

# Anticipation of Corruption through Literation Based Honest Behaviour Learning in Early Childhood Education

<sup>1</sup>Hanna, <sup>2</sup>Tjahjo Suprajogo, <sup>3</sup>Muhsin Kalida, <sup>4</sup>Heriyanti, <sup>5</sup>Adiyati  
Fathu Roshonah

**Abstract--***The main problem in this paper is to change the behaviour of corrupt habits that never cease to be discussed. Even though it is a violation of the law, many actors try to convince themselves that they are not the perpetrators. The perpetrators are not careless people but those who are educated even state officials. This is assumed because understanding and knowledge of corruption have not been internalized. Therefore it is necessary to provide anti-corruption literacy in education from an early age. This article tries to provide the concept of honesty learning in early childhood with the assumption that honesty will grow in a child and develop into adulthood through habituation from an early age.*

**Key words--***Corruption, Honesty, Habituation and Early childhood education*

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## I. INTRODUCTION

We can not avoid that corruption is a 'problem of elitism' that has affected the image of the Indonesian people in the international eyes. Of course, a campaign against greed is used to eradicate corruption. Many factors cause corruption, but these factors focus on one thing, "Tolerance for corruption."

Related to the above statement, on January 27, 2016, through its website Transparency International (TI) announced the 2015 Corruption Perception Index (CPI) In 2015, the six countries that received the highest score of corruption were Denmark (Score 91 / Rank 1), Finland (Score 90 / Rank 2), Sweden (89 / rank 3), New Zealand (88 / rank 4), and Netherlands (87 / rank 5), and Norway (87 / rank 6). While the five countries with the lowest scores are South Sudan (15 / 164th rank), Sudan (12th / 165th rank), Afghanistan (11th / 166th rank), North Korea (8th / 167th rank) and Somalia (8th / 168th rank). Indonesia scored 36 and ranked 88th out of 168 countries measured. Indonesia's score rose slightly by 2 points (in 2014 Indonesia scored 34), but its ranking rose quite high by 19 ratings from the previous year (in 2014, Indonesia was ranked 109). The increase was partly due to improvements in public service governance. The improvement is a synergic effort between the KPK, the community and community servants (read: ASN and Officials). As additional information, in 2013 Indonesia obtained a score of 32 and ranked Indonesia 114th. The 2015 CPI data for ASEAN countries are as follows: (data source: Transparency International (TI) web accessed on 10/14/2016) Meanwhile, from 11 cities in Indonesia surveyed by TI, Banjarmasin is the cleanest and Bandung is corrupt with scores 68 and 39 respectively. Surabaya is at level 65 and Jakarta 57. Efforts to prevent and eradicate corruption led by the KPK are less able to leverage the corruption perception index in Indonesia. This happens because the phenomenon of

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<sup>1</sup>Teaching staff at Postgraduated Program Halu Oleo University

<sup>2</sup>Teaching staff at IPDN, head of GPMB

<sup>3</sup>teaching staff at UIN Sunan Kalijaga, Yogyakarta, the chairman of GPMB East Java

<sup>4</sup>teaching staff at Junior High School 9 Kendari, member of GPMB Southeast Sulawesi

<sup>5</sup>teaching staff at Educational Faculty of Muhammadiyah University Jakarta.

corruption is ingrained in the daily lives of citizens in Indonesia. In the John M. Echols / Hasan Shadily Dictionary the meaning of the word fraud is: "fraud / fake / cheating / embezzlement" In the large Indonesian dictionary (online <http://kbbi.web.id/korupsi>), Corruption is a misappropriation or misuse of state money (companies and so on) for personal or other people's benefit. While the notion of corruption in the Indonesian General Dictionary (W.J.S. Poerwadarminta) is as cheating, can be bribed, and immoral. Thus, it can be concluded that corruption is part of fraud. Because that applies to fraud, it also applies to corruption. From the above data it can be concluded that the problem of corruption occurs everywhere in the world not only in Indonesia.

