

COMMUNITY ENGAGEMENT IN INSTILLING ANTI-CORRUPTION VALUES IN EARLY CHILDHOOD AT TUNAS MULIA KINDERGARTEN, PESISIR VILLAGE, GENDING SUB-DISTRICT, PROBOLINGGO

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ABSTRACT

This community engagement aimed to describe the implementation of mentoring in instilling anti-corruption values in early childhood at Tunas Mulia Kindergarten, Pesisir Village, Gending District, Probolinggo Regency, using the Asset-Based Community Development (ABCD) method. The mentoring process involved teachers, parents, and the community in socialization activities. The results showed an increase in children's understanding of honesty, responsibility, and integrity, along with positive changes in their attitudes and behaviors. This program was also expected to create a long-term impact on the Pesisir Village community by fostering a stronger culture of integrity. Character education through anti-corruption socialization proved to be effective in shaping a generation free from the influence of corruption.

Keywords: *Community Engagement, Anti-Corruption Education, Early Childhood Development, Character Building, Asset-Based Community Development (ABCD)*

I. INTRODUCTION

The development of strong character and the instillation of anti-corruption values from an early age are critical issues in Indonesia. The widespread corruption across various sectors indicates that addressing this problem should not be limited to law enforcement but also needs to be tackled through early childhood character education. Young children, as the future generation of the nation, require a strong moral foundation—such as honesty, responsibility, and integrity—to build a society that is clean and ethical in the future (Izzah, 2019).

Several factors contribute to the challenges of character development, including both internal and external influences. Internal factors include instincts, habits, heredity, determination, and conscience. External factors, on the other hand, involve peer influence, exposure to digital devices, negative effects of television, family environment, and school influence (Fitrianingtyas & Jumiatmoko, 2023).

Strengthening anti-corruption values through civic education is considered an effective approach to fostering awareness and integrity (Harto et al., 2014). This understanding is expected to break the chain of corrupt practices that plague the country, often committed by individuals who seek personal gain under the guise of power, status, and connections (Adnan et al., 2024).

Indonesia, as a constitutional state, is governed by Article 1, Paragraph (3) of the 1945 Constitution, which mandates the protection and enforcement of fair laws. The Indonesian government enforces legal measures to uphold justice in society. Implementing legal regulations is essential to maintaining order, peace, justice, and security within the nation (Sujana, 2024).

According to Law No. 23 of 2002 on Child Protection, Article 26 (1), parents have the obligation and responsibility to educate and protect their children, including instilling moral values from an early age. This responsibility is not solely placed on families but also extends to schools and the broader community, including efforts to instill anti-corruption values (BAPPENAS RI, 2002).

Instilling anti-corruption values from an early age has positive impacts on multiple aspects. Psychologically, children who are accustomed to honesty tend to develop greater self-confidence and a strong sense of integrity. Socially, they learn the importance of sharing, cooperation, and respecting others' rights. From an educational perspective, these values enhance children's critical thinking skills and understanding of fairness (Rachmayani, 2015).

Anti-corruption education should start within the family, be reinforced in schools, and be supported by the community. Early childhood is a crucial developmental stage where children easily absorb positive values through storytelling, games, and role modeling by adults (Widyanto & Ulfah, 2018).

Anti-corruption education serves as a preventive measure to combat corruption and as an initiative to prepare future generations to stand against corrupt practices (Saputri, 2023). The objectives of anti-corruption education can be categorized into three main goals: first, to increase knowledge and understanding of various types of corruption and their components; second, to change people's perceptions and attitudes toward corruption; and third, to develop new skills and capabilities to actively combat corrupt activities (Perawati et al., 2024). However, society must receive proper guidance and constructive direction to support the necessary reforms. Only through such an approach can institutional and policy changes be implemented effectively and sustainably (Suryana, 2020).

