



Enhancing students' understanding of Pancasila as a state ideology for anti-corruption education

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ABSTRACT

Corruption remains one of the most serious threats to Indonesia's social, economic, and moral development, undermining public trust and national integrity. Addressing this issue requires comprehensive efforts, including preventive measures implemented through early age education. This community service program was conducted as an educational intervention to strengthen elementary school students' understanding of anti-corruption values grounded in Pancasila, the state ideology. The program was implemented based on the rationale that character education, particularly integrity and honesty, must be cultivated early to build a generation resistant to corrupt behavior. The primary objective of this activity was to enhance students' awareness and internalization of integrity values in their daily lives. The program employed interactive training methods, including group discussions, question-and-answer sessions, and simple educational games, to actively engage students and facilitate meaningful learning experiences. The findings indicate that approximately 90% of participants demonstrated an improved understanding of integrity values and showed the ability to apply these principles in everyday situations. Overall, this community service activity highlights the strategic role of character-based anti-corruption education in shaping morally responsible young citizens and suggests that similar programs could be expanded to other regions to generate broader societal impact.

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ABSTRAK

Korupsi salah satu permasalahan serius yang mengancam pembangunan, kesejahteraan, serta moral bangsa Indonesia karena berdampak pada melemahnya kepercayaan publik dan nilai-nilai sosial. Upaya pencegahan korupsi perlu dilakukan secara komprehensif, salah satunya melalui pendidikan sejak usia dini. Kegiatan pengabdian kepada masyarakat ini dilaksanakan sebagai bentuk kontribusi akademik dalam menanamkan nilai-nilai antikorupsi kepada murid sekolah dasar yang berlandaskan pada Pancasila sebagai ideologi negara. Tujuan pengabdian ini adalah meningkatkan pemahaman dan kesadaran murid terhadap pentingnya nilai integritas, kejujuran, dan tanggung jawab dalam kehidupan sehari-hari. Pengabdian ini dilatarbelakangi oleh pentingnya pendidikan karakter sejak dini sebagai fondasi pembentukan generasi muda yang berakhlak dan memiliki ketahanan moral terhadap perilaku koruptif. Metode yang digunakan dalam kegiatan ini bersifat interaktif dan partisipatif, meliputi diskusi kelompok, tanya jawab, serta permainan edukatif yang disesuaikan dengan karakteristik murid. Hasil pengabdian menunjukkan bahwa sekitar 90% murid mengalami peningkatan pemahaman terhadap nilai-nilai antikorupsi dan mampu mengaplikasikannya dalam aktivitas sehari-hari. Temuan ini menegaskan pentingnya penguatan pendidikan karakter berbasis Pancasila sebagai strategi efektif dalam pencegahan korupsi sejak dini.

Kata Kunci: murid sekolah dasar, nilai Pancasila; pendidikan antikorupsi; pendidikan karakter

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INTRODUCTION

Corruption remains a serious structural problem for the Indonesian nation. Corrupt practices not only lead to state financial losses but also erode moral, ethical, and social justice values in public life. Corruption weakens the government system, degrades the quality of public services, and erodes public trust in state institutions. Therefore, corruption cannot be understood solely as a legal problem but also as a moral problem and as a reflection of the nation's character. Data released by Indonesia Corruption Watch (ICW) indicates that, throughout 2024, law enforcement will handle 364 corruption cases involving 888 suspects. Although the number of cases handled is the lowest in the last five years, the potential state losses due to corruption in 2024 are estimated to reach 279.9 trillion, which shows that corruption is still a serious problem in Indonesia (see: <https://antikorupsi.org/id/penindakan-korupsi-2024-merosot-tajam-rekor-terburuk-dalam-5-tahun-terakhir>).

These cases are distributed across various strategic sectors, including government, education, and the private sector. This fact indicates that corruption has taken root across various levels of society, so efforts to eradicate it require a sustainable, systematic approach that involves all elements of the nation. Previous studies have confirmed that anti-corruption education is an effective preventive strategy for cultivating a generation with integrity and character. Anti-corruption education not only provides knowledge about the definition and negative impacts of corruption, but also serves as a systematic effort to instill the values of honesty, responsibility, justice, and moral courage in students (Madelu, 2024; Syarifuddin, 2020). In addition, other studies show that internalizing anti-corruption values through early education plays an important role in shaping attitudes that reject corrupt practices and in increasing students' ethical awareness in daily life (Salam *et al.*, 2024).