In Indonesia, corruption is no longer a taboo subject, it has become a public discussion even though it already has regulations. In Article 2 paragraph 1 of Law Number 31 of 1999 it is written that any person who intentionally violates the law commit acts of enriching oneself or another person or a corporation that can harm the country's finances or the country's economy. Likewise, Article 3 of Law Number 31 Year 1999 reads Anyone who has the purpose of benefiting himself or another person or a corporation, misusing the authority, opportunity or means available to him because of his position or position that can harm the country's finances or the country's economy. If we try to analyse the word corruption as deep as this regulation in literacy then the meaning is very broad. The broad scope of corruption contained in Article 2 paragraphs 1 and 3 of the Act can be seen from the essence of the two Articles, namely "Everyone who commits an act against the law to enrich themselves, others or corporations (Article 2 paragraph 1)" or "everyone who abuse their authority so that they can benefit themselves or others or a corporation. (Article 3). " The scope of violation of the law and abuse of authority is very broad and can be interpreted in a variety of ways. As posted by Posted by Ardeno at 6:51 PM Furthermore, if the concept of corruption is studied in depth then it can be seen that these two articles were arranged for different individuals. Article 2 paragraph 1 is made for people other than civil servants who commit corruption while Article 3 is made for civil servants who commit corruption. As an illustration, the phrase in Article 3 is indeed abusing authority, opportunities and facilities can only be done by those who are civil servants by holding certain positions. However, no basic generalization can be made that Article 2 paragraph 1 is specifically for non-civil servants while Article 3 is reserved for civil servants or state civil servants. In practice, it is possible for a civil servant to take certain actions to enrich himself or another person or a corporation that can harm the country's finances or the economy of the State.

### **The Causes of Corruption**

There are some observers mentioning the causes of corruption. From some of these experts, I try to conclude that corruption is caused by three factors, including (1) motivation, (2) opportunity and (3) behaviour. In addition there are also causes of corruption due to wisdom and misunderstanding in interpreting regulations.

### **Hedonism**

Based on research conducted by Listyo Yuwanto (2015), the conclusion is that corruptors commit acts of corruption based on a set of basic values that are believed to be 'guidelines'. Interestingly, one of these basic values is hedonism, or hedonism. Furthermore, it was revealed, that one of the factors driving corruption was extra worship of 'comfort' and 'pleasure', as two main indicators and parameters of hedonism. Efforts to achieve both conditions are obviously done in various ways, by ignoring the values of universalism (universal) and benevolence (noble values and all that is good).

As a result, the disclaimer of these noble values has led the corruptor to strengthen the greed and greed within himself. The proof, despite already having financial wealth and the necessities of life that have been met, but corruption is still carried out, even massively, caused mainly by the worship of hedonism values that are too high, and the desire to continue to reach the socio-economic strata blindly. At this level, coupled with a thin moral-spiritual awareness, and the lightness of legal sanctions that await, making corrupt behaviour done consciously and in a 'comfortable' system.

Furthermore, Yuwanto correlates the wrong understanding of the value of hedonism with the factor of power, power, as one of the significant orientations in committing acts of corruption. The close relationship between the magnetism of hedonism and the seductive appeal that is supported by power makes corrupt a behaviour that increasingly enters the paradigm and internalize the corrupt lifestyle. Acts of corruption become like an action that is 'normal', and permissive in the middle of the social system and the professional system and work environment that is undertaken by corruptors.

Even more terrible, corrupt behaviour based on the value of power, emphasizes the existence of wealth that can be used to control others, based on the principle that abundant wealth life makes everything easier because it has the potential to fulfil all the necessities of life including 'buying' other people (Yuwanto, 2015 : 11). Finally, financial and social and political transactions are captured by the octopus and the escalation of the hegemony of corrupt acts. In the context of corruptors as public officials, the effect is immeasurable, because it impacts on the abuse of political authority which is detrimental to society in general.

