

Analysis of Anti-Corruption Behaviour Based on Education Level and Region in Indonesia

Siti Salwa Hayuningtias^{a*}, Tanto Lailam^b

^aUniversitas Muhammadiyah Bangka Belitung, Pangkalpinang, Indonesia; ^bUniversitas Muhammadiyah Yogyakarta, Yogyakarta, Indonesia

*Corresponding: sitalwahayuningtias@gmail.com

Article history: received 30-07-2025, revised 15-09-2025, accepted 17-09-2025

© 2025 The Author(s). Published by Edutrax Inovasi Indonesia

Abstract

The decline of the Anti-Corruption Behaviour Index in Indonesia indicates a critical problem. This study aims to explore differences in anti-corruption behaviour based on education level and region, with a focus of discussion on the role of education in shaping anti-corruption awareness. This study generates secondary data from the Central Statistics Agency of Indonesia. A comparative and descriptive analysis was administered to compare the anti-corruption behaviour based on education level and region of residence. The results of the study show that although education factors play an important role in shaping anti-corruption awareness, the influence of other factors is also effective, so that collaborative efforts are needed between education policies, supervision, and community participation to effectively strengthen anti-corruption culture at all levels of education and regions. Further research is recommended to broaden the scope by considering social, economic, and policy factors that also play an important role in shaping anti-corruption behaviour to provide more comprehensive findings.

Keywords

Anti-corruption index, anti-corruption behaviour, anti-corruption education

Introduction

The decline in the Anti-Corruption Behaviour Index or Indeks Perilaku Anti Korupsi (IPAK) in Indonesia in recent years indicates a deep-seated problem that cannot be ignored. IPAK is an indicator to measure the level of public awareness and behaviour towards corrupt practices, functioning as an evaluation tool for the government to formulate policies that increase public awareness of corruption (Central Bureau of Statistics, 2024). This decline reflects apathy and a lack of public education regarding the importance of anti-corruption behaviour, which has the potential to increase corrupt practices. The low IPAK score not only shows a lack of individual commitment but also creates an environment that allows corrupt practices to thrive without supervision. Corruption in education damages the morals of the younger generation and can shape individuals who

are more vulnerable to corrupt behaviour (Handoyo et al., 2024) . In addition, corruption cases tarnish Indonesia's image in the eyes of the world, raising concerns for other countries in establishing partnerships (Sri & Nuraeni, 2023) . If not addressed, the low IPAK score could cause deeper damage to the social and economic structure and threaten the future of democracy and justice in this country. Therefore, it is important to identify factors that influence this decline, such as education level and area of residence, and to formulate effective strategies to increase anti-corruption awareness and behaviour.

Addressing the decline in IPAK and increasing public awareness of corrupt practices requires a multifaceted approach involving education, policy reform, and community participation. First, integrating anti-corruption education into the curriculum at all levels of education can build early awareness of the dangers of corruption and the importance of integrity. Anti-corruption education at the elementary level is essential to support the eradication of corruption through improvements in systems, institutions, and law enforcement (Rifai, 2024) . In addition, the government needs to carry out policy reforms that strengthen transparency and accountability in the management of public resources, including the implementation of a stricter monitoring system for corrupt practices. The public must also be involved in the monitoring process through a participatory platform that allows them to report acts of corruption without fear. Effective public campaigns to raise awareness of the negative impacts of corruption and the importance of anti-corruption behaviour must also be encouraged. By combining education, strong policies, and active community participation, it is hoped that a stronger and more sustainable anti-corruption culture can be created, as well as improving the IPAK rate in the future.

Instilling anti-corruption values at various levels of education is a strategic step to reduce corruption rates in Indonesia, because education plays an important role in shaping individual character. Corruption is the abuse of power for personal or group gain that harms the public interest and hinders the development and progress of a country (Muhammad et al., 2024) , so it is important to have education related to corruption. Anti-corruption behaviour includes rejecting all forms of corruption and supporting the values of honesty, transparency and integrity (Nuruddin et al., 2024) . Meanwhile, Karim (2024) emphasises the importance of responsibility, concern, and justice in building an anti-corruption commitment. Through education, individuals not only understand the negative impacts of corruption but are also encouraged to develop a firm attitude to reject it. IPAK is a measuring tool for public awareness and commitment to anti-corruption (Khairunisa et al., 2024) , although challenges such as low understanding in

some circles of society are still visible. By integrating anti-corruption values in education, the next generation is expected to become agents of change who actively eradicate corruption and create a culture of integrity.

