

Anti-Corruption Character Education in Children of Early Age

¹Manpan Drajat, ²U. Abdullah Mu'min, ³Herri Azhari, ⁴Subhan, ⁵Kantirina Rachaju⁵,

Abstract--- Corruption is an extraordinary crime that requires comprehensive handling. It is not enough just to enforce the law, but also must be another approach so that Indonesia could be free from corruption. One of the ways is through education. Education can produce new generation that effectively replaces the older generation which tends to be corrupt. Education, more specifically, anti-corruption character education is best planted from an early age. This study aims to analyze character education in early childhood who are able to build anti-corruption character from an early age. This research is a phenomenological quality research involving two early childhood educational institutions that are concerned in building children's character. These two institutions have been effective in building anti-corruption characters such as honesty, responsibility, etc. These institutions are PAUD Bukit Pelangi, Jatinangor Sumedang and RA Salsabila Purwakarta. The data of this study are collected by observation, interview, documentation and FGD (Focus Group Discussion). Data were analyzed using interactive analysis techniques. The research discoveries show that the two schools are quite effective in building children's character education especially honesty and responsibility as the main capital of anti-corruption attitude. The two schools use the BCCT translation center method developed by Pamela from Florida.

Keywords: Corruption, character education, early childhood.

I. INTRODUCTION

Almost any newspaper on almost any day of the week in almost any country nowadays will find a report of corruption scandals. according to a survey of more than 24.000 people conducted and behalf of the BBC in late 2010-2011 across twenty-six and twenty-three countries, corruption was the topic most frequently discussed by the public globally, ahead of extreme poverty, unemployment, the rising cost of food and energy, climate change and terrorism.[1]

Corruption is an extraordinary crime that damages the pillars of national life. Losses due to the crime of corruption are not only entangled when corruption occurs, but also influenced in a long time, and it will become a burden for the next generation. Examples of cases due to corruption crimes are the BLBI case that occurred in 1997.

¹ Manpan Drajat, STAI DR.KH.EZ. Muttaqien Purwakarta, Indonesia. Email: manvandrajat44@gmail.com

² U. Abdullah Mu'min, STAI Pelabuhanratu Sukabumi, Indonesia. Email: Abdullah.Mumin@gmail.com

³ Herri Azhari, STAI Pelabuhanratu Sukabumi, Indonesia. Email: Herri.Azhari@gmail.com

⁴ Subhan, STAI Darussalam Sukabumi, Indonesia. Email: subhan11@gmail.com

⁵ Kantirina Rachaju, STISIP Widyapuri Mandiri Sukabumi, Indonesia. Email: Kantirina.Rachaju@gmail.com

As a result of the loaned BLBI funds was corrupted, the government have to pay installments on the bailout debt, even until now.[2]

Corruption behavior in Indonesia does not only spread among high-ranking officials and government headquarters, but also at low-level officials and ordinary people. This is briefly very distressing because corruption will not only hamper development,[3] but also damage the morality of its citizens. It can even be said to have a systemic impact on the structure of social life.

The success in eradicating corruption will have a wide positive impact on the people, nation and the state itself. It is because corruption leads to corrupted, rotten, depraved, dishonest acts related to finance.[4]

There is something even more dangerous than the phenomenon of corruption in Indonesia, namely the apathy[5] and permissiveness of the community. That attitude arises because corrupt behavior has already been rife, and in the end, the community considers that corruption is normal. This apathy is no less dangerous than the crime of corruption itself. Therefore there must be a serious, comprehensive and fundamental effort in dealing with this problem, both short and long term.

Efforts to reduce the number of corruption carried out through law enforcement, both by the apparatus; police, prosecutors and KPK so far are merely short-term and only one moment exertions. This means, where there are cases, law enforcement will execute. Efforts made by law enforcement officers are quite important, but in fact these efforts do not diminish the intention of the corruptors to continue committing crimes. Evidently, Indonesia's corruption rate is still quite high.

