

Implementation of Anti-Corruption Values Through Extracurricular Activities in Elementary School: Literature Reviews

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Abstract: This study aims to systematically review articles on the implementation of anti-corruption values through extracurricular activities in elementary schools from 2018-to 2022. The method of this study is qualitative research, the type of this study is a systematic review based on a review of the Preferred Reporting Items for Systematic Review and Meta-analyses (PRISMA) flow. PRISMA can help researchers to evaluate the results of keyword experiments based on the results of randomized reviews. The data collected in this study relates to the implementation of anti-corruption values through extracurricular activities in elementary schools, supporting factors, and inhibiting factors. The data collection technique used in this study uses identification, screening, eligibility, and included techniques. The data analysis in this study is related to (a) the parties involved in the implementation of anti-corruption values are elementary school students, (b) activities for the application of anti-corruption values, namely extracurricular activities, (c) methods in implementing anti-corruption values through extracurricular activities. in elementary schools, (d) obstacles and supporters in the implementation of anti-corruption values through extracurricular activities in elementary schools, (e) evaluation results of the implementation of anti-corruption values through extracurricular activities in elementary schools. As for the results of the research, the majority of relevant articles were found using a qualitative methodology, the parties involved were the principal, extracurricular teachers, and students. Extracurriculars that are often used in research are Scouts, Pencak Silat, Youth Red Cross (PMR). The supporting factor for success is the existence of self-awareness in each individual. The inhibiting factor is the lack of knowledge possessed by teachers regarding the implementation of anti-corruption education values. In the activities of implementing anti-corruption values through extracurricular activities in elementary schools, some values grow in each student to affect student learning outcomes.

Keywords: Anti-Corruption, Elementary School, Extracurricular, Grades

Abstrak: Penelitian ini bertujuan untuk meninjau artikel secara sistematis tentang implementasi nilai-nilai antikorupsi melalui kegiatan ekstrakurikuler di sekolah dasar mulai tahun 2018-2022. Metode penelitian menggunakan penelitian kualitatif, jenis penelitian ini menggunakan *systematis Riview* berdasarkan tinjauan alur *Preferred Reporting Items for Systematic Riview and Meta-analyses* (PRISMA). PRISMA dapat membantu peneliti untuk mengevaluasi hasil percobaan kata kunci berdasarkan hasil *riview* secara acak. Data yang di kumpulkan pada penelitian ini berhubungan dengan implementasi nilai-nilai antikorupsi melalui kegiatan ekstrakurikuler di Sekolah Dasar, faktor pendukung dan faktor penghambat. Teknik pengumpulan data yang digunakan dalam penelitian ini menggunakan teknik *identification, screening, eligibility, dan included*. Analisis data dalam penelitian ini terkait (a) pihak yang terlibat dalam implementasi nilai-nilai antikorupsi adalah siswa sekolah dasar, (b) kegiatan untuk penerapan nilai-nilai antikorupsi yaitu kegiatan ekstrakurikuler, (c) metode dalam implementasi nilai-nilai antikorupsi melalui kegiatan ekstrakurikuler di sekolah dasar, (d) hambatan dan pendukung dalam implementasi nilai-nilai antikorupsi melalui kegiatan ekstrakurikuler di sekolah dasar, (e) hasil evaluasi implementasi nilai-nilai antikorupsi melalui kegiatan ekstrakurikuler di sekolah dasar. Adapun hasil dari penelitian yaitu di temukannya artikel yang relevan mayoritas menggunakan metodologi kualitatif, pihak-pihak yang terlibat yaitu kepala sekolah, guru ekstrakurikuler dan siswa. Ekstrakurikuler yang sering digunakan dalam penelitian yaitu Pramuka, Pencak Silat, Palang Merah Remaja (PMR). Faktor pendukung keberhasilan yaitu dengan adanya kesadaran diri di setiap individu. Faktor penghambatnya yaitu kurangnya

pengetahuan yang dimiliki oleh guru terkait implementasi nilai pendidikan antikorupsi. Pada kegiatan implementasi nilai-nilai antikorupsi melalui kegiatan ekstrakurikuler di sekolah dasar terdapat nilai-nilai yang tumbuh pada setiap siswanya dan sehingga dapat mempengaruhi hasil belajar siswa.