Through anti-corruption education integrated with character education, students are expected not only to understand the concept of corruption cognitively but also to have a moral commitment not to engage in corrupt behavior. However, the implementation of anti-corruption education in schools remains hindered by various obstacles. Anti-corruption education in schools remains sporadic and has not been fully integrated into the curriculum (Kholid *et al.*, 2025). In addition, differences in perceptions of the urgency of anti-corruption education mean that its implementation has not become a top priority in shaping student character (Salam *et al.*, 2024). This condition indicates a gap between the concept of anti-corruption education and its actual practice in the field. In the context of current education policy, the Independent Curriculum, through strengthening the Pancasila Student Profile, creates strategic opportunities to integrate anti-corruption education more systematically. The Pancasila Student Profile emphasizes the formation of a student character who is faithful, independent, critically reasoning, and noble, which aligns with anti-corruption values (Agnevia *et al.*, 2025; Rohmaniah & Kurniawan, 2023).

Such integration is considered a relevant and contextual approach to instilling moral values and integrity from an early age. The urgency of strengthening anti-corruption education at the elementary school level is also related to the characteristics of children's moral development, which is still in the early stages of forming basic values. In this phase, students tend to imitate observed behavior and require concrete examples to understand the concepts of moral right and wrong. Education that emphasizes the value of integrity and honesty from an early age is considered more effective than interventions in adolescence or adulthood, because these values are embedded as habits and life principles (Ramadani & Sofa, 2025). In addition, various studies show that anti-corruption education, when integrated with character education, plays a strategic role in building students' moral resilience against future deviant behavior (Salam *et al.*, 2024).

This community service activity is designed as a tangible contribution to efforts to prevent corruption through education. The primary target of this activity is elementary school students, as this age is an early phase of character formation and moral development. At this stage, children begin to develop an understanding of right and wrong and are strongly influenced by their surrounding environment (Kartini & Dewi, 2021). Therefore, cultivating Pancasila values and integrity from an early age is expected to provide a strong foundation of character into adulthood. Based on this description, the primary issue identified in this service is the limited understanding and internalization of anti-corruption values among elementary school students. The scientific novelty of this article lies in applying anti-corruption education grounded in Pancasila values through a participatory, contextual approach to community service. The purpose of this service is to enhance elementary school students' understanding of anti-corruption education as a means of cultivating a generation of integrity.

Literature Review

The Concept and Essence of Anti-Corruption Education

Anti-corruption education aims to instill moral and ethical values from an early age to prevent the occurrence of corrupt behavior. This education focuses not only on conceptual understanding of the definition and forms of corruption, but also on the formation of attitudes and behaviors that uphold honesty, responsibility, discipline, and justice (Fahrezy *et al.*, 2025). Through anti-corruption education, students are expected to recognize acts of corruption in various forms, including large-scale and dishonest behavior in daily life. Anti-corruption education not only provides knowledge but also aims to change students' mindsets, paradigms, and habits to align with the principles of moral life (Hasan *et al.*, 2024). Anti-corruption education plays a strategic role in cultivating individuals' integrity and sense of civic responsibility.

Character Education and Corruption Prevention from an Early Age

Character education is the foundation of long-term efforts to prevent corruption. Characteristics such as honesty, empathy, responsibility, and moral courage should be instilled from the elementary school age, as during this period, students are in the early stages of forming values and attitudes (Harahap *et al.*, 2025). Children who are accustomed to honesty and responsibility from an early age tend to have greater moral resilience against the temptation to engage in deviant behavior in adulthood. The world of education needs to return moral education to the core of learning, particularly in anti-corruption education. However, in practice, character education is not consistently integrated into instruction, resulting in suboptimal impact. Therefore, a systematic and sustainable educational approach is needed to ensure that anti-corruption values are truly internalized in students (Dewi & Dewi, 2024).