Several studies have discussed the relationship between education level and anti-corruption behaviour. Research by Oktor et al. (2024) emphasizes the importance of introducing an anti-corruption culture from an early age, especially in elementary schools, as a preventive measure to reduce corruption in the future. Civic education plays an important role in instilling the values of integrity, honesty, and transparency. The higher the level of education, the greater the individual's understanding and commitment to eradicating corruption. This is supported by research (Andini, 2024), which shows that educational institutions play a significant role in building anti-corruption character through instilling values of honesty and integrity, with educators as the main role models. Meanwhile, Wulandari (2024) found that the level of education, residential environment, and social media are factors that influence the anti-corruption behaviour of the younger generation. Education increases understanding of the impact of corruption, the surrounding environment builds values of honesty, and social media plays a role in anti-corruption campaigns. With the synergy of education, society, and social media, a young generation with integrity and commitment to eradicating corruption can be formed, thus creating a sustainable anti-corruption culture.

This study offers novelty with a comprehensive and systematic approach through the analysis of the Education Anti-Corruption Perception Index (IPAK) at all levels of education and areas of residence. Using the latest numerical data, this study compares anti-corruption behaviour based on education level and region using comparative descriptive methods. In addition, this study integrates important factors such as curriculum, the role of educators, family environment, and demographics to form an anti-corruption culture more effectively.

The purpose of this study is to obtain a clearer picture of the factors of education level and area of residence on anti-corruption behaviour in Indonesia. By using IPAK at various levels of education and areas of residence, it is expected to find significant differences in the understanding and application of anti-corruption values. In addition, this study discusses the factors that influence anti-corruption behaviour so that it can provide strategic recommendations to improve the integration of anti-corruption values as a tool to shape the character and commitment of the younger generation in eradicating

corruption in the future. The next section will discuss the methodology, results, discussion, conclusions, and references.

Method

This study uses a quantitative description method to describe and analyse the phenomenon of the Anti-Corruption Behaviour Index (IPAK) based on the variables of education level and area of residence. Quantitative descriptive aims to provide a clear picture of a phenomenon using numerical data, without conducting hypothesis testing (Sulistyawati et al., 2022) . This method was chosen because the results provide an objective picture and allow generalisation of the research results, relevant to the opinion (Fitriani & Khairulyadi, 2019) which states that quantitative descriptive methods are used to describe real conditions without variable manipulation. Quantitative descriptive statistics focuses on data visualisation with clear and objective results.

The data used in this study are secondary data from the Central Statistics Agency (BPS), the site <https://www.bps.go.id/id/statistics-table/2/MTUwNCMy/indeks-perilaku-anti-korupsi--ipak--menurut-jenjang-pendidikan.html> and <https://www.bps.go.id/id/statistics-table/2/MTUwMSMy/indeks-perilaku-anti-korupsi--ipak--menurut-daerah-tempat-hidup.html> , which includes a table of IPAK survey results based on education in 2022-2024. Secondary data, which is information that has been collected by other parties for a specific purpose, allows the use of relevant and reliable data in research analysis (Diagram, 2014) . The selection of secondary data is based on several reasons, including time and resource efficiency, high credibility from BPS, and the ability to conduct comprehensive analysis by comparing research results with previous data, thus providing a broader context regarding the phenomenon being studied.

Data analysis was conducted descriptively comparatively to compare IPAK based on education level variables, with the aim of obtaining accurate data visualization. According to Lakshmi & Sudaryanto (2022) , comparative descriptive analysis is a research method that collects and compares data from two or more samples to provide an accurate picture of the phenomenon being studied, with a focus on understanding the cause and effect and relationships between qualitative variables. This study aims to provide an in-depth description and compare the observed phenomena (Lakshmi & Sudaryanto, 2022) . This method allows researchers to identify differences and similarities in IPAK across groups, providing in-depth insight into the factors that

influence anti-corruption behaviour. The results of the analysis are presented in tabular form to facilitate understanding and interpretation of the data, and to support policy recommendations that can be taken to improve anti-corruption behaviour in society.