Corruption index report data in Indonesia published on *Kompas.com* shows that corruption in Indonesia is still high. Corruption Perceptions Index (CPI) of Indonesia rose only one digit from a score of 37 in 2017 to 38 in 2018 from a score of 100. This places Indonesia ranked 89th in the world as a country free from corruption.[6]

According to the Corruption Eradication Commission, in 2019, Indonesia experienced a potential loss up to 200 Trillion. This is a quite fantastic mark considering that there are still many Indonesians on the poverty. So it is no exaggeration that corruption in Indonesia is quite alarming and requires radical and sustainable treatment.[7]

Corruption masterminds in Indonesia are far more pitiful, they are leaders and representatives of the state chosen by the people for signifying their needs, but apparently the masterminds steal the money and use it to "prosper" themselves. Studies on the threats of corruption and also the creation of interactive media that show the impact of corruption suspects are also taken to straighten up the morals in order not to follow the footsteps of Indonesian leaders to prison tempted by power and wealth.

Sighted the fact that the development of corruption eradication in Indonesia is still relatively dragging, it turns out that the handling of corruption with a law enforcement approach does not deter corruptors. There must be other efforts so that this nation can solve this problem of corruption.

One effort to deal with the problem of corruption that must be conducted is through an educational approach. This educational approach is not handling short-term corruption problems, but rather long-term behavior. The results

of this effort may be felt in the next 15 or 20 years ahead. Education will harvest a new generation that has a mental and positive character which will replace the "old" generation.

The best education in building the mental character of corruption is from an early age. Therefore, if the anti-corruption character education is institutionalized, it must be instilled to the children since they are in kindergartens or early childhood education institutions.

Many experts talk that the best education for children is given since the golden age, that is, according to the Law on National Education System No. 20 of 2003, between the ages of 0-6 years. This phase is a very crucial that will affect how the character of the child in the future.

This has been proofed by research called *Marshmallow Test*, conducted by Walter Mischel of Columbia University. He verified children who were given a choice between one marshmallow candy "now" or two marshmallow candies "later". Among these children, there are those who can wait to get two and some who cannot wait. Children who can wait tend to be able to do better in many ways as they grow up, including academic targets and their personal targets with less stress and less distraction. Marshmallow Test Theory proves that character development at an early age will significantly affect the behavior of children, later when they grow.[8]

Related to the above problem, this research will discuss two early childhood education institutions, as research objects, in building the character of children from an early age in order to build positive attitudes that reflect anti-corruption manners. The two early childhood education institutions are; PAUD Bukit Pelangi Jatiningor Sumedang and RA Salsabila Purwakarta.

II. METHOD

The method used in this research is descriptive one with a qualitative approach. This method is used because this research aims to understand, uncover and explain various the existed phenomena. Therefore, the purpose of this study is to reveal the facts, circumstances, phenomena, variables and circumstances that occur when the research is ongoing and present them as they are.[9]

Data collection techniques were carried out through: firstly, observation. Observation was carried out on two early childhood educational institutions as objects of research. Secondly, interviews. Interviews were conducted with teachers, principals, and parents of students. Thirdly, documentation. We documented data in the form of images, or files relating to the research problem. Fourthly, Focus Group Discussion, we held a small discussion with several competent people, relating to the problem of research. Next, the data is analyzed, and the analysis uses interactive model one, namely data collection activities, data reduction, data presentation, and drawing conclusions / verification.

Stages of analysis conducted in this research after data collection are: Firstly, data reduction. The data are displayed summarized, classified, focused on the main things that are important for finding main ideas and patterns. Secondly, data display. The reduced data is then displayed in an organized description supported by diagrams, pictures or graphs.

Thirdly, drawing conclusions and verification. This activity is the result of research which answers the focus of research based on the results of data analysis. Conclusions are presented in the form of descriptive research objects based on research studies.[10]

III. RESULT & DISCUSSION

News of corruption almost adorns the headlines of newspapers and television, this indicates that the problem of corruption is an important issue and in the public spotlight. Almost every day public are served with news about corruption, both small and high-level one. However, this corrupt behavior is still a heinous act and becomes a common enemy.