Kata kunci: Antikorupsi, Sekolah Dasar, Ekstrakurikuler, Nilai,

INTRODUCTION

Education is an important role in preparing the younger generation to be better in the future so that they can compete with other countries. The educational process must run in balance with the cultivation of character in each individual who can change due to the environment. In addition, the cultivation of character in each individual is necessary to be fertilized early on but is currently experiencing a crisis that many people in the education world complain about (Nusawungu, 2020). According to Burhanuddin (2019), failure in the formation of student character is the responsibility of the school and parents. Character education is efforts made by the parties school to form, direct and guide appropriate student behavior with sourced values on certain norms (Esmael & Nafiah, 2019).

Elementary school is the basic level of formal education in Indonesia. It is at this level that makes the initial foundation where children begin to learn and get to know the surrounding environment. Children are still easily influenced at this age, so there is an opportunity for teachers to invest in children. One of the actions that can damage children's morals is corruption, which is always questioned by the Indonesian nation from year to year. Whatever the action to eradicate corruption in the form of punishment for the corruptors until the criminal acts have been carried out, it seems that all of them do not cause anxiety.

According to data from the Corruption Perception Index (CPI) issued by Transparency International (TI) in 2019, it shows that a score of zero (0) for highly corrupt countries is up to a score of one hundred (100) countries that are clean from corruption. Indonesia from 1995 to 2008 was known as the country with the most corruption. In 2001 the lowest CPI score was achieved by Bangladesh, namely 0.4, and the highest g was achieved by the Philippines with a score of 10. The following is the score of Indonesia's corruption level among 10 neighboring countries according to TI's version from 1995 to 2008 in Table 1 (Widyastono, 2013).

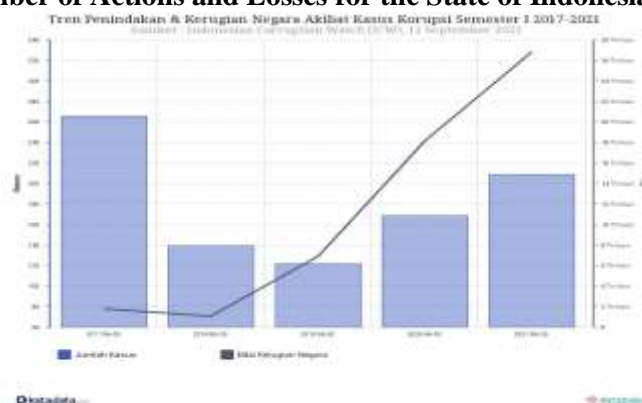
Table 1. Indonesia's Corruption Rate Score among 10 Neighboring Countries

Negara/Tahun	1995	1997	1999	2001	2003	2005	2007	2008
Singapura	9,3	9,1	9,3	9,4	9,2	9,4	9,3	9,2
Australia	8,8	8,7	8,6	8,8	8,7	8,8	8,6	8,7
Jepang	6,7	6,0	7,1	7,3	7,3	7,3	7,5	7,3
Malaysia	5,3	5,1	4,9	5,1	5,1	5,1	5,1	5,1
Korea Selatan	4,3	3,8	4,5	5,0	5,6	5,0	5,1	5,6
Thailand	2,8	3,2	3,2	3,8	3,5	3,8	3,3	3,5
India	2,8	2,9	2,7	2,9	3,4	2,9	3,5	3,4
Filiphina	2,8	3,6	2,6	2,5	2,3	2,5	2,5	2,3
China	2,2	3,4	3,5	3,2	3,6	3,2	3,5	3,6
Indonesia	1,9	1,7	1,9	2,2	2,6	2,2	2,3	2,6

Based on the table above shows that from year-to-year Indonesia has become the prima donna as the most corrupt country.