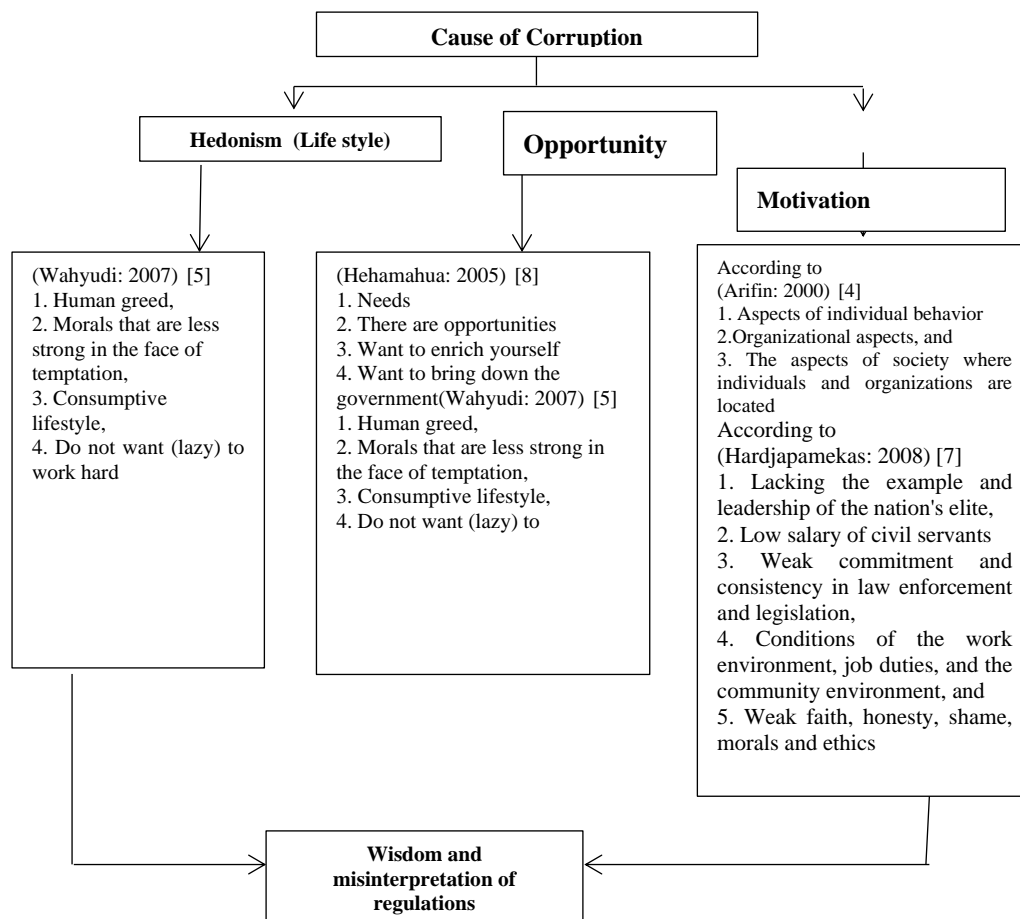
### **Chance / Opportunity**

Deputy Chairman of the Corruption Eradication Commission (KPK) Adnan Pandupraja said, corruption occurs because there are opportunities. And, the opportunity occurred because of a system that has not been well organized. That was said by Adnan in a press conference about the development of the Support to Indonesia's Islands of Integrity Program (SIPS), at the KPK Building, Kuningan, Jakarta, Wednesday (11/07/2012). To organize the system, according to Adnan, the KPK is collaborating with the Canadian International Development Agency (CIDA) to form a SIPS program. Adnan explained that the program aims to build an anti-corruption system and paradigm in Indonesia's provinces.

### **Motivation**

Referring to the motivation theory proposed by McClelland, Wu and Huang (2011) found that affiliation and power motives have a direct relationship with bribery behaviour as part of corrupt behaviour. The relationship between affiliation motives with bribery behaviour is mediated by distributive justice, while the relationship between power motives and bribery behaviour is mediated by opportunity. Regarding the affiliation motives, Brand and Slater (2003), Chen et al (2008) have similar findings. Based on his study, bribery behaviour can maintain friendships and reduce hatred (Steidimeier, 1999), while creating long-term agreements (Millington et al., 2005), so that the company's success can be ensured. Wu and Huang's (2011) findings show that companies can influence government employees when they give bribes. This finding supports the idea of Sanyal (2005) which states that commercial benefits can be obtained when companies influence government employees through bribery. In addition, payment of bribes can reduce the pressure of government employees on companies with respect to the imposition of burdensome regulations (Powpaka, 2002; Rose-Ackerman, 2002).

