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Implementation of Anti Corruption Educational Values in Civic Education Lessons at Elementary Schools in Nuhon Subdistrict, Banggai Regency

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ABSTRACT

Corruption remains an issue that reflects the weakening of moral values and integrity in society, thus requiring preventive efforts through education. This study aims to analyze the implementation of anti-corruption educational values in Civic Education lessons at elementary schools in Nuhon Subdistrict, Banggai Regency. The study employs a qualitative descriptive approach to understand the process of value internalization in learning. Data were collected through in-depth interviews, non-participant observation, and documentation involving school principals, teachers, and sixth-grade students. The results indicate that the values of honesty, responsibility, and discipline are applied through integration into the curriculum, the routine practice of activities, teacher modeling, and reinforcement through school culture. This approach enables students not only to understand these values conceptually but also to incorporate them into their daily lives. Unlike previous studies, which tended to be conceptual and focused on higher levels of education, this study highlights actual practices in elementary schools in Nuhon Subdistrict, an area that has been rarely studied. This study confirms that anti-corruption education is more effective when implemented in an integrated manner across learning, behavior, and the school environment.

1. Introduction

Corruption remains a fundamental issue that continues to overshadow national life in Indonesia (Nani et al., 2025). This phenomenon is not only related to legal violations but also reflects a weakening of moral values and integrity in social practices. Corruption, at its core, stems from the abuse of power that disregards the public interest; consequently, its impact is not merely material but also erodes public trust in state institutions (Fatma, 2025; Gatan, 2025). This complexity makes

corruption difficult to understand from a single perspective rather, it must be viewed more broadly as an issue of values and the character of citizens (Dewantara et al., 2021). Therefore, efforts to combat corruption are not sufficient if carried out solely through a legal approach but must also be pursued through education as a sustainable preventive measure.

Anti-corruption education is a conscious effort to instill the values of integrity, honesty, and responsibility from an early age, while also serving as a preventive measure to raise public awareness of the dangers and impacts of corruption (Fahmi et al., 2021 ; Cahyadi, 2022) . This education aims not only to provide an understanding of the dangers of corruption but also to foster moral awareness so that individuals can reject and prevent corrupt behavior in their daily lives (Tyananda et al., 2025) . In formal education, these values are integrated through the Civic Education subject. Civic Education holds a strategic position because it not only serves as a means of conveying civic knowledge but also as a space for shaping the character and ethical attitudes of citizens (Sitanggang et al., 2025; Nggilu et al., 2026). According to Winataputra (2015), Civic Education (PKn) functions as a substantive, pedagogical, and socio-cultural vehicle that plays a strategic role in building the foundation of social and civic life based on the values of honesty and responsibility (in Noe et al., 2021).

Strengthening anti-corruption education within the national education system is inseparable from the policy support that governs it. Since the enactment of Law No. 30 of 2002 on the Corruption Eradication Commission, anti-corruption education has become part of the national strategy for combating corruption (Al-farroz, 2025) . Under these provisions, the Corruption Eradication Commission (KPK) was granted the authority to implement anti-corruption education programs at every level of education. This commitment was further reinforced by Presidential Instruction No. 5 of 2004, which emphasized the importance of accelerating anti-corruption efforts across various sectors, including education (KPK, 2002; President of the Republic of Indonesia, 2004). This policy demonstrates that education is viewed as the primary foundation for building a sustainable anti-corruption culture.

At the regional level, the implementation of anti-corruption education has also received attention through more concrete regulations. The Central Sulawesi Provincial Government issued Governor Regulation No. 49 of 2020 on Anti-Corruption Education, which affirms that educational institutions serve as the primary setting for instilling anti-corruption values (Central Sulawesi Provincial Government, 2020). Students are the primary target, with an approach emphasizing the cultivation of attitudes and behaviors such as honesty, discipline, responsibility, hard work, independence, simplicity, courage, compassion, and justice. These values are conveyed not only through instructional materials but also through daily school activities and the exemplary conduct of the entire school community (Central Sulawesi Provincial Government, 2020). This approach demonstrates that anti-corruption education does not stand alone but is integrated into the holistic educational process.

The instillation of anti-corruption values cannot be separated from the character education process, which places attitude formation at the core of the educational process (Yuliani & Muslim, 2024 ; Purba et al., 2025 ; Asroni, 2025) . Values such as honesty, discipline, responsibility, hard work, courage, independence, simplicity, justice, and social concern form the foundation for developing a person of integrity (Nursinta & Istanto, 2025) . The instillation of these values must be carried out continuously through meaningful learning experiences so that it does not stop at the level of knowledge alone. Anti-corruption education, therefore, does not merely emphasize cognitive aspects but also fosters awareness and habits of acting in accordance with the values one holds dear (Yusuf et al., 2025; Wati, 2025).

