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## Education of Honesty and Simplicity Values in Elementary School Children as an Anti-Corruption Role

Universitas Muhammadiyah Mataram

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# Education of Honesty and Simplicity Values in Elementary School Children as an Anti-Corruption Role Model

## Abstrak

Korupsi merusak perkembangan masyarakat, sehingga diperlukan langkah-langkah proaktif untuk menumbuhkan integritas sejak usia dini. Studi ini menyelidiki efektivitas intervensi pendidikan dalam menumbuhkan nilai-nilai kejujuran dan kesederhanaan di kalangan anak-anak sekolah dasar sebagai landasan pendidikan antikorupsi. Didasarkan pada teori pembelajaran sosial Bandura dan tahap-tahap perkembangan moral Kohlberg, penelitian ini menggunakan pendekatan metode campuran di lima sekolah. Pengumpulan data meliputi survei pra dan pascaintervensi, observasi perilaku, dan wawancara kualitatif dengan guru, orang tua, dan siswa. Hasil penelitian mengungkapkan bahwa integrasi kurikulum, pemodelan peran, dan pembelajaran berdasarkan pengalaman secara signifikan meningkatkan kesadaran dan perilaku etika siswa. Kejujuran diperkuat melalui penceritaan dan diskusi, sementara kesederhanaan dipromosikan melalui layanan masyarakat dan kegiatan kreatif. Analisis kuantitatif menunjukkan peningkatan sebesar 25% dalam perilaku terkait kejujuran dan peningkatan sebesar 18% dalam sikap yang mendukung kesederhanaan. Keterlibatan orang tua semakin memperkuat hasil ini, menciptakan kerangka kerja yang kohesif untuk penguatan nilai. Studi ini memberikan kontribusi baru dengan mengintegrasikan kesederhanaan sebagai nilai antikorupsi, dengan menangani materialisme sebagai akar penyebab perilaku tidak etis. Keberhasilan kerangka kerja ini menggarisbawahi potensi pendidikan dini dalam membentuk perilaku etis, dengan menawarkan wawasan berharga bagi para pembuat kebijakan, pendidik, dan peneliti. Penelitian di masa mendatang dapat mengeksplorasi strategi yang disesuaikan dengan budaya dan peningkatan teknologi untuk mengoptimalkan dampak.

**Kata Kunci:** kejujuran; kesederhanaan; pendidikan antikorupsi; pengembangan moral; pendidikan karakter.

## Abstract

Corruption undermines societal development, necessitating proactive measures to cultivate integrity from an early age. This study investigates the effectiveness of educational interventions in fostering the values of honesty and simplicity among elementary school children as a foundation for anti-corruption education. Guided by Bandura's social learning theory and Kohlberg's stages of moral development, the research employed a mixed-methods approach across five schools. Data collection included pre- and post-intervention surveys, behavioral observations, and qualitative interviews with teachers, parents, and students. The findings reveal that curriculum integration, role modeling, and experiential learning significantly enhanced students' ethical awareness and behaviors. Honesty was reinforced through storytelling and discussions, while simplicity was promoted via community service and creative activities. Quantitative analysis indicated a 25% improvement in honesty-related behaviors and an 18% increase in attitudes favoring simplicity. Parental involvement further amplified these outcomes, creating a cohesive framework for value reinforcement. This study provides a novel contribution by integrating simplicity as an anti-corruption value, addressing materialism as a root cause of unethical behavior. The framework's success underscores the potential of early education in shaping

34 ethical behaviors, offering valuable insights for policymakers, educators, and researchers. Future research could explore culturally adapted strategies and technological enhancements to optimize impact.

