

## **Integrating Schools And Family Cultures In Anti-Corruption Character Education**

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**ABSTRACT:**-This study aimed to develop an integrated model of anti-corruption character education for elementary school students in Semarang city. The initial process of this research study started from the phenomenon of social facts in today's society. There are many social problems, especially corruption, increases uncontrollably. This is probably due to the patterns of education and parenting firmly attached to any individual which are less appropriate in the past. Consequently, a special method, i.e. an integrated model of anti-corruption character education is necessary, specifically for elementary school students as the most important assets that would be the successors for national development. This study used "Research and Development" approach, i.e. a research approach to do research, development, and product testing. The primary data in this study were obtained through observation, questionnaire and in-depth interviews, either structured or unstructured towards teachers, students and students' parents. Research findings showed that anti-corruption character education model implemented for elementary school students in Semarang is relatively good. However, students' parents have not got involved yet within the process of education. The model has been developed to integrate the culture at schools and in families about anti-corruption education. The results of limited test on feasibility proved valid and reliable.

**Keywords:** *Integrated Model, anti corruption education, anti corruption behavior, elementary school students*

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### **I. INTRODUCTION**

To create a prosperous, clean, and free from corruption condition, a nation must have a clean society. Successor generation of the nation must be clean, disciplined and honest as well as responsible. In contrast, many behaviors today do not reflect those characters, particularly the issue of corruption which is getting out of control in this country. Corruption is a multi-dimensional problem which is not only just a legal issue but also social, economic, political, cultural and religious matters. Thus, it needs some approaches from different perspectives to find the best efforts to eradicate corruption as well as the necessarily responsibility of such parties as the public and the government altogether, especially in education. *Transparency International* released Corruption Perception Index for the year 2015. Indonesia ranked 88 with score of 36. (*Corruption Perceptions Index* 2015). Nearly at any time we can get information about various cases of corruption conducted by various groups ranging from ordinary people, government officials, council members, and even law enforcement officers. Their behavior is probably based on the pattern of education they received during their childhood, both at school and in the family. School has two main goals those are to establish both an intelligent and good person as well as it has a great responsibility in character education for their students. While family is the first and foremost place in shaping children's behavior. In consequent, both must be responsible for children's behavior formation. (Lichona 2013) stated that the virtues necessarily to be communicated and socialized are honesty, compassion, self-control, respect/appreciate, cooperation, responsibility, and perseverance. Parents' participation of parents in the education process of their children has been proven able to help reducing behavioral problems from time to time (Grolnick et al. 2000; Hill et al. 2004) That parents are more likely to participate in children's education occurs when parents have a high-quality relationship with their children's teacher (for example, Kohl, Lengua, & McMahan, 2000; Waanders, Mendez, and Downer, 2007). One of the interventions aimed at improving children behavior through increased participation of both parents in the school and their relationship is by combining behavioral teacher consultation (Sheridan et al. 2006) Parents - teacher relationship plays a central role in shaping the behavior relationship on parents participation in problem solving and helps to explain when and why both parents should get involved in children's education through this way (Kim et al. 2012)

In reality, there is a phenomenon that there is a tendency in educational process at schools giving more priority on the cognitive aspects than on affective and psychomotor ones. In some cases, the implementation of the National Examination was more concerned with intellectual aspects of rather than of honesty one. In fact, level

of honesty is only 20%, because there are many students who cheat in various ways while working the national examinations (Dumiyati, 2011)

Some schools were vying to reach 100% graduation. Furthermore, to achieve this, various methods were used including using any inappropriate means such as the omission of cheating students. This was done because the school does not want to bear the risk of declining percentage on students completion, by which will have an impact on the survival of the school.

Corruption has become an inseparable part of the history of Indonesia. Indonesian people have been very tired of hearing and talking about corruption which lately become more increasing conducted by from high-rank to bottom-rank officials. The rampant of corruption acts in this country is an irony for Indonesian people as a religious community who also uphold their culture. Thus, it required serious treatment for the successors generation who will become future leaders in this country through education. Based on such phenomena, researchers interested in conducting research with the title: Developing Integration Model Anti-Corruption Character Education for Elementary School Students in Semarang.

