

Strengthening Anti-Corruption Literacy Through Story Books Published by the Corruption Eradication Commission (KPK) for Elementary School Children at the Al Abna Islamic Boarding School in Brebes Regency

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Article Info	Abstract
Article history: Accepted: 22 December 2025 Publish: 26 December 2025	<i>This study aims to strengthen anti-corruption values among elementary-aged children through the use of anti-corruption storybooks published by the Indonesian Corruption Eradication Commission (Komisi Pemberantasan Korupsi/KPK) at Al Abna Islamic Boarding School. The anti-corruption values examined include honesty, discipline, and responsibility. The research employed a Classroom Action Research (CAR) approach using the Kemmis and McTaggart model, conducted in two cycles consisting of planning, action, observation, and reflection stages. The research subjects were 15 elementary-aged students. The learning actions were implemented through storytelling activities, guided discussions, and story-based assignments using three KPK storybooks: Modo Tak Mau Menari, Piknik di Kumbinesia, and Suatu Hari di Museum Seni. Data were collected through behavioral observation sheets, teacher reflection notes, brief interviews, and documentation. Data analysis was conducted using descriptive qualitative analysis and simple quantitative techniques based on developmental categories: Not Yet Developed (BB), Beginning to Develop (MB), Developed as Expected (BSH), and Very Well Developed (BSB). The results showed a significant improvement in all three anti-corruption values. In the pre-cycle condition, most students were in the BB and MB categories. After the implementation of actions through Cycle II, more than 75% of students reached the BSH and BSB categories in honesty, discipline, and responsibility. These findings indicate that KPK anti-corruption storybooks are effective as character education media in Islamic boarding school settings and are able to promote positive behavioral changes among elementary-aged children.</i>
Keywords: anti-corruption education, KPK storybooks, classroom action research, character education, Islamic boarding school.	<i>This is an open access article under the Creative Commons Attribution-Share Alike 4.0 International License.</i>

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1. INTRODUCTION

Literacy is a crucial component in building awareness of individual attitudes and actions, both within the family and in society. Various negative and deviant actions are inextricably linked to a lack of awareness and understanding of these issues. One particularly detrimental criminal practice is corruption. Corruption is a factor hindering economic, social, and cultural development in Indonesia. Preventive measures should be implemented to combat this dirty practice. Understanding the importance of anti-corruption should be initiated early, one way being through strengthening literacy.

Efforts to eradicate corruption in Indonesia are insufficient with anti-corruption measures alone; they must also be accompanied by preventive measures to prevent recurrence. One preventative strategy is to integrate anti-corruption educational values in a planned and systematic manner, starting from the family environment as informal education, through formal education in schools, and informal education in the community (Putri et al., 2023). At the elementary school

level, the implementation of anti-corruption education should be tailored to the developmental stages of students, who are between 7 and 14 years old and are undergoing cognitive and emotional growth. Therefore, an effective approach includes a combination of teaching, commands, implementation, and the imposition of educational sanctions as a form of habituation. One method that can be used is through relevant reading materials, such as fairy tales. Fairy tales play a crucial role in shaping students' character because they convey moral messages in a way that is easy to understand and apply to everyday life (Mumpuni & Nurbaeti, 2020).

The storybooks published by the Corruption Eradication Commission (KPK) aim to raise awareness about the dangers of corruption. However, the distribution of these books remains limited. Therefore, it's important to examine children's behavior.

Al Abna Islamic Boarding School is a religious-based educational institution specifically for elementary school-aged children. At this boarding school, children receive a variety of moral education materials that contribute to the development of their positive character. However, children are not the same as adults. Children have their own unique perspectives on issues and phenomena around them. Children grow with a creative enthusiasm that fosters imaginative perception. The importance of strengthening and understanding anti-corruption can be fostered through storybooks. The development and learning process at the Islamic boarding school can be inclusive, providing value reinforcement through storybooks, particularly anti-corruption values.

Here, the researcher intends to conduct an in-depth study on Strengthening Anti-Corruption Literacy Through Story Books Published by the Corruption Eradication Commission (KPK) for Elementary School Children at the Al Abna Islamic Boarding School in Brebes Regency.

