

Kindergarten Teachers Training in Integrating Anti-Corruption Education through Storytelling and Game

Grace Kartika Ratih^{1✉}, Ade Iriani¹, Yari Dwikurnaningsih¹

Administrasi Pendidikan, Universitas Kristen Satya Wacana Salatiga, Indonesia⁽¹⁾

DOI: [10.31004/obsesi.v6i3.1806](https://doi.org/10.31004/obsesi.v6i3.1806)

Abstract

There are many ways to prevent corruption, one of them is in education. This study aims to provide training to kindergarten teachers on how to integrate anti-corruption values into teaching and learning activities using storytelling and game methods. This research applied mix method and took the setting in 2 schools in Salatiga, Indonesia. The qualitative data from the interviews were processed by transcribing the answers to the research questions, then sorting out the answers. The pre-test and post-test quantitative data were processed using Wilcoxon technique in SPSS. From the test it is known Asymp.Sig (2-tailed) is 0.011. Because the value of 0.011 is smaller than <0.05 , it can be concluded that the hypothesis is accepted. This means that there is an increase in competence about Anti-Corruption Education before and after training using the module. This research also contributes to expanding literacy source for kindergarten teachers in the form of anti-corruption education training modules.

Keywords: *anti-corruption education; teachers training; kindergarten education; storytelling and game.*

Abstrak

Ada banyak cara untuk mencegah korupsi, salah satunya melalui pendidikan. Penelitian ini bertujuan untuk memberikan pelatihan kepada guru TK tentang bagaimana mengintegrasikan nilai-nilai antikorupsi ke dalam kegiatan belajar mengajar dengan menggunakan metode bercerita dan permainan. Penelitian ini menggunakan metode campuran dan dilaksanakan di 2 sekolah di kota Salatiga, Indonesia. Data kualitatif dari hasil wawancara diolah dengan mentranskripsikan jawaban dari pertanyaan penelitian. Data kuantitatif pre-tes dan post-tes diolah menggunakan teknik *Wilcoxon* dalam SPSS. Dari pengujian diketahui Asymp.Sig (2-tailed) adalah 0,011. Karena nilai 0,011 lebih kecil dari $<0,05$ maka dapat disimpulkan hipotesis diterima. Artinya ada peningkatan kompetensi tentang Pendidikan Antikorupsi sebelum dan sesudah pelatihan menggunakan modul. Penelitian ini juga berkontribusi dalam memperluas sumber literasi bagi guru TK dalam bentuk modul pelatihan pendidikan anti korupsi.

Kata Kunci: *pendidikan anti korupsi; pelatihan guru; Pendidikan Anak Usia Dini; bercerita dan permainan.*

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✉ Corresponding author:

Email Address: gracekartikar@gmail.com (Salatiga, Jawa Tengah, Indonesia)

Received 15 May 2021, Accepted 11 October 2021, Published 20 Oktober 2021

INTRODUCTION

Corruption often occurs in our lives. This behavior is carried out by many groups of society, from the subordinate community groups until government officials. Many news reports about the corruption that occurs within the government because this is related to cases of theft of public money and bribery. However, there are several examples of corrupt behavior that occur in ordinary society but they do not take it seriously and even consider this become a normal behavior, for examples lateness and giving bribes to certain officials for their own benefits. These behaviors can lead to a greater corruption if they are continually practiced and not prevented. Thus, public's awareness and participation about corrupt behavior must be increased (Dirwan, 2019)

Furthermore, corruption has had negative impacts on many sectors. The sectors affected by corruption include the economy, health, social, public services, environment and education (Komisi Pemberantasan Korupsi, 2014). Some effects such as lowering trust to the government, deviations of public priorities, benefits only a few people over many others, reducing resources allocated to education and health, income inequality, economic inefficiency (Zimelis, 2020). These effects can lead to other social problems like poverty and morals destruction.

KPK (Komisi Pemberantasan Korupsi) or Indonesia Corruption Eradication Commission or reported the CPI (Corruption Perception Index) of Indonesia in 2020 was in rank 85 out of 180 countries with the score 40 (kpk.go.id, 2020). A country is classified to be the most corrupt country if the score is close to 0, otherwise if it is close to 100, it is free from corruption. This means that Indonesia still needs to work hard in fighting against corruption.