Integration of Anti-Corruption Education with Pancasila Values

Pancasila, as a state ideology, embodies noble values aligned with the principles of anti-corruption education, such as social justice, humanity, and integrity (Putri & Astiwi, 2025). The integration of anti-corruption education with Pancasila values is considered a contextual and relevant approach to building students' character (Pangathousands *et al.*, 2024). By understanding the Pancasila values, students recognize that corruption is contrary to the nation's values and morality. Strengthening Pancasila values in anti-corruption education is also consistent with the Independent Curriculum policy, which emphasizes the Pancasila Student Profile as the primary goal of national education. This profile identifies the values

of noble character, independence, and critical reasoning as the primary characteristics of students, which are highly relevant to efforts to prevent corruption (Kahfi, 2022).

The Role of Schools and Teachers in the Implementation of Anti-Corruption Education

Schools play a strategic role as formal institutions in instilling anti-corruption values among students. Teachers not only deliver material but also serve as role models in upholding the values of honesty and integrity. Habituating honesty through concrete examples in daily life at school is an effective way to prevent future corrupt behavior (Alfidyah, 2025). In addition, schools need to strengthen anti-corruption literacy as part of students' basic literacy. In the digital age, students have easy access to a wealth of information but are also vulnerable to deviant behaviors, such as academic dishonesty and misuse of technology. This condition shows that anti-corruption education needs to be contextually integrated into learning activities and school culture.

METHODS

This research employs a descriptive method because it aims to describe the conditions and phenomena that occur systematically within the object under study. This community service activity was conducted at SD Kartika 1-11 Padang, with 32 elementary school students as participants. The subject of service was determined using the total sampling technique, because all students who attended were directly involved in the activity. The service implementation lasted 2 hours and was designed in stages to improve understanding of anti-corruption education grounded in Pancasila values.



Figure 1. Stages of Research Method
Source: Writer's Reconstruction 2025

The preparation stage includes developing anti-corruption education materials tailored to the characteristics of elementary school students, developing visual learning media in the form of PowerPoint presentations, and preparing pre-test and post-test instruments. The test instrument was used to measure

students' initial and final understanding of anti-corruption values, particularly honesty, responsibility, and integrity.

The implementation stage of the core activities employs an interactive learning approach through discussions, question-and-answer sessions, visual presentations, and educational games. Students are invited to identify the definition of corruption, examples of dishonest behavior in daily life, and its impact on society through simple analogies and contextual examples. To increase active participation, a simple door prize is awarded to students who are actively involved in activities.

The evaluation and analysis stage involves comparing pre-test and post-test results using quantitative descriptive analysis, supported by qualitative descriptive analysis through observation of students' attitudes and engagement during activities. The success of the service is measured by increases in students' understanding and changes in attitudes toward anti-corruption values, indicating that an interactive approach grounded in Pancasila is effective in supporting community service goals.

RESULTS AND DISCUSSION

The implementation of community service activities at SD Kartika 1-11 Padang yielded positive and significant results in increasing students' understanding of anti-corruption education grounded in Pancasila values. The results of the activity were obtained through a combination of quantitative measurements using pre- and post-test instruments and qualitative observations of student participation and responses during the learning process. This approach is used to obtain a more comprehensive picture of the impact of activities, not only on knowledge but also on students' attitudes and engagement in learning.

Improving Conceptual Understanding of Anti-Corruption Education

Based on the analysis of *pre- and post-test results*, a significant increase in understanding was observed following the activity. Before the activity, most students were unable to explain the meaning of corruption or its impact on daily life. Still, they viewed it as a behavior that occurred only among adults or state officials. However, after participating in the activity, 90% of students answered the post-test questions correctly, particularly those related to examples of honest and dishonest behavior in school and family life. These findings indicate that the material presented was well understood and aligned with students' characteristics.

Table 1. Comparison of *Pre-Test* and *Post-Test* Results for Anti-Corruption Education Understanding

No	Aspects Assessed	<i>Pre-Test</i> (%)	<i>Post-Test</i> (%)	Change Description
1	Understanding the meaning of corruption	37,5	90,6	Significant increase
2	Knowing the impact of corruption on society	40,6	87,5	Significant increase
3	Identify dishonest behavior	43,8	93,8	Significant increase
4	Mention examples of anti-corruption measures	46,9	90,6	Significant increase

Source: Service, 2025

As shown in Table 1, students' understanding of all assessed aspects increased following the implementation of service activities. The most significant improvement was in understanding the meaning of corruption and in the ability to identify dishonest behavior in daily life. These results show that the interactive learning approach employed helps students understand the concept of anti-corruption more concretely and contextually.