Other findings of Wu and Huang (2011) show that opportunities for bribery, especially when bribery practices are widespread and regulations are applied ambiguously, will increase the intention of companies to make bribes. As described by Sanyal (2005) and Carmichael (1995: 61), bribery is seen as part of a normal business transaction when almost everyone does it. When law enforcement is weak, bribery will occur significantly (Cuervo-Cazzura, 2008; Gray and Kauffmann, 1998). Bribery will be facilitated and occur continuously when both parties (bribe and receiver of bribes) have the same perception regarding how fair



Adopted from: Engkus et.Al.

Of the two Articles Ardeno, said in his post, there are several aspects that must be considered, among others (a) Everyone (Article 2 paragraph 1 and Article 3), (2) Against the law (Article 2 paragraph 1), (3) Enrich oneself or another person or a corporation (Article 2 paragraph 1), (4) Profits oneself or another person or a corporation (Article 3), (5) Abuses the authority, opportunity or means available to him because of his position or position (Article 3) and (6) Can be detrimental to the country's finances or the country's economy (Article 2 paragraph 1 and Article 3). The concept needs to be implanted both conceptually and theoretically in depth in early childhood. Rational choice theory has long dominated the academic study of corruption, anti-corruption practice and policy approaches. It explains corruption as the function of calculating, strategic, self-interested behaviour. In this view, corruption is particularly likely to occur in situations of power asymmetry, where some individuals (agents) hold power over others (principals). Yet, rational choice explanations make assumptions

about motivations that may not be valid. Psychology, political psychology, and behavioural economics in particular, have posed serious challenges to rational choice theories of human behaviour.

The political psychologist Jon Mercer (2005) argues that rational choice theories “explain how one should reason, not how one actually reasons” (80), and they do not adequately explain how people “make decisions to reach an outcome” (81). In *Thinking, Fast and Slow*, Daniel Kahneman (2011) writes, “[t]he definition of rationality as [logical] coherence is impossibly restrictive; it demands adherence to rules of logic that a finite mind is not able to implement” (411). Instead, as Kahneman’s work shows, human beings are susceptible to a variety of cognitive biases that shape their decision-making and behaviour in ways that do not conform to the predictions of rational choice and functionalist approaches.

The results of research conducted by Lufti Avianto 2018 show that there are some important points that can be used as a reflection for families in Indonesia. First, the level of parental knowledge of the family's strategic function is still low. In this research, the KPK only measures three family functions, namely the function of socialization, the function of affection, and the function of social identity. By carrying out these three functions, the KPK hopes that the value of honesty can become a family's concern to be taught to children in their daily lives. The result, as many as 52.2% of parents who knew the function of socialization, 55.7% of parents who knew the function of affection and only 37.6% of parents who knew the function of social identity. Overall, as many as 71% of parents are equally unaware that the socialization function is the main function in the family. This of course will affect the investment of value to children in the family.

This research argues that the family is the primary socialization agent in children's lives. Children are born without any tendency like a white paper, where children will learn the values that will be internalized in their lives from the family. Therefore, an understanding of the importance of the socialization function in the family becomes important so that the process of socialization of children can run well and parents can successfully shape their children as desired. Second, Father and Mother do not have a good conceptual agreement related to children's education. Only 42% of fathers and mothers who have an agreement on the concept of the value to be internalized to the child, the rest have their own concepts in educating children. They also do not have a clear concept of idealized family forms. Existing expectations are personal, vague, short-term, and are not discussed with a partner. When they have a picture of values that are considered important, but unfortunately not clearly formulated and not agreed with the couple. These values can be instilled in children with the hope of knowing. This also indicates that most parents have poor communication patterns with their partners. They tend to assume things individually, and not discuss each other routinely. This family concept is derived from the division of roles between father and mother in the family. This survey reveals, it turns out that the role of educator / caregiver is higher played by mothers (77.9%) than fathers (5%) and this role is realized by children. This is because mothers are accustomed to at home accompanying them in learning and caring for their children everyday. While the important role of a father, as many as 74% of respondents said that they are breadwinners. This condition was revealed by children at 80.1%. In everyday life, children always see their father out of the house to work or make money, and Third, honesty is only interpreted as verbal, not action. Honest has various meanings both from words and actions. To be honest, according to the third edition of the Big Indonesian Dictionary (KBBI) (p. 479), it means: a 1. righteous; not lying; 2. don't cheat; 3. sincere; sincere. While the word honesty means: n honest nature (state); sincerity); straightness (heart). As for honesty, it means:

honest nature (sometimes); sincerity (heart) which sometimes does not bear sweet fruit; straightness (heart) that can be tragic results.