Corruption can be fought with several strategies, such as repressive, system improvement, education and campaigns (Komisi Pemberantasan Korupsi, 2014). This research will focus on the field of education. Indonesian's Corruption Eradication Commission has a program named Anti-Corruption Education (ACE). As stated in the Law of the Republic of Indonesia Number 30 of 2002 article 13 letter c, the Corruption Eradication Commission has the authority to organize anti-corruption education programs at every level of education. Also, the Central Java governor has released Central Java Governor Regulation No.10 of 2019 concerning the implementation of Anti-Corruption Education.

The implementation of anti-corruption education which started at an early age is very important because they are at a golden age. Golden age is an important life stage for a human being because the quality of human life is not only determined by intellectual abilities but also physiological and social (Saptatiningsih & Permana, 2019). There are several ways to integrate anti-corruption values early childhood education. Storytelling and playing methods were chosen because both are commonly used in kindergarten. Most children like storytelling and playing as well. (Garzotto, 2014) stated that storytelling emphasizes on interaction. It can increase the amusement, shape creativity and provide social learning. While in game, children can develop their intelligence, for example, their knowledge and understanding of the world around them (Hang & Brussel, 2020). Both storytelling and playing method demand the children to have more interaction. (Sari et al., 2019) stated, through various experience of interacting with their surroundings, children expected to reach maturity in social skills. Social skills are needed by early childhood because when children have good behavior, they will easily adapt to new environments. (Perdina et al., 2019) add that no social skills are naturally owned by humans so it needs to be taught and habituation is carried out so that children have those abilities.

Anti-corruption education at the kindergarten level is still new. According to an interview from a school supervisor, this program has not yet been implemented. Therefore, it is necessary to conduct a training for teachers to integrate anti-corruption values in the 2013 curriculum with storytelling and game methods. Furthermore, this research attempts to describe the implementation of anti-corruption education training that address to kindergarten teachers.

Corruption means as an action which misuse the facilities or resources for personal gain (Sarmini et al., 2018). In line with Indonesian Republic Law No. 31/1999 article 2 article 1, Every person who illegally commits an act of self-enrichment alone or another person or a corporation that can harm state finances or the country's economy. The corruptors only think of themselves, on the other hand they harm others.

The government concerns about corruption that occurs in many areas of the country. Many ways have been done to eradicate the corruption that widespread in almost all province in Indonesia. Corruption has covered all aspect of social life, but people tend to silence, ignore or even consider this behavior become something that is common occur. Therefore, Indonesia Corruption Eradication Commission held an educational program against corruption to educate the young generations about the values of integrity. The effort to prevent corruption should be started as early as possible. This also stated in Law No.30/2002 on Corruption Eradication Commission, article 13C, "In carrying out the duties of prevention as referred to in article 6d, the Corruption Eradication Commission authority to implement measures or preventive anti- corruption education programs at every level of education.

Anti-Corruption Education is an educational program that tries to provide education to young learner regarding anti-corruption behavior, so that this is one of the steps to tackle corruption that is already rampant. (Rahayu, 2020) stated that anti-corruption education is part of the moral shaping process, that good values are instilled and honesty as a basis for action. In previous research done by (Lestari, 2018) the finding shows that based on the observation in a kindergarten 10 out of 18 students do not dare to express the honesty because they are afraid that they might get punished for telling the truth. In addition, responsible behavior also still needs to be trained because they did not return the pencil holder to its original place and there were still many students who did not want to queue. As the educators, teacher should be aware with these behaviors that often occur during the learning process lest these shameless behaviors carried to adulthood.