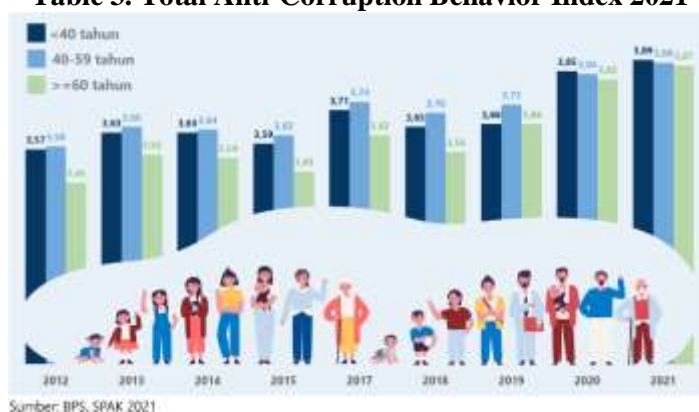
Data from Corruption Watch noted that in 2016 Indonesia suffered losses of up to Rp 1.5 trillion from 482 cases. Then, in 2017 state losses reached Rp 6.5 trillion and bribes Rp 211 billion from 576 corruption cases (Indonesia Corruption Watch, 2017). In addition, there are also prosecutions and state losses due to corruption cases from 2017-2021 based on ICW data, which can be seen in the table below;

Table 2. Number of Actions and Losses for the State of Indonesia 2017-2021



Based on the book "Anti-corruption Behavior Index 2021" released by the KPK in 2021, it also shows that there is a development of behavior index according to age ranging from less than 40 years to more than 60 years. The data can be seen in the table below;

Table 3. Total Anti-Corruption Behavior Index 2021



One solution to the problems above is to instill anti-corruption values starting at an early age, namely elementary school age. This is because elementary school-age children tend to find it difficult to identify the actions that have been carried out whether including corruption or not and the problems that will arise as a result of their actions (Becker, et al 2013). Therefore, it is necessary to provide direction from schools regarding the cultivation of good character through habituation that is applied in schools to the surrounding community.

One of the challenges in the era of globalization is creating an anti-corruption young generation because it does not appear directly but through processes and processes that are carried out early in the home, community, and school environment (Komara, 2018). From these problems, it is necessary to have programmed efforts to eradicate corruption, one of which is extracurricular programs in elementary schools. Extracurricular is an activity outside of school hours and is still carried out around the school to support additional abilities or skills for each individual such as talent, potential, interests, and student self-development (Agustin, 2019).

The importance of extracurricular activities in elementary schools as a strategy to instill anti-corruption values has been described in research conducted by (Sari et al., 2021); (Kasiyun, 2020); (Komara, 2018) (Nurliyah et al., 2017); (Yasinan, 2014) in the study stated that extracurricular activities in elementary schools can be used as a stimulus for real life in society because from extracurricular activities students can know concretely. In addition, the values contained in anti-corruption, such as the value of independence, hard work, honesty, independence, simplicity, and caring for others can also be implemented through extracurricular activities in elementary schools.

Several studies examine the implementation of anti-corruption values through extracurricular activities in elementary schools, namely, (Sari et al., 2021) with the topic of

discussion related to the application of anti-corruption values through extracurricular activities and habituation in elementary schools. The results of his research state that the implementation of anti-corruption values through self-development is carried out outside the classroom through extracurricular activities, thus providing opportunities for students to explore and express themselves according to their potential, talents, and interests. Three extracurriculars apply anti-corruption values, namely Scout Extracurricular, Pencak Silat Extracurricular, Youth Red Cross Extracurricular (PMR).

Next in research (Nur, 2021) with the topic of applying anti-corruption education to elementary school students, the results state that several factors support success, namely the existence of self-awareness in each individual. The inhibiting factor in the application of anti-corruption education in elementary schools is the lack of knowledge possessed by teachers regarding the implementation of anti-corruption education values because so far they have only relied on learning in Citizenship Education subjects to instill student character so that there is a need for concrete examples for the application of the values contained in anti-corruption.

