

JURNAL POLPEM

— Pengabdian Masyarakat —



Peran Pemuda dalam Meningkatkan Pengetahuan Siswa Sekolah Dasar tentang Nilai-Nilai Anti-Korupsi: Studi di SDN 55 Gedong Tataan

The Role of Youth in Enhancing Elementary School Students' Knowledge of Anti-Corruption Values: A Study at SDN 55 Gedong Tataan

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Abstrak

Pendidikan Antikorupsi (PAK) sejak dini merupakan fondasi vital dalam membangun karakter bangsa yang berlandaskan integritas. Penelitian ini bertujuan untuk menganalisis peran efektif kaum muda (mahasiswa) sebagai Agen Perubahan dalam meningkatkan pemahaman nilai-nilai antikorupsi (kejujuran dan tanggung jawab) di kalangan siswa sekolah dasar. Penelitian kualitatif deskriptif ini dilaksanakan di SDN 55 Gedong Tataan, Kabupaten Pesawaran, dengan melibatkan siswa Kelas VI A sebagai subjek penelitian. Data dikumpulkan melalui wawancara, observasi, serta pelaksanaan *pretest* dan *posttest*. Hasil penelitian menunjukkan bahwa intervensi pendidikan yang dipimpin oleh kaum muda—dengan menggunakan metode pembelajaran partisipatif dan berbasis pengalaman seperti pertunjukan drama—terbukti sangat efektif. Teramati adanya peningkatan signifikan dalam pemahaman kognitif siswa, yang menghasilkan Skor N-Gain tinggi sebesar 0,71222. Selain itu, kegiatan ini berhasil mendorong perubahan pada aspek afektif dan perilaku, di mana siswa menunjukkan peningkatan kedisiplinan serta komitmen emosional terhadap nilai integritas. Dengan demikian, kaum muda memegang peran krusial sebagai jembatan yang mentransformasikan pengetahuan akademis menjadi penerapan moral secara praktis, demi mewujudkan generasi yang jujur dan bertanggung jawab sejak dini.

Kata Kunci

Anti-korupsi; Agen perubahan;
Mahasiswa; Pendidikan karakter.

Abstract

Anti-Corruption Education (ACE) from an early age is a vital foundation for building a nation's character based on integrity. This study aims to analyze the effective role of youth (university students) as Agents of Change in enhancing the understanding of anti-corruption values (honesty and responsibility) among elementary school students. This descriptive qualitative research was conducted at SDN 55 Gedong Tataan, Pesawaran Regency, involving Grade VI A students as subjects. Data were collected through interviews, observation, as well as pretest and posttest administration. The results indicate that the youth-led educational intervention, utilizing participatory and experiential learning methods such as drama performance, was highly effective. A significant improvement in students' cognitive understanding was observed, yielding a high N-Gain Score of 0.71222. Furthermore, the activity successfully triggered affective and behavioral changes, where students showed increased discipline and emotional commitment to the value of integrity. Thus, youth hold a crucial role as a bridge that transforms academic knowledge into practical moral implementation, ensuring the formation of a generation that is honest and responsible from an early age.

Keywords

Anti-corruption; Agent of change;
Students; Character education.

1. Introduction

Youth play a crucial role in the life of a nation. As agents of change, future leaders, and guardians of unity, young people hold the key to shaping the moral and social direction of the country. In this context, education serves as a fundamental foundation for instilling noble values that build the character of the nation. Particularly at the elementary school level, education should not only focus on academic achievement but also emphasize moral values such as honesty and responsibility, which form the basis of personal integrity. Amid increasing moral and social challenges in the modern era, character education that promotes honesty and responsibility has become more urgent to be implemented from an early age. This effort requires collaboration among various stakeholders, including the active involvement of youth as drivers of change and role models for the younger generation. With their idealism and strong sense of responsibility, young people can bridge theory and practice in character education through inspiring and participatory activities.

One concrete form of this role is realized through the program “Honest and Responsible Class Action” at SDN 55 Gedong Tataan, located in Pesawaran Regency, Lampung. The school envisions becoming an institution that excels in faith, piety, character, scientific insight, and social as well as cultural awareness. Through this program, a team of youth (university students) actively serves as facilitators and role models in educating students about anti-corruption values, honesty, and responsibility. The program does not only focus on delivering educational materials but also emphasizes participatory and experiential learning methods, such as drama performances entirely played by the students. Through this approach, students are encouraged not only to understand the

concepts of honesty and responsibility cognitively but also to internalize and practice them in real-life situations. This initiative demonstrates how the involvement of youth in moral education at the elementary level can serve as a concrete step toward building a generation of individuals who are honest, responsible, and committed to contributing to a clean and ethical society.