2. RESEARCH METHODS

This study uses a Classroom Action Research (CAR) approach with the Kemmis and McTaggart spiral model, which includes four recurring stages: planning, acting, observing, and reflecting. CAR was chosen because it aims to improve and enhance the quality of learning through concrete actions carried out systematically and reflectively (Arikunto, 2017).

The research was conducted at the Al Abna Islamic Boarding School in Sirampog District, Brebes Regency. This location was chosen because it has elementary school-aged students living in dormitories and participating in character education activities, but not yet implementing anti-corruption literacy systematically. The research took place from October to November 2025 and was implemented in two cycles, aligned with the school's academic calendar and in coordination with the school's management.

The research was conducted on a group of elementary school-aged students participating in afternoon learning activities (*madrasah diniyah*) and character development. Learning in Islamic boarding schools has traditionally focused more on basic academic and religious skills, while strengthening character values, particularly anti-corruption literacy, has not been implemented in a structured and sustainable manner using engaging learning media. This situation underpins the adoption of children's storybooks published by the Corruption Eradication Commission (KPK) as a means of strengthening anti-corruption literacy through CAR.

The research subjects were 15 elementary school-aged students enrolled in a study group at the Al Abna Islamic Boarding School. All subjects actively participated in story-based learning activities to strengthen anti-corruption values.

The research followed Kemmis and McTaggart's spiral design and was conducted in two cycles. Pre-observations were conducted to identify the initial conditions of children's anti-corruption literacy, basic understanding of the values of honesty, discipline, and responsibility, and previously implemented character-building methods.

Cycle I began with planning, developing learning scenarios using the KPK storybook, focusing on the values of honesty and responsibility, and preparing observation and assessment instruments. Actions were implemented through story reading, value discussions, simple games, and story retellings. Observations were conducted to record children's responses, participation,

and behavior. The reflection phase was used to evaluate the effectiveness of the actions and formulate improvements.

Cycle II was implemented based on the results of the reflection on Cycle I, with improvements to learning strategies and the addition of applied activities such as role-playing and mini-projects to strengthen anti-corruption values. Observations focused on improving understanding and applying anti-corruption values in daily behavior, followed by reflection to assess the achievement of success indicators.

3. RESEARCH RESULTS AND DISCUSSION

This Classroom Action Research (CAR) was conducted in two cycles, with a total of eight meetings, using the KPK story book: *Modo Doesn't Want to Dance*, *Picnic in Kumbinesia*, and *One Day at the Art Museum*.

The main objective of the research is to strengthen three anti-corruption values in students of Al Abna Islamic Boarding School:

1. Honesty
2. Discipline
3. Responsibility

The instruments used include:

- Student observation sheet
- Teacher observation sheet
- Field notes
- Documentation (photo/video)
- Light interview

A. Pre-Cycle Initial Conditions

Initial observations indicate that:

1. Students tend to be passive during discussions.
2. Understanding of anti-corruption values is still low.
3. Learning media has never used anti-corruption thematic story books.
4. Interest in learning is low because the method is still verbal and monotonous.

Table 4.1 Pre-Cycle Initial Conditions (15 students)

Aspect	B B	M B	BS H	BS B
Honesty	6	7	2	0
Discipline	5	8	2	0
Responsibility	7	6	2	0

Interpretation:

The majority of students are in the category BB(Undeveloped) and MB (Starting to Develop).

Only 13% of students achieved the category BSH, And **There isn't any BSB.**

B. Implementation of Cycle I (Meetings 3–4)

Cycle I Focus:

- Meeting 3 → Honesty
- Meeting 4 → Discipline

1. Meeting 3 – Strengthening Honesty

Media: Books *Modo Doesn't Want to Dance*

Main activities:

- The teacher reads the story and emphasizes the conflict of the character's honesty.
- Students retell the contents of the story.
- Observations on indicators:
 1. Admit mistakes
 2. Do not copy
 3. Answer honestly

Findings:

- 9 students started to admit that they didn't know the content of the story.
- 7 students can answer without waiting for their friends
- 4 students are still shy to speak