Initial Research in 2021 with the title "Models and Strategies for Instilling Anti-corruption Values in Elementary Schools" with the results of the research that the implementation of anti-corruption learning is carried out outside the classroom with the aim that each individual can practice anti-corruption educational values by showing good attitudes and behavior. Student activities that can be carried out at school: 1) become a student organization administrator, 2) scouting extracurriculars, 3) become a member of the school cooperative management, 4) PMR extracurriculars, 5) make works that can be pasted on wall magazines, 6) become committee or members to commemorate national and religious holidays, 7) perform art performances which are held every semester, 8) sports competitions such as futsal, volleyball, and basketball.

From the several studies above that have examined the implementation of anti-corruption values through extracurricular activities in elementary schools, when viewed from the systematic literature review research conducted, it is still very limited which discusses the implementation of anti-corruption values through extracurricular activities in elementary schools. Therefore, researchers will conduct a review or summarize related to the implementation of anti-corruption values through extracurricular activities in elementary schools from 2018 to 2022.

The purpose of this research is to provide review results related to the implementation of anti-corruption values through extracurricular activities in elementary schools. This review can be useful for developers implementing anti-corruption values through extracurricular activities in elementary schools. If identified in depth there will be some information that can be used as research questions, namely as follows:

1. What research methodology is widely used in research articles on the implementation of anti-corruption values through extracurricular activities in elementary schools?
2. Who are the parties involved in implementing anti-corruption values through extracurricular activities in elementary schools?
3. What extracurricular activities can support the implementation of anti-corruption values in elementary schools?
4. What are the obstacles and supporters of the implementation of anti-corruption values through extracurricular activities in elementary schools?
5. What are the results of the evaluation of the implementation of anti-corruption values through extracurricular activities in elementary schools?

METHODS

The method of this study is qualitative research, the type of this study is a systematic review based on a review of the Preferred Reporting Items for Systematic Review and Meta-analyses (PRISMA) flow. The Data analysis and reviews were carried out systematically based on journals and articles conducted by researchers from 2018-2022. The source of the data collection is on Google Scholar or Google Scholar which is an official website from Google that can be accessed by the public, both students, lecturers and other researchers. The way to access

Google scholars is to simply write down keywords according to the topic, then several research articles and theses appear in the form of Portable Document Format (PDF) which can be downloaded online. The articles found on google scholars reach 1,000,000 articles every year and cover various fields of science according to the keywords you are looking for (Rafika, 2017). The following is a database table of article analysis conducted by researchers.

Research Title	Slamet Widodo, 2018 “Building Anti-Corruption Education in Elementary School”
Relevant Research Results	The results of this study are an effective way to build schools based on anti-corruption education. Anti-corruption education is a conscious effort to teach students about anti-corruption. Not only teachers have an obligation to teach anti-corruption education, but also principals as leaders in elementary schools have an important role in realizing anti-corruption education. The anti-corruption education curriculum emphasizes all subjects, namely social studies, science, and language. Meanwhile, to facilitate various student learning styles (visual, auditory, and kinesthetic), the teacher can use a variety of learning models so that learning is not monotonous and students do not get bored quickly. An assessment that can be used in anti-corruption education is an authentic assessment.
Research Equations	The theme taken is related to the implementation of anti-corruption education in schools but without linking it to extracurricular activities at school.
Research Differences	Slamet Widodo discussed the strategy of building anti-corruption education in elementary schools by implementing an anti-corruption curriculum. Meanwhile, this study discusses the implementation of anti-corruption values through extracurricular activities in elementary schools

Research Title	Suciptaningsih, 2019 “Anti-Corruption Education for Elementary School Students in Gunungpati District”
Relevant Research Results	The teachers at SDN Sekaran 1, SDN Ngijo 2 and SDN Sekaran 2 have obstacles when implementing anti-corruption values, namely the low knowledge of teachers about anti-corruption education because they have never received socialization related to this either from the KPK team or even from the school itself. This can be seen from the lack of school achievement both internally and externally, while schools that have practiced anti-corruption values tend to be more advanced because good habits will invite students to take good actions such as being diligent in school to achieve many achievements, grow into someone who is beneficial to the community. environment and do not harm others.
Research Equations	The theme taken is related to the implementation of anti-corruption education in elementary schools but without relating it to extracurricular activities at school.
Research Differences	Location, Suciptaningsih conducted this research in elementary schools in Gunungpati District including SDN Ngijo 2, SDN Sekaran 1 and SDN Sekaran 2. While the researchers conducted it at MI Ma'arif Candi Sidoarjo. The next difference lies in the study of problems in Suciptaningsih's research discussing the strategic role in implementing anti-corruption education, especially in cultivating anti-corruption behavior among students. Meanwhile, this study discusses the implementation of anti-corruption values through extracurricular activities at school.