2. Methods

This study employed a descriptive qualitative method conducted at SDN 55 Gedong Tataan, located in Pesawaran Regency, with a focus on Grade VI A students. The purpose of this research is to analyze the role of youth in providing education and socialization of anti-corruption values to elementary school students. The research subjects included the Grade VI A students and their homeroom teacher, Mr. Dwi Priyanto, who served as the primary informant. Data collection techniques consisted of interviews with the teacher to explore the implementation of anti-corruption values at school, direct observation during the socialization activities, and the administration of pretests and posttests to measure the improvement in students' understanding of the material delivered. Data were analyzed using a descriptive-comparative approach, by comparing the results obtained from interviews, observations, and pretest–posttest scores. To strengthen the findings, the N-Gain Score calculation was also used to assess the effectiveness of the youth-led socialization and education activities in enhancing students' knowledge of anti-corruption values.

3. Results and Discussion

The implementation of the “Honesty and Responsibility Class Action” program at SD Negeri 55 Gedong Tataan serves as a practical example of integrating Anti-

Corruption Education (ACE) values within the primary education environment. This program not only aimed to increase students' cognitive understanding of honesty and responsibility but also to instill moral values that help build integrity-based character from an early age. Based on the evaluation results obtained from the pretest and posttest, there was a significant improvement in students' understanding of anti-corruption values. The pretest results showed an average score of 59.3, indicating a relatively low level of initial comprehension. After conducting a series of interactive activities such as educational games, animated films, reflective discussions, and drama performances the posttest average increased to 85.6, with an improvement of 26.3% and an N-Gain Score of 0.71222, categorized as high. These results demonstrate that the applied learning methods were effective in enhancing students' awareness and knowledge of honesty and responsibility in daily life.

No	Nama	Pre-test	Post-test	Pre-test/Post-test	Score
1	Jihan syauqia lubna	90	100	10	
2	m. fais al chandra	80	100	20	
3	ika riyantika	80	100	20	
4	alika naiya	70	100	30	
5	surya hartawan	80	100	20	
6	mahira hk	70	100	30	
7	m. zaeddu rez ai ramad	60	90	30	
8	merisa desi triarti	60	100	40	
9	dalea syahira mullara afi	90	80	-10	
10	azwa r. ayunda	90	100	10	
11	ahmad dzamir faqih	90	100	10	
12	vianca ramadhani	90	100	10	
13	m. raffa	80	90	10	
14	fatih	90	100	10	
15	adinda auliya syifa	80	90	10	
16	syafiya putri firdaus	90	100	10	
17	salwa	70	100	30	
18	nazwa azahra	60	80	20	
19	risky ade putra	20	60	40	
20	nadya	20	60	40	
21	ahmad kukuh	20	60	40	
22	audy	20	60	40	
23	azzahra nubaila	20	60	40	
24	dayat	60	80	20	
25	endah	60	90	30	
26	innes	0	60	60	
27	m. rido	0	60	60	
28	bintang	40	80	40	
29	cahya	60	100	40	
30	laras	40	70	30	
Rata-Rata		59.33333333	85.6666667	26.33333333	40.666