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## II. LITERARY REVIEWS

### Concept of Anti Corruption Character Education

Character or personality is the overall behavior of individuals with certain tendencies system followed by interaction in a range of situations (Suhendi and Ramdani 2001; Megawangi 2007) compiled nine pillars of character that comes from noble universal values, namely: 1) Love God and truth; 2) Responsible, disciplined and independent; 3) trusted; 4) respectful and polite; 5) compassionate, caring and cooperative; 6) confident, creative and unyielding; 7) fair and leadership spirited; 8) kind and humble, and; 9) tolerant and love peace.

Anti-corruption education is a conscious and deliberated effort to realize learning process which is critical to the values of anti-corruption. During learning process, Anti-corruption education is not just a medium for transferring the i.e. cognitive knowledge, but also emphasizing on the effort of character formation (affective) and moral consciousness in fighting and resisting (psychomotor) to corruption behavior deviations. (Mistar, 2013.) Several other previous studies related to character education can be seen in Table 1:

Table 1. Summary of Previous Studies

No	Author, Year	Concept	Research Findings
1	(Leo 2011)	Character education	Character education need to be forced through informal and formal education. The most important thing in learning process is teacher as role model.
2	(Robert 2003)	Morality education	Moral education in American public schools needs a curriculum that helps students explore and understand many reasons for moral and motivation from various cultural and religious sources
3	(Kim et al. . 2012.)	Interaction between parents and teachers in education	These findings suggest that parents-teachers relationship plays a central role in shaping the participation of parents in problem solving
4	(Lumpkin 2008)	Model of Character education	A teacher with good characters shows that integrity is a prized possession. Teachers can play an important role in helping students learn and apply a process of moral reasoning.
5	(HONG 2011)	Moral education	Developing a moral interactive online game, helping students explore and develop good moral values. The results of Partial Least Squares (PLS) analysis showed a significant effect with behavior control variable, self-esteem, attitude towards the game, subjective norms and parenting style
6	(TEML 2011.)	Moral Education	The findings show that most teachers consider important moral education in their classrooms. Cooperation between school, family, media, and people with whom learners are in a close relationship is an important factor in the implementation of moral education.
7	(Hakim 2012)	Anti corruption education	To participate in the movement of corruption eradication and prevention, there are two models that can be done by schools/islamic schools ( <i>madrasah</i> ) in developing anti-corruption education curriculum which is inclusive-integrative on Islamic Education. Firstly, educational process should cultivate normative-social awareness, construct objective reasoning, and develop universal perspective on every individual. Secondly, education should lead to a strategic seeding, personal qualities of individuals who are consistent and solid in their social involvement role. Anti-Corruption Education Model which is inclusive-integrative in Islam religion education applicably becomes a contextual-based learning approach.

### III. RESEARCH METHODS

This study uses a “*Research and Development*” approach, which is a research approach to study, develop, and test a product (Borg and Gall 2003). This study aims to develop a model of integration of anti-corruption character education for elementary school students in Semarang city.

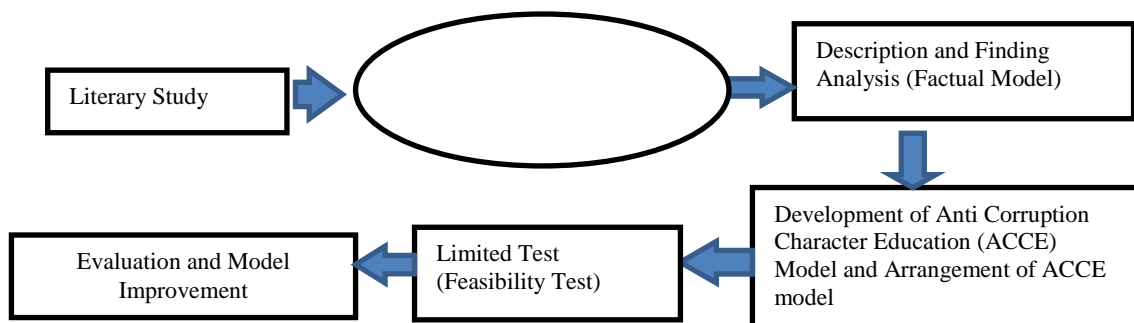


Figure 1. Scheme of Development Procedure

This study takes elementary schools in Semarang city as research location. It includes 5 (five) public elementary school and 5 (five) private elementary schools. Quantitative data are retrieved from respondents such as the school principals, teachers and parents using questionnaires and purposive non random sampling technique is used to choose informants from students, parents, and teachers / Principals to gather qualitative data. Accordingly, the source data for this research are: school principals/teachers, students and students’ parents. Questionnaires and observation techniques are used to collect the data. Likert scale is used for the questionnaires. Scoring condition for each answer category is 1 to 5.