Result

This section presents the research results obtained from the analysis of the Anti-Corruption Behaviour Index (IPAK) in Indonesia. The data collected will be presented in the form of tables and visualisations to provide a clear picture of the trends and patterns of anti-corruption behaviour based on education level and area of residence. These results are expected to provide a better understanding of the current conditions and become the basis for more effective policy recommendations.

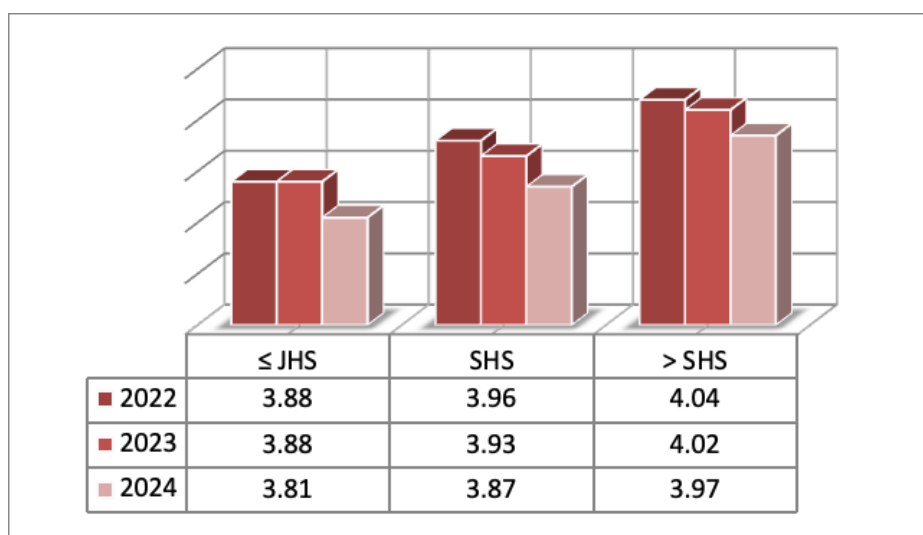


Figure 1. IPAK Based on Education Level

Figure 1 shows that the Anti-Corruption Behaviour Index (IPAK) based on education level fluctuated from 2022 to 2024, with a significant downward trend almost every year, which is predicted to continue without effective intervention. In 2022, the IPAK value was relatively good, especially at the education level > SHS, which reached 4.04. However, in 2024, there was a decline at all levels of education, with the lowest figure recorded at the ≤ JHS level. The most drastic decline was seen at the SHS level, from 3.96 to 3.81 in a period of three years. This indicates that the higher the education, the more anti-corruption society tends to be.

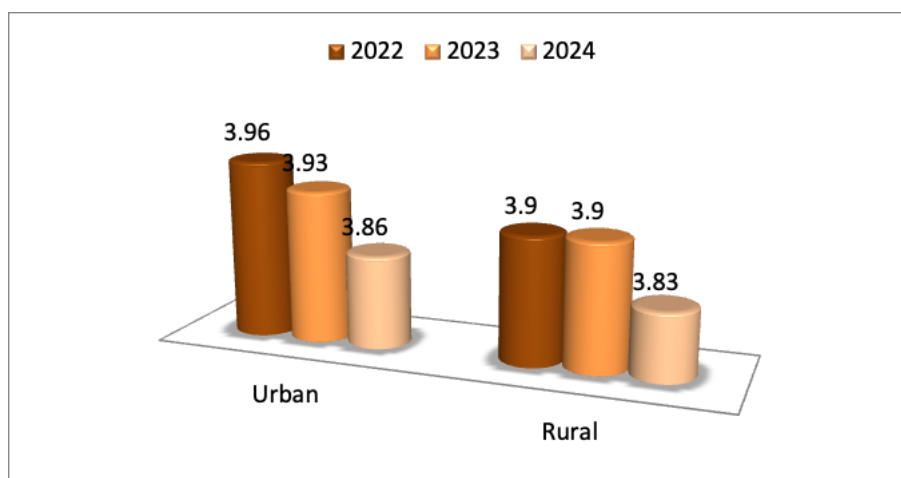


Figure 2. IPAK Based on Region

Figure 2 shows a comparison of the Anti-Corruption Behaviour Index (IPAK) between urban and rural areas. Urban areas have higher IPAK values than rural areas every year. In the last three years, urban areas have experienced a drastic decline to 3.86. On the other hand, rural areas show a lower decline. Although the IPAK figure in rural areas is smaller than that in urban areas, the IPAK value in rural areas shows consistency between 2022 and 2023, before experiencing a seven-digit decline in 2024, to 3.83.