Research Title	Perdana, 2020
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	“Models and Strategies for Instilling Anti-Corruption Values in Elementary Schools”
Relevant Research Results	The implementation of anti-corruption learning is carried out outside the classroom with the aim that each individual is able to practice the values of anti-corruption education by showing good attitudes and behavior. Student activities that can be done while at school: 1) become a student organization administrator, 2) scouting extracurriculars, 3) become a member of the school cooperative management, 4) PMR extracurriculars, 5) make works that can be pasted on wall magazines, 6) become committee or members to commemorate national and religious holidays, 7) perform art performances which are held every semester, 8) sports competitions such as futsal, volleyball and basketball.
Research Equations	The theme taken is related to the implementation of anti-corruption education in elementary schools.
Research Differences	Location, Nur did this research in elementary schools in general, while the researchers conducted it at MI Ma'arif Candi Sidoarjo. The next difference lies in the study of problems in the Prime's research discussing models and strategies for inculcating anti-corruption values in elementary schools. Meanwhile, this study discusses the implementation of anti-corruption values through extracurricular activities at school.

Research Title	Sari, 2021 “Implementation of Anti-Corruption Value-Based Character Education through Extracurricular and Habituation in Elementary Schools”
Relevant Research Results	The implementation of anti-corruption values through self-development is carried out outside the classroom through extracurricular activities, thereby providing opportunities for students to explore and express themselves according to their potential, talents, and interests. There are three extracurriculars that apply anti-corruption values, namely Scout Extracurricular, Pencak Silat Extracurricular, Youth Red Cross Extracurricular.
Research Equations	The theme taken is related to the implementation of anti-corruption education in elementary schools through extracurricular activities.
Research Differences	Location, Sari conducted her research in elementary schools in general, while the researchers conducted her research at MI Ma'arif Candi Sidoarjo. In addition, differences can also be seen from the results of the extracurricular activities studied. Sari researched about inculcating anti-corruption values in scout extracurricular activities, pencak silat, Youth Red Cross (PMR). Meanwhile, what the researchers did included extracurricular futsal, coloring and scouting

Research Title	Nur, 2022 “Application of Anti-Corruption Education to Elementary School Students”
Relevant Research Results	There are several factors that support success, namely the existence of self-awareness in each individual. The inhibiting factor in the application of anti-corruption education in elementary schools is the lack of knowledge possessed by teachers regarding the implementation of anti-corruption education values because so far it has only relied on learning in Citizenship Education subjects to instill student character so that there is a need for concrete examples for the application of the values contained in anti-corruption.
Research Equations	The theme taken is related to the implementation of anti-corruption education in schools but without linking it to extracurricular activities at school.

Research Differences	Location, Nur did this research in elementary schools in general, while the researchers conducted it at MI Ma'arif Candi Sidoarjo. The next difference lies in the study of problems, Nur's research discusses the application of appropriate models or learning methods, especially in overcoming corruption. Meanwhile, this study discusses the implementation of anti-corruption education values through extracurricular activities in elementary schools.
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This study uses a systematic review based on a review of the Preferred Reporting Items for Systematic Review and Meta-analyses (PRISMA) flow. PRISMA can help researchers to evaluate the results of keyword experiments based on the results of randomized reviews. Several paths can be adjusted based on research needs. However, in this study, researchers used 4 steps to determine the identification of inclusion and exclusion criteria in the search for the articles or literature needed. According to (David Moher, 2009) in a systematic review, the statement is formulated by identifying, then selecting, and critically assessing the relevant research results. After identifying the research, the relevant results will be analyzed so that researchers can summarize the results of the study.