Quantitative data will be analyzed using descriptive statistics and inter-rater test. While qualitative data will be analyzed using Miles and Huberman model (Rachman 2011) that includes:

- 1 Data Reduction. Conducting selection process, focusing, simplification and abstraction of raw data in field note.
- 2 Data Display. Presenting data in the form of tables and graphs.
- 3 Conclusion Drawing. Making inference-interpretation and final conclusions.

### IV. RESEARCH FINDINGS

#### A. Factual Model

##### 1. Implementation of Anti Corruption Character Education

The average score of variable recapitulation lesson plan is 4.46. This indicates that the implementation of teaching and learning process in elementary schools in Semarang starts with good planning. Based on the results of the analysis, index value shows that the planning done by teachers has 89.57 average score. It means that teachers or schools have a good degree of planning since all the indicators indicating good planning category, which is above 73.33. Deeper description regarding lesson plan variable can be summarized from the respondent's views through open-questions about the planning they do in learning process. Some of the answers having similar meaning or closeness are then combined into one narrative as a representation of an empirical research findings as presented in the following Table 2:

Table 2. Lesson Planning

Indicators	Index & Interpretation	Research Findings on Respondents' perception
Scientific	90,57 ( Good )	The whole materials developed or designed by teachers, including activities related to the content of the syllabus and lesson and implementation plan were prepared properly and can be scientifically accounted.
Relevant	89,14 (Good)	Each material has a scope or coverage and its systematic or presentation sequence
Systematic	91,43 (Good)	Good planning elements for syllabus planning and planning for the learning implementation, between one element and other elements are interrelated, influencing, determining and become a whole unified one to achieve its goals or competence
Consistent	90,71 (Good)	The existence of a consistent relationship between basic competencies, indicator, main subject of learning experience, learning resources and assessment systems
Reliable	90,00 (Good)	Indicators coverage of main subjects, experience, learning resources and assessment systems are sufficient to support the achievement of basic competence

Source: Processed Primary Data ( 2016)

The analysis results on motivation provided by schools shows that of all indicators, motivation gets good response.

The average value of result recapitulation is 4.52 for motivation variable. On the basis of the analysis result, on index numbers, it shows that motivation provided by schools gets 90.43 average value. It means that schools have high degree of motivation. Motivation provided by schools to teachers in teaching learning process is good enough. It shows in the high index value on this indicator. High index value in this indicator means that in teaching learning process, schools have taken some efforts to give good motivation to teachers. Schools encouragement provided to teachers in order to be dynamic in the implementation of character education in teaching learning process ranked the second highest index. It shows that during teaching learning process, schools do many efforts to motivate and support the teachers to work better.

Further description about motivation variable can be summed up from respondents' views on open questions about the implementation done by schools, including some answers whose similarities or closeness in meaning which are combined in one narration as the representation of empirical research findings as viewed in Table 3.

Table 3. Descriptive Analysis of Learning Motivation Variable

Indicators	Index & Interpretation	Research Findings on Respondents' Perception
Generating interest in the beginning of teaching process	81.43 ( Good )	It is very important for students to know the advantages of the subject material to be learned. Especially when these benefits can be directly experienced by the students in everyday life. This will arouse students curiosity to the material.
Maintaining curiosity	82.88 (Good)	Curiosity which has been set up at the beginning of teaching should be maintained until the end of teaching process since not all students can succeed only through one motivation. The goal is to permanently control students' attention to the presented subject material.
Using various models of teaching and learning	86.43 (Good)	Boring or saturation will often occur during teaching-learning process. To avoid this, teachers need to be creative in applying some teaching models, i.e. direct and indirect teaching, as well as other teaching models, as jigsaw, STAD, TGT, and so forth.
Helping students to determine their own goals	89.29 (Good)	One basic principle of motivation is someone will work harder for his goals which he by himself than goals set for them by others

Source :Primary processed data ( 2016 )

The results of evaluation variable analysis in schools show that evaluation, of all indicators, receives a good response. The average value of evaluation variable recapitulation is 4.36. It indicates that the implementation of

teaching and learning process in elementary schools in Semarang city has been properly evaluated. Further description about evaluation variables can be summarized from respondents' views on open questions regarding implementation conducted by the schools, covering some of the answers whose similar or close meaning which are combined into one narrative as a representation of empirical research findings as presented in Table 4