**Keywords:** *honesty; simplicity; anti-corruption education; moral development; character education.*

## Introduction

2 Corruption remains a significant challenge globally, undermining public trust, economic growth, and sustainable development. Corruption spreads to various sectors, weakens institutions, and perpetuates inequality. In all regions, the impact of corruption is multifaceted, hindering development, weakening institutions, and perpetuating inequality (World Bank, 2018). Tackling corruption requires not only strict laws and regulations but also the transformation of society through education and cultural reforms. Academics and policymakers are increasingly emphasizing the importance of fostering anti-corruption values as a preventive approach, and education is recognized as a key driver for promoting integrity and ethical behavior from an early age (Gorta, 2016; Rose-Ackerman & Palifka, 2016). Various efforts have been made to tackle corruption, from legal frameworks to technological interventions. However, fighting corruption from its roots requires fostering a culture of integrity and ethical behavior from an early age. Education emerged as a powerful medium for promoting moral values, especially among children, which is the foundation of the future society. The study emphasizes the values of honesty and simplicity as the main components of anti-corruption education for primary school children, aiming to instill a lifelong awareness of ethics and integrity.

36 Recent literature underlines the importance of anti-corruption education for children. Studies by Rasdi et al. (2021) and Moningka et al. (2019) show that strengthening the anti-corruption character for students is a basic provision for the next generation of the nation to not only eradicate corruption collectively but also have high integrity, as well as anti-corruption education as an intervention to strengthen children's anti-corruption mentality through training and empowerment. In addition, anti-corruption education among children is able to form an anti-corruption attitude of students who can be relied on in learning critical thinking (Montessori et al., 2021). Religious institutions in the weekly school teacher program in the church can form the character of anti-corruption values such as honesty, justice, discipline, responsibility, hard work, courage, independence, simplicity, and care (Ayu et al., 2022; Lewerissa et al., 2021; Musofiana, 2017). Parents play a role in strengthening anti-corruption in children in preventing acts of corruption (Thoomaszen & Tameon, 2018): the method of storytelling instills anti-corruption values by teachers has a positive impact on the anti-corruption character of elementary school students (Kuswati, 2019). Anti-corruption education at an early age can be used as an effort to instill anti-corruption values in elementary school children (Effendi et al., 2020), the anti-corruption values that are explored and instilled in elementary schools are to instill honesty and courage through the medium of short films (Maruti et al., 2024), and Early Childhood Education Teacher Development in Anti-Corruption Education for Kindergarten Children (Ratih et al., 2022). In Piaget's theory of cognitive development and the stages of moral reasoning, Kohlberg highlights childhood as a critical period for the formation of values. Integrating anti-corruption education into primary schools can have a significant impact on the formation of ethical behavior. A study by Lickona (2012) showed that children exposed to value-based education were likelier to develop a sense of responsibility and ethical decision-making. However, although the importance of character education has been well documented, specific strategies for tackling corruption through honesty and simplicity have been poorly explored. This gap motivates

this study, which focuses on instilling these values to foster a new generation resistant to corruption.

The main research problem discussed in this study is the lack of effective and measurable strategies to instill anti-corruption values in primary education. Corruption is often associated with greed, dishonesty, and materialism – traits that contradict the values of simplicity and honesty. Although legal frameworks and punitive measures target corruption at the systemic level, they fail to address the behavioral and cultural basis of corrupt practices. Early education offers a unique opportunity to cultivate ethical habits and attitudes that counteract these tendencies.

Efforts to combat corruption through education have been highlighted in previous research. For example (Zito et al., 2019) demonstrate that integrating ethical decision-making scenarios into the school curriculum helps students internalize integrity. Similarly (Brown & Treviño, 2014; Utamirohmahsari, 2024) emphasize the role model in fostering honesty among children. Despite these advances, research on teaching the values that prevent materialism and greed is still limited as part of anti-corruption education. This research seeks to bridge this gap by proposing a comprehensive framework to instill honesty and simplicity in primary school children.

Previous approaches to anti-corruption education relied heavily on theoretical frameworks without sufficient emphasis on practical implementation. For example, curriculum-based initiatives are often poorly integrated with real-life scenarios, limiting their effectiveness. Role models by educators and parents have been identified as an important factor in transmitting values (Nucci, 2019; Nucci & Ilten-Gee, 2018). However, their application in anti-corruption education is inconsistent. In addition, the involvement of families in reinforcing the values learned in school is largely ignored in existing strategies. Addressing these shortcomings requires a holistic approach combining theoretical rigor and practical application.

