School Culture Program: Inculcating Anti-Corruption Values Through Honesty Canteen In State Elementary School: Case Study In Indramayu District, West Java, Indonesia

[1]Ibnu Rusydi, [2]Ali Miftakhu Rosyad, [3]Ibnudin, [4]Kambali, [5]Ujang Suratno

Abstract-The article aims to describe concerning school culture program to inculcate anti corruption values within students in primarily school. To realize honesty values become community responsibility mainly the formal education in learning activities. The research conducted at State Elementary School in Indramayu District, West Java, Indonesia. The research was qualitative approach with case study. The data obtained through interview, observation, and documentation studies. The data were analyzed with Miles and Huberman with interactive models. The result sowed thatthe role of school culture was described in three main aspects, those are the perception of school atmosphere, the behavior of the student, and management of headmaster. The result of the study showed that honest. Honesty canteen in the school can help primary school students to actualize discipline, honesty, and integrity. The evaluation of honesty canteen is carried out by analyzing the financial report from the organizer and supervised by all school community..

Keywords: school culture, anti-corruption values, honesty canteen, and eradication corruption.

I. INTRODUCTION

In educational context, school culture as unwritten rule and tradition consist of the basic assumption, norms, values, and cultural shapes that are spreading by school member, which influence their function at school. The mount of scholars argued concerning the biggest impact onschool culture, and through school culture on teachers' functioning and well-being [1], [2]. In the fact, a schoo leader today is supposed to act as an enterpreneur and a person of vision, able to inspire, empower and motivate his/her staff.

Today, social emphasize/social demands are forcing the education institutions to be more dynamic. However, school culture becomes motivation and inspiration instrument to promote teacher professional and student behavior[3]. Moreover, school culture is a phenomenon that affect the quality of human relationship in educational

---

[1] Ibnu Rusydi, Universitas Wiralodra, Indramayu, Indonesia. E-mail: ibnurs@gmail.com
[2] Ali Miftakhu Rosyad, Universitas Wiralodra, Indramayu, Indonesia. E-mail: ali.miftakhu@gmail.com
[3] Ibnudin, Universitas Wiralodra, Indramayu, Indonesia. E-mail: ibnudin11@gmail.com
[4] Kambali, Universitas Wiralodra, Indramayu, Indonesia. E-mail: kambali11@gmail.com
[5] Ujang Suratno, Universitas Wiralodra, Indramayu, Indonesia. E-mail: ujang.susanto11@gmail.com

organization and is also affected by the quality of these relationship[4], [5]. The common idea that define the designing conducive of school culture become pivotal strategy to promote learning outcome.

In the term of learning process, school culture become instrument to implement anti-corruption values within students. A virtuous state of character education is an integrated package of perceptual, motivational, cognitive, and affective attributes. stated the core values development in character education is honesty and responsibility.[6] In our daily life, goodwill may expressed in acts of honesty, non-violence, fairness, kindness, compassion, cooperation, integrity and discipline. These values need moral motivation which is and educable valuing of and appropriate responsiveness to be interest of persons and other being that have interest[7]. Today, the greatest moral crisis today is dishonesty or corruption. Anti corruption discourse is pervaded by the view that it is dysfunction, the cancer of the body politic that must be eradicated to achieve good government. The heroic effort to eradicate corruption carried out since 2004 with establishing Corruption Eradication Commission or KPK[8]. To overcome corruption tradition, educational world must realize anti corruption values and corruption dangerous through learning activities.

Based on these issues about corruption, dishonesty, and moral crisis, education today has important participation to overcome there. Anti corruption values must be inserted and implemented within formal education. Keen stated that The importance of anti-corruption education was become moral problem related values and attitude (such as mental, motivation, honest, integrity, etc). Schools institution were believed as the best place to disseminate and implant anti corruption values[9]. Moreover, the student who would be nation next generation should be taught and educated early to hate and keep away from corruption action. National education in Indonesia has objective to cultivate students aspect of mental, spiritual, and moral to become Indonesian religious and good moral people[10].