The importance of implementing anti-corruption education at the elementary school level is closely related to the developmental phase of students. The elementary school years mark the initial stage of character formation, which shapes future attitudes and behaviors (Firmansyah & Gianistika, 2024; Ananda et al., 2025; Effendi et al., 2026) . During this phase, instilled values tend to become ingrained and serve as the foundation for building an individual s personality (Yusuf & Islam, 2025) . Therefore, elementary school is the appropriate setting to systematically instill anti-corruption values through learning that is not only theoretical but also through daily practice (Nurtisna & Zainil, 2025; Agustina & Gade, 2025) . Failure to instill values at this stage has the potential to create a gap between knowledge and action in the future.

Nevertheless, the implementation of anti-corruption education in Civic Education classes in elementary schools has not yet fully met expectations. Instruction still tends to focus on delivering content without being accompanied by real-world experiences that can shape students habits (Pujowati et al., 2024; Agustin et al., 2026) . This situation results in the values taught not being fully internalized in daily behavior. This gap between understanding and practice indicates that anti-corruption education still requires strengthening through more contextual and meaningful learning strategies.

This situation is also evident in the results of initial observations at elementary schools in Nuhon Subdistrict, Banggai Regency. Anti corruption education has been integrated into Civic Education lessons, and some schools have even developed honesty canteens as a way to instill the value of integrity. However, in practice, student behaviors that do not reflect the value of honesty such as failing to pay the set price are still observed. This phenomenon indicates that while students understand the values, this understanding has not yet been fully translated into conscious action, so the internalization of these values still needs to be strengthened.

This situation indicates that anti-corruption education is not sufficient when delivered merely as theoretical material; it must be realized through concrete practice via habit formation and modeling. The role of teachers is crucial in creating learning experiences that effectively link values to actions (Pribadi et al., 2023; Kesuma et al., 2025) . Furthermore, the school environment must also support the development of a culture that consistently instills the values of honesty and

responsibility (Nasution et al., 2025) . Without such support, anti-corruption education risks becoming merely a normative discourse without tangible impact on students behavior.

Based on the discussion that has been described, it can be emphasized that the implementation of anti-corruption education values in the learning of Civic Education in elementary schools is a very crucial and strategic issue, because it is not only related to the knowledge transfer process, but also serves as a foundation in the formation of character, integrity, and moral awareness of students from an early age as responsible citizens. This condition shows the need for a more in-depth, systematic, and contextual study so that the implementation of these values does not stop at the normative level, but is truly internalized and actualized in daily learning practices. Therefore, this research is focused on two main aspects, namely first, analyzing how the implementation of anti-corruption education values in the learning of Civic Education in elementary schools in Nuhon District, Banggai Regency, and second, identifying and examining various factors that affect the implementation, both those sourced from internal aspects such as teacher competence and student characteristics, as well as external aspects such as the school environment. policy support, as well as community culture.

2. Methodology

This study employs a descriptive qualitative approach aimed at understanding the meanings (*values*) of social phenomena experienced by individuals or groups (Sugiyono, 2016) . The descriptive research design was used to provide an in-depth description of the implementation of anti-corruption educational values in Citizenship Education lessons. The study was conducted at five elementary schools in Nuhon Subdistrict, Banggai Regency. The primary instrument in this study is the researcher as *a human instrument* who is directly involved in the data collection and analysis process. This aligns with the perspective (Sugiyono, 2016) , which states that in qualitative research, the researcher functions as the key instrument. To ensure the measurability and consistency of the data, auxiliary instruments were used, including *an in-depth interview guide*, a non-participant observation sheet, and documentation such as Lesson Plans, teacher and student data, and learning support materials.

Data collection was conducted using three main techniques: in-depth interviews, observation, and documentation. Interviews were conducted with 5 school principals, 5 Civic Education teachers, and 10 sixth-grade students from five elementary schools in Nuhon Subdistrict, Banggai Regency. Informants were selected using *purposive sampling* to obtain data related to the learning process, exemplary behavior, and the instillation of values. Non-participant observation was conducted to directly observe learning practices and school culture. Documentation was used to supplement and verify data through the analysis of official school documents. This technique aligns with the principle of triangulation in qualitative research to enhance data validity (Moleong, 2013) .