Literally, the word “corruption” is taken from Latin, namely *corruptio* or *corruptus* and the older Latin used the term *corrumpere*. [11] This word was then absorbed into the Indonesian language which means: misappropriation or misuse of financial state (companies, etc.) for personal or other people's benefit; time disk uses the time of official service (work) for personal matters. [12]

In the otherhand, corruption an act was done with an intent to give some advantage inconsistent with official duty and the right of others. The act of an official or fiduciary person who unlawfully and wrongfully uses his station or character to procure some benefit for himself or another person, contrary to duty and the rights. [13]

The constitution No.31 of 1999 concerning the Eradication of Corruption, which is included in a criminal act of corruption is: everyone who is categorized as against the law, commits acts of enriching oneself, benefits himself or others or a corporation, abuses his authority or opportunity or tools available to him because of his position or position that can harm the country's finances or the country's economy.

The definitions of corruption that have been explained above, both according to language, in terms of terms and according to the law, generally explain that corruption has a clear meaning that it is a negative action which harm the society and the state. Therefore, corruption is a big agenda that becomes an issue in all countries.

Character and Corruption

Corruption is bad behavior committed by someone for their own interests or for others [14]. This bad adulthood behavior does not suddenly formed at that time. However, this today behavior is the accumulation of all experience or education from the moment a person becomes an adult, until the character is formed. Therefore, life experiences in the childhood will largely determine how they are when they reach adulthood.

Watching the development of corruption in Indonesia, it seems that many parties are moved to participate in eradicating, at least reducing the number of corruption in Indonesia. One role that cannot be considered small is the role of education. Anti-corruption education has to be emphasized in the national education curriculum, from early childhood education to a tertiary one. Therefore, character education at an early age must be seriously conveyed as part of efforts to build good character in order to give birth to a future anti-corruption generation.

Etymologically, the word character comes from Greece, that is *charassein*, which means "to engrave". The word "to engrave" can be translated as to carve, paint, forge, or carve. There are also those who argue that the character comes from Latin, that is "character", which has the meaning of disposition, behaviour, mental characteristics, character, personality, and attitude. Terminologically, character is defined as human nature in general that depends on the factors of its own lives.

In the Indonesian dictionary book, character is defined as disposition, character, mental characteristics, behaviour or character that distinguishes one person from another[15]. The same notions are also found in the Oxford Dictionary, which defines character as the mental and moral qualities distinctive to an individual (mental and moral qualities that are unique to someone); the distinctive nature of something; the quality of being individual in an interesting or unusual way (the quality of the individual in an interesting or unusual view); strength and originality in a person's nature (strength and originality in a person); a person's good reputation.[16]

Terminologically, Masnur Muslich states that character is the values of human behavior related to God Almighty, self being, fellow human beings, environment, and nationality which are manifested in thoughts, attitudes, feelings, words, and actions based on religious norms, law, etiquette, culture, and customs.[17] Meanwhile, according to Lickhona, character is a compatible mix of all goodness identified by religious traditions, literary stories, wise men, and a gather of common sense people in history.[18]

Thus, from some of the defines above, it can be explained that the character is the disposition, behaviour, attitude, or personality of a person that is formed from the internalization of various good values that are believed and used as a basis for perspective, thinking, acting, and behaving. Character can also be interpreted as a way of thinking and behaving in a way that characterizes each individual to live and cooperate, both within the family, community, nation and state. Thus, the term character is related to moral power, which has positive connotation, and it is not neutral. So the term 'charactered people' means that people have positive moral qualities.

Human character is formed not because of genetics, nor is it formed in the process of pregnancy which is inherited from the genes of both parents, yet is formed through the educational process. The intended education process is not just formal one, but also good education provided by the people closest to them, especially their two parents since the child is born. All the stimuli received by the child from birth to grow are what will shape one's character. Therefore, character education that is instilled from an early age will affect the later adult behavior, in this case including the character of anti-corruption.