Table 4. Descriptive Analysis on Learning Evaluation Variable

Indicators	Index & Interpretation	Research findings on respondents' perception
Arranging and developing work guidelines in the preparation of character education	87.14 (Good)	Work guidelines in the preparation of character education have been made by schools in the form of RPP
Having work performance standard in the implementation of character education	83.57 (Good)	Standards of work performance in the implementation of character education have been written in the form of handbook of standard work performance on the implementation of character education
Monitoring teachers' work performance in teaching learning process	89.29 (Good )	Monitoring on teachers' work performance have been conducted in teaching learning process by always paying attention to the timeliness of teachers in teaching and by regarding the materials compatibility with the syllabus and RPP of the concerned subject.
Doing evaluation on teachers' work performance in the implementation of teaching learning process	92.14 (Good)	Schools have performed an evaluation to the work performance of teachers in implementing teaching-learning process through completing report instrument ( <i>borang</i> ) and work performance appraisal (PA) evaluation of class teachers performed by the principals.
Doing improvements in the implementation of character education (CE)	83.57 (Good )	Schools make improvements to the lack of character education implementation by activating religious and socio-cultural activities.

Source :Processed Primary Data (2016)

## 2. Teachers' Understanding On Anti Corruption Character Education

Most teachers (99.40%) said that the anti-corruption character education is essential to be given at school. Especially it is provided early to form an anti-corruption character in children. This is important to make children know and understand anti-corruption character education. Accordingly, children, as the nation's next leader in the future, have the ability to be honest and trustworthy as well as have anti corruption behavior. Even it is already represented enough in religion and PPKn (citizenship) subjects.

There are still not any modul or handbooks about anti corruption character education. Thus, most teachers (88.7%) stated that they do need module or handbooks on anti corruption character education as guidelines or practical book to apply anti corruption character education for children in order to make learning steps similar. Most of teachers (82.1%) stated that anti-corruption education does not need to be made as a separate subject. It is quite integrated with all other subjects since it would be very hard and increase the students' burden.

Most teachers (88.1%) stated that all subjects are necessarily to accommodate anti-corruption education in RPP. Thus, in delivering learning objectives in the teaching process, they do not only achieve academic course material, but also direct / invite students to have an anti-corruption character. According to them, anti-corruption character education will be better directly in the form of practice rather than just a theory written in RPP. This will form a habit for students to practice anti-corruption behavior which is expected to become their basic culture.

## 3. Students' Perception On Anti-Corruption Character Education

Majority students declared that they have ever heard about anti-corruption character education. In addition, the information they get from teachers, television media, social media as well as also mass media, as mentioned in this following answer:

“I know about anti corruption character education, that is we are not allowed to lie, not allowed to cheat, we must be honest” (Interview, July 4, 2016). Furthermore, when they are asked about what corruption is, most students have the same answer, that is people who take money that is not their right as the following answer:

“Corruption is a person who likes to steal our country’s money, a person who receives the bribe as well as person who gives the bribe” (Interview, July 4, 2016)

Most students have the same views on what corruption is. Then, they have almost the same perception regarding anti-corruption as to be honest, not like to lie and cheat on tests / daily assignment or review.

#### 4. The Implementation of Developing Anti Corruption Character Education in the family

Developing anti corruption character education carried out in the family including attention, monitoring, modeling, togetherness, reward and sanction or punishment given in the family.

Attention given by parents has 75.15 average value. It means that parents have a good enough degree of attention to children's, whether concern to character education of children, concern to friends of children, concern to the results of school education, and concern shown by trying to know their children’s close friends / bestfriends.

Broader description about parental attention variable can be summarized from respondents’ views on open questions regarding the attention performed by parents, including concern on character education of children, concern to friends of children, concern to the school education results of children, and give attention by trying to know their children’s close friends / bestfriends.

