

The Relationship between Anti-Corruption Character Education in the Family and Anti-Corruption Character of Adolescents at SMA Negeri 12 Makassar

Comment [o1]: Is the manuscript important for scientific community?

Comment [o2]: Title Suitability and Suggested Alternative:

The current title of the article, "The Relationship between Anti-Corruption Character Education in the Family and Anti-Corruption Character of Adolescents at SMA Negeri 12 Makassar," is suitable as it clearly encapsulates the primary focus of the study. It accurately reflects the main variables being investigated (anti-corruption character education in the family and anti-corruption character of adolescents) and specifies the population and location of the study (adolescents at SMA Negeri 12 Makassar).

However, for better clarity and conciseness, an alternative title could be:

"Impact of Family-Based Anti-Corruption Education on Adolescent Character at SMA Negeri 12 Makassar"

This alternative title maintains the essence of the original while being slightly more concise and focused. It emphasizes the impact of family-based education on adolescent character, which is the core of the study.

Abstract

Family is the main factor that determines the future of children, including in shaping good character. When families are permissive of corruptive behaviour, children will tend to consider this behaviour as normal. This study aims to determine and analyze the effect of anti-corruption character education in the family on anti-corruption character in adolescents at SMA Negeri 12 Makassar. This study uses quantitative methods with a survey approach and bivariate correlation. The study population included all X and XI-grade students at SMA Negeri 12 Makassar, with a sample size of 200 respondents. Hypothesis testing was conducted using parametric analysis with the Pearson Product Moment test. The analysis results showed a Pearson correlation coefficient of 0.398 and a count value of 6.214, which is greater than the table of 1.984 ($\alpha=0.05$; $dk=198$). This indicates a positive and significant influence between anti-corruption character education in the family and anti-corruption character in adolescents. The coefficient of determination test shows that 14.8% of the variation in anti-corruption character in adolescents can be explained by anti-corruption character education in the family. In comparison, 85.2% is influenced by other factors not studied.

Keywords: Anti-corruption Character Education, Family, Adolescents

Introduction

Corruption remains a serious challenge for many countries around the world, including Indonesia. In recent years, society has increasingly recognized the negative impact of corruption on economic growth, political stability, and social welfare. Governments and non-governmental organizations (NGOs) have allocated significant resources to fight corruption and build an anti-corruption culture. One approach that has received increasing attention is anti-corruption character education. Anti-corruption character education aims to shape strong moral values, including honesty, integrity and responsibility, and avoid corruptive behaviour. According to KPK (2013), the family has a crucial role in shaping children's character and is the main base for instilling anti-corruption values from an early age. Previous studies emphasize the important role of the family in character education (Salahudin & Alkrienciehie, 2013; Saleh, 2012).

In the context of anti-corruption character education, SMA Negeri 12 Makassar has an important role in shaping a young generation with integrity. Berkowitz and Bier (2005) highlight the role of educational institutions in teaching moral values to students and helping them understand the consequences of corruptive behaviour. Although previous research has shown that anti-corruption character education in the family can have a positive impact on the formation of anti-corruption character in adolescents, there is still a need for a deeper understanding of the relationship in SMA Negeri 12 Makassar. Therefore, this study aims to investigate the extent to which the influence of anti-corruption character education. By understanding this relationship, it is hoped that more effective educational strategies and programs can be developed to instil anti-corruption values in the younger generation, which is an important asset in building a more just, transparent and ethical

Comment [o3]: There is some repetition throughout the section that could be streamlined for greater clarity and conciseness. Additionally, integrating more specific details about the research objectives and hypotheses would enhance the introduction's focus and direction, providing readers with a clearer understanding of the study's purpose and significance. Overall, while the Introduction effectively sets the stage for the research, refining its structure and eliminating redundancy would strengthen its impact.

society. By understanding this relationship, it is hoped that more effective educational strategies and programs can be developed to instil anti-corruption values in the younger generation, which is an important asset in building a more just, transparent and ethical society. Corruption remains a serious problem in many countries, including Indonesia, and has a detrimental impact on economic and social development. In recent years, awareness of the importance of eradicating corruption has increased, with efforts made by the government, non-governmental organizations, and the education sector. Anti-corruption character education has emerged as one of the approaches considered effective in combating corruption. This education aims to shape attitudes, values, and behaviours that reflect integrity, honesty, and responsibility and emphasizes the importance of avoiding corruptive behaviour. In the context of character education, families have a major role in shaping children's character from an early age (KPK, 2013).