Figure 1. Table Gain Score
Source: Author, 2025

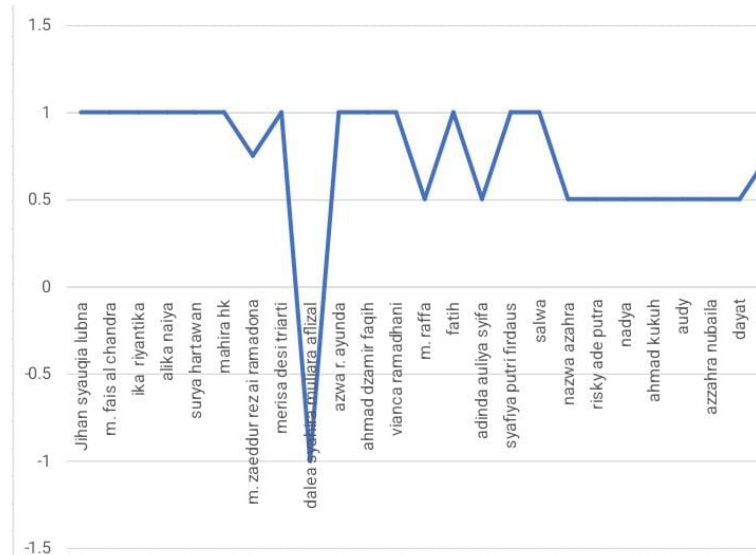


Figure 2. Grafik Gain Score
Source: Author, 2025

However, the success of this activity was not only reflected in quantitative data but also through changes in students' behavior and attitudes. At the beginning of the program, students tended to be passive and hesitant to speak. As the sessions progressed presented in a creative, fun, and participatory manner they began showing enthusiasm, confidence, and active engagement. The drama performance became the most impactful session, as it allowed students to experience the contrast between honest and dishonest behavior through roleplay. Several students even expressed a personal commitment to becoming more responsible and disciplined, such as avoiding cheating during exams and completing their school assignments on time. These findings align with Lickona (1991), who asserts that effective character education must involve experiential learning and emotional engagement rather than merely delivering theoretical values. This experiential approach successfully built an emotional connection between the students and the values being taught, fostering deeper and more sustainable internalization.



Figure 3. The Activity Of Theching And Delivering The Learning Materials

Source: Author,2025

In addition to the positive outcomes for students, this program also served as a valuable learning platform for the participating university students. In this context, the students acted as youth agents of change, bringing the spirit of anti-corruption into primary education. Their role highlights that young people are not only recipients of education but also active contributors in promoting integrity values within society. Through direct interaction with teachers and pupils, they realized that anti-corruption efforts do not only rely on large-scale policies but also begin with small, consistent actions such as cultivating honesty and responsibility within the school environment. The involvement of youth in this program emphasizes the importance of intergenerational collaboration in fostering an anti-corruption culture. University students served as facilitators who bridged

moral values between academic knowledge and practical implementation. With their creativity, enthusiasm, and idealism, they introduced innovative learning approaches that resonated well with children. This demonstrates that young people hold significant potential to transform educational practices into ones rooted in integrity and ethical values.

Moreover, the program strengthened cooperation among students, teachers, and the school community in creating a healthy educational ecosystem. Teachers gained new insights into teaching character values through creative methods, while university students acquired valuable field experience in implementing anti-corruption education in practice. This collaboration fostered a shared awareness that moral education is not solely the responsibility of institutions but a collective moral duty particularly for the younger generation, who will become the nation's future leaders. Additionally, the "Honesty and Responsibility Class Action" provided meaningful lessons for university students about role modeling and empathetic communication. The pupils closely observed the behavior of each facilitator from discipline and politeness to consistency between words and actions. This proved that setting a good example is the most powerful form of moral communication. As stated by Bandura (1977) in the Social Learning Theory, children tend to imitate behaviors they observe from trusted figures. Therefore, young facilitators carry a moral obligation to embody the values they teach (Firmansyah & Saepuloh, 2022).

On a broader scale, this initiative supports the National Strategy for Corruption Prevention (Stranas PK), which emphasizes the importance of character education from an early age. Youth, in this regard, play a central role as drivers of social change capable of reinforcing the nation's moral foundation. With their moral awareness, social concern, and commitment to honesty and responsibility, young people can contribute meaningfully to building a

culture of integrity in Indonesia. In summary, the “Honesty and Responsibility Class Action” effectively enhanced students’ understanding and attitudes toward honesty and accountability while simultaneously strengthening the role of youth in promoting sustainable anti-corruption culture. Through creative, participatory, and contextual approaches, this program demonstrates that moral values can be successfully cultivated in early education. The active involvement of young people as agents of change is a crucial step toward shaping a generation that is not only intellectually capable but also morally upright, ethical, and committed to building a clean and responsible nation.

4. Conclusion

This study shows the important role of youth, especially university students, as agents of change in promoting anti-corruption values among elementary school students. Through the “Honesty and Responsibility Class Action” program at SDN 55 Gedong Tataan, there was a clear improvement in students’ understanding, shown by a high N-Gain Score of 0.71222, which indicates that the program was effective. More importantly, the program not only improved students’ knowledge but also built their attitudes and behaviors. The use of interactive and participatory methods, such as drama performances, helped students express and understand moral values like honesty and responsibility in a fun and meaningful way. The involvement of young facilitators as role models also helped connect what students learned with how they act in real life. In conclusion, this activity proves that building anti-corruption awareness should start from an early age. The creativity, enthusiasm, and integrity of young people play an essential role in shaping a generation that values honesty, responsibility, and ethical behavior in everyday life

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