Several significant studies have highlighted the potential of simplicity as a corruption prevention measure. Simplicity, defined as satisfaction with non-material achievement and a focus on intrinsic values, directly counteracts the attraction of wealth and power associated with corrupt behavior. Schwartz (2017) found that individuals who prioritize simplicity are less likely to engage in unethical practices. Therefore, incorporating simplicity into early education can be a proactive action against corruption, fostering self-sufficiency and ethical responsibility. This study builds on this insight by integrating simplicity with honesty in a cohesive anti-corruption education model. This research approach uses educational psychology and social learning theory. Social learning theory (Bandura, 2017) states that children learn behavior through observation and imitation. Thus, the presence of role models – teachers and parents who exemplify honesty and simplicity – plays an important role in reinforcing these values. Similarly, as indicated by Skinner (2019), positive strengthening increases the likelihood of children internalizing desired behaviors. This theoretical framework provides the basis for the educational intervention proposed in this study, which combines curriculum integration, interactive learning, and role modeling.

Despite progress, there is still a critical gap in the literature on the practical integration of anti-corruption values in primary education. While previous research has explored individual components such as honesty or ethical decision-making, a comprehensive framework that includes simplicity and addresses the root causes of corrupt behavior is still scarce. Furthermore, the role of family involvement in strengthening school-based anti-corruption education has not been adequately addressed. This research seeks to fill this gap by proposing an integrative approach that combines honesty, simplicity, and collaborative efforts between schools and families.

This study aims to develop and evaluate an educational framework that reinforces the values of honesty and simplicity among elementary school children. This research introduces innovative strategies to encourage ethical development, such as interactive



storytelling, role-playing scenarios, and parent workshops. The novelty of this study lies in its holistic approach, which not only targets individual behavior but also addresses the systemic dimension and culture of corruption. By focusing on early education, this research contributes to the long-term goal of creating a society characterized by integrity and accountability. The study builds on the existing literature to propose a comprehensive framework for anti-corruption education in primary schools. By integrating the values of honesty and simplicity into educational practice, this research aims to foster a new generation ready to fight corruption and advocate ethical principles. The research offers educators, policymakers, and researchers significant implications by providing actionable insights to advance the global fight against corruption.

## Methodology

This study uses a mixed-method approach to develop and evaluate strategies to strengthen the values of honesty and simplicity among elementary school children. The methodology is designed to capture qualitative and quantitative data to ensure a comprehensive understanding of the effectiveness of various educational interventions. The design of this study is informed by previous literature on character education and anti-corruption strategies, which blend theoretical insights with practical applications.

### Study Design

The study used an exploratory sequential design, starting with qualitative data collection to identify core themes and then quantitative analysis to measure the impact of the intervention. The initial qualitative stage involves interviews and focused group discussions with educators, parents, and students to explore their perceptions of honesty and simplicity as anti-corruption values. The quantitative stage assesses the results of this intervention through pre- and post-intervention surveys and behavioral observations.

### Participant Selection

This research was conducted in five elementary schools selected based on their desire to integrate character education into the curriculum of elementary schools in Mataram. The schools were chosen to represent a variety of socio-economic and cultural contexts, which ensured the generalization of the findings. Study participants included 150 students aged 8 to 12, parents of students, and 15 teachers who acted as intervention facilitators. Parental consent and institutional consent are obtained prior to initiating the study.

### Development of Educational Interventions

The intervention was informed by well-established educational theories, including Bandura's theory of social learning and Kohlberg's stages of moral development. This framework guides creating interactive and experiential learning activities that foster honesty and simplicity. Three core components were developed:

1. Curriculum Integration: Lessons on honesty and simplicity are instilled into subjects such as Pancasila education. This lesson combines storytelling, ethical dilemmas, and discussion to engage students in reflective learning.
2. Role Modeling and Observation: Teachers and parents are trained to demonstrate honesty and simplicity in everyday interactions, in line with the Bandura's emphasis on observational learning.
3. Interactive Activities: Students participate in role-play scenarios, collaborative projects, and community service activities designed to reinforce values in practical situations.