Data analysis employs the interactive analysis model from (Miles & Huberman, 1992), The data analysis process in this study refers to an interactive analysis model which includes three main stages, namely data reduction, data presentation, and conclusion/verification. The three stages take place in a cyclical manner and are dynamically interrelated to produce valid and accountable findings. Data reduction is carried out through the process of selection, focusing, simplification, and transformation of raw data obtained in the field. Furthermore, the presentation of data is carried out in the form of a systematic descriptive narrative to facilitate the extraction of meaning and interpretation. The conclusion is drawn continuously through a verification process so that the resulting findings have a level of validity that can be scientifically accounted for, as seen in Figure 1.

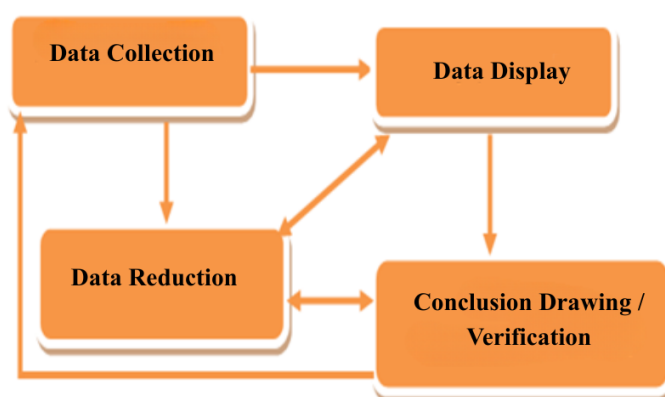


Figure 1. Data Analysis Techniques

3. Results and Discussion

This study was conducted at five elementary schools in Nuhon Subdistrict, Banggai Regency, namely SD Inpres Pulodalagan, SD Inpres Balaang, SD Inpres Kabua-Bua, SD Inpres 2 Tomeang, and SDN 1 Tomeang. Generally, these five schools are located in areas relatively close to the subdistrict center and share similar socioeconomic characteristics, with the majority of students parents working in the agricultural sector and informal jobs. Institutionally, the schools have an organizational structure comprising a principal, classroom teachers, and educational support staff who facilitate the learning process. Learning facilities and infrastructure are considered adequate, such as classrooms, libraries, and other supporting facilities. These conditions enable effective learning, including the integration of character education values.

This study was conducted in stages through in-depth interviews, non-participant observation, and documentation. Interviews were conducted with the school principal, civic education teachers, and students to gain an understanding of the implementation of anti-corruption values in learning and school life. Observations were conducted directly on classroom learning processes as well as students daily activities within the school environment to observe the actual practices of value

internalization. Meanwhile, documentation was used to supplement the data through the analysis of learning materials, school regulations, and the (School of Character) program, which supports character education. The data collection process is carried out repeatedly until it reaches the data saturation point, so that the data obtained is able to comprehensively represent the phenomenon being studied. The integration of these three techniques allows researchers to obtain rich, valid, and mutually reinforcing data through triangulation of sources and methods, as presented in Table 1.

Table 1. Interview Question Guide

Data Collection Method	Indicator	Focus of Questions / Observations
Interview	Students understanding of honesty	What do you understand about honesty in daily school activities?
Interview	Students' understanding of responsibility	What does responsibility mean when youre doing schoolwork?
Interview	Teacher Role Models	How do teachers demonstrate honesty, discipline, and responsibility during lessons?
Interview	Teaching Strategies	How do teachers teach and integrate anti-corruption values into Civics lessons?
Interview	School policies and programs	What programs does the school implement to foster students character and integrity?
Observation	Student Behavior	Student behavior in demonstrating honesty, discipline, and responsibility in the classroom
Observation	Learning process	Integration of anti-corruption values into learning activities
Observation	School culture	School cultural practices such as the honesty canteen, disciplinary rules, and habit-forming activities

Source: Research data (2026)

The results of the study show that the implementation of anti-corruption education values in the learning of Civic Education in elementary schools in Nuhon District, Banggai Regency, is carried out through an integrative, habituative, and exemplary approach. These findings were obtained through interview, observation, and documentation techniques that reveal a consistent pattern in character education practices based on anti-corruption values, as presented in Table 2.