Discussion

Education has a very important role in shaping the character and behaviour of the younger generation, especially in the context of preventing corruption. IPAK is an indicator used to assess the extent to which anti-corruption values are internalised in the education system. In an effort to understand these dynamics, it is important to explore the various factors that influence anti-corruption behaviour among students. This study aims to provide deeper insights into the factors that build an anti-corruption culture through education, as well as offer recommendations to improve the effectiveness of anti-corruption education programs at all levels.

IPAK based on education level shows significant fluctuations from 2022 to 2024, with a consistent downward trend almost every year. This decline reflects the challenges faced in building an anti-corruption culture among students, and if there is no effective intervention, it is predicted that this negative trend will continue. This finding highlights the need for more attention in efforts to improve the understanding and application of

anti-corruption values at all levels of education to prevent further decline in anti-corruption behaviour in the future.

The low awareness of anti-corruption values is influenced by various factors, one of which is the lack of effective anti-corruption education. Anti-corruption education is a planned and organized effort to convey knowledge, values, and attitudes to students (Prabowo et al., 2024) . The goal is to prepare them as agents of change for the nation and as corruption prevention, as well as to reduce the possibility of the emergence and development of criminal acts of corruption in Indonesia. Inadequate anti-corruption education can result in society, especially the younger generation, not having sufficient understanding of the values of integrity and ethics. In addition, the lack of interesting and relevant educational programs can result in low public interest and participation in corruption prevention efforts. Therefore, to improve IPAK, it is very important to develop and implement effective and sustainable anti-corruption education at all levels of education.

Education plays a crucial role in shaping the character and behaviour of the younger generation with integrity. This study is relevant to the study by Oktor et al. (2024) regarding the importance of education in instilling anti-corruption values as a preventive step in forming attitudes and behaviour with integrity. Elementary schools, as the foundation of early education, must be a priority in strengthening an anti-corruption culture from an early age. Instilling anti-corruption values at the elementary school level aims to build students' awareness of the dangers of corruption and the importance of upholding honesty and responsibility. With systematic education, students can understand the negative impacts of corruption on social, economic, and national future life. So that IPAK does not experience a significant decline. Anti-corruption education aims to instill an anti-corruption spirit by instilling anti-corruption values, the younger generation will be aware of the importance of integrity, honesty, and social responsibility (Hasan et al., 2024) . Followed by the involvement of educators, ethical individual characters can be formed from an early age. Anti-corruption education not only forms moral awareness, but also becomes the foundation for producing a generation that is able to behave honestly, responsibly, and is committed to fighting corruption in the future.

Denmark has integrated anti-corruption education to foster character, a correct understanding of corruption, and awareness to oppose corruption in all forms. Currently,

Denmark is a successful country that implements anti-corruption education. This is reflected in the highest Corruption Perception Index ranking in 2022 with a score of 90/100 (Mulyani et al., 2024) . In addition, a strong legal culture and social trust support citizen compliance, prevent corruption, recover assets, and create social justice (Aiman, 2024) . The collaboration of all components of the nation produces an anti-corruption culture that makes Denmark the country with the highest IPAK.

This study has several limitations that need to be considered. First, the data used in the IPAK analysis comes from a BPS survey covering the period 2022-2024, providing the latest insight into the dynamics of anti-corruption behaviour over a relatively short period of time. In addition, this study focuses on the anti-corruption education factor, which provides an in-depth understanding of the role of education in shaping anti-corruption behaviour. Further research can enrich insights by exploring other factors that can influence IPAK, such as social, economic, and political factors. In addition, data comparing the implementation of anti-corruption education in various regions in Indonesia can provide a more comprehensive picture of the influence of local context on the effectiveness of such education.

Anti-corruption behaviour in Indonesia has become a serious concern in recent years, especially related to differences in public awareness in various regions. One of the indicators used to assess this behaviour is IPAK, which provides a general overview of the extent to which people in urban and rural areas understand and apply anti-corruption values in their daily lives. In general, urban areas tend to have better access to education, information, and anti-corruption policies, which have the potential to affect their IPAK scores. On the other hand , rural areas have their own challenges, such as limited access to formal education and public policy oversight. These differences in characteristics between urban and rural areas are important to understand in order to formulate effective strategies to build an anti-corruption culture that is evenly distributed throughout Indonesia.