More than one third of children in Indonesia are in educational institutions. Every child present at the institution is at Early Childhood Education (PAUD), they are children who want to be recognized, respected and respected. Early Childhood (PAUD) is like a white paper that is ready to be written with educational ink as a means of inculcating character or guiding good behaviour. On that paper is written the norms of life so that behaviour can be created properly. Along with the experience of many teachers we find children who express their greatness in a unique, extraordinary way. This is a reflection of great children who have multiple intelligences, multiple cognitive, motor, intellectual, emotional, imagination, language and the most important of all is their spiritual / religious prowess. It can be believed that this is also a manifestation of well-behaved children Every child has ideals in themselves and is different from one another. Basically no child wants to lie, be mean, mean, arrogant and cunning, all children are honest as they are. In this case, it is just how parents have to teach the goodness and the provision of stimulus or stimulation that is fed to children as early as possible so that later they become individual figures that can be accepted by the surrounding environment. The problem is that very few parents care about their children's behaviour. It is not uncommon for parents to prioritize cognitive aspects over character (how spiritual, social emotional, language, imagination / art and motor).

Especially honest behaviour is known to be important in achieving life success. Honesty in adulthood is inseparable from the honesty instilled when still a child. If since children have been instilled honesty, then that honesty will be embedded in the soul of the child, carried over until he is an adult. This is because early childhood is a phase where all the concepts of life that are fed will be permanent, children are the soul mates of parents who give meaning to the life of a family,. On the other hands educating children so that all become great children as above, it's not easy. Many parents fail to do so, it is the family environment that often makes the red threads of coaching become tangled. If traced deeper not because they are not able or lack of knowledge capital, but sometimes parents are impatient and only respond to negative behaviour, positive behaviour is very few parents who take it into account. When in fact naturally at the beginning of his life the child accepts the formation of character from his parents. All adults in the family actually through patience, habituation and repetition can shape themselves into character children.

Based on this early childhood institutions that can help guide the character of this child as well as provide knowledge and skills to parents (how to guide the character of children) for example, through parenting classes. Thus PAUD requires a learning design that can be implemented in synergy with parents of students. The learning plan must contain honest character development strategies, methods, tools and resources so that guidance is easy to apply at the institution and within the family so that it impacts learning naturally / culturally. We all know that guiding early childhood characters is complex (exerting all energy) and must be integrated (all characters and involving all elements of PAUD). Equating understanding between institutions and parents of students, how the application of honest behaviour learning for AUD is the most important thing that has been the problem so far.

## II. METHOD

In this article, this research will be used as a qualitative research. In accordance with the object of this paper, we use library research, that is, first, to take notes with all findings regarding motivation in general in every research discussion obtained in the literature and the sources, and / or the latest findings on education that are able to change the behaviour of lawlessness which is to enforce the proper ethical and moral regulations of the corruptors. Qualitative research has different ways of working but the goals are the same, among others naturalistic because the data are collected naturally and the field situation is natural without being manipulated and regulated by experiments and tests. Second, an analysis of the findings is then consulted with various readings, relating to the weaknesses, strengths or their respective relationships about the discourse discussed in it. These three studies deal directly with text or numerical data, not with the field or eyewitnesses, in the form of events, people or other objects. Finally, criticizing, providing critical ideas in the results of research on previous discourses by presenting new findings in collaborating different thoughts, mainly in this paper is the thoughts of Maria Montessori, child education experts, then consulted with children's development. Alia An Dhiva in her writing through social media 2016-12-20, she said that the process of growth and development of toddlers is a special moment filled with a variety of amazing events. That growth certainly fathers and mothers play an active role in determining the success of child development through the provision of attention and stimulation during the process of rapid development that occurs in the age range 0-8 years.