Character Education Since Early Childhood

The definition of character education was further put forward by Elkind and Sweet, quoted by Sri Suwartini that: "Character education is the deliberate effort to help people understand, care about, and act upon care ethical values. When we think about the kind of character we want for our children, it is clear that we want them to be able to judge what is right, care deeply about what is right, and then do what they believe to be right, even in the face of pressure from without and temptation from within".[19]

Another definition explains that character education is essentially a struggle for each individual to live out his freedom in their relationship with others and their environment, so that they can further establish themselves as a unique and specified person, and has a moral integrity that can be accounted for.[20]

The definition of character education above is not directed to someone in charge of teaching in a class called a teacher, but rather the effort of someone who intentionally tries to instill ethical values in others. Yet, if it is conducted in school then it is the teacher's duty as a process of values education, character education, moral education, attitude education, which aims to develop students' abilities to give good and bad decisions, maintain what is good, and convert that goodness in social life.

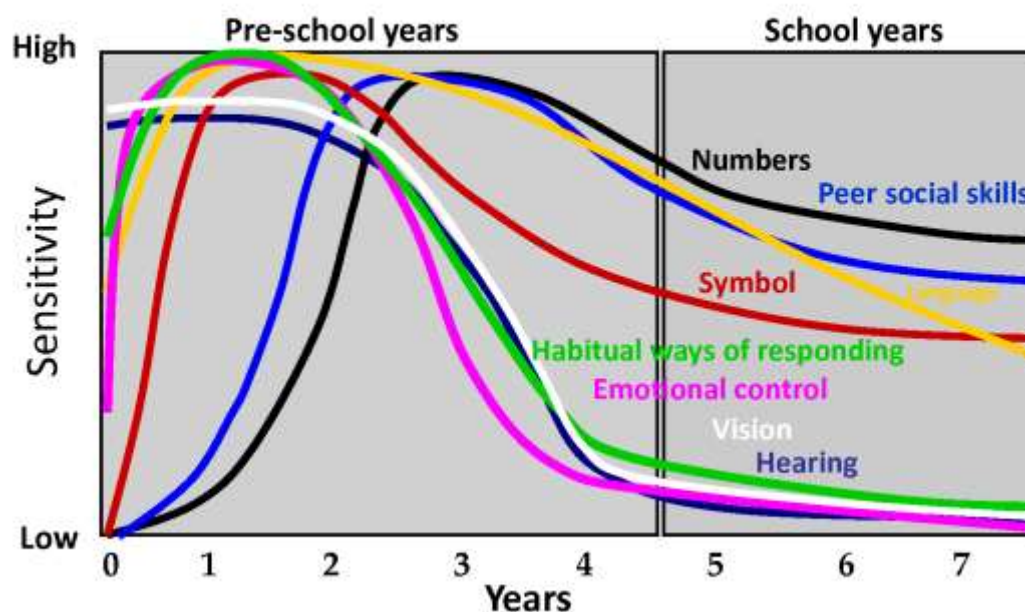
Studies of various researches as well as experts' opinions state that character education is very important to be given to children and it would be better this character education is given to children from an early age, because this golden period will determine the growth and development of children when they grow up later. Character education is importantly given to children, and it will help them growing up to become a civilized society, because character education in society will shape the character of a nation. Lickona in her book entitled *"Education for Character: How Our Schools Can Teach Respect and Response ability"* states that one of the reasons why character education is needed for a nation is the fact that the most fundamental deficiencies in children are in terms of moral values.[21]

The nowadays-built character is the accumulation of the educational process established from humans born to growing up. What is received by someone since the baby slowly but surely will form a character both positive attitude or vice versa.

As explained above, early childhood education influences the development of children later in the adulthood. Yet, in its education process, there are important phases which cannot be repeated. That phase is termed the "golden age", "window of opportunity", and "sensitive period". All those terms explain critical times in an early age where the child's development is very rapid and reaches a peak at that age. So, in order for optimal growth, this golden age stimulation should not be missed, because if there is no quality stimulation then there is no connection between brain cells so that the brain will be unconnected in the elimination program.

As describing in the picture below how important periods of brain development occurred, explained by Dr. Clyde Hertzman, Director of the Human Early Learning Partnership[22]

Sensitive Periods in Early Brain Development



Graph developed by Council for Early Child Development (ref: Nash, 1997; Early Years Study, 1999; Shonkoff, 2000.)