Table 2. Implementation of Anti-Corruption Educational Values in Elementary Schools in Nuhon Subdistrict, Banggai Regency

Aspects of Implementation	Form of Practice	Pedagogical Meaning
Integration of Learning	Values incorporated into Civics curriculum	Value-based learning

Habit Formation	Class duty, punctuality, independent assignments	Internalization through <i>habit formation</i>
Teacher role modeling	Teachers act with honesty, discipline, and fairness	<i>Modeling behavior</i>
School culture	Honesty canteen, school rules	The environment as a <i>hidden curriculum</i>

Source: Research data (2026)

Implementation of Values through Learning Integration

Research findings indicate that anti-corruption values are not taught as a separate subject in five elementary schools in Nuhon Subdistrict, Banggai Regency, but are systematically integrated into Civic Education (PKn) lessons. Values consistently identified in teaching practices include honesty, responsibility, and discipline. The value of honesty is reflected in students behavior when completing assignments without cheating and providing answers based on their own abilities. The value of responsibility is evident in students awareness of completing tasks independently and on time. Meanwhile, the value of discipline is manifested through adherence to classroom rules, orderliness during the learning process, and consistency in following the teachers instructions. These findings indicate that Civic Education (PKn) learning is no longer oriented solely toward the delivery of normative material but has integrated values as the core of the learning process. Teachers not only convey concepts but also relate values to concrete situations students experience in their daily lives.

Conceptually, this affirms a paradigm shift in learning from a cognitive approach (*knowledge-based learning*) toward a value-based approach (*value-based learning*), in which education is oriented not only toward the mastery of knowledge but also toward character development (A. Purba et al., 2025) . Unlike previous findings that tended to remain at the conceptual level, this study demonstrates that this shift has been concretely implemented in Civic Education (PKn) learning practices in elementary schools through the integration of values into learning activities. This reinforces and expands upon the findings (Afriani & Solihat, 2025; Manullang et al., 2025) which position character education as the primary focus but have not specifically addressed its implementation at the elementary school level.

Learning has transformed from merely conveying information into a process of *meaning construction* that links concepts to students concrete experiences. This approach aligns with the constructivist perspective, which positions students as active agents in constructing knowledge through interaction with their social environment and learning experiences (Bustomi et al., 2024;;(Asrinawati et al., 2025) . The findings of this study reveal a more operational dimension, in which students not only build understanding but also connect anti-corruption values with concrete experiences in daily life. Thus, this study not only confirms constructivist theory but also demonstrates how the theory operates in reinforcing moral values in the classroom.

Furthermore, the integration of these values fosters a transformation from *knowing* to *being* that is, from merely knowing the values to becoming individuals who

embody them in concrete actions. As noted by Lickona (1991), this transformation indicates that education produces not only *cognitive outcomes* but also *moral outcomes* reflected in students attitudes and behaviors (Loloagin et al., 2023; Mahruf et al., 2026) . The findings of this study confirm that this transformative process does not occur automatically but is influenced by the consistency of the school environment, particularly through teachers exemplary behavior and repeated exposure. This enriches previous findings that still treated moral outcomes as mere outputs without delving deeply into the mechanisms of their formation.

The value of honesty serves as the foundation of integrity, which is the primary basis for preventing corrupt behavior (Marpaung et al., 2025) . The value of responsibility reinforces the dimension of moral accountability, encouraging individuals to consider the social consequences of every action (Al-farroz, 2025) . Meanwhile, the value of discipline acts as a self-control mechanism that supports compliance with norms and laws in social life. Thus, these three values do not stand alone but mutually reinforce one another in shaping students moral dispositions holistically. These three values reinforce the notion that anti-corruption education, as reflected in the research findings, is not only related to knowledge about corruption but also to the formation of the moral dispositions that underpin individual behavior. This aligns with the view that values are factors that shape the orientation of individual actions within social dynamics.

Habituation as a Mechanism for the Internalization of Values

Research findings indicate that the most dominant strategy for internalizing anti-corruption values in five elementary schools in Nuhon Subdistrict, Banggai Regency, is through continuous habituation. This habituation is manifested through various routine activities, such as conducting classroom duty as a form of responsibility, honesty in completing assignments without strict supervision, and discipline in arriving on time and following school rules. The values internalized through habituation include honesty, responsibility, and discipline, which are consistently practiced in students daily activities. These findings indicate that students not only understand these values conceptually but also bring them to life through repeated concrete actions.