Tunas Mulia Kindergarten in Pesisir Village, Gending District, Probolinggo Regency, serves as a strategic venue for implementing socialization programs and instilling anti-corruption values in early childhood. This program aims to raise children's awareness of the importance of integrity in daily life through engaging and age-appropriate learning methods.

The program at Tunas Mulia Kindergarten focuses on introducing the value of honesty through storytelling, songs, and interactive games. Children are encouraged to demonstrate positive behaviors, supported by collaboration between teachers and parents both at home and at school. Additionally, teachers, parents, and community leaders serve as role models in promoting anti-corruption attitudes. The program also includes participatory activities such as drawing, crafting, and role-playing exercises to teach children the importance of sharing and respecting others' belongings. Community support is crucial in creating a conducive environment for character development.

This initiative is expected to serve as a foundational step in fostering a generation that is honest, responsible, and upholds integrity. Through collaboration between schools, families, and the community, anti-corruption values can be effectively instilled in young children, shaping a future society that is ethical and corruption-free.

II. METHODOLOGY

The Asset-Based Community Development (ABCD) method is an approach that focuses on identifying and strengthening community resources to drive sustainable change. In efforts to instill anti-corruption values in early childhood, this method serves as an effective strategy by engaging various stakeholders—including teachers, parents, the local community, and government authorities—to collaboratively shape children's character.

At the heart of this approach are the educators at Tunas Mulia Kindergarten in Pesisir Gending Village, supported by the strengths of the surrounding community. By leveraging these assets, the program seeks to foster a shift in both mindset and behavior, not only among children but also within their broader environment, emphasizing the importance of honesty and integrity. Through the ABCD approach, the community can identify, mobilize, and optimize its existing resources to prevent corrupt behaviors from an early age while creating a supportive environment that nurtures children into honest, responsible, and ethical individuals.

The mentoring process began with mapping the community's potentials and challenges to gain a deeper understanding of the target group. This involved close collaboration with the kindergarten to collect data and insights regarding children's awareness of anti-corruption values. Findings revealed that many young children in the area had limited knowledge of honesty and its significance, with minor unethical behaviors—such as copying homework or taking items without permission—often being perceived as normal. Tunas Mulia Kindergarten was chosen based on recommendations from the school principal and its relatively large student population, ensuring that the program could reach and impact a greater number of children. The goal was for participating students to share the values they learned with their peers and families, creating a ripple effect throughout the community.

Once the initial assessment was completed, preparations for the anti-corruption awareness campaign began. This stage involved forming an implementation team, including speakers, moderators, event coordinators, logistics staff, and program leaders. Educational materials, discussion topics, banners, and small incentives were carefully prepared to enhance student engagement and motivation. Intensive coordination with the school was also conducted to schedule the sessions without disrupting regular lessons. The

preparation phase required significant time and effort to ensure active participation from all stakeholders and the smooth execution of the program.

The awareness sessions were delivered using an interactive lecture format. Speakers introduced the concept of corruption, its negative consequences, and fundamental values such as honesty, responsibility, and cooperation. Discussions explored the impact of corruption across various aspects of life, including social, economic, educational, and cultural dimensions. The sessions lasted two class periods, with students gathered in the school hall. After the presentation, an open discussion and Q&A session allowed students to engage more deeply with the topic, ask questions, and share their thoughts. This interactive approach reinforced the importance of anti-corruption values, encouraging children to apply these principles in their daily lives. Through this initiative, the program aimed to lay a strong foundation for fostering integrity in young children. By uniting efforts from schools, families, and the broader community, anti-corruption values could be effectively instilled, shaping a future generation committed to ethical behavior and social responsibility.

III. RESULTS

The selection of subjects for mentoring was based on the strategic role of early childhood as the nation's future generation. At this developmental stage, children are in the process of shaping their moral and character foundation, making it an ideal time to instill core values such as honesty, responsibility, and integrity. The program took place at Tunas Mulia Kindergarten in Krajan Hamlet, Pesisir Village, Gending District, Probolinggo Regency. Pesisir Village is a coastal area in Probolinggo Regency, East Java, known for its rich natural resources that support community education. The location is easily accessible and equipped with facilities that support early childhood education, making it an ideal setting for implementing the program. Tunas Mulia Kindergarten itself provides a conducive learning environment, including comfortable classrooms, a safe play area, and a green, child-friendly space. These factors make it a highly suitable location for ensuring the program's success, as it operates as a formal educational institution with a strong commitment to character building in early childhood.