Active Participation and Student Responses During Activities

In addition to improving test results, the activity's success is reflected in the high level of student participation throughout the learning process. Students show high enthusiasm when participating in discussions, answering questions, and engaging in educational games. Two-way interaction between facilitators and students creates an active and engaging learning environment, enabling students to express their opinions more confidently and ask questions about material they misunderstand. This active involvement is an important indicator of learning effectiveness, particularly in the context of character education. Learning that directly involves students has been shown to increase motivation to learn and strengthen understanding of the moral values taught (Madelu, 2024). In this activity, students are not only recipients of information but also learners who actively construct their own understanding.

The results of this service activity indicate that activity-based and participatory learning methods can increase moral awareness and understanding of the value of honesty and responsibility among elementary school students. The results of this service activity indicate that activity-based and participatory learning methods can increase moral awareness and understanding of anti-corruption values among elementary school students. These findings are in line with research that states that PPKn learning that integrates discussion methods, questions, and answers, and participatory activities is effective in forming an understanding of the values of honesty, responsibility, and integrity of students as part of anti-corruption education at the elementary school level (Sinaga *et al.*, 2025). In addition, educational games are effective in instilling values of honesty and responsibility in early childhood students (Abbas *et al.*, 2022). The findings suggest that the approach used in these service activities is relevant and consistent with prior service practices, although it is applied in different contexts and locations.



Figure 2. Learning Documentation
Source: Author Documentation 2025

Figure 2 presents documentation of activities during the service related to socialization on the integration of Pancasila values and the understanding of the concept of anti-corruption. The activity was attended by 32 students of Kartika Elementary School 1-11, Padang.

Changes in Attitudes and Awareness of Anti-Corruption Values

Observational results from the activity indicated a change in students' attitudes, resulting in increased awareness of the values of integrity and honesty. Students can distinguish between honest and dishonest behavior and demonstrate a reflective attitude when asked to judge an action in an educational game. Some students can provide examples of personal experiences related to honesty, such as admitting mistakes or returning found items. This change indicates that service activities not only affect the cognitive aspect but also begin to influence the affective aspect of students. Effective anti-corruption education is characterized by the development of moral awareness and an attitude of rejecting dishonest behavior, rather than merely improving test scores (Nurudin *et al.*, 2024). The results of this activity indicate an initial process of internalizing anti-corruption values among students.

Integration of Pancasila Values in Students' Understanding

The results of the activity indicate that integrating Pancasila values helps students better understand anti-corruption education. Students can relate the value of honesty to the precepts of the One God and Civilized Humanity, and relate responsibility to the precepts of Social Justice. This understanding indicates that Pancasila is not regarded as an abstract concept but as a behavioral guideline relevant to students' daily lives (Febriyanti *et al.*, 2023). This integration strengthens students' understanding that acts of corruption are contrary to the national and moral values upheld by the nation and state (Kirana & Siswanto, 2025). Thus, the results of the activity show that Pancasila-based anti-corruption education can build value awareness in a more contextual and meaningful way for elementary school students

Discussion

The Effectiveness of Interactive Approaches in Anti-Corruption Education

The service results indicated that an interactive learning approach, involving discussions, question-and-answer sessions, visual presentations, and educational activities, was effective in improving elementary school students' understanding of character values that underpin anti-corruption education. This approach encourages students' active involvement in the learning process, so that material is not only received passively but also understood through meaningful learning experiences (Samosir *et al.*, 2023). This active involvement is a key factor in the success of the activity, particularly for elementary school-age students, who tend to be more responsive to engaging and contextual learning methods. The interactive approach also encourages meaningful learning, enabling students to relate the concept of anti-corruption to real-world situations they experience in school and at home. Contextual learning helps students build a deeper understanding because the values learned are not abstract but are embedded in their daily experiences (Yolanda *et al.*, 2024). This strengthens the finding that the active learning method is more effective than the lecture method in character education.