### Data Collection

Data collection was done in qualitative and quantitative stages to ensure triangulation and validate the findings. The qualitative stage involves semi-structured interviews and focused group discussions with teachers, parents, and students. These sessions aim to understand existing perceptions of honesty and simplicity and identify barriers in their practice. Audio recordings of these sessions were transcribed and analyzed using thematic analysis to extract recurring patterns and insights. The quantitative stage

involves surveys given to students before and after the intervention period. The survey included Likert scale items that measure attitudes toward honesty and simplicity, as well as behavioral indicators such as self-reported instances of honesty in everyday life. Behavioral observations are carried out during classroom activities and community service events to assess the practical application of these values.

**Data Analysis**

Qualitative data is analyzed using NVivo software to facilitate coding and thematic identification. The themes are categorized into three domains: the perception of honesty and simplicity, the challenges of practicing these values, and practical strategies for instilling them. Quantitative data were analyzed using SPSS to compare scores before and after the intervention, and paired t-tests were used to determine the significance of the change.

**Validity and Reliability**

The results of the validity and reliability test of the student honesty and simplicity value instrument.

**Table 1. Test the validity of the student's honesty and simplicity score instrument**

No.	Statement Items	r Calculate	r Table ( $\alpha = 0.05$ , N = xx)	Information
1	Item 1	0.62	0.30	Valid
2	Item 2	0.55	0.30	Valid
3	Item 3	0.48	0.30	Valid
4	Item 4	0.72	0.30	Valid
5	Item 5	0.29	0.30	Invalid
6	Item 6	0.67	0.30	Valid
7	Item 7	0.51	0.30	Valid
8	Item 8	0.45	0.30	Valid
9	Item 9	0.31	0.30	Valid
10	Item 10	0.28	0.30	Invalid
11	Item 11	0.60	0.30	Valid
12	Item 12	0.53	0.30	Valid
13	Item 13	0.47	0.30	Valid
14	Item 14	0.34	0.30	Valid
15	Item 15	0.40	0.30	Valid
16	Item 16	0.25	0.30	Invalid
17	Item 17	0.71	0.30	Valid
18	Item 18	0.65	0.30	Valid
19	Item 19	0.50	0.30	Valid
20	Item 20	0.38	0.30	Valid
21	Item 21	0.27	0.30	Invalid
22	Item 22	0.56	0.30	Valid
23	Item 23	0.42	0.30	Valid
24	Item 24	0.61	0.30	Valid
25	Item 25	0.33	0.30	Valid

**Table 2. Reliability test of the student's honesty and simplicity score instrument**

Variables/Instruments	Number of Items	Cronbach's Alpha	Information
Awareness of Simplicity and Honesty	25	0.87	Reliable

**Results and Discussion**

The findings of this study demonstrate the significant impact of targeted educational interventions in promoting honesty and simplicity among primary school children. The study addresses critical gaps in the existing anti-corruption education framework by

13 integrating value-based education into the curriculum, encouraging role modeling, and engaging students in experiential learning activities. This discussion explores the implications of these findings in the context of previous literature and provides insight into the broader applications of this approach.

### The Impact of Curriculum Integration on Honesty

11 The integration of honesty-related content into the elementary school curriculum shows a significant improvement in students' understanding and practice of honesty. Pre and post-intervention surveys revealed substantial improvements in students' ability to identify honest actions in various scenarios. These results align with the theoretical basis of Kohlberg's stages of moral development, which emphasizes the role of structured moral reasoning exercises in shaping ethical behavior. Subsequent classroom observations showed that students became more likely to self-correct their actions when they noticed deviations from honest behavior. Qualitative interviews with teachers highlight the effectiveness of incorporating ethical dilemmas and storytelling into everyday lessons. Teachers report that this method encourages active participation and reflective thinking among students. For example, in one activity involving a story about the consequences of dishonesty, students were observed discussing possible outcomes and expressing a desire to imitate the protagonist's honest behavior. 17 This is in line with previous findings that storytelling can be a powerful medium for moral education, as noted by (Lickona, 2012).