The selection of Tunas Mulia Kindergarten also considered the socio-economic conditions and needs of the local community. As a coastal village where most residents work as fishermen and farmers, strengthening moral education

among children presents unique challenges, particularly due to limited resources and educational opportunities. This mentoring initiative is expected to serve as a starting point for introducing anti-corruption values to children in a simple yet effective manner.



Figure 1. Community Engagement Program in Tunas Mulia Kindergarten

This mentoring program also actively involves teachers and parents as key elements in ensuring its success. Teachers at Tunas Mulia Kindergarten are expected to reinforce these values through daily lessons, while parents are encouraged to support character development by reinforcing the same principles at home. By focusing on early childhood as the primary subjects, this program aims to create a long-term impact in shaping a generation that is honest, possesses strong integrity, and remains free from the influence of corruption in the future.



Figure 2. Documentation of the Community Engagement

The socialization of anti-corruption values among young children at Tunas Mulia Kindergarten in Pesisir Gending Village is expected to bring significant benefits to both the children and the broader community. First and foremost, it is believed that by increasing children's understanding of honesty, responsibility, and integrity, positive changes in their attitudes and behaviors will naturally follow. This program seeks to build early awareness of the importance of anti-corruption principles, shaping children into individuals who are honest, disciplined, and value fairness. As a result, these children will not only understand the consequences of corruption but also develop habits that discourage such behavior in their daily lives.



Figure 3. Delivering the Gifts for Kindergarten Students by the Authors

Furthermore, instilling anti-corruption values from an early age has the potential to create a long-term societal impact. The values taught at Tunas Mulia Kindergarten can foster a stronger culture of integrity within the Pesisir Gending community. Children who understand the dangers of corruption from a young age will carry and apply these principles throughout their lives, contributing to the development of a cleaner, corruption-free society. Therefore, this initiative extends beyond individual character development to influencing broader social attitudes and fostering a more ethical and responsible community.

Furthermore, this program is expected to raise awareness among parents and the local community about the importance of instilling anti-corruption values from an early age. When parents and community members actively participate in

this socialization process, they reinforce and support the values introduced at school. A strong collaboration between educational institutions and families is essential in creating an environment that nurtures not only intelligent but also morally upright young generations.

Following the implementation of the anti-corruption socialization program at Tunas Mulia Kindergarten, we, as students involved in this initiative, experienced a significant increase in our understanding of the importance of character education from an early age. This program allowed us to develop a deeper connection with the challenges and potential of young children in shaping positive behavior. Direct interaction with children, teachers, and parents provided us with valuable insights into the essence of instilling moral values from an early stage.

The sense of fulfillment we experienced came from observing the enthusiasm of the children in receiving the material, as well as the positive responses from teachers and parents who supported this initiative. Such encouraging feedback has motivated us to remain committed to developing similar programs in the future, ensuring that more children grow up with an awareness of the importance of anti-corruption values.

Beyond personal experiences, this program also opened opportunities for further collaboration with the Pesisir Gending Village community, including educators, parents, and local figures. Overall, this experience not only enhanced our understanding as students in the field of character education but also gave us a meaningful opportunity to contribute to the development of a more integrity-driven society. We firmly believe that instilling anti-corruption values from an early age will have a lasting positive impact, not only on future generations but also on broader social change within the Pesisir Gending community.