Related to that above statement, Maria Montessori, child education expert, believes that the age of 3-6 years is a sensitive period for children's development. According to him, children in this period need proper stimulation and direction so that their development goes well. In terms of speech development, for example, if you do not get the right stimulation in this period, your child's language ability will be hampered. As a result, children will have difficulty continuing the development process in the next phase.

In line with, Erik Erikson, a psychoanalyst from Germany, divides the stages of the development of the human soul into eight stages. The first three stages take place in childhood (0-6 years), and are greatly influenced by parental guidance and support. Next is the stage of development of early childhood psychology from year to year according to Erikson. Trust vs. Mistrust (age 0-1 years) The development of children's psychology that takes place at this stage is about developing self-confidence. Early in life, babies are very dependent on their primary caregivers (parents, grandmothers, babysitters, etc.). He will learn to trust his environment through experiences related to meeting his basic needs. This trust will arise when the baby feels that his basic needs have been met by his primary caregiver, both in terms of biology and affection. Babies who are often cared for, touched, and cuddled will feel safe and always protected.

At the age of 2-3, your child has a high desire to learn or explore. Children who trust their caregivers will feel more confident in exploring their environment and abilities. As the primary caregiver, parents need to provide opportunities for children to go through the process in accordance with their ways and desires. If parents succeed in encouraging children to explore while accompanied by adequate and wise supervision, children will be able to develop an independent nature (autonomy). Conversely, children who are too much forbidden will feel insecure and always doubt their own abilities (shame and doubt). He also tends to struggle to survive and does not believe in the environment. The development of children's psychology that occurs at this stage involves more intense socialization activities. At this age, your child usually enters the playgroup or kindergarten and

begins to get to know the wider world outside the home and family. No wonder if he then becomes happy to ask about everything so that it seems fussy. This attitude of asking lots of questions is positive and indicates that children are interested in exploring. The child will feel himself capable of carrying out a number of activities without his parents being indicated. In dealing with this phase, you should be wise, among others, by giving time to answer children's questions or support your child to experiment. That way, your child will develop the ability to take initiative, both in choosing an action and facing problems around it (initiative). Children who are often barred from playing or being scolded for asking questions will feel guilty and are easily agitated.

### **III. RESULTS AND DISCUSSION**

#### **Definition of Corruption**

Stefan Sumah Stated that the word corruption is derived from the Latin word “corruptus,” which means “corrupted” and, in legal terms, the abuse of a trusted position in one of the branches of power (executive, legislative and judicial) or in political or other organizations with the intention of obtaining material benefit which is not legally justified for itself or for others. This statement related that corruption was referred to as a great sin already in the Bible: “Do not accept a bribe, for a bribe blinds those who see and twist the words of the innocent.” However, the history of corruption is in fact related to the beginning of the creation of law and the state and was already in the antiquity considered an evil, which negatively affects the public administration and the functioning of the political system. The earliest records of corruption date back to the thirteenth century BC, to the time of the Assyrian civilization. From the found plates, written in cuneiform, the archeologists managed to discern how and who accepted bribes. Under the Roman law, the criminal offense of corruption was defined as giving, receiving or claiming benefits in order to influence an official in connection with his work. Due to the prevalence of corruption in the country, this law was supplemented by a new law, which predicted compensation for damage in double value of the damage, and the loss of political rights for the perpetrator of the corruptive act. However, this did not help alleviate corruption, especially due to the fact that corruption was most practiced by the members of the Senate and senior state officials, both in Rome itself and in the remote Roman provinces. The early Christian faith condemned corruption, yet corruption later also developed greatly in ecclesiastical structures, and achieved its peak with the selling of indulgences in the Middle Ages, all until the condemnation of the latter (as well as of other immoral acts of the clergy, with the Pope at the head) by Martin Luther. Apart from the consideration the educational Reformation also led to anticipate the corruption since the children in early education stage.