The chart above explains that there is most important period for the development of a child's brain related to aspects of social development, emotional language, etc. The graphic clarifies the important periods starting from birth or zero years then it rises and the peak of the most important development period is at the age of two years. Furthermore, the graphic decreases but not all dipped down, some are sloping, but most are mostly in preschool age.

This graph confirms that the brain development of children stimulated through good education at an early age is very important that will not be repeated. Furthermore, a good stimulus in good character education in preschool age will determine the development of children later when they are adults. Therefore, the portion of character education should be increased and strengthened during childhood, not adolescence or adulthood.

Anti-Corruption Character Education in RA Salsabila Purwakarta and PAUD Bukit Pelangi Jatinangor

RA Salsabila Purwakarta and PAUD Bukit Pelangi Jatinangor are early childhood education institutions that use the same method in educating students. The method that uses is the centra method as a translation from BCCT (Beyond Centers and Circles Time) developed by Pamela.

The BCCT method itself was brought to Indonesia by Wismiarti Tamim in 1996. Wismiarti as the conveyor of the method then established a kindergarten school namedly Al-Falah and applied the BCCT method which she translated into the Centra method. The management and some RA Salsabila Purwakarta and PAUD Bukit Pelangi Jatinangor teachers' study at the Al-Falah School in Jakarta for a certain fee and time.

There are at least three ways conducted in RA Salsabila Purwakarta and PAUD Bukit Pelangi Jatinangor in building children's character. First is modeling. The model is a good example for children in building character as well as building other aspects. The teacher becomes a model for students, in addition to the teacher, normal students will also be a model for other children with special needs.

These three ways are relevant to what was stated by Clyde Hertzman above, that the important times in character building conducted from an early age are effective times in instilling positive character, including anti-corruption character.

Modeling has a very strong impact on building character of children, because one of the characteristics of early childhood is a master copycat, they will do what they see, if what they see then is conducted repeatedly, this will shape the character.

Another example of modeling conducted by teachers is the teacher always says permission when they want to leave the group to do something that has a clear purpose. For an instance, when you want to go to the toilet, you move to take learning media. In addition to permission to leave the group, the teacher also models to say permission when borrowing objects belonging to children or school property. Saying this permission instills honest character, words and deeds.

A teacher who models by saying permission when going to do activities outside the schedule is a form of learning that is very strong anti-corruption character for children from an early age. A teacher's permission statement is a statement of pure learning so that children are accustomed to saying permission when they are going to do something, not a statement of humbling the teacher in front of their students.

There is still a lot of modelings that must be consistently conducted by teachers and it becomes standard operating procedures (SOP) in every activity or program carried out by teachers in character building efforts for children, including anti-corruption character. If teachers are found to have violated SOPs in this modeling, there are sanctions given to them. This is conducted in order to maintain a constant rhythm in character education with this modeling approach.

The next example is habit. Schools make habituation programs in the form of daily routines or one-day activities at school, all of these activities aim to meet the development of children's educational needs in general, as well as to build character in children. More than 17 routine activities in one day carried out by children. All routine activities are started from the arrival of children at school to their return to home. The activity is designed in such a systematic, structured and predictable way. Some children who have just joined may feel that the activity is a bit difficult, but in a few months, they will do it lightly and pleasantly.

This systematic, structured and predictable term is important to put forward, because the environment, schedule, and class routines are consistent and predictable according to Eucharist L and this will be able to increase children's impartiality, the ability to anticipate changes and make children express the expected good character.

As stated in the definition above, that human character is built by the intensity of human activities with their environment so that they are accustomed to and form permanent personality traits from an early age to adulthood. So, it is very appropriate if character education is designed in such a way as to create a positive environment with

positive activities conducted routinely and repeatedly. This is done by early childhood education institutions RA Salsabila Purwakarta and PAUD Bukit Pelangi Jatinangor.