The difference in IPAK between urban and rural areas reflects the disparity in access to education, information, and anti-corruption awareness programs that are more developed in urban areas. Education programs in urban areas tend to be more effective than in rural areas due to better access to infrastructure, facilities, and quality educators, while in rural areas they face obstacles such as limited access, minimal facilities, and low teacher qualifications, so adaptive policies and special programs to improve the quality

of education and empower local educators are urgently needed. (Widasari, 2012) . However, the downward trend is still visible in both regions, indicating that the challenges in building anti-corruption awareness and behaviour are not only from educational programs. In urban areas, even though adequate facilities and quality education are available, children's behaviour often does not reflect character education values (Rasyid et al., 2024) . This decline indicates the need for more strategic and sustainable efforts to overcome obstacles in each region, both through improving the quality of anti-corruption education, community empowerment, and strengthening public policy supervision.

The difference in IPAK scores between urban and rural areas is influenced by access to education and anti-corruption counseling programs. In urban areas, better educational facilities and support from government institutions strengthen understanding of anti-corruption, although the downward trend in IPAK indicates new challenges such as a consumptive lifestyle and weak supervision (Marwan et al., 2024) . In rural areas, limited access to quality education and minimal counseling programs are obstacles, but stable IPAK scores reflect the role of local culture in maintaining integrity (Ayuningtyas, 2021) . Strategic policies are needed to address this gap and ensure equal opportunities for all children.

Education plays an important role in shaping anti-corruption awareness, especially among the younger generation who are the pillars of the nation's future. In line with research (Wulandari, 2024) , discussing the level of education, residential environment, and social media as factors that influence the anti-corruption behaviour of the younger generation. A high level of education tends to provide a better understanding of the negative impacts of corruption, while the residential environment plays a role in shaping social norms that support integrity. In addition, social media is an effective means of disseminating information and anti-corruption campaigns, but it can also be a challenge if not accompanied by adequate digital literacy. Social media has the potential to improve supervision and prevention of corruption in Indonesia (Cahyadi, 2024) . This study emphasizes the need for a holistic approach, including strengthening education, improving environmental conditions, and utilizing social media positively to build a young generation with integrity.

This study has several limitations, including that this study focuses more on education and regional factors. For further research, it is recommended to conduct a more

comprehensive analysis by expanding the scope of variables that influence anti-corruption behaviour, such as socio-economic factors, the influence of mass media, and more specific government policies in each region, in order to provide a more complete and in-depth picture of the dynamics of anti-corruption behaviour. Further research can use a qualitative approach, such as interviews or focus group discussions (FGDs), to explore more comprehensive insights into the various factors that contribute to IPAK values in urban and rural areas. In addition, a comparison of anti-corruption policies in various regions of Indonesia can be conducted to explore the successes and challenges in their implementation, especially in areas with lower awareness and IPAK values.

Overall, this study shows that there has been a significant decline in IPAK in Indonesia between 2022 and 2024, reflected in the fluctuation of IPAK values at various levels of education and areas of residence. This decline is more visible at the high school level and urban areas, indicating that despite better access to education and information, challenges in building an anti-corruption culture remain. The education factor has been shown to play an important role in shaping anti-corruption awareness, but several other factors also have a major influence so that it is not effective to focus only on the education factor. These findings emphasize the need for further efforts to strengthen anti-corruption education at all levels of education and in various regions, as well as the importance of collaboration between education policy, supervision, and community participation to create a more effective anti-corruption culture

Conclusion

Increasing education levels and residential area factors have a significant influence on anti-corruption behaviour in Indonesia, as measured by IPAK. Using quantitative descriptive methods with secondary data from BPS, this study aims to explore differences in anti-corruption behaviour based on education level and region, with a focus on the role of education in shaping anti-corruption awareness. The results of the study showed a significant decline in IPAK fluctuations at all levels of education and regions, with the largest decline at the high school level and urban areas. This reflects the challenges in building a more effective anti-corruption culture through education.