#### **Honesty and Anti-Corruption**

The full definition shows that someone who is honest will not do things that are contrary to moral values. Honesty is not only about words, but also actions. Among other things, do not hide things that are actually like cheating, do not break the rules for self-benefit in this case cheating, do not take something that is not ours because it steals and other actions that are not in accordance with moral values. Which parent does not want to have children who grow up to be honest and have good morals. Later, honesty and good morals will be the key that will take the child to the road of success. Educating children to be honest and have good morals must be done as early as possible. Quoted from Livestrong.com, there are four steps parents can take to make their children grow into good personalities. Honesty is often associated with the nature of anti-corruption. In



fact, Dotty Rahmatiasih from the Directorate of Education and Community Services of the Corruption Eradication Commission (KPK), said that honesty is believed to be effective in preventing corrupt behavior. "Honestly is the main attitude that we introduce to children. This trait prevents corruption," Dotty said, quoted by Media Indonesia. The same thing was said by Aradila Caesar, Member of the Indonesian Corruption Watch Judicial and Legal Monitoring Division. Reporting from Kompas.com, Aradila said, accustoming children to be honest prevents them from committing acts of corruption. According to him, children are not corrupt like officials. However, small actions such as taking shopping change to buy candy or lying about school fees must also be prevented and stopped. "If it continues to be done, then maybe the kids will get used to it. Later it will be repeated until they are adults and on a broader scale," he explained. Aradila added, this honest and anti-corruption person must be built from a small age. Parents have a very big role. "This honesty must be done by the mother and father as well. If it is not practiced, how can the child be honest?" concluded Aradila. Teaching children about honesty can be done by (a) talking about the importance of honesty by telling children how important it is to say the truth - even in difficult times. If there is no honesty between parents and children, then closeness in the family is difficult to obtain. Be assured that once trust is broken, it takes a long time to rebuild. If so, it will be difficult to instill anti-corruption traits, and (b) an honest lifestyle with the principle that you cannot expect your child to be honest, if you do not model it that way. If a child asks about something, the truth must be answered - without making up or covering up the story. Moms definitely want to create an open atmosphere where there are no secrets whatsoever. That way, all family members feel comfortable and accustomed to being honest. Anticorruption traits are embedded in children.

### **Early Childhood Education**

As early childhood values need to be instilled not only in theoretical honesty but which is more applicable through education from an early age to get and build the quality. In order to build the quality of learning in PAUD, it is very much influenced by the learning design that has been prepared. The teacher as the architect, analyzes what material is needed to guide the child's behaviour by distributing questionnaires to parents. Questionnaire to extract important information to what extent children have been guided to behave honestly at home, (a) Have parents given examples of honesty, trustworthiness, and diplomatic attitude to children, (2) Does the child's parents like to follow the example of parents who are honest, (3) According to parents what good behaviour traits have been carried out at home in connection with honesty training, (4) According to parents' observations, what is the character / attitude of the child after gaining knowledge about honesty behaviour guidance, (5) If the child negative behaviour, then how do parents reprimand him, (6) What impression do parents get, after the child learns the character of being honest delivered by the teacher (7) What is the expectation of parents towards the child in relation to honest attitude, (8) Please tell us Parents experience / interesting events about children related to honest behaviour Learning good behaviour or character first comes from the family. The caregivers of both mother and father, grandmother / grandfather, uncles / aunts, brothers and sisters and even helpers give colour to how children behave. It is recommended that together with guidance in PAUD, recommendations are also distributed so that the guidance of honest behaviour is also in tandem between those implemented at home and PAUD. Recommendations form the behaviour of children at home honest, trustworthy and diplomatic behaviour, for example (a) Children should not lie when talking to parents, teachers, friends and others., (B) Children want to be honest about their mistakes, (c) Children cheating does not apply, (d) Children do not want to take friends' goods such as drinking water, food, pencils, books and toys of

friends, (e) Children are honest when finding other people's belongings on the road, (f) Children are trustworthy when borrowing goods friends, (g) Children do not read books / open letters / diaries or mobile phones of other people carelessly, (h) In instilling honesty, parents are expected to have a lot of discussions with children, ask the child's feelings when he is lying, cheat or take things his friends have . Also ask how the child feels if he or she is lied to, cheated, his toy stolen or borrowed by his friend but returned damaged, (i) Parents can help children's understanding of honesty by reading stories about honesty and trustworthiness., (J) The child can already in still honesty in him then the words / appreciation / teacher / parent who can encourage the strength of this behaviour such as,

"Congratulations on being honest!"