Internalizing the Values of Integrity and Honesty in Elementary School Students

The discussion of the results shows that students not only demonstrate increased cognitive understanding but also begin to internalize the values of integrity and honesty. This is reflected in the students' ability to mention and explain examples of anti-corruption actions in daily life. This change indicates that the anti-corruption education provided has touched the affective dimension of students, which is an important prerequisite for the formation of long-term anti-corruption character. The internalization of these values is strengthened through habituation during the activity, particularly when students are invited to reflect on personal experiences related to honesty and responsibility. Effective character education not only shapes

knowledge but also builds students' awareness and willingness to apply these values in real behavior (Armini, 2024). The value of integrity extends beyond the conceptual level; it manifests in students' attitudes and ways of thinking. Furthermore, the internalization of anti-corruption values at an elementary school age has a strategic impact on long-term character formation. Children who are accustomed to being honest and responsible from an early age tend to exhibit greater moral resilience against deviant behavior in adulthood. This shows that anti-corruption education at the elementary level is an important character investment for the development of an anti-corruption culture in the future (Aziz *et al.*, 2021).

The Relevance of Anti-Corruption Education Integration Based on Pancasila Values

The integration of Pancasila values in anti-corruption education has been proven to provide a moral framework that is easy for students to understand (Agnevia *et al.*, 2025). The values of honesty, social justice, and responsibility contained in Pancasila help students relate the concept of anti-corruption to daily life (Putri & Astiwi, 2025). This approach strengthens the understanding that anti-corruption is not just a rule, but part of the practice of national values (Handoyo *et al.*, 2025). Pancasila-based anti-corruption education is highly relevant to character education in elementary schools. Pancasila values serve as a contextual ethical reference for students because they are introduced from an early age through civic education. By linking anti-corruption to the values of Pancasila, students will more readily understand that dishonest behavior is contrary to the nation's identity. This makes anti-corruption education more relevant and meaningful within basic education (Sunaryati *et al.*, 2024).

Indicators of Success and Achievement of Service Goals

Indicators of the success of this activity include increases in post-test scores, active student participation during activities, and changes in attitudes observed during discussions and educational games. The measure of success is not only based on the achievement of test scores, but also on the ability of students to identify dishonest behavior and express opinions openly. This indicates that the goal of service to increase anti-corruption understanding and awareness has been fully achieved. An evaluation approach that combines cognitive aspects and observation of attitudes provides a more comprehensive picture of the impact of activities. Character education evaluation cannot rely entirely on written test instruments but must be complemented by observations of students' behavior and responses in learning situations (Hambali, 2020). Thus, the indicators of the success of these activities reflect more substantive achievements.

Implementation Limitations and Challenges in the Field

Although it showed positive results, this activity had some limitations. The relatively short implementation period limits the depth of the material and the ability to monitor long-term changes in student behavior. Anti-corruption education requires a continuous process to ensure that the values instilled develop into habits and culture (Mahmudah, 2022). In addition, the measurement of the impact of activities remains limited to cognitive aspects and to observations of attitudes during the activity, without a follow-up evaluation assessing the implementation of anti-corruption values in students' lives after the program concludes. This condition underscores the need for continuous, comprehensive evaluation of the effectiveness of character education programs, including the application of integrity values in students' daily behavior, so that a systematic follow-up program integrated with school learning is essential (Rahmatika & Indarini, 2023).

CONCLUSION

This community service activity demonstrates that anti-corruption education grounded in Pancasila values can increase elementary school students' understanding and awareness of the importance of integrity, honesty, and responsibility. The main findings of this service confirm that interactive and contextual learning approaches are effective in instilling anti-corruption values in early childhood students, thereby optimally achieving the service's goal of strengthening understanding of anti-corruption education. The cultivation of these values is an important foundation for shaping students' character in harmony with national values. This service emphasizes that anti-corruption education from an early age is a strategic preventive step in building an anti-corruption culture in the future. The integration of Pancasila values into the learning process provides a relevant and applicable moral framework for students, so that anti-corruption is understood not only as an abstract concept but also as a guideline for daily behavior. Students not only have knowledge about corruption, but also the readiness of the attitude to reject and avoid dishonest behavior in their environment. As a recommendation, similar activities should be developed on an ongoing basis and extended to other levels of education, with collaborative support among schools, parents, and relevant stakeholders. Strengthening the integration of anti-corruption education in the curriculum and the use of innovative approaches, including digital media, can increase the effectiveness and reach of programs. This effort is expected to strengthen the formation of a young generation with integrity and commitment to realizing clean, transparent, and equitable governance of society and state life.

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