The findings show the importance of strengthening the integration of anti-corruption education at all levels of education as a preventive measure to form a generation with integrity. Instilling anti-corruption values from an early age at the elementary school

level is a priority to prevent further decline in public awareness and behaviour towards corruption. The significance of this study lies in its comprehensive approach in analyzing educational and regional factors on IPAK, as well as the importance of collaboration between educational policy, supervision, and community participation in efforts to eradicate corruption. This study provides an in-depth focus on educational and regional factors, which are important aspects in influencing anti-corruption behaviour. However, to enrich understanding, further research can expand the scope by considering social, economic, and policy factors that also play a role in shaping anti-corruption behaviour.

References

- Aiman, R. (2024). Hukum dan Korupsi: Tantangan dan Solusi dalam Pemberantasan Korupsi di Indonesia. *Peradaban Journal of Law and Society*, 3(1), 16–30. <https://doi.org/10.59001/pjls.v3i1.170>
- Andini, A. K. (2024). Pencegahan Korupsi Melalui Pendidikan Anti Korupsi di Lembaga Pendidikan. *Sindoro Cendekia Pendidikan*, 7(5), 1–10. <https://doi.org/doi.org/10.9644/sindoro.v4i5.3317>
- Ayuningtyas, I. (2021). Ketimpangan Akses Pendidikan Di Kalimantan Timur. *Jurnal Pendidikan dan Kebudayaan*, 6(2), 117–129. <https://doi.org/10.24832/jpnk.v6i2.2128>
- Badan Pusat Statistik. (2024). Indeks Perilaku Anti Korupsi 2024. *Berita Resmi Statistik*, 53(7), 1–16. <https://bit.ly/3Qtexm0>
- Cahyadi, J. (2024). Peran Media Sosial dalam Pengawasan dan Pencegahan Korupsi di Indonesia. *Journal of Management and Creative Business*, 3(1), 190–198. <https://doi.org/https://doi.org/10.30640/jmcbus.v3i1.3561>
- Diagram, A. (2014). *Metodologi Penelitian*. In Repository Utera. PT. Rajawali Press. https://repo.itera.ac.id/assets/file_upload/SB2208290056/21116019_5_133331.pdf
- Fitriani, R., & Khairulyadi. (2019). Mobilitas Sosial Pada Keluarga Transmigrasi. *Jurnal Ilmiah Mahasiswa FISIP Unsyiah*, 4(2), 1–13. <https://jim.usk.ac.id/FISIP/article/view/10693/4680>
- Handoyo, E., Wijayanti, T., Ekaningsih, L., Rizki, A., Fatimah, S., & Darmawan, B. (2024). Penguatan Karakter Anti Korupsi bagi Siswa di SMA Mega Ilamic Boarding School

- Kota Semarang. JMMN: Jurnal Pengabdian Kepada Masyarakat, 3(3), 63–72.
<https://doi.org/https://doi.org/10.58374/jmmn.v3i3.269>
- Hasan, Z., Qunaifi, A., Andika, A. P., Pratama, D. D., & Mindari, S. (2024). Urgensi Pendidikan Anti Korupsi Dalam Membangun Karakter Anak Bangsa. JALAKOTEK: Journal of Accounting Law Communication and Technology, 1(2), 308–315.
<https://doi.org/10.57235/jalakotek.v1i2.2368>
- Karim, A. (2024). Peran Mahasiswa Dalam Pencegahan Korupsi Melalui Pendidikan Anti Koeupsi di Perguruan Tinggi. JPeHI (Jurnal Penelitian Hukum Indonesia), 4(2), 25–49.
<https://doi.org/https://doi.org/10.61689/jpehi.v4i2.506>
- Khairunisa, Y., Mulyana, A., & Amalia, M. (2024). Penerapan Hukum dalam Menangani Kasus Korupsi di Sekolah : Perspektif Sosiologi Tentang Dampak dan Solusi. Jurnal Of Contemporary Law Studies, 2(1), 65–84.
<https://doi.org/https://doi.org/10.47134/lawstudies.v2i1.3330> Penerapan
- Lakshmi, A. S. E., & Sudaryanto, E. (2022). Analisis Dampak Tayangan Kartun Televisi Pada Perkembangan Bahasa Anak Di Masa Pandemi (Studi Deskriptif Komparatif Pada Tk Srikandi Surabaya). Relasi: Jurnal Penelitian Komunikasi, 2(3), 1–23.
<https://www.aksiologi.org/index.php/relasi/article/view/459/310>
- Marwan, I., Gustaman, R. F., & Gandi, A. (2024). Dikotomi Sarana Dan Prasarana Pendidikan Di Indonesia. Cendekia: Jurnal Pendidikan dan Pemberdayaan Masyarakat, 2(3), 155–161. <https://doi.org/https://doi.org/10.1234/cjppm.v2i3.182>
- Muhammad, F., Heniyatun, Suharso, Dakum, Maitsaa, T., Qotrunnada, T., & Paratama, Y. D. P. (2024). Penanaman Budaya Masyarakat Anti Korupsi di Desa Margoyoso Salaman. Borobudur Journal on Legal Services, 5(1), 45–50.
<https://doi.org/https://doi.org/10.31603/bjls.v5i1.11963> Submitted:
- Mulyani, T., Siagian, F. S., Putra, N., & Imam, K. (2024). Penguatan Komisi Pemberantasan Korupsi Dengan Menjadikannya Lembaga Eksaminatif Studi Komparatif di Denmark dan Firlandia. GRONDWET: Jurnal Hukum Tata Negara dan Hukum Administrasi Negara, 3(2), 44–71. <https://doi.org/10.61863/gr.v3i2.42> Vol.
- Nuruddin, Fauzi, M. A. N., & Barory, C. (2024). Pendidikan Anti Korupsi: Konsep Pendidikan Karakter dan Tantangannya. Educatus: Jurnal Pendidikan, 2(1), 19–26.
<https://doi.org/https://doi.org/10.69914/educatus.v2i1.8> PENDIDIKAN