The Anti-Corruption Education provides nine plus one values that should be taught, they are courage, honesty, independence, caring, fair, discipline, hard work, responsible, simplicity, and patience. Those values are suggested to be implemented in teaching and learning with various ways depend on the level of students. This research will focus on kindergarten level; therefore, storytelling and game are chosen to deliver the value of integrity. By integrating the moral value in learning process students are stimulated to act and do good. As the nation's next generation, it is important for students to be educated to stay away from corruption by educating them in mental, spiritual and moral aspects because our national education orientation is directed to make Indonesians religious and have godly morals. Educational institutions are believed to be the best places to disseminate and instill anti-corruption values Story Telling and Game Methods

Several studies on various ways in delivering the implementation of anti-corruption education in schools at several levels of education have been done by researchers. They found several ways that were considered effective in implementing Anti-Corruption Education in early childhood. (Pujiati et al., 2019) declare that role-play is more effective than storytelling, while (Lestari, 2018) stated that story telling has a good impact in increasing the anti-corruption behavior. Sometimes success in presenting the material is also seen from how ready a teacher is. Since this program is quite new, it would be better if the teachers received training on the implementation of Anti-Corruption Education. This is more than just conveying material but how teachers can be role models for children. This study will further examine the story telling method used to deliver anti-corruption education. As an innovation to previous research, this study also adds a game method. It is important to provide training for teachers before presenting anti-corruption education materials. This research also aims to provide opportunities for teachers to create and develop materials for their students. As a result of this research, there is a training module that can contribute to the development of literacy on anti-

corruption education

Through stories the child's cognitive and affective abilities are honed. The values contained in a story can be a moral lesson for children. Therefore, stories are one of the right media to teach character values. Apart from stories, games are very close to children. Childhood is a time when children explore their surroundings. Games often contain rules of the game that must be followed. Various rules of this game can be filled with anti-corruption values. Games not only contribute to children's cognitive development, but also cultivate the social, emotional and affective side (Supeni et al., 2019) Therefore, storytelling and game are used in this research to integrating the value of anti-corruption education.

Character education is not something that we can see the result instantaneously. This will require a process of getting used to in daily activities. Providing character education early age must go through a process. Character education needs to be implemented in a concrete manner education. It is expected to be able to create humans with strong noble morals(Rahayuningsih & Sholikhan, 2016)

At the golden age of a child, it is important to get the right input and treatment from parents and their environment so that it will stimulate their growth and development properly. Learning process in kindergarten basically emphasizes on introduction and inculcation the character that are needed to become a human in the future who can maximize all potential and creativity(Cahyaningrum et al., 2017; Sabardila et al., 2021). Apart from parents, teachers in kindergarten have an important role in providing education for children during the golden age. The choice of learning methods must also be adjusted to the stages of child development, especially in teaching character education.

Corruption might sound too serious to be discussed in early childhood. However, it is important to grow awareness for the kids regarding to the behaviors that will lead to corruption. Some examples of behaviors that will lead to corruption such as, cheating, truant, and indiscipline. Moreover, the idea of inserting anti-corruption material in the curriculum got a positive response from Public. (ICW, 2008 in Komalasari & Saripudin, 2015) poll result of 400 Of the respondents, 87% of whom reported the need for anti-corruption measures material into the Curriculum. Nearly 200 respondents expressed their belief that anti-corruption education could to be an effective way in Indonesia to control corruption attitude.

