
		Upper	-3.449
T			-5.088
Df			29
Sig. (2-tailed)			.000

The significant value is $0.000 < 0.05$ so it can be concluded that there are different understandings before and after the guidance occurred. From the mean value, before it was 63.57 and after it was 69.33, so the mean also increases. Therefore, it can be concluded that there is an increase of integrity value understanding after the anti-corruption guidance.

In the SPSS output, it was stated that the correlation value is 0.502, where that value indicates that the correlation between student understanding before and after guidance is moderate.

Based on the quantitative data, it can be concluded that anti-corruption guidance is effective in increasing the integrity, values, understanding and development of the students in this high school. The guidance is given by a lecturer, who is a KPK anti-corruption counselor. It's held with an interactive discussion.

When the guidance occurs, compassion and integrity value was seen from the participants. They were paying attention to the course given and appreciate the counselor who's speaking. The activities follow with making a poster for a selected integrity value by each group. Students are free to choose which value that they are going to make into a poster.

Within the process, students are seen to indicate appreciative integrity value. They are helpful to one another while making the poster for each of their groups. The researcher gave them motivation and reinforced to them that what they have done in this activity shows that they have those values and will need to implement them to more things in their daily activities.

Anti-corruption guidance continues with using a selected movie by sharing a 20-min long youtube short film titled '#Blessed' to the students.

In this movie, there are 9 integrity values given hence it was picked to be reviewed. After the movie, students were asked to give comments and gather insight into the movie about integrity values. The discussion was done in the group, as the online media for students are limited.

The activity follows is Focus Group Discussion (FGD) about the meaning of each integrity value and the implementation example in daily activities.

Based on the discussion, students realized that some of them have not implemented those values in their everyday lives. Some would still cheat on exams, even though they know that it defies the honesty value. For the appreciative value, they express that the Student body committee has raised funds voluntarily for the flood in Jakarta, whether it was through donations by money or wearable

clothing. They also propose that if a student is in a need of help, they will do their best to help them.

For the responsibility value, there are some examples of irresponsibility traits that are quite common on school grounds, that they tend to come late, not only for students but teachers included as well, so it was then modeled again by the students. In the student body committee, some abuse their power or position in the committee by getting what they want using their position as an excuse, or boss their team members to do their task and not doing anything. For independence, some students already applied it very well. Such as preparing schoolwork, uniform, and going to school by themselves.

For the humble value, the students said that they are rarely influenced by their classmates with many treats to buy and enjoy or buying branded items. For bravery, some are not specified, but they did set an example for the bravery value on school grounds. In some cases, the students are brave enough to tell the teacher if someone is cheating on a test. Students are also brave to decline actions or favors if they don't line up with their values or beliefs.

For the bravery value, the students can determine that being brave is the feeling to do something, that is facing their fear. Bravery to them is to decline things that contradict their values, and standing in front of the classroom to either give speech, ideas, opinions or even express themselves and their emotions.

In the discipline value, students grasp that the meaning of this value is to adhere to rules and regulations. For example, they should be disciplined to eat on time, get enough sleep, discipline on-screen time (using their phones), wearing uniforms, etc. One more implementation is they are disciplined to use the time they have to have committee meetings and schoolwork, especially when they are in the student body committee or MPK (Class Consultant).

The next activity begins with reviewing the previous discussion about integrity values through lecture, followed by an open discussion about how they implement those values in their everyday lives. Students are asked to give out examples of actions, list them and send them through the WhatsApp group chat.

Table 4: Coding Results.

1. Honesty:

No.	Behavior	Total Response
1.	Speak honestly	12
2.	Being honest	3
3.	Admit wrong doing	2
4.	Tell a little white lie sometimes	5
5.	Honest online transaction	1
6.	Being truthful to parents about whereabouts	1

2. Compassion:

No.	Behavior	Total Response
1.	Fundraising for the need	8
2.	Condolences to grieving friends	3
3.	Helping others in need	6
4.	Fundraising for a cause	1
5.	Support local business	1
6.	Pay a visit to a sick friend	1
7.	Feed a stray	3

3. Independence:

No.	Behavior	Total Response
1.	Make own bed	10
2.	Wash own clothes	5
3.	Doing chores	3
4.	Work for allowance	2
5.	Do homework	1
6.	Cook food	2
7.	Solve problem	1
8.	Not depending to others for trivial matters	1
9.	Ironing clothes	1
10.	Pay school fees with savings	1
11.	Clean own shoes	1
12.	Clean used items	1

4. Discipline:

No.	Behavior	Total Response
1.	Going home on discussed time	11
2.	Follow uniform regulations	3
3.	Waking up on time	3
4.	Doing chores	1
5.	Follow rules and regulation	2
6.	Doing errands on schedule	1
7.	Doing home-work the day before	1
8.	Be on time when agreed to meet	1
9.	Go to sleep on time	1
10.	Arrive to school on time	1
11.	No Littering	1