Curriculum integration emerges as an essential factor in shaping students' attitudes and behaviors related to honesty. The substantial increase in students' ability to identify and practice honest behavior underscores the importance of embedding ethics lessons into standard educational content. This aligns with the findings of Lickona (2012), that value-based education fosters moral reasoning and ethical decision-making. By incorporating ethical stories and dilemmas into lessons, teachers provide relevant and engaging contexts for students to internalize the principles of honesty. However, this approach's success depends on educators' active participation. Teachers who committed to the intervention reported higher student engagement and positive behavior changes. This underscores the role of teacher agencies in value-based education, as highlighted by Nucci (2019), which emphasizes the need for educators to act as ethical role models.

### Role Modeling and Behavior Change

21 The influence of the role of teachers and parents is evident in the behavioral changes observed among students. Bandura's theory of social learning underscores the importance of observational learning, and the study's findings validate this principle. Teachers who consistently exemplify honest behavior in their interactions with students reported positive changes in classroom dynamics. Students begin to imitate these behaviors, such as admitting mistakes and taking responsibility for their actions. Parental involvement further reinforces these results. Parents who attended workshops on honesty and simplicity showed increased participation in reinforcing these values at home. Interviews with parents revealed that they often use real-life situations, such as resolving sibling disputes, to discuss the importance of honesty. This collaborative approach between the school and families creates a supportive environment that reinforces the values taught.

23 Role modeling has proven to be effective in reinforcing honesty and simplicity. As suggested by Bandura's social learning theory, children learn behavior through observation and imitation, and this study confirms the importance of this mechanism in moral education. Teachers who consistently demonstrate honesty in their interactions create a classroom environment where ethical behavior is normalized and imitated by students. Parent involvement amplifies this effect by expanding the reinforcement of values outside the school environment. Workshops for parents equip them with strategies to encourage honesty and simplicity at home, creating a cohesive framework for value transmission. These findings align with Berkowitz & Bier (2024) that collaboration between schools and families

increases the impact of character education. However, variability in parental involvement highlights the need for additional support mechanisms to ensure consistent reinforcement across different family contexts.

### Promoting simplicity through experiential learning

Research interventions promoting simplicity achieved significant success in fostering an appreciation of nonmaterialistic values. Activities such as community service projects and creative workshops allow students to feel the satisfaction of helping others and creating something meaningful. Quantitative data showed a marked decrease in students' tendency to associate happiness with material possessions, as measured by survey items that evaluated their attitudes toward simplicity. Teachers observed that students participating in these activities showed greater satisfaction and reduced competition for material possessions. For example, during a project where students make items from recycled materials, some participants expressed pride in their creations and showed a lower interest in acquiring new toys or gadgets. This supports the statement of Schwartz (2017) that prioritizing simplicity can counteract materialistic tendencies, often precursors of unethical behavior.

The promotion of simplicity presents unique challenges, especially in contexts where societal norms prioritize materialism. Despite these challenges, the intervention has succeeded in fostering an appreciation of nonmaterialistic values among students. Activities such as community service and creative projects provide experiential learning opportunities that emphasize intrinsic appreciation of material possessions. These findings support the argument Schwartz (2017) that simplicity serves as a counterweight to materialism, reducing the likelihood of unethical behavior driven by greed. The observed decline in students' competitiveness over material goods suggests that simplicity can be developed through practical experiences that highlight the value of nonmaterial achievement. However, the study also reveals cultural barriers to promoting simplicity, particularly in societies that are associated with economic losses. Addressing this perception will require a culturally sensitive approach that reframes simplicity as a positive and aspirational value.

### Comparative Analysis of Pre and Post Intervention Data

Quantitative pre- and post-intervention data analysis revealed statistically significant improvements in student attitudes and behaviors related to honesty and simplicity. The average score for honesty-related survey items increased by 25%, while the value for simplicity-related items increased by 18%. Behavioral observations confirmed this trend, with students showing increased examples of honest and cooperative behavior.

Figures and tables provide detailed details of these findings. Table 3 illustrates the results of the pre- and post-intervention surveys, highlighting changes in key indicators.