Table 5. Descriptive Analysis on Parents’ Concern Variable

Indicators	Index & Interpretation	Research Findings on Respondents’ Perception
Concern on children’s character education	75.71 % (Good)	They always pay attention on character education of their children by means of: concerning their children’s honesty concerning their children’s politeness behavior concerning their children’s daily
Concern on children playmate	64.42 % (Quite Good)	They always pay attention to their children’s playmates, by: asking their children to invite their playmates to play at home, asking for their addresses
Concern on the results of children’s school education	76.88 % (Good)	They always pay attention to educational outcomes at schools. To get maximum results, they possibly do: making their children to get additional lessons outside of school, inviting a private tutor at home
Concern on children’s activities	75.56 % (Good)	They always monitor their children’s activities and try to accompany their activities

Source: Processed Primary Data (2016)

The average value of recapitulation results on parents’ supervision variable is 3.6. This indicates that parental supervision on children is quite good. According to analysis result, index value for parents’ has 52.19 average. It means that students’ parents has good enough degree on supervision. Further description about parents’ supervision variable can be summed up from respondents’ views on open questions regarding supervision carried out by parents. Some answers that have similar or proximity meanings are merged into one narrative as a representation of empirical research findings as presented in Table6.

Table 6. Descriptive Analysis on Parents’ Supervision Variable

Indicators	Index & Interpretation	Research Findings on Respondents’ Perception
Always monitor with whom their children interact	62.90 (Quite Good)	Always monitor their children's friends, try to get to know them and occasionally invite them to come to the house
Always supervise their children’s daily behavior	64.44 (Quite Good)	When they see their children’s behavior which are not appropriate to family rule, they will remind, admonish and advise their children
Accompany their children during study group	43.46 (Quite Good)	always try to accompany children when they do study group and sometimes invite their children’s friends to do study group at home to make their children easily monitored
Always accompany children’s activities outside of their home	37.98 (Quite Good)	Always try to accompany their children’s activities

Source: Processed Primary Data (2016)

Based on analysis results of index number indicates, it shows that parental modeling has 66.77 average value. This indicates that parents have a quite good degree of modeling as shown in the way that they never tell lies to children or to other family members, always try to tell the truth (be honest) to children as well as to other family members, never watch television when their children are learning. Much further description on modeling variable can be concluded from respondents answers on open questions regarding modeling done by parents

Table 7. Descriptive Analysis on Modeling Variable

Indicators	Index & Interpretation	Research Findings on Respondents' Perception
Never tell lies to children or to other family members	67.58 (Quite Good)	Parents generally try not to tell lies because they are worried that their children will not trust in what they say when they just tell lies once. They also feel worried if their children do what they do when children know that they ever tell lies.
Always try to tell the truth (be honest) to children as well as to other family members	78.06 (Good)	By telling the truth, parents hope that their children will imitate what they do. By being honest, they will not be ashamed to remind and admonish their children if they tell lies or are dishonest.
Never watch television when their children are learning	64.68 (Quite Good)	Parents commonly are worried that their children will be less concentrated if parents watch TV while their children are learning. They usually separate study room with living room to make their children calm and not disturbed.

Source: Processed Primary Data (2016)

According to analysis result, index of average value on togetherness carried out by parents is 66.74. It means that parents have good degree on togetherness as shown in: conducting worship together with their children, always have time for recreation with family, always have time to eat together with children, always have time to listen to the laments / the hearts of their children and always try to provide a solution when their children have problems.

A deeper description about togetherness variable is summed up from respondents' views on open questions about togetherness done by parents. Some answers whose similar meaning or closeness are combined into one narrative as a representation of empirical research findings as presented in Table 8.

Table 8. Descriptive Analysis on Togetherness

Indicators	Index & Interpretation	Research Findings on Respondents' Perception
Always try to conduct worship together with their children	64.36 (Quite Good)	Always conduct worship together with their children, as going to church together. By doing worship together, they hope that their children become willing to always do worship and their children become good and religious ones.
Always have time for recreation with family	60.96 (Quite Good)	Always try to take their children go together during holidays, watching movies, going to mall, eating out in restaurant in order to tighten inter family members relationship.
Always have time to eat together	62.96 (Quite Good)	Parents commonly eat together with children at breakfast time or at dinnertime. They say that eating together will improve and strengthen the quality of relationship inter family members.
Always have time to listen to the laments / the hearts of their children	65.42 (Quite Good)	Parents generally give time to listen to their children lament or hearts during eating time. Mother usually becomes the place to share their children's hearts. Children's hearts are commonly related to subjects at school.