5. Responsible:

No.	Behavior	Total Response
1.	Accept consequences for actions	5
2.	Deliver entrusted message	6
3.	Do entrusted assignments	1
4.	Liability	5
5.	Taking care of younger sibling	1
6.	Taking care of health	1
7.	Responsibility as a member of citizen	1
8.	Apologize to a friend	1

6. Hardworking:

No.	Behavior	Total Response
1.	Saving money	10
2.	Study hard at school	5
3.	Work for allowance	3
4.	Finish started assignments	2
5.	Do business deal with friends	1
6.	Help parents	1

7. Humble:

No.	Behavior	Total Response
1.	Consume what you have	8
2.	Prevent excess spending	2
3.	Prioritize needs not wishes	3
4.	Accepting current condition	7
5.	Using comfortable clothes	2
6.	Not following every trend	1

8. Bravery:

No.	Behavior	Total Response
1.	Public Speech	9
2.	Call out someone wrongdoings	2
3.	Making decision	2
4.	Break up fighting friends	1
5.	Ask a question	2
6.	Express opinion	5
7.	Responsible of own actions	1
8.	Apply behavioral change for the better	1

Table 4: Coding Results (cont.).

9. Justice:

No.	Behavior	Total Response
1.	Equally give things to siblings	4
2.	Treat friends equally	10
3.	Will befriend anyone, with precaution	1
4.	Not picking sides in a fight	1
5.	Equally share allowance with siblings	1
6.	Taking care of family equally	1
7.	Call out wrongdoings when necessary	1
8.	Punish sibling inappropriate behavior	1
9.	Not picking sides based on position	2

From the data above, we can conclude that students have applied some actions and behaviors that reflect integrity values and develop anti-corruption behaviors. The nine values of integrity are honesty, compassion, independence, discipline, responsibility, hard-working, humble and justice are applicable in student's daily activities. This is highly important for the young generation as the future nation to build the nation with a safe, just, prosperous society.

At the end of data collecting, a presentation was held regarding the evaluation data that consists of challenges faced in implementing integrity values and anti-corruption behavior, future action plans, and testimonials from students.

From the challenges stated by the students in the presentation, most challenges come from external, the lack of support from family, friends, and society. Social support also becomes a motivation for the students to develop integrity values. So to develop an anti-corruption culture in society is one of the ways we can help develop integrity values in our society, nation, and country. The results of this study are in line with the research conducted by Muwardi (2019), conducted that "There is a positive and significant influence on the family environment anti-corruption behavior of students at SMAN 1 Karanganyar, Kebumen Regency - Indonesia". These results indicated that the better environment family makes better the anti-corruption behavior of students. If the environment in their family is worse, that will make them lack the anti-corruption behavior of these students. Anti-corruption character guidance in the family is influential against the anti-corruption character of adolescents. Behavior is also shaped by the human environment, in particular family

environment (Purwanto, 1998: 13-17). Then it can be concluded that anti-corruption behavior is influenced by the environment.

Based on their future action plans, they are highly motivated to make some changes towards themselves first, then maybe to a circle of friends, then move to a bigger society.

Then from the testimonial of the students, regarding the anti-corruption continuous guidance for 6 months, it found that the students get many benefits from participating in the guidance program and committed to some alteration to their behavior that is parallel with integrity values while also developing anti-corruption behaviors in their daily activities. It's related to research of Atmadja (2015), conducted that habitualization is necessary to create an anti-corruption generation; and anti-corruption guidance is one of the efforts to prevent corrupt behavior as early as possible (Rahardjo, 2014).

4 CONCLUSIONS

From the statistic analysis done by SPSS 26, from the significant value $0.000 < 0.05$ and also the difference between the mean value from pre and post questionnaire, it can be concluded that there is a significant difference between the integrity values understanding of SMAN 4 Garut - Indonesia before and after the anti-corruption guidance various methods. In the SPSS output, the correlation value is 0.502, where it means that there is a moderate relation between students' understanding and anti-corruption guidance. So in conclusion, the anti-corruption guidance given to the participants is effective to develop their understanding of integrity values.

From other various guidance methods such as lecture, FGD, case studies, movie watching, creating posters and presentation, qualitative data was gathered through a questionnaire, open-ended questions, observation, and interview, that the students had applied some of the integrity values and develop anti-corruption behaviors in their daily lives. This is mandatory for the young generation to build the future as a secure, just, and prosperous society.

However, in their practice, students also face some challenges in developing said values, mostly due to a lack of external support, such as from parents, friends, even society. Therefore, we need a supportive society if we wish to have the integrity values, and anti-corruption culture to embed into the young future generations.

Based on their future action plan, students are highly motivated to make alterations so that they will

apply more integrity values and develop anti-corruption behavior more into their daily lives. As for the testimonials, many participants found the guidance useful with lots of benefits. And they will commit to reinforce integrity values and develop anti-corruption behavior in their daily activities from now on.