Data Collection

The procedures of this study are:

a. Identification

Identification is the first stage of PRISMA which is carried out systematically through the Google Scholar database. The main topics in this study use the terms "Anti-Corruption Values", "Extracurricular Activities" and "Elementary Schools". The keywords and search terms searched in the database are ("Case Study*" "implementation of anti-corruption values*" OR "application of anti-corruption values*" OR "Extracurricular Activities" OR "Elementary School"). In the screening stage, these articles are carried out carefully so that there is no double number.



Figure 1. Proof of the number of articles on Google Scholar in 2018-2022

Based on Figure 1 above, it can be seen that at the Identification stage, 379 were found from 2018-to 2022. Of the number of articles, they still have to go through the next stage, namely filtering according to the criteria that have been previously set.

b. Screening

Screening is the second stage of PRISMA, which means that articles will be identified using screening to meet the requirements to proceed to the next stage. The selected articles are articles

published from 2018-2022 (last 5 years) so these articles are the latest. It is intended that the results of the review can be relevant by the implementation of the values of corruption through extracurricular activities in elementary schools at this time.

After making the next identification, articles that use a foreign language or English will be excluded so as not to hinder the analysis in understanding the language to reduce misinterpretation of words or sentences. Furthermore, education levels other than the elementary school level are eliminated. Activities for implementing anti-corruption values apart from using extracurricular activities are also eliminated. The inculcation of anti-corruption values using PPKn subjects is eliminated. Character education without anti-corruption values is also eliminated.

The focus of this research review is aimed at students so that if there are teachers and principals, the article is omitted because it is not by the research focus. Based on the results of the screening at this screening stage, which were in accordance with the research focus, there were only 62 research articles and 125 articles were wasted because they were not by the research focus.

c. Eligibility

Eligibility is the third stage in PRIMA which means that at this stage research articles that have gone through screening must be identified selectively which can be done by reading the abstract part. If the abstract section is by the research focus, then you can continue reading the full text according to the criteria for the research focus of the article.

Articles that have passed the selection at this stage include (1) implementation of anti-corruption values (2) extracurricular activities (3) elementary school students. After the process of applying the three criteria, it was found that 25 articles did not match the predetermined criteria and the remaining 37 articles matched the criteria for the research topic.

d. Included

In the last stage of PRISMA, namely Included, which means that 37 articles have been selected according to the research topic and research focus which will later be used for the review. The research approaches used in these articles include qualitative, case studies, quantitative and field research from 2018-to 2022. Some of the criteria that have been determined will be reviewed to produce high-quality research using the systematic review method.

The flow chart to find out briefly about the PRISMA flow used in this study is as follows; The method section contains research designs, research subjects, instruments, data collection procedures, and data analysis presented in paragraph form.