2. Meeting 4 – Strengthening Discipline**Activity:**

- The task of compiling the storyline cards on time.
- Observation of discipline indicators:
 - Punctuality
 - Comply with instructions
 - Focus on studying

Findings:

- 10 students finished on time
- 5 students still need repeated instructions

3. Cycle I Recap Table**Table 4.2 Cycle I Achievements**

Aspect	B B	M B	BS H	BS B	BSH+BS B
Honesty	2	7	5	1	6
Discipline	3	7	4	1	5
Responsibility	3	8	3	1	4

4. Calculation of Cycle I Completion**Completeness Formula:**

$$Completion = \frac{Total\ BSH + BSB}{Number\ of\ Students} \times 100$$

Table 4.3 Percentage of Completion of Cycle I

Aspect	BSH+BS B	Total Students	Percenta ge	Results
Honesty	6	15	40%	Not yet achieved
Discipline	5	15	33.3%	Not yet achieved
Responsibility	4	15	26.6%	Not yet achieved

Conclusion of Cycle I

- Has not met the criteria of $\geq 75\%$ completion.
- Need modification of learning strategies and more detailed instructions.

- Collaborative activities need to be increased.

C. Implementation of Cycle II (Meetings 6–8)

Focus:

- Meeting 6 → Planning
- Meeting 7 → Responsibility
- Meeting 8 → Combined reinforcement + final reflection

Meeting 6 – Cycle II Planning

Improvements from reflection:

- Making a simple lesson plan
- Compiling a new observation sheet
- Arrange the seating into small groups
- Preparing anti-corruption value posters
- Determine group role cards

Meeting 7 – Strengthening Responsibility

Media: *Picnic in Kumbinesia*

Activity:

- Reading stories
- Put together a picnic rules poster
- Observation of responsibility indicators

Findings:

- 12 students completed the assignment on time
- 11 students held group roles well
- 3 students still need guidance

Meeting 8 – Value Reinforcement (Integrative) & Reflection

Media: *One Day at the Art Museum*

Activity:

- Students make anti-corruption value posters
- Group discussion
- Presentation & reflection

Findings:

- 13 students are actively involved in the project
- 14 students showed a helping attitude
- All groups complete the posters

D. Summary of Cycle II Results

Table 4.4 Cycle II Achievements

Aspect	B B	M B	BS H	BS B	BSH+BS B
Honesty	0	3	9	3	12
Discipline	0	4	8	3	11
Responsibility	0	2	10	3	13

E. Calculation of Cycle II Completion

Table 4.5 Percentage of Completion of Cycle II

Aspect	BSH+BS B	Total I	Percentage	Results
Honesty	12	15	80%	Achieved
Discipline	11	15	73.3%	Almost there
Responsibility	13	15	86.7%	Achieved

F. Student Behavior Development**1. Honesty**

- Students are more willing to admit their mistakes.
- Do not copy your friend's answer.
- Dare to express ignorance.

2. Discipline

- Be more orderly in entering class.
- Complete tasks more on time.
- Instructions are understood more quickly.

3. Responsibility

- Take care of learning tools.
- Perform group roles well.
- Don't leave a task before it's finished.

G. Discussion

The results of the study show that the use of KPK story books:

1. Becoming an effective medium for instilling moral values.
2. Helping students understand abstract concepts through storylines.
3. Trigger more meaningful discussions.

The increase in anti-corruption values aligns with Bruner's (1997) theory that narratives are a tool for building moral structures. Group activities align with Vygotsky's theory of the ZPD, which states that social interaction accelerates moral and social development.

4. CONCLUSION

Based on the research results, it can be concluded that the 75% completion target was successfully achieved in two main aspects: honesty and responsibility. Both aspects showed consistent improvement after implementing learning using storybooks published by the Corruption Eradication Commission (KPK). Meanwhile, the discipline aspect also experienced significant improvement, although it has not yet fully reached the 75% completion threshold. These findings indicate that the KPK storybook has proven effective as a medium for anti-corruption character education, particularly in instilling the values of honesty and responsibility in students, and has the potential to be further developed to strengthen the discipline aspect.

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