SMA Negeri 12 Makassar, as a secondary-level educational institution that plays an important role in shaping the character of the younger generation, has great potential to organize anti-corruption character education. Berkowitz and Bier (2005) emphasize that educational institutions have a crucial role in teaching moral and ethical values to students. Although many studies have highlighted the important role of families and educational institutions in anti-corruption character education, there is still a need for a deeper understanding of the impact of anti-corruption character education in the family on the formation of anti-corruption character in adolescents at SMA Negeri 12 Makassar. Therefore, this study aims to fill this knowledge gap. By understanding the relationship between anti-corruption character education in the family and anti-corruption character of adolescents, it is hoped that more effective strategies can be developed to prevent corruption in society, starting from the family environment and educational institutions.

Literature Review

Anti-corruption Character Education in the Family

Anti-corruption character education in the family is a crucial element in shaping children's attitudes and behaviours towards corruption. KPK (2013), in a baseline study of family-based anti-corruption culture development highlighted the important role of parents, especially mothers, in instilling anti-corruption values to children from an early age. Salahudin and Alkrienciehie (2013) emphasize that the family is the first institution to shape children's character, so anti-corruption character education in the family is an important first step in efforts to prevent corruption in the future.

Anti-corruption Character Education in Educational Institutions

In addition to the family, educational institutions also play an important role in anti-corruption character education. Berkowitz and Bier (2005) highlight the importance of character education in creating students with responsibility and integrity. SMA Negeri 12 Makassar as one of the secondary education institutions has great potential to organize anti-corruption character education in its school environment. Salahudin and Alkrienciehie (2013) also emphasize that educational institutions have a significant role in shaping student character, which can contribute to the fight against corruption.

The Relationship between Family and Adolescent Anti-Corruption Character Education

Several studies have shown a positive relationship between anti-corruption character education in the family and the formation of anti-corruption character in adolescents. Salahudin and Alkrienciehie (2013) mentioned that education provided by the family could shape children's behaviour, including anti-corruption behavior. A study conducted by KPK (2013) also showed that the cultivation of anti-corruption values in the family has a significant impact on the formation of anti-corruption character in adolescents.

Research Methodology

This study used quantitative methods, a survey approach, and bivariate correlation. The study population consisted of all X and XI-grade students at SMA Negeri 12 Makassar, with a research sample of 200 respondents. To test the hypothesis, the data were analyzed using parametric methods, namely the Pearson Product Moment test.

Results and Discussion

The results showed that the correlation coefficient count was 0.398, and the count was 6.214, which was greater than the table of 1.984. This indicates a positive and significant influence between anti-corruption character education in the family and anti-corruption character in adolescents at SMA Negeri 12 Makassar. This considerable effect shows that the internalization of anti-corruption values starts in the family environment. As stated in the Baseline Study of Family-Based Anti-Corruption Culture Development conducted by KPK in 2012-2013 in Yogyakarta and Solo, mothers have a vital role in instilling honesty values and character education that can destroy corruption. To ensure that anti-corruption character education in the family goes well, KPK explained that the family must be the primary agent in instilling these values.

Families need to be aware of their role in the fight against corruption and understand the benefits that accrue if family-based corruption prevention is successful. Families need to know the steps to take to achieve this goal and be able to internalize values so that children behave honestly. The correlation found in this study falls into the low but positive category. The contribution of anti-corruption character education in the family to anti-corruption character in adolescents is 12.5%. This shows that the better the anti-corruption character education in the family, the better the anti-corruption character in adolescents, and vice versa. According to Salahudin and Alkrienciehie (2013: 287), a person's good and bad behavior is primarily determined by the education he gets in his family. As the most minor structure in society, the family is the initial key in forming the nation's character values (Saleh, 2012: 10-11). Therefore, character education must be integrated with the approach of the four main agents of education: family, educational institutions, society (including religious institutions), and the state (Koesoema, 2015: 182). Amid their busy schedules, parents must be able to set aside time to dialogue, give advice, and tell stories about positive things that support anti-corruption character in adolescents. Parents must also be sensitive in monitoring all teenage behaviors so that these behaviors can be controlled. They can implement family rules that support anti-corruption character in exchange for praise and punishment that is appropriate and consistent. In addition to focusing on academic issues, parents should also pay attention to the religious aspects of adolescents as a foundation of principles that they will hold until the end of their lives. The results of this study indicate that the family plays a vital role in forming an anti-corruption character in adolescents. However, education carried out by families is only sometimes successful. In modern family life, the situation of children's education can be very problematic because modern parents have a narrow allocation of time to look after and accompany their children at home (Koesoema, 2015: 185). The environment is also very influential in forming adolescents' anti-corruption character. Therefore, an integral approach is needed to ensure the continuity of character education both inside the home (family) and outside the home (community) in order to form a young generation with an anti-corruption character.