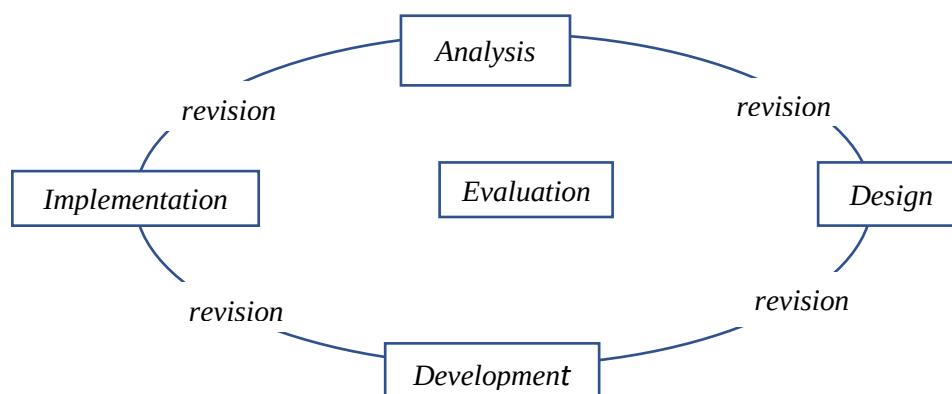
Teachers Training

Teachers play an important role at school to educate their students about character education. Not only at home, character education should be taught at school as well. To strengthen the competence of teachers in executing their role as educators, they need trainings so that their skills will be upgraded. (Sahari, 2018)revealed that in training there is a process of learning skills, knowledge, and attitudes so that those who get the opportunity to take part in the training can carry out their duties and responsibilities in accordance with applicable standards in an organization. There are several goals that want to be reached through training. Training aims to improve several abilities such as work ability and thinking to improve the quality and potential that exists in individuals (Saputra et al., 2018)

METHODOLOGY

This research uses ADDIE (Analysis, Design, Development, Implementation, and Evaluation). Figure 1 is the ADDIE scheme. Analysis aims to identify the problems that occur and the needs that exist in the field in relation to inserting anti-corruption values in activities in kindergarten. In addition, it is also to see the needs of kindergarten teachers to develop learning that is held in the classroom. The next stage is Design. This stage will answer the needs found at the analysis stage. At this stage the researcher will make a framework for the training. After the Design stage, the next is Development. At the Development stage, the concept, framework and structure that have been designed will be done regarding to Anti-Corruption Education training with storytelling and games for kindergarten teachers. The

next step is Implementation. This is a training implementation stage for kindergarten teachers. The researcher will examine whether the training will be effective to train the teacher about the implementation of Anti-Corruption Education through storytelling and game. The last stage is Evaluation. Evaluation has aim to see the effectiveness of the training held.



Picture 1. ADDIE scheme 1

This research uses random sampling. There are two School that were chosen in this research, Ebenhaezer 3 Kindergarten and Al-Fath Kindergarten. From both school there are 8 teachers. Depth interview was conducted with several questions related to the implementation of Anti-Corruption Education so far. The interviews aim to gather information about teachers' knowledge regarding to anti-corruption education and to review the readiness of the curriculum that will be used in the implementation of anti-corruption values. Several other questions such as, *how do you deliver anti-corruption character education lessons? What methods are often used in anti-corruption character education in schools? Are there any obstacles in teaching anti-corruption character education?*

Apart from interviews, this research also uses a questionnaire that will be given to anti-corruption education experts, module and education experts, and practitioners to assess the feasibility of the modules to be used in the training. The questionnaire used in the study used a Likert scale. Formula 1 is a method for calculating the questionnaire score which will be distributed to the experts, Module eligibility percentage for validator questionnaire can be see at table 1. The module can be implemented if the percentage of the questionnaire score reaches > 60%.

$$\text{Percentage Value} = \frac{\text{Factual score}}{\text{Ideal Score}} (100\%)$$

Formula 1. method for calculating the questionnaire score

Table 1. Module eligibility percentage for validator questionnaire

Interval	Category
>21%	Very bad
21-40%	Bad
41-60%	Fair
61-80%	Good
81-100%	Very Good

Data analysis begins with a transcript of the depth interview results. The researcher classified the answers needed to answer the research questions. While in teachers' training, the data analysis was conducted by using test and non-test techniques. Test techniques to see

differences in the competence of participants before and after training. In this section will use pretest and posttest. There are 10 items used in the pretest and posttest.

Descriptive quantitative is also used to process non-test data. Non-test data analysis requires an instrument to measure the variables to be studied. This questionnaire will be filled in by the teachers after attending the training. This questionnaire discusses the training module material and teachers' perceptions of this training. The Linkert scale is used in this instrument with 5 answers. The use of the Linkert scale was chosen because it can be used to measure a person's perception, income, and attitudes. The answers from the respondents were converted into numbers. The scores will be converted into 4 categories (table 2). The module for training is feasible, if the average analysis results at a minimum reach the category "Fair".