- Oktori, A. R., Shaleh, Karimah, V. H., & Yulizah, Y. (2024). Budaya Anti Korupsi Dalam Konteks Pendidikan Kewarganegaraan: Kajian Reflektif Pada Sekolah Dasar. *Didaktik: Jurnal Ilmiah PGSD FKIP Universitas Mandiri*, 10(2), 463–476. <https://doi.org/https://doi.org/10.36989/didaktik.v10i2.3137>
- Prabowo, E. A., Hamaminata, G., Guntur, M., & Fahrozi, N. (2024). Urgensi Pendidikan Antikorupsi Di Indonesia: Sebuah Kajian Literatur Tentang Urgensi Dan Pentingnya Nilai Integritas. *Demokrasi: Jurnal Riset Ilmu Hukum, Sosial dan Politik*, 1(2), 193–202. <https://doi.org/10.62383/demokrasi.v1i2.195>
- Rasyid, R., Taha, A. H. D., Ali, W. R., Nurlisdayana, & Ardillah, N. Q. (2024). Pendidikan Di Ujung Jari: Perbandingan Antara Pendidikan Pedesaan Dan Pendidikan Perkotaan. *Jurnal Kreativitas Pendidikan Modern*, 6(2), 170–178. <https://journalpedia.com/1/index.php/jkpm>
- Rifai, B. R. (2024). Urgensi Pendidikan Antikorupsi Terhadap Pencegahan Korupsi Dalam Pendidikan Dasar. *Sindoro: Cendekia Pendidikan*, 7(8), 50–54. <https://doi.org/doi.org/10.9644/sindoro.v4i5.3317>
- Sri, E., & Nuraeni, S. (2023). Dongeng sebagai Pendidikan Anti Korupsi pada Anak Usia Dini. *Sanskara Pendidikan dan Pengajaran (SPP)*, 1(1), 10–18. <https://sj.eastasouth-institute.com/index.php/spp/article/view/73/29>
- Sulistiyawati, W., Wahyudi, & Trinuryono, S. (2022). Analisis (Deskriptif Kuantitatif) Motivasi Belajar Siswa Dengan Model Blended Learning di Masa Pandemi Covid19. *Kadikma: Jurnal Matematika dan Pendidikan Matematika*, 13(1), 67–72. <https://doi.org/https://doi.org/10.19184/kdma.v13i1.31327> ANALISIS
- Widasari, rahayu hardini. (2012). Hubungan penguasaan kosakata dengan keterampilan bercerita siswa kelas V SD Negeri se kecamatan wowsari kabupaten gunungkidul. 8–31.
- Wulandari, Y. (2024). Strategi Meningkatkan Kesadaran Generasi Muda Dalam Menghadapi Korupsi. *Causa: Jurnal Hukum dan Kewarganegaraan*, 6(9), 1–23. <https://doi.org/doi.org/10.3783/causa.v2i9.2461>