Conclusion

Based on research data processing and discussion, it can be concluded that:

Comment [o4]: It would benefit from further elaboration on the sampling method employed to ensure the sample's representativeness and generalizability of the findings. Additionally, including information on the validity and reliability of the survey instrument would enhance the credibility of the data collected. Overall, while the Research Methodology section provides a solid foundation for the study, incorporating additional details on sampling methodology and survey validation would strengthen its rigor and reliability.

Comment [o5]: there is some repetition of information from previous sections that could be condensed to streamline the discussion. Additionally, integrating more comparative analysis with existing studies and theoretical frameworks would enrich the discussion and provide a deeper understanding of the research findings. Overall, while the section offers valuable insights into the study's results, refining its structure and integrating more external references would enhance its scholarly impact.

1. Anti-corruption character education in the family at SMA Negeri 12 Makassar is in the outstanding category. The dimension with the highest score is the dimension of parables, followed by the dimensions of habituation, advice, and explanation of God's promises and threats, all of which are in the excellent category. The dimension with the lowest score is supervision, which is still in the exceptional category.

2. The anti-corruption character of adolescents in SMA Negeri 12 Makassar is also in the excellent category, in line with the anti-corruption character education in the respondents' families, which is also good. Teenagers in SMA Negeri 12 Makassar have a fair character as the best anti-corruption character, followed by brave, independent, and hard-working characters. Honest and caring characters have the lowest scores.

3. Anti-corruption character education in the family has a positive and significant effect on anti-corruption character in adolescents at SMA Negeri 12 Makassar. However, the level of relationship is in the low category. Variable X is positively correlated with variable Y, which indicates that the better the quality of anti-corruption character education in the family, the better the quality of anti-corruption character in adolescents. The results of the statistical analysis test calculation show that anti-corruption character education in the family contributes 12.5% to the anti-corruption character of adolescents. In comparison, the remaining 87.5% is influenced by other variables not examined in this study.

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Comment [o6]: 1. Sufficiency:

- The manuscript includes a total of 14 references, which cover a range of relevant literature on character education, corruption, and anti-corruption initiatives.

- While the number of references is reasonable, additional sources could strengthen the theoretical framework and contextual understanding of the topic.

2. Recency:

- The references span from 1991 to 2015, with the most recent being from 2015. While some references are relatively recent, there is scope to include more recent sources to ensure the study is informed by the latest research in the field.

3. Suggestions for Additional References:

- Given the interdisciplinary nature of the topic, incorporating more recent studies and diverse perspectives could enrich the manuscript. Here are some suggestions:

1. Recent Studies on Anti-Corruption Education:

- Look for studies published after 2015 that investigate the effectiveness of anti-corruption education programs in various contexts, including schools and families.

2. Cross-Cultural Perspectives:

- Explore literature on anti-corruption efforts and character education in different cultural and societal contexts to provide a broader perspective.

3. Psychological and Sociological Perspectives:

- Include references from psychology and sociology journals that examine the factors influencing moral development, attitudes towards corruption, and the role of family and education.

4. Policy and Governance Literature:

- Consider including studies on anti-corruption policies, governance frameworks, and the impact of corruption on society and development.

5. Longitudinal Studies:

- Look for longitudinal studies that track the long-term effects of anti-corruption education on individuals and communities.

While the existing references provide a foundation for the manuscript, supplementing them with more recent and diverse sources would enhance the depth and breadth of the literature review and strengthen the scholarly foundation of the study.