Source: Processed Primary Data (2016)

Based on the result of the analysis, average index value on appreciation given by parents is 52.20. This means that parents have a quite good degree of appreciation, although there is one indicator classified as less, that is indicator of always give gift in the form of stuffs or things when their children behaved well or get achievement. It proves that parents always give appreciation to children by not making children familiar with reward in the form of materials or stuffs. It will instantly educate children not to appreciate things with material stuffs.

More description about togetherness variable is summed up from respondents' views on open questions about appreciation given by parents. Some answers whose similar meaning or closeness are combined into one narrative as a representation of empirical research findings as presented in Table 9.

Table 9. Descriptive Analysis on Appreciation Variable

Indicators	Index & Interpretation	Research Findings on Respondents' Perception
Always give compliment when children behave well or when they get achievement	68.84 (Quite good)	Give praise when children behave well or get achievement
Always give praise or award in the form of stuffs or material when children behave well or get achievement	54.40 (Less good)	Giving gifts, such as shoes, school supplies, when children excels or get achievement, such as getting good grades, be a champion, etc.
Always give gift on children's birthday	57.38 (Less good)	Give them a gift in every child's birthday, as it is made to strengthen the relationship between parents and children.

Source: Processed Primary Data (2016)

The results of analysis on sanction acts variable committed by parents is that of all indicators, sanctions action got a pretty good response. Based on the basis of the analysis results, average index value on sanctions acts committed by parents is 58.95. It means that parents have a quite good degree on sanction action. One of the indicators that have good enough category is that parents always give a warning if their children misbehave or make mistakes or even get bad grades or score.

More description about sanction act variable is summed up from respondents' views on open questions about sanction acts carried out by parents.

Table 10. Descriptive Analysis of Parents' Sanction Acts

Indicators	Index & Interpretation	Research Findings on Respondents' Perception
Always remind and admonish children when they misbehave, make mistakes or get bad grades	59.34 (Quite Good)	Always remind or admonish children when they speak impolitely to parents or to other family members, tell lies, as well as if they get bad mark in their school reports
Always give punishment when children misbehave, make mistakes or get bad grades	54.88 (Quite Good)	Generally, punishment given by parents is in the form of a reduction in children's daily school allowance, and not being allowed to play. They mostly stated that such punishment will only increase psychological burden on children.
Never give any sanction to children	46.62 (Less Good)	There are some students' parents who never give any sanction to their children, because they assume children still have to be given guidance as they are just kids.

Source: Processed Primary Data (2016)

### 5. Parents' Perception On Anti-Corruption Character Education

Some parents stated that they have ever heard about anti-corruption character education. They averagely agree when anti-corruption character education given to children at school because they think that if anti-corruption character education given early in their children's schools, children will know better which things are included as corruption acts and which are not. Since early times, children learn to be honest and responsible. By shaping anti-corruption character since early childhood, it is expected that children will have anti-corruption attitude and behavior in the future.