Table 2. Module eligibility percentage for participant's questionnaire

Score	Category
4	Very appropriate/ very good
3	Appropriate / good
2	Fair
1	Less appropriate

RESULT AND DISCUSSION

Teacher's Background Knowledge of Anti-Corruption Education

Through the results of in-depth interviews, researchers found that anti-corruption education is a new program since it has not been officially implemented. The school supervisor said that anti-corruption education has not been implemented.

"I think this is something new. There is not even one institution (kindergarten) that reports having a concept about anti-corruption education"

It is clear that anti-corruption education needs to be socialized. However, the school supervisor stated that there will be a plan for the implementation of anti-corruption education if there is a mayor regulation requiring the implementation of this program. Furthermore, the researcher interviewed some principals to confirm about their knowledge regarding to anti-corruption education.

the principal of Al-Fath Kindergarten stated:

"So far we only carry out character education, if the specifics on anti-corruption education have not been implemented"

In line with Al-Fath principal, the principal of Ebenhaezer 3 stated:

"I know a little about anti-corruption education, maybe about honesty education. However, I don't know how to implement"

The statement from the both principals indicate that anti-corruption has not implemented yet. So far, they only implemented character education. Meanwhile character education and anti-corruption education are two things that seem to be the same but are actually different. Character education consist around 13 values, while anti-corruption education has 9+1 values. Moreover, anti-corruption education emphasizes the value of honesty.

Some teachers from these schools also consider that anti-corruption education is a new program which has not socialized to teachers. From the interview in both schools revealed that teachers have not get any training about instilling anti-corruption through teaching and learning.

Even a teacher stated that anti-corruption education is something too heavy to be taught in kindergarten:

"I only know that corruption is talking about money theft which done by adult. So, for kindergarten it doesn't seem like easy to deliver"

From the reasons above, that is why it is important to conduct anti-corruption education training for kindergarten teachers so that anti-corruption education can be understood and applied appropriately at the kindergarten level.

Anti-Corruption Education Module with storytelling and games methods

This module (Picture 2) will be used as a reference or learning resource in teacher training. However, the anti-corruption education module with storytelling and games methods needs to be validated to see if this module is suitable for use. To validate this module there are 5 validators consisting of one module expert, one education expert, two anti-corruption education experts and a practitioner as a potential module user. The validator fills in open and closed questionnaires. Input from the validator will then be a suggestion for module improvement. The result of the average percentage value of the module assessment will determine whether this module is suitable for use in training



Picture 2. Anti-Corruption Module

Table 3. Validator percentage score

Validator	Percentage
Module expert	78,5%
Education expert	78,5%
Anti-corruption education expert (1)	79,1%
Anti-corruption education expert (2)	76,9%
practitioner	82,9%
Average	81%

From the table 3, it shows that the module's average value is categorized high. So, this module is suitable to be used in training.

Anti-Corruption Teacher's Training

The training was conducted using the Anti-Corruption Education Training Module with storytelling and games method. The data were collected using test and non-test techniques. The test technique is in the form of pretest and posttest with 10 items. Table 4 Is the result of pre-test and post-test which was conducted using online application, named Quizizz.

The results of the pre-test and post-test were processed using SPSS to see changes in competence before and after the training. Before analyzing the pre-test and post-test data, a normality test was conducted to determine whether the data was normally distributed or the

data was not normally distributed. Below are the results of the data normality test.

Table 4 Pre-test and Post-test Score

Partisipan	Pre-test	Post-test
PN	8	9
EPH	8	9
WAR	8	10
HK	5	10
EWA	6	9
FMF	4	7
RW	6	10
JM	6	7

Table 5 Test of Normality

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Pretest	.235	8	.200*	.871	8	.156
Post-test	.290	8	.046	.794	8	.025

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Based on the results of the normality test at table 5, the result shows that sig. pre-test data was $0.156 > 0.05$ while the post-test data was $0.025 < 0.05$. These results indicate that the data is not normally distributed, so the next step is to test non-parametric data using the Wilcoxon technique (table 6).