"Thank you, my child for saying that!" and

"Congratulations, kid, I'm sorry and pleaded wrong!"

To maintain honesty in children it is necessary to in still honesty from ourselves by (a) Don't lie to children (b) Appreciate honesty of children, (c) In still honesty from an early age and (d) Always motivate children to be honest.

The actualization of Honest behaviour Learning Programs For AUD Learning that applies behavioural training is very many kinds of methods and channels. PAUD that develops holistic integrative will be easier because it is carried out through habituation that applies in certain institutions: (a) Pray before and after doing activities (b) Washing hands before and after doing activities, (c) Iteration before learning begins ( see pictures, read, make daily journals, (d) Eat together (e) Cultivate local languages (at least 1 week 1 x), (f) Tidy up the toys to their original place (g) Dispose of trash in its place (h) BAK and BAB in the toilet, (i) Say goodbye to the family and the teacher when leaving the learning arena for some reason. The activities that can be carried out in the learning unit as a fun learning method because effective learning meets the criteria of effective efficiency; interesting / fun, natural: students learn but do not feel like learning, for PAUD children not too long (AUD concentrations range from 3 to 5 minutes), meaningful / memorable in their lives, children are included in the real world and aim to correct improper behaviour. Some of the effective play activities to guide the honesty of the AUD are as follows: (1) Whispering Chains, (2) storytelling / Storytelling, (3) Singing and Clapping, (4) Playing and counting (playing dacons), (5) Sosio Drama, ) 6) Honesty Kiosk and (7) Developing a "Parenting Class" Program

**Example activities:**

Material	Objective	Material description	Recomended
Worship parents as a model	Parents of students Can set an example: Perform Worship according to his religion Parents of students understand about character-based	Practicing worship with motivation to praying will and after learning, praying will and after eating, praying will and after sleeping.	a. Familiarize the children say alhamdulillah, sub'hanallah, bismillah etc. b. Teaching short prayers c. Feel carefully the greatness of God (when going to sleep

	holistic education		
Character building; An introduction		Fostering the character of children in PAUD. Child-Friendly Parenting Patterns	Familiarize the school's motivation to carry out character education at home
Storytelling Technique Theme: Proud to be an honest child	Parents of students are motivated to tell their children	Motivate that telling story is smart	Every day gives telling story around 2 minutes only telling story has a character message
Towards multiple intelligences; Brain Gym / Honesty is trustworthy and diplomatic	Parents of students Can practice brain gymnastics at home	Multiple intelligence Songs to exercise brain	a. Memorize children's songs with movements having an effect on the brain b. Creating movements that stimulate the brain
Trains Toddlers to read / tell stories about honesty	Parents of students teach children to read	It is an early way to teach reading	The parents do media to read Design the house as place to learn
Build motivation / Beautiful build honesty Wise	Parents of students can motivate their children	The motivation oriented to the students need To build a positive perception	a. give freedom of choice to children b. Exemplify honesty
Parenting / Responsibility / Honesty	Parents of students can provide freedom of choice to children	a. Be a wise parent b. Parenting pattern wise	a. Enter the world of children b. Provide pleasant situations; "My house is my paradise"

#### IV. CONCLUSION

Based on the research findings and discussion, the results of the study can be concluded as follows (1) forms of honesty value planting in early childhood learning (a) in the form of activities related to the honesty canteen (b) in the form of habituation: telling the truth, not cheating, and discipline time; (2) integrating the value of honesty in learning (3) Implementation of learning that contains the value of honesty will provide learning experiences and early age to anticipate corruption. This is caused by several things among other things, (a) the learning uses materials, media, learning methods that are relevant to students, (b) evaluations to enable

students in the learning process especially the internalization of the value of honesty, (c) Classroom management conducted by the teacher will be very good, this can be seen from the conducive teaching and learning process of students who are not crowded, calm and active. On the other hands, Violations of the law that lead to corruption is one of the causes because honesty is not taught from an early age, therefore early childhood education needs to be instilled in the habit of honesty for the future of this country. from observations in several media it appears that the corruption was carried out because of policy and will. This is due to the needs and desires of the actors to accelerate the progress of the use of the budget so that using the budget is not procedural.

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