Further analysis of these findings indicates that the internalization of values no longer depends on cognitive and reflective aspects, as is the case with learning integration, but rather occurs through the psychological mechanism of *habit formation*. Habit formation operates through consistent and sustained repetition of behavior, so that values are no longer processed consciously but become part of an individuals automatic response (Madyarini & Wijayanti, 2025) . These findings reinforce previous studies that position habit formation as an effective strategy in character education, yet simultaneously highlight a significant distinction because this research reveals how these mechanisms concretely operate within elementary school learning practices, rather than merely at a conceptual level (Saputra & Imamah, 2026) . This indicates that character is not formed through knowledge alone, but through continuous practice until it becomes an ingrained habit.

Psychologically, habituation is a process in which repeated actions form relatively stable behavioral patterns that are difficult to change (Anggraeni et al., 2021). The findings obtained at this research site align with Burrhus Frederic Skinner's behaviorist theory, which emphasizes that individual behavior is shaped through repeated reinforcement of stimuli and responses (Ningtyas et al., 2026). However, unlike a purely behaviorist approach that tends to emphasize the stimulus-response aspect in a mechanistic manner, the findings of this study indicate that habituation in anti-corruption education also involves a dimension of value awareness that remains present, albeit not dominant.

Habituation practices in five elementary schools in Nuhon Subdistrict, Banggai Regency, are no longer merely thought about but carried out repeatedly until they form a stable moral disposition. This habituation process demonstrates that anti-corruption character is not built through normative understanding alone, but through consistent practical experiences in daily life (Kamarudin et al., 2022). This research expands upon previous findings that emphasized the importance of practice, by demonstrating that the sustainability and consistency of activities are key factors in the successful internalization of values at the elementary school level (Parhanuddin & Musipuddin, 2025).

The habituation identified in this study also enables the gradual internalization of values through the accumulation of repeated experiences. These experiences shape behavioral schemas that subsequently form the basis for individual decision-making. This aligns with the view that values develop from accumulated social experiences and shape an individual orientation toward action in social life (Sinambela et al., 2025). This study contributes by affirming that the internalization of anti-corruption values among elementary school students is not only gradual but also structural, as it is embedded in relatively stable behavioral patterns.

Teacher Role Modeling as a Key Factor

The research findings indicate that teachers play a crucial role as role models (*moral agents*) in the implementation of anti-corruption values. Students tend to emulate teachers' behavior in various learning situations as well as daily interactions. The values most prominently transmitted through teachers' role modeling include honesty in conduct, responsibility in performing professional duties, and discipline in managing time and rules. These findings indicate that the success of value internalization is determined not only by teaching methods but also by the consistency of teachers' behavior as a representation of the values being taught. This reinforces the findings of the study (Lasmana et al., 2026), which positions teachers as central figures in character education; however, this study emphasizes that this role is not merely symbolic but operational and decisive in learning practices at the elementary school level.

Research findings obtained from five elementary schools in Nuhon Subdistrict, Banggai Regency, indicate that teachers' exemplary behavior is a key factor in the process of internalizing anti-corruption values. In this regard, the discussion no longer focuses on the mechanisms of habit formation but rather on the relational

dimension that positions teachers as central figures in the process of value internalization. Teacher role modeling demonstrates that values gain strength and meaning when concretely embodied by individuals who hold legitimacy within the learning environment. Previous studies, which tended to view teachers merely as learning facilitators, indicate that in values education, teachers function as moral reference points that directly shape students behavioral orientations. Students tendency to imitate teachers indicates that the internalization of values occurs through processes of observation, imitation, and identification with models deemed credible (Bahiyah et al., 2026). This aligns with *social learning theory*, which states that individual behavior particularly that of students is shaped through observation of figures possessing authority and influence (Fazli & Nirwana, 2025). Teachers exemplary behavior at the research site serves not only as a model but also as the primary mechanism for transforming values into behavior.

Conceptually, this process underscores that values education does not occur solely through verbal instruction, but also through social experiences that allow students to directly observe the practice of values in real-life actions (Rahimi et al., 2025). Teachers, as central figures in the classroom, serve as *living models* who provide concrete examples of how values are implemented in daily life (Akbar et al., 2026). Therefore, values are no longer understood as abstract concepts, but as practical realities that can be observed and emulated by students. These findings reinforce and deepen the study (Darmawan et al., 2026) which indicates that the effectiveness of modeling lies not only in the presence of a model, but in the consistency and sustainability of the value practices demonstrated by teachers in various situations. The most effective practice is the teachers consistent exemplary behavior, which positions them as role models in students character development (Samiha & Fauzi, 2025).