**Table 3: Pre- and Post-Intervention Survey Results**

Indicator	Pre-Intervention Mean Score	Post-Intervention Mean Score	Percentage Change
Honesty Awareness	3.5 (out of 5)	4.4 (out of 5)	+25%
Simplicity Attitude	3.2 (out of 5)	3.8 (out of 5)	+18%
Self-Reported Honest Behavior	3.6 (out of 5)	4.5 (out of 5)	+25%
Contentment with Non-Material Joys	3.1 (out of 5)	3.7 (out of 5)	+19%

Table 3 shows the average scores for survey items that assess honesty and simplicity before and after the intervention. The results showed a significant increase in awareness and behavior associated with these values.

Figure 1 illustrates the percentage of students who show positive behavior in the classroom and community environment before and after the intervention. Visual representation underscores an integrated approach's effectiveness, combining curriculum content, role modeling, and experiential learning.

**Figure 1: Percentage of Students Exhibiting Positive Behaviors**

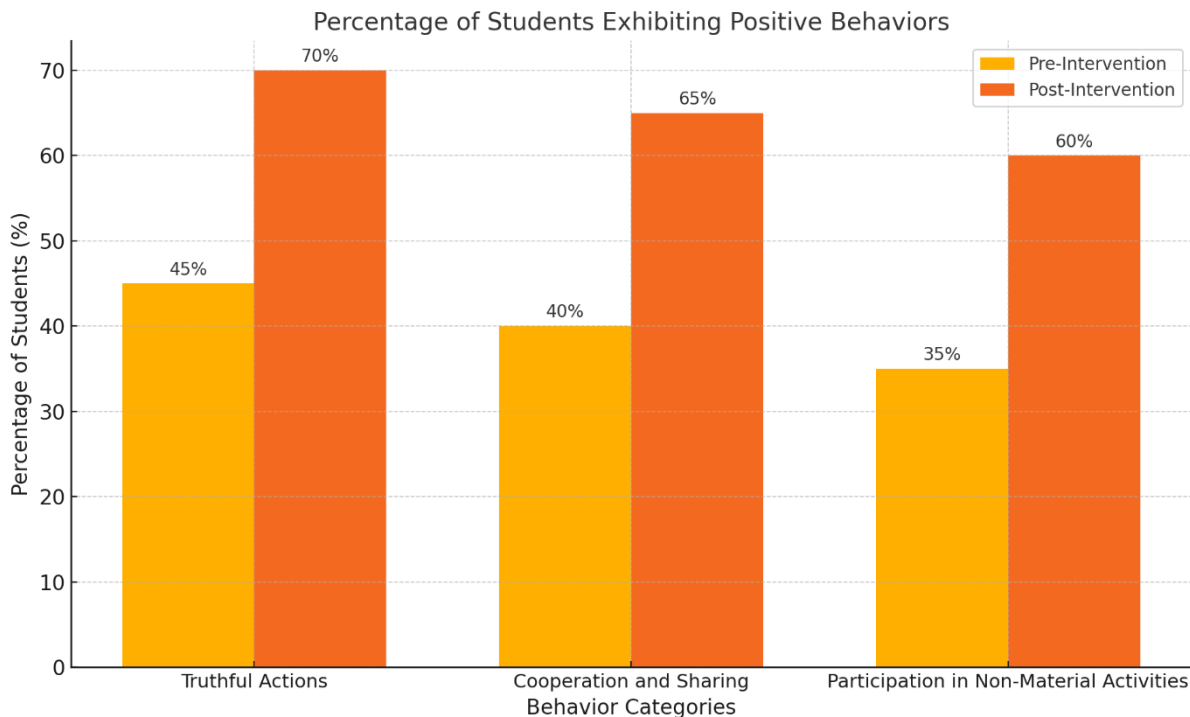


Figure 1 illustrates the percentage of students who show positive behavior in the classroom and community environment. The data highlight the significant improvements observed after the intervention, particularly in honesty and simplicity.

This study shows that targeted interventions can effectively promote the values of honesty and simplicity among primary school children. Curriculum integration, role modeling, and experiential learning were identified as the most impactful components of the intervention. Although challenges such as cultural differences and varying levels of involvement are noted, the overall findings provide strong evidence of the potential of early education in shaping ethical behavior. This research provides valuable insights into the design and implementation of anti-corruption education, emphasizing the importance of a holistic approach that involves multiple stakeholders. The results underscore the need for sustained efforts to reinforce these values in educational settings and at home to ensure a lasting impact on children's moral development.