Table 6. Wilcoxon Rank

		N	Mean Rank	Sum of Ranks
Post Test - Pre Test	Negative Ranks	0 ^a	.00	.00
	Positive Ranks	8 ^b	4.50	36.00
	Ties	0 ^c		
	Total	8		

Negative ranks or the difference (negative) between pre-test and post-test after training is 0 for either N, Mean Rank, or Sum of ranks. These 0 values indicate no decrease (reduction) from the pre-test value to the post-test value. Positive ranks or the difference (positive) between the results of the pretest and posttest. There are 8 positive data (N), which means that 8 participants experienced an increase in Anti-Corruption Education competence from the pre-test score to the post-test value, the mean rank or average increase of 4.50, while the number of positive ranks or Sum of ranks was 36.00. Ties is the similarity of pre-test and post-test scores. In the table above, the ties value is 0, so it can be said that there is no similarity between the pre-test and post-test scores.

The basis for decision making on the Wilcoxon test (table 7), is, if the Asymp.sig value < 0.05 then the hypothesis is accepted, but if the Asymp. sig value > 0.05 then the hypothesis is rejected. Based on the "Test Statistic" output, it is known that Asymp.Sig (2-tailed) is 0.011. The value of 0.011 is smaller than < 0.05 , it can be concluded that the hypothesis is accepted. This means that there is an increase in competence about Anti-Corruption Education before and after training using the provided module. Thus, the essence of training is achieved. Sahari (2015) reveals that in training there is a process of learning skills, knowledge, and attitudes. The training also produced several teachers works, namely in the form of children's stories inserting the value of integrity against corruption.

Table 7 Wilcoxon Statistic Test

	Post Test - Pre Test
Z	-2.536 ^b
Asymp. Sig. (2-tailed)	.011

a. Wilcoxon Signed Ranks Test

b. Based on negative ranks.

Meanwhile, the non-test technique is obtained from calculating a questionnaire which contains module assessment. The results of the non-test technique will determine the eligibility of the module (Table 8).

Table 8 Questionnaire calculation result

Participant	Average score from questionnaire
1	4,04
2	4,09
3	4
4	3,9
5	4
6	4,1
7	3,9
8	4,02
Average : 4	

Then based on the module's eligibility criteria, the result of a closed questionnaire was obtained that the anti-corruption Education Training Module used in the training was declared very appropriate / very good with an average score 4. This also conveyed through comments and input written by the training participants in an open questionnaire.

Table 9. Teachers 'comment

Partici- pant	Comments
1	After reading this module I understand about Anti-Corruption Education which is important to implement and develop activities in schools. General advice: socialize it immediately. (HK)
2	The Anti-Corruption Education training module is very appropriate to be applied in learning at the early childhood level, because early childhood is the golden age, so it is the initial foundation for further gaps, especially for the cultivation of morals and character. Suggestion: Please socialize it immediately so that other institutions can also gain knowledge. (PN)
3	After reading this module, I understand that it is important that Anti-Corruption Education be implemented from an early age according to the development of children in kindergarten level. Suggestion: Disseminate it immediately so that it can be instituted soon. (EPH)
4	Anti-Corruption Education Training is very important for early childhood educators. Continue training like this for other PAUD teachers. (EWA)
5	This seminar is good, it reminds us of the importance of teaching anti-corruption to children from an early age as a foundation for future lives. (FMF)
6	It really needs to be given / conveyed to children about Anti-Corruption Education through play and storytelling methods. (RW)
7	Well done. (JM)
8	The module is good, practical and can be applied in school learning. Perhaps a suggestion for the future could be provided a module for parents so that they can implement anti- corruption education at home. (WAR)

From the responses form table 9, it can be said that the participants gave positive responses to the training using the anti-corruption education training module. Here is the link to the training module
<https://drive.google.com/drive/folders/1jpsP3dvIYmmcJ7uIW9I2D2f3Rqd9XH5v?usp=sharing>

Discussion

Corruption behaviour is increasingly encountered in the country. The researchers intend to conduct research on how anti-corruption character education is implemented in schools. Basically, the government has issued an anti-corruption education policy, however, not all schools have officially integrated the program. Especially for kindergarten, Anti-Corruption Education is considered a program that is too heavy for children. Based on the interviews in the field, the topic of corruption was seen less suitable for kindergarten, more suitable for adult learners. However, learning about character should be started early. Anti-Corruption Education contains many values that can be taught for children as well. Furthermore, the researchers tried to find out what the difficulties of the teachers were.