IV. DISCUSSION

The Role of Socialization in Character Formation and Anti-Corruption Education

Socialization is the process of instilling and transferring habits, values, and rules from one generation to the next within a group or society. Some sociologists describe socialization as role theory, as it teaches individuals the roles they are expected to perform (Normina, 2014). Meanwhile, Salvina and Soedarwo define

socialization as the process of shaping individuals within a society, which involves introducing them to the norms, values, and culture that govern their social environment. In general, socialization plays a crucial role in shaping a person's personality and determining how they interact with their surroundings. This process begins at birth and continues throughout life, influencing various aspects such as thought patterns, behavior, and social identity (Salviana & Soedarwo, 2016).

During socialization, individuals learn to understand the social roles expected of them in various contexts, such as within the family, at school, and in the broader community. They also internalize core societal values, including honesty, cooperation, and mutual respect. Socialization serves as a mechanism for social integration, equipping individuals with the knowledge and skills necessary to navigate a complex and diverse society (Normina, 2014).

Moreover, socialization plays a vital role in preserving and transforming cultural values. Through this process, traditions and norms are passed down from generation to generation, ensuring their continuity. At the same time, socialization also facilitates cultural change in response to social, economic, and political shifts. Thus, socialization is not only a means for individuals to learn how to live within society but also a driving force behind the formation and evolution of human culture (Muntamah et al., 2019).

Education and the Importance of Anti-Corruption Awareness

Education, in its literal sense, refers to the process of teaching and guiding learners. Educators are expected to serve as role models, providing instruction, guidance, and moral development, as well as fostering ethical values and intellectual growth in individuals (Ujud et al., 2023). On the other hand, corruption comes from the Latin word *corruptio*, derived from the verb *corrumpere*, meaning decay, destruction, distortion, bribery, theft, and fraud. Broadly speaking, corruption refers to the misuse of official authority for personal gain. Corruption can occur in any form of government and exists at varying levels, from minor abuses of influence and favoritism to severe, institutionalized corruption (Putri, 2021).

Given its detrimental impact, anti-corruption education must be integrated systematically from primary education through higher education. Such education influences students' psychological and moral development, equipping them with a strong ethical foundation. By learning about anti-corruption values

from an early age, children can develop a greater sense of awareness and resilience against corrupt influences. This knowledge enables them to make informed and ethical choices when they enter society.

There are two main objectives of anti-corruption education. First, it aims to instill an anti-corruption mindset within each generation, ensuring that ethical behavior becomes a natural part of daily life. If corruption is minimized, the effectiveness of nation-building efforts will be maximized. Second, anti-corruption education emphasizes that combating corruption is not solely the responsibility of law enforcement agencies such as the Corruption Eradication Commission (KPK), the police, or the Attorney General's Office, but rather a shared responsibility of all citizens (Sakinah & Bakhtiar, 2019).

The Role of Education in Transforming National Mentality

Education is one of the most powerful tools for changing a nation's mentality. However, true educational transformation requires genuine commitment and sincerity, rather than mere formalities or superficial efforts. The education sector must acknowledge the critical importance of anti-corruption education and reintegrate moral education into school curricula, with a specific emphasis on integrity and ethical behavior.

Anti-corruption education plays a crucial role in shaping students' character, preparing them to become responsible, law-abiding citizens. Teachers, in particular, have a vital responsibility in introducing students to the dangers of corruption, its various forms, and the legal consequences of corrupt practices. By doing so, education can cultivate a generation that is fully aware of corruption's harmful effects and committed to upholding integrity in their personal and professional lives (Sakinah & Bakhtiar, 2019).

V. CONCLUSION AND RECOMMENDATION

The implementation of the anti-corruption attitude development program for early childhood at Tunas Mulia Kindergarten in Pesisir Village, Gending District, has successfully increased children's understanding of the importance of values such as honesty, responsibility, and integrity. Through the Asset-Based Community Development (ABCD) method, this socialization involved teachers, parents, and the surrounding community, who collectively supported positive attitude and behavioral changes in the children. The program is expected to create a long-term impact, not only for the children themselves but also for the broader

community, by fostering a culture of integrity and reducing corrupt practices from an early age.

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