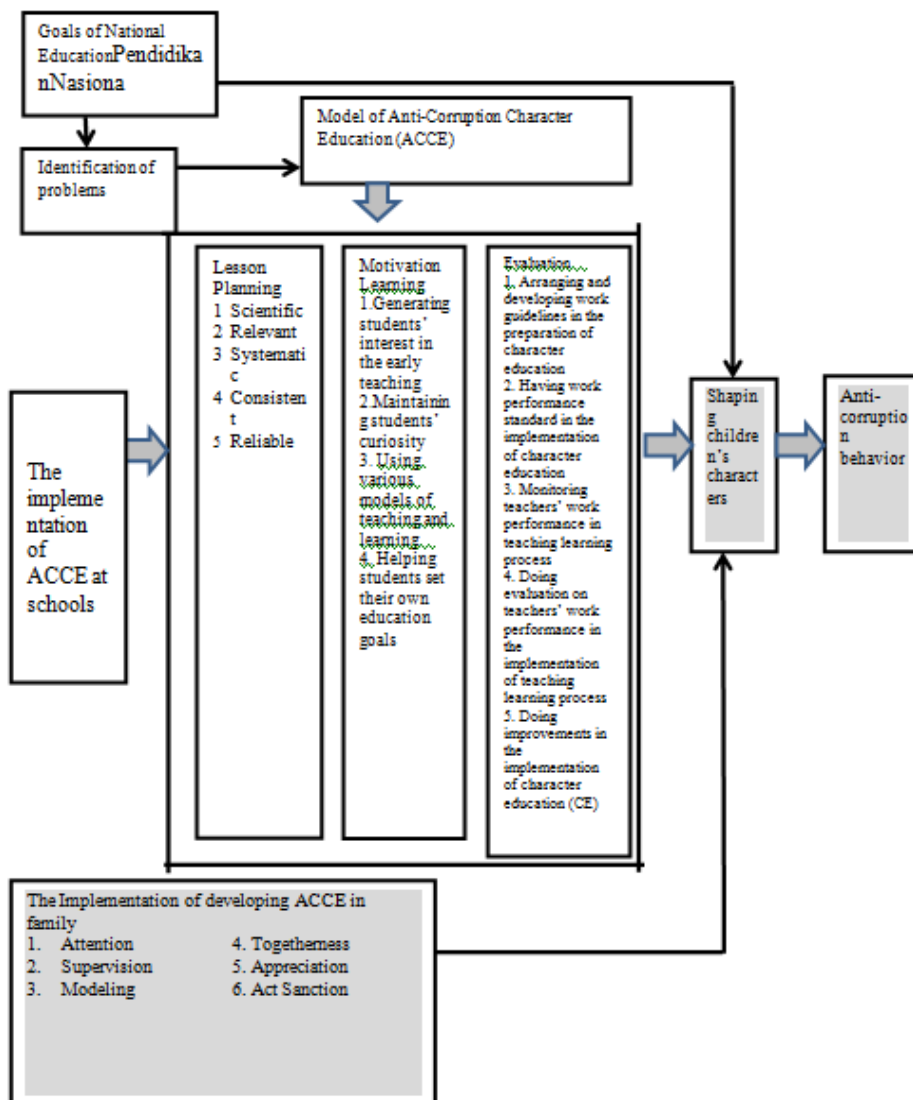
It is as what is conveyed in their answers: “I know anti-corruption character education from the news, I agree that anticorruption character education is given in elementary school in order to make children have anti-corruption attitude and behavior in the future”.

Mostly they say that they have ever been invited / involved / asked to give opinion by schools to discuss children education problem at the time when schools give students school reports or at parental meeting held at the beginning of each school year. They agree if they are invited or requested to give opinion by schools to talk about anti-corruption character education for children.

This indicates that students’ parents have a great concern for anti-corruption. Based on their opinion, students’ parents should be involved to discuss anti-corruption character education. By getting involved, they can teach their children about anti-corruption character education in the family as well as to make character education given at school and at home harmonic.

They mostly declare that it is important to harmonize anti-corruption character education developed at school and within the family to avoid confusion in children. Thus, there needs to be cooperation between schools and students’ parents. Consequently, it is necessary to make a guideline for anti-corruption character education in schools, so that there will be clear ideas and measurement in providing anti-corruption character education.

Based on those preliminary findings, here is the formulation of factual models of anticorruption character education management that has been applied in schools. The implementation of anti-corruption character education at research sites can be seen in this following factual Model Figure:



### B. Developing Anti Corruption Character Education Model

Studying factual existing models, there are still many shortcomings to be the reference in the implementation of Anti-Corruption Character Education. Consequently, it is necessary to develop a comprehensive model concept which meet the theory standards and needs in reality. Process carried out is to identify variables corresponding to the needs of ideal model.

Furthermore, the following is development draft of hypothetical model:

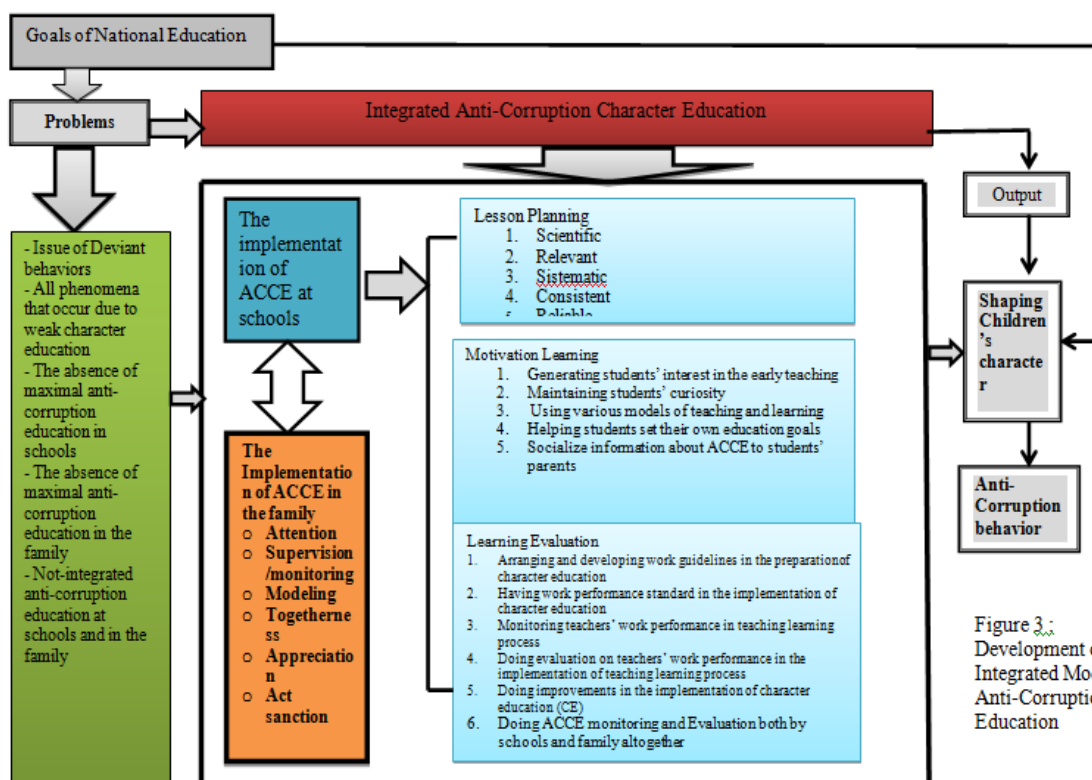


Figure 3 : Development of Integrated Model of Anti-Corruption Education

The preceding model design of anti-corruption character education (ACCE) clearly show the differences from the factual model. This model was developed from the factual models that already integrates anti-corruption culture character education developed at schools and in the family.

### C. Limited Feasibility Test on ACCE Model

A limited feasibility test on ACCE Model engages potential users (Teachers and Parents) which have been determined as 10 (ten) teachers and 10 (ten) parents including: 1) aspect of book systematical, 2) aspect of the substance of guidebooks, 3) aspects of language, as well as 4) aspect of graphics.

Feasibility assessment on guide books used validity test and reliability test. Validity test is used to determine the feasibility of question points in a list (construct) of questions in defining a variable. Validity test is performed on each question and the results can be seen through the results of  $r$ -count compared with  $r$ -table. If  $r$ -table is  $< r$ -count, then it is valid. While, if  $r$ -table  $> r$ -count, then it is not valid. The test results indicate that all instruments can be declared invalid because the coefficient obtained is greater than 0.632 ( $r$ -table value at  $n = 10$  and significance is  $-5\%$ ).

#### 1) Limited Feasibility Test on Teachers

Based on the results of quantitative calculation through assessment instrument on model concept and guide books, it can be concluded that the draft of model concept and guide books of ACCE are declared valid and reliable by teachers. Some inputs which need to be clarified are the form of cooperation between schools and parents and must be more implemented to make it able for further follow up.

#### 2) Limited Feasibility Test on Students' parents

Feasibility test is carried out using validity and reliability test on 10 students' parents. After conducting guidebook revision, feasibility test result is as shown in the following table.

Based on the results of the quantitative calculation through assessment instrument of model concept and guidebooks, it can be concluded that the draft of model concept and guidebooks of ACCE is declared valid and reliable by students' parents. However, there are some inputs such as daily lives examples need to be implemented in order to be easily understood. Besides, the lay out and the image cover should be made more attractive by adding a photo or picture.

## **V. OUTPUT**

1. Output of this study is an integrated model of Anti-Corruption Character Education for Elementary Schools in Semarang city, Central Java province, Republic of Indonesia in the form of guidebooks as handbooks in education for students.

## **VI. CONCLUSION**

1. Recent (factual) integrated model of anti- corruption
2. character education has not involved the role of students' parents in the process of anti-corruption character education.
3. Developed integrated model of anti-corruption character education has integrated anti-corruption character education culture developed in family and anti-corruption character education culture developed in schools, by involving the role of parents.
4. Based on limited feasibility test on model, it shows that draft of model concept and handbook or guide book for anti-corruption character education is declared valid and reliable by teachers and students' parents.

## **VII. ACKNOWLEDGEMENT**

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