The author tries to do a needs analysis by interviewing several sources such as school principals and teachers. From the results of the needs analysis, the problem encountered, Anti-Corruption Education is a new program so that they have no idea how to implement it. Although there is already an anti-corruption education module from the Indonesia Corruption Eradication Commission, it is not yet specific to the kindergarten level and has not been integrated with the curriculum themes.

From the reasons above, the researchers then design the module to be used in training. The training module was validated by several expert validators in the field of anti-corruption education, education experts, module experts and a user candidate. The results of the validation test are categorized as very high with an average value of 81%, it means that the training module is ready to be used.

The module expert provides suggestions, this module should not only provide insight, but also develop the skills of kindergarten teachers. Meanwhile education expert provides corrections to the settings and diction in the module. Anti-corruption education experts provide inputs such as: 1) adding the value of patience to the discussion of anti-corruption values, 2) it is better to add quotes from well-known figures about anti-corruption, 3) cover modules should be in accordance with the anti-corruption theme, 4) to add Framework Taxonomy Bloom and its application in modules, 5) add tips (do and don't) for storytelling and game methods.

After the module has passed the validation process, the module is ready to be used in training. In training, pre-test and post-test were conducted to see changes in teachers' understanding of anti-corruption education. Analysis of pre-test and protest data using the Wilcoxon test technique. The left side one tails hypothesis is **H₀**: there is no increase in competence about Anti-Corruption Education before and after training using the training module. **H_a**: there is an increase in competence about Anti-Corruption Education before and after training using the training module. The test using Wilcoxon technique was chosen because the data from the normality test were not normally distributed, so a non-parametric test was carried out. The calculation is done using SPSS. Based on the statistic test output, it is known that Asymp.Sig (2-tailed) is 0.011. Because the value of 0.011 is smaller than <0.05, it can be concluded that the hypothesis is accepted. This means that there is an increase in competence about Anti-Corruption Education before and after training using the module. This is in accordance with what was conveyed by (Saputra et al., 2018) The purpose of the training is to improve several abilities such as work ability and thinking to improve the quality and potential that exists in individuals. The training also strengthens teachers' professionalism. A professional teacher will be eager to prepare the good quality of teaching material before the lesson is delivered (Syafri et al., 2020)

Based on the comments of several trainees, they considered that this module was effective, simple, and easy to apply in teaching activities in kindergarten. This can be seen from the non-test qualitative data. By this reason, the goal of training is achieved. (Sahari, 2018) revealed that in training there is a process of learning skills, knowledge, and attitudes. The training also produced several works of teachers, namely in the form of children's stories that included the value of anti-corruption integrity. With this training module, many teachers gave a positive response to be immediately disseminated to kindergarten institutions at large. This research and development have different features compared to previous research. In previous research conducted by Asamawi (2019) recommended role-play in integrating anti-corruption education, however, in this study, teachers gained broader knowledge in implementing anti-corruption education, namely storytelling and games. Furthermore, teachers are also given chance to sharpen their creativity by creating their own story and game which inserted with anti-corruption values. Therefore, the creativity that gained by teachers can inspire the students to be creative as well. This in line with the statement from (Shalihet et al., 2021) that said, children creativity character is difficult to be emerged if the teacher does not have creativity.

CONCLUSION

The findings of this research are, first, anti-corruption education is a new program. This program has not been formally implemented in teaching and learning activities. Teachers still don't understand how this program will work. Second, there has never been any training for teachers on anti-corruption education as well as sources that can be used as reference materials. Third, the anti-corruption education module with storytelling and games methods is considered appropriate as reference material for teachers to learn about anti-corruption education. Fourth, through training tests conducted by researchers, there is an increase in teacher competence regarding anti-corruption education.

ACKNOWLEDGEMENT

We would like to express our gratitude to all experts and teachers who have involved in this study. We are really grateful for all supports provided.

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