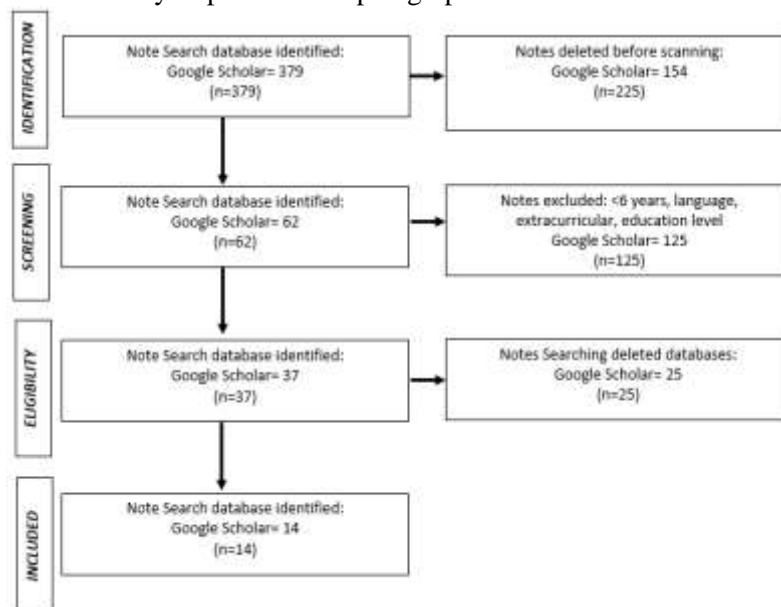


Chart 1. PRISMA Flow Systematic Review

Data Analysis

There are several aspects in each article to answer some research questions. These aspects include; (a) the parties involved in the implementation of anti-corruption values are elementary school students, (b) activities for the application of anti-corruption values, namely extracurricular activities, (c) methods for implementing anti-corruption values through extracurricular activities in elementary schools, (d) barriers and supporters in the implementation of anti-corruption values through extracurricular activities in elementary schools, (e) evaluation results of the implementation of anti-corruption values through extracurricular activities in elementary schools.

RESULTS AND DISCUSSION

The main objective of this research is to systematically review articles on the implementation of anti-corruption values through extracurricular activities in elementary schools from 2018-to 2022.

In this study, 5 questions will be discussed. Based on this, the researcher will present information on the questions that have been formulated by the researcher.

RQ 1. What research methodology is widely used in research articles on the implementation of anti-corruption values through extracurricular activities in elementary schools?

When viewed from the systematic discovery of articles conducted by researchers, it was found that almost all articles used a qualitative methodology. So it can be concluded that to find out a case study of the implementation of anti-corruption values through extracurricular activities in elementary schools using a qualitative research methodology.

RQ 2. Who are the parties involved in implementing anti-corruption values through extracurricular activities in elementary schools?

Based on information from several articles, it is known that the parties involved in case studies of implementing anti-corruption values through extracurricular activities in elementary schools are the principal, extracurricular teachers, and students. Based on the information that the researchers have obtained, the principal has a major role in supporting the implementation of anti-corruption values through extracurricular activities in elementary schools. Then the principal is assisted by extracurricular teachers in the school to monitor the progress of their students and extracurricular teachers also implement anti-corruption values to students. All students who take part in extracurricular activities as objects to find out the achievement of goals and results that have been designed by researchers.

RQ 3. What extracurricular activities can support the implementation of anti-corruption values in elementary schools?

After the researchers reviewed several articles, the results showed that extracurricular activities that could be applied to the implementation of anti-corruption values in elementary schools were Scout extracurriculars, Pencak Silat extracurriculars, Youth Red Cross extracurriculars (PMR).

RQ 4. What are the obstacles and supporters of the implementation of anti-corruption values through extracurricular activities in elementary schools?

After the researchers reviewed the articles systematically, it was found that there were factors supporting success, namely the existence of self-awareness in each individual. The inhibiting factor in the application of anti-corruption education in elementary schools is the lack of knowledge possessed by teachers regarding the implementation of anti-corruption education values because so far it has only relied on learning in Citizenship Education subjects to instill student character so that there is a need for concrete examples for the application of the values contained in anti-corruption.

RQ 5. What are the results of the evaluation of the implementation of anti-corruption values through extracurricular activities in elementary schools?

After the researchers read the article, it can be concluded based on the information that in the implementation of anti-corruption values through extracurricular activities in elementary schools there are values that grow in each student and can affect student learning outcomes. These good attitudes can be practiced in daily activities both in the school environment, home environment, and community environment. The description of this success can also be seen from the decrease in students who violate school or class rules or regulations.

Based on the main objective of this research is to find out systematically review the implementation of anti-corruption values through extracurricular activities in elementary schools. There are 5 RQ related to research methodologies that are widely used in case study research on the implementation of anti-corruption values through extracurricular activities in elementary schools. The results of the analysis of the methodology used are qualitative methods (Syahrums & Salim, 2012). In qualitative research, data collection techniques use 3 stages, namely interviews, observations, and documentation (Minarwati, 2020). In addition, there is a literature review study methodology (SLR) as the method used to find out information according to the articles analyzed by the researcher. It aims to find out more broad and in-depth information related to case studies of the implementation of anti-corruption values through extracurricular activities in elementary schools.