Unlike habituation, which relies on the repetition of student behavior, exemplary behavior, as found in this study, is grounded in the quality of the teachers representation of values. When teachers demonstrate consistency between words and actions (*value congruence*), values gain practical legitimacy and become more credible in the eyes of students. Conversely, inconsistency between what is taught and what is done has the potential to weaken the internalization of values, as students lose a clear normative reference. This study makes an important contribution by affirming that teacher modeling is not merely a supplementary element in anti corruption education, but a key indicator determining the success or failure of value internalization among elementary school students.

School Culture as the Hidden Curriculum

Research findings indicate that the implementation of anti-corruption values in five elementary schools in Nuhon Subdistrict, Banggai Regency, does not occur solely within formal learning but is reinforced through school culture as part of *the hidden curriculum*. Practices such as the honesty canteen, the enforcement of disciplinary rules, and routine school activities serve as collective means for fostering the values of honesty, responsibility, and discipline. School culture creates an environment that allows students to repeatedly practice values within a real-world social context,

thereby making these values part of shared habits. These findings affirm the school as a strategic vehicle for character education, while also more clearly demonstrating how daily practices at school serve as the space where value internalization occurs at the elementary school level an aspect that has historically received little scholarly attention. Unlike the previous three aspects, which focused on individual and relational dimensions, this finding places the internalization of values within the framework of institutional structure and culture. School culture, as a *hidden curriculum*, demonstrates that values are not only shaped through formal learning processes or individual interactions but also through systems of norms, customs, and collective practices that implicitly regulate the behavior of the school community (Purwantiningsih et al., 2026) .

Schools function not only as educational institutions but also as arenas for the socialization of values that shape character through repeated and structured social experiences (Anam & Hasanah, 2025; Nggilu et al., 2026) . Conceptually, *the hidden curriculum* operates through cultural mechanisms that are not always conscious but exert a strong influence in shaping students behavioral orientations. Values are not explicitly taught but are presented through daily practices that shape collective habits (Ardilla et al., 2023) . This aligns with the sociological perspective of Durkheim, who states that individuals internalize norms through interaction with existing social structures (Arif, 2020) . The findings of this study indicate that this process is not merely the reproduction of social norms but also the formation of value awareness that emerges through students active engagement in school cultural practices. The school environment functions as a mediator that transforms values into binding social norms.

Values become part of institutionalized culture (*institutionalized values*), not merely individual choices. Practices such as the honesty canteen, the enforcement of disciplinary rules, and routine school activities create a social system that indirectly conditions individuals to align their behavior with prevailing norms (Widariyati et al., 2025) . This mechanism can be understood as a form of *social regulation*, in which individual behavior is shaped by structured collective expectations. This finding differs from studies that view student compliance solely as the result of external control, as this research demonstrates that such compliance develops into internal awareness through repeated engagement in school social practices

School cultural practices carried out repeatedly will shape dispositions that are ingrained within individuals (Raharjo & Affandi, 2025) . This means that values are not merely adhered to because of external rules, but become part of an internal inclination that guides spontaneous actions. The power of school culture lies in its ability to shape values as social norms that are agreed upon and collectively upheld. From this perspective, values do not merely function as normative guidelines but serve as a framework that directs individual behavior within social dynamics. This aligns with the view that values are formed through social consensus and serve as the foundation for shaping individual behavioral orientations in collective life. The contribution of this research is to affirm that the implementation of anti-corruption education in elementary schools cannot be separated from the development of an

institutional culture that systematically shapes and reinforces values in collective practice

4. Conclusion

This study concludes that the implementation of anti-corruption education values in Civic Education lessons at elementary schools in Nuhon Subdistrict, Banggai Regency, has been carried out through an integrative, habituating, exemplary, and school culture-strengthening approach. The values of honesty, responsibility, and discipline are not merely taught as knowledge but are internalized through the learning process, habituation in routine activities, teacher modeling, and supportive school cultural practices.

The integration of values in learning demonstrates that Civic Education has functioned as a means of character building that links concepts to students real-life experiences. Habituation reinforces the internalization of values through consistent repetition of behavior, thereby fostering stable character. Teacher role modeling is a key factor as it provides concrete examples that students emulate, while school culture serves as an environment that institutionalizes values within daily collective practices. This study successfully demonstrates that anti-corruption education at the elementary school level will be more effective if implemented holistically by integrating learning, habit formation, role modeling, and school culture. However, strengthening the consistency of implementation is necessary so that the instilled values can be internalized more deeply. Further research is recommended to examine the long-term impact of such implementation on student character development and to develop more innovative and contextual learning models to strengthen the internalization of anti-corruption values in various educational contexts

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