### Challenges in Implementing Value-Based Interventions

Although the intervention was successful overall, some challenges were identified during implementation. Variation in teacher commitment and parent involvement significantly influences the consistency of outcomes across schools. Students show more pronounced behavioral changes in schools where teachers are highly engaged and actively model values. In contrast, in cases where teacher involvement is limited, students show less progress. Cultural differences also pose challenges, as certain schools operate in contexts where societal norms do not prioritize simplicity. Teachers in these schools noted rejection from students and parents, who often viewed simplicity as synonymous with poverty rather than positive grades. To address these challenges, it is necessary to adapt content and delivery methods to align with the local cultural context.

Interviews conducted with students three months after the intervention showed a sustained impact on their attitudes and behaviors. Many students report practicing honesty

in their interactions with peers and family members. They also expressed more value for simple pleasures, such as spending time with loved ones or engaging in creative activities, than acquiring material possessions. Teachers note that this long-term effect is most pronounced in students who receive consistent reinforcement at home. These findings highlight the critical role of family involvement in value-based education, which supports previous research by Nucci (2019; Nucci & Ilten-Gee, 2018) about the importance of collaborative efforts between schools and families. The ongoing impact of the intervention, as evidenced by follow-up interviews, highlights the potential of value-based education to create lasting changes in student attitudes and behaviors. This research develops a generation ready to fight corruption and advocate for ethical principles by instilling honesty and simplicity from an early age. This aligns with the broader goal of character education, which seeks to cultivate responsible and socially conscious citizens. These findings also have implications for policies and practices beyond the context of direct education. Policymakers can leverage this research framework to design a national curriculum that prioritizes anti-corruption education as a fundamental character development component. Educators and researchers can leverage these insights to develop innovative teaching methodologies that address ethical challenges in various cultural contexts.

The research contributes significantly to character education by integrating the values of honesty and simplicity into a cohesive framework for anti-corruption education. While previous research has focused primarily on honesty, including simplicity as a countermeasure to materialism is a new approach. By addressing corruption's behavioral and cultural dimensions, this study provides a holistic perspective that bridges theoretical insights with practical applications. The emphasis on experiential learning and parental involvement further differentiates this research, highlighting the importance of collaborative efforts in shaping ethical behavior. These contributions can inform future research and guide the development of scalable and context-sensitive interventions.

The discussion of the findings of this study underscores the transformative potential of value-based education in promoting honesty and simplicity among elementary school children. By addressing the root causes of unethical behavior, such as materialism and dishonesty, the intervention creates a foundation for long-term societal change. While challenges remain, the insights gained from this study offer valuable guidance for educators, policymakers, and researchers working to advance anti-corruption education. Integrating honesty and simplicity into early childhood education is essential to fostering a culture of integrity and accountability, contributing to building a just and ethical society.

## Conclusion

This research demonstrates the effectiveness of targeted educational interventions in promoting honesty and simplicity among primary school children. Integrating value-based content into the curriculum and role modeling by teachers and parents significantly increases students' awareness and ethical behavior. Key findings highlight increased examples of honesty in student interactions and a shift towards valuing non-materialistic values through experiential learning activities. The study's emphasis on simplicity as an anti-corruption value adds a new dimension to character education, addressing materialism as the root cause of unethical behavior. By fostering intrinsic satisfaction and ethical decision-making, the intervention provides a proactive approach to preventing corruption. The ongoing impacts observed in the advanced assessments underscore the potential for long-term behavioral change when values are instilled at an early age. The research contributes to the body of knowledge by offering a comprehensive framework for anti-corruption education, bridging theoretical insights and practical strategies. Future studies can explore the adaptation of region-specific frameworks and examine their scalability in various sociocultural contexts.

Additionally, leveraging technology to improve parent engagement and teacher training provides a promising avenue for maximizing the impact of value-based education.

## Daftar Pustaka