The next topic of discussion is related to RQ 2. Regarding the parties involved in case study research on the implementation of anti-corruption values through extracurricular activities in elementary schools, namely the principal, extracurricular teachers, and students. In previous studies, some subjects focused on students only, while in this study the focus was on extracurricular teachers. This is because extracurricular teachers also play an important role in shaping the attitudes of their students in terms of applying anti-corruption values in every extracurricular activity which they can later implement in their daily lives. Therefore, there is a need for cooperation between school principals, extracurricular teachers, and students to achieve the objectives of this research.

The next topic of discussion is RQ 3 related to extracurricular activities that can support the implementation of anti-corruption values in elementary schools. There have been several efforts to spread anti-corruption values in the scope of education carried out by the Corruption Eradication Commission (KPK) including comic books and module books for students and teachers from Elementary School (SD) to Higher Education, but these comics and modules cannot be used. maximally (Suciptaningsih, 2014). In addition, according to (Sari, 2021) that extracurricular activities that can support the implementation of anti-corruption values are Scout Extracurricular, Pencak Silat Extracurricular, Youth Red Cross Extracurricular (PMR). This is because, in scout extracurriculars, Pencak silat and PMR students can have attitudes that are formulated in anti-corruption values, namely discipline, courage, responsibility, honesty, independence, hard work, fairness, caring, and religion (Humaira et al., 2021).

The discussion of RQ 4 is about the obstacles and supporters of the implementation of anti-corruption values through extracurricular activities in elementary schools. The supporting factor for success is the existence of self-awareness in each individual. If students do not have an awareness of the meaning of doing good and the risk if their actions are not commendable, it will be difficult for the teacher to provide a good stimulus to them. On the other hand, if the student has high awareness, it is easy for the teacher to change it or shape it into a better person and not harm others. So in these supporting factors, it is necessary to have cooperation between school principals, teachers, and students. The inhibiting factor in the application of anti-corruption education in elementary schools is the lack of knowledge possessed by teachers regarding the implementation of anti-corruption education values because so far it has only relied on learning in Citizenship Education subjects to instill student character so that there is a need for concrete examples for the application of the values contained in anti-corruption.

The last topic of discussion in this research is RQ 5. Regarding the evaluation results of the implementation of anti-corruption values through extracurricular activities in elementary schools. related to research methodologies that are widely used in case study research on the

implementation of anti-corruption values through extracurricular activities in elementary schools, namely the results of qualitative methodological analysis (Syahrums & Salim, 2012). In qualitative research, data collection techniques use 3 stages, namely interviews, observations, and documentation (Minarwati, 2020). In addition, there is a literature review study methodology (SLR) as the method used to find out information according to the articles analyzed by the researcher. It aims to find out more broad and in-depth information related to case studies of the implementation of anti-corruption values through extracurricular activities in elementary schools.

CONCLUSIONS

This research has a goal, namely to review articles related to research topics, namely case studies of the implementation of anti-corruption values through extracurricular activities in elementary schools in 2018-2022. The findings that have been found by the researcher are that there are suggestions that can be built for further research, including first, the qualitative research methodology should be deepened so that the information obtained by the reader can be clearer and more detailed. The second is related to the parties concerned, it is hoped that they can establish good communication so that the research objectives can be achieved. The three extracurricular activities apply anti-corruption values but are dominant towards scout extracurricular activities which are mostly studied. Fourth, there are supporting and inhibiting factors that can be used as evaluations for further research and the fifth is the results of the implementation evaluation seen from the attitudes that appear in each individual and the reduction in violations committed by students. There are limitations in this study, namely a literature review that is by the research topic, the number of articles is limited, the publication of articles on Google Scholar is carried out from 2018 to 2022 (the last 5 years). The suggestion for further research is to express it in detail and related to the implementation of anti-corruption values through extracurricular activities in elementary schools. Then minimize the inhibiting factors so that the objectives of implementing anti-corruption values can be achieved. Then the method used must also be developed and evaluated to produce better articles.

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