As for suggestions. Theoretically, the next research should involve students more and uses more varied methods; need to focus on making a guideline for anti-corruption guidance so it can be applied to all High School (SMA), and make sure all research sample to participate in all of the stages of the guidance, so the effectiveness of the program is determined. Practically, for this high school, continue developing events or actions to develop integrity values, and implementing integrity values in daily activities; as for society, kindly raise awareness to always decline corruption practices and create an anti-corruption culture and keep developing integrity values in daily lives as a citizen and as a nation.

In conclusion, both quantitative and qualitative data stated that anti-corruption guidance is effective to develop integrity issues of adolescents, however future research might be required.

ACKNOWLEDGEMENT

The author gratefully acknowledges the services and facilities by the Research and Public Service of Al-Azhar Indonesia University (LP2M UAI).

REFERENCES

- Ansori., dkk. (2007). *Pendidikan Karakter Wirausaha*. Yogyakarta: Andi.
- Atmadja, A. T. (2015). *Habitualisasi sebagai Model Pendidikan Antikorupsi di Lingkungan Keluarga*. *Jurnal Ilmiah Akuntansi dan Bisnis*, [S.l.], v. 10, n. 2, July 2015. ISSN 2303-1018. Available at: <<https://ojs.unud.ac.id/index.php/jiab/article/view/16822>>. [Accessed: Apr. 01, 2021].
- Bustan, R., & Fitria, N. (2016). *Effectiveness of Training Ways to Build Character in Early Childhood*. Proceedings of 2nd ICET, p 699-703, ISBN: 978-602-73626-4-2.
- Creswell, John. (2009). *Research Design Pendekatan Kualitatif, Kuantitatif, dan Mixed*. Yogyakarta: Pustaka Pelajar.
- Hanafi, I. (2017). *Urgensi Penanaman Nilai Karakter Spiritual Keagamaan dan Integritas dalam Dunia Pendidikan*. *An-Nuha : Jurnal Kajian Islam, Pendidikan, Budaya dan Sosial*, 4(2), 139-151.
- Retrieved from <http://ejournal.staimadiun.ac.id/index.php/annuha/article/view/171>. [Accessed: Apr. 01, 2021].
- Kertarajaya, Hermawan. (2010). *Grow with Character: the Model Marketing*. Jakarta: PT Gramedia Pustaka Utama.
- Lickona, T., & Abdu, J. (2012). *Educating for Character: Mendidik untuk Membentuk Karakter: Bagaimana Sekolah dapat Memberikan Pendidikan tentang Sikap Hormat dan Bertanggung jawab*. Jakarta: Bumi Aksara.
- Muwardi, E. S. (2019). Pengaruh Lingkungan Keluarga, Efikasi Diri dan Prestasi Belajar Ekonomi terhadap Perilaku Anti Korupsi di SMAN 1 Karanganyar Kabupaten Kebumen. Yogyakarta: UNY.
- Nova, Muhamad. (2017). *Pendidikan Karakter di Kelas EFL Indonesia: Implementasi dan Hambatan*. *Jurnal Pendidikan Karakter*, Tahun VII, Nomor 2.
- Nursalam. (2013). *Konsep Penerapan Metode Penelitian Ilmu Keperawatan*. Jakarta: Salemba Medika.
- Prasetyo, B., & Jannah, L.M. (2005). *Teori dan Aplikasi Metode Penelitian Kuantitatif*. Jakarta: PT. Raja Grafindo Persada.
- Purwanto, H. (1998). Pengantar Perilaku Manusia untuk Perawat. Jakarta: Penerbit Buku Kedokteran EGC.
- Rahayuningtyas, D. I., & Mustadi, A. (2018). *Analisis Muatan Nilai Karakter Pada Buku Ajar Kurikulum 2013 Pegangan Guru dan Siswa Sekolah Dasar*. *Jurnal Pendidikan Karakter*, Tahun VIII, Nomor 2.
- Rahardjo, Susilo. (2014). *Pendidikan Antikorupsi melalui Bimbingan Kelompok*. Seminar Nasional Upaya Pemberantasan Korupsi di Indonesia. ISSN 978-602-8517-74-4
- Saryono, dkk. (2010). *Metodologi Penelitian Kualitatif*. Yogyakarta: Nuha Medika.
- Sekaran, Uma. (2006). *Metode Penelitian Bisnis*. Jakarta: Salemba Empat.
- Diakses dari <https://www.kemdikbud.go.id/main/blog/2017/07/penguatan-pendidikan-karakter-jadi-pintu-masuk-pembenahan-pendidikan-nasional>. [Accessed: Jan.12, 2020].
- Diakses dari <http://aclc.kpk.go.id> [Accessed: Jan.05, 2020].