Children's activities at school for about 6 hours and 30 minutes starting at 07:00 am to 01.30 pm in a day are conducting routine activities that build the character of children. Routine activities are systematically arranged including daily activities based on the needs of children. Routine activities for one day at school can be seen in the following table:

Table 1. Daily Routine RA Salsabila Purwakarta dan PAUD Bukit Pelangi Jatinangor

No.	Activity	Time	Information
1.	<i>Welcome school</i>	07.00-07.30	Conducted by one of the teachers
2.	Morning journal and play freely in the room	07.30-08.00	Accompanied by the homeroom teacher, the activity is writing, for those who cannot write, the activity is drawing
3.	Pledge, prayer and memorization of short letters from Al-Quran	08.00-08.15	Read the prayer before learning and memorize a short letter from Quran with the homeroom teacher
4.	Structurally playing outdoors	08.15-09.15	Playing together outside builds physical aspects of motorics
5.	Morning snacks	09.15-09.45	Snack consists of colored fruits
6.	The first cycle time	09.45-10.00	The teacher reads a book
7.	Sentra	10.00-11.30	Together with the Sentra teacher on schedule
8.	The second cycle time	11.30-11.45	Sing and play traditional game
9.	Lunch and brush your teeth	11.45-12.30 pm	Eat brown rice, vegetables and fish, after that brush your teeth
10.	Ablution and midday prayer	12.30-01.00 pm	Noble (Dhuhr) prayer, dhikr and prayer and Asmaul Husna
11.	Afternoon journal dan recalling	01.00-01.30 pm	Writing and drawing

In every routine activity from the first to the 11th activity that has been designed, there are work procedures or SOP that must be followed, both teachers and children must conduct it consistently, for example when the 9th activity is lunch and brush your teeth.

In the eating activities, children are accustomed to being patient waiting their turn, cutleries are rotated around all friends until they are all divided, rice and side dishes are also rotated, each child will take enough food, they must be responsible to eat all food that has been taken, no leftovers. After all, get their respective parts, then the eating activities can begin after starting with prayer before eating, after eating activities are finished, the child waits for his friends to finish eating everything and then closed with prayer after eating. After finishing eating, children do the cleaning up themselves, storing dirty cutlery into a box and then returned to the kitchen. All are classified according to groups between spoon by spoon, fork by fork, plate by plate.

Likewise, in the activities of brushing teeth, children must be queued, children must bring their own cups to rinse their mouth, after finishing brushing their teeth, all children keep their toothbrushes and toothpaste back to their inventive place.

Daily routine that has been designed, is not carried out in a hurry as long as all activities are fulfilled, but carried out carefully and accurately so that it can be predicted by children, this builds patterns in children's minds so that they feel comfortable when doing each activity. From one activity to another, there is something called

transition. This transition time makes the classroom environment conducive and children are much calmer, orderly and follow the rules.

For example, when the morning journal and free play time will end soon, 5 minutes before time runs out, the teacher will say, "The morning journal and free play time is 5 minutes remaining". This allows children to prepare themselves to immediately complete activities then tidy up and prepare to enter the next activity. Through this transition the character of discipline, responsibility, solemnity, are completely built by the teacher.

The third is applying the Teacher Behavior Continuum method, the Non-Direct Teaching learning approach consisting of five continuums conducted by teachers for students who have difficulty and need help or individual attention, the five continuums are:

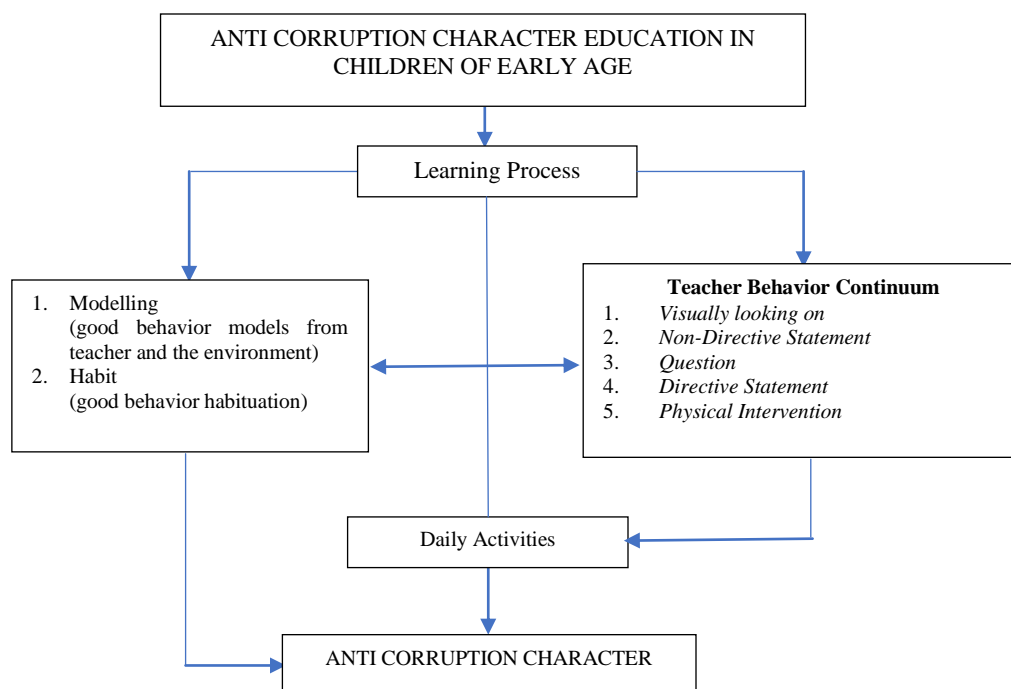
1. Visually looking on (observation)
2. Non-Directive Statement (indirect statement)
3. Question (question)
4. Directive Statement
5. Physical Intervention

Examples of implementation, when there are children breaking the rules, leaving the group without permission, the teacher will use a continuum of one (visually looking on), namely by observing what the child will do. If not finished with continuum one, then the teacher will do continuum two (Non-Directive Statement) by giving an indirect statement, for example the statement, "Thank God, friends remain in the group with the teacher". If the child still does not understand the indirect statement, then the teacher will do a third continuum, which is to give a question (Question), an example sentence, "What is the purpose of Hasbi moving outside the group? Need something?". If the child is still outside the group, then the teacher will use the fourth continuum, which is a direct statement (Direct Statement), for example such as "Hasbi group is here, With Mrs. Widya, please re-join". If the child is still not back, the last step is the teacher will use the fifth continuum (Physical Intervention), that is with physical intervention, the teacher will move toward the child, then invite the child back into the group.

This non-direct teaching approach is an important part of the learning one taken at these two schools. The non-direct teaching approach allows long-term awareness of the child in building character. The opposite of the non-direct approach is direct teaching, usually marked with command sentences or sentences so that children do everything. This can only be managed, but its effectiveness is short-term and has an unfavorable impact on the learning process in children. Certainly, things will be different if conducted to teens or adults.

If you use the imperative sentences, children can do something as we want, but in long-term memory, this is not consciously counted in building brain circuits activity which is waiting for commands. Of course, this is not good if it happens, because human children are not robots doing something waiting for operator instructions. The negative impact that is feared to occur is not the development of initiative in children, because they are accustomed to getting orders in their brain work. Due to the character education at this early age, automatic responses are needed that are developed from an early age in a child's long-term memory.

Every activity a child does from arrival to return, is designed in a systematic and structured manner covering all aspects of child development. The following, conceptually the anti-corruption education activities in RA Salsabila and PAUD Bukit Pelangi are:



IV. CONCLUSION

Handling the problem of corruption does not have to be eradicated, yet it can be converted with prevention. The ability to prevent corruption is done by educating citizens with good knowledge and building a positive character that reflects the anti-corruption attitude. The formation of positive characters is certainly better conducted as early as possible. What RA Salsabila Purwakarta and PAUD Bukit Pelangi Jatinangor have done is one form of efforts to deal with corruption in the form of prevention. This may not be immediately felt its effect, but in the future the strength of character education will take place in dealing with corruption permanently.

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