Espesialy, The development of honesty character can be conducted through training and habituation. Therefore, the development of the honesty canteen can be applied in order to inculcate honesty values to students from an early age[11]. The challenges are how to develop student character based on honesty canteen with containing sustainable values. So a character is attached to the value of the behavior. Therefore there is no behavior of children who are not free of values.

The early research as pointed out by some researchers, the strategy in creating school environment: lesson from highh school in Indonesia stated that the employment of Islamic Religious Education in school which has yet to be welll-executed. One form of developments is creating a religious culture at school to cultivate spirituality values [12]. Therefore, As written and unwritten program school culture will lead students being adaptable selectively with social situation [13]. On other hand, research about anticorruption values highlighted that the most of corruption occurred because of the weakness in law maintenance. It can be seen when the effort of eradication corruption become the authority of Eradication Corruption Commission or familiar by KPK. Indeed, the effort to eliminate corruption become citizenship responsible in all of life aspect[14]. Thus, the deliberation effort to implement anti corruption values such as honesty and integrity in the first step we must repair educational institution mainly the curriculum[15]. To be success in achieving character education the teachers must reflect their character. No research asserted about actualization of anticorruption values through school culture program, mainly honesty canteen. in our research will discuss the importance of school culture program to cultivate values of justice, honesty, civic virtue,

and responsibility. Honesty canteen is the one form of school culture program which designed to train anti corruption values.

Some previous researches discuss about effectiveness of school culture in inculcating anti corruption values such honesty and responsibility values through learning activity. These research only focused on school culture in the context of student behavioral, teacher moral, and headmaster leadership. In our research the school culture will focus on honesty canteen in cultivating and habituating anti corruption values such as honest, responsible, and integrity in SD Negeri Indramayu Distric, West Java.

Against this bacground, our paper aims to investigate the role of school culture based on honest canteen system to inculcate anti corruption values within students through learning process at SD Negeri in Indramayu District, West Java. Therefore, the character education development based on honest canteen is not be regardless from the role of teacher, educator, and school environment to socialize and internalize the anti corruption values (honesty and integrity) within students[16]. Traditionally, honesty school canteens are usually held in the form when the school organizes a canteen in which there is a price list and a payment box. but students are given the freedom to choose goods and pay for goods.

Based on the background studies, the main problem in this study is how to identify: (a) describe the implementation of anti-corruption education based on honesty-based canteen for elementary students, (b) describe related problems with the implementation of anti-corruption education development based on honesty canteens in elementary schools,(c) design guidelines to apply the honesty canteen to anti-corruption education within elementary school students' , and (d) the socialization of implementation guidelines of honest canteen on the development of anti-corruption education for elementary students. The study also highlights the importance of school culture based on honest canteen train moral feeling students in learning and habituation program at elementary school in Indramayu, West Java, Indonesi.

II.   THEORETICAL REVIEW

School culture program

School culture influences what people pay attention to (focus), how they identify with school (commitment). How hard they work (motivation), and the degree to which they achieve their goal (productivity) [1]. Thus, school culture become compass and navigation to guide people in their thinking, feeling, and action as road map in an evolving journey survival [17].in similarity, school culture is a set of values, beliefs, norms, traditions, and underlying expectations of the school environment. Normatively, the influence of effective teaching practice and student abilities on academic outcomes, it is important to recognize it[18]. Normatively, the school culture success is determine when the school principals suggest to focus on development of the school's culture as a learning environment is fundamental to improve teacher morale and student achievement [19].

On other hands, school culture can be helpful as one tries to gain new and deeper understanding about the nature of daily life and instruction in schools [20]. Accordingly, school culture consist of principal leadership, school atmosphere, and students behavior has been build though social cohesion in the school [21]. The particular

emphasis was therefore placed uponensuring good communication of the programme goals to the participating schools,students and pupils, and upon intensive training, and retraining if necessary[22]. In reality, school culture impected to shape students personality which has been built cognitive, affective, and psychomotor togetherness.

Furthermore view about school culture pinpointed by Roby that school culture consists of an inspiring vision and challenging mission, a curriculum and modes of learning clearly linked to the vision and mission, sufficient time for teacher and students to do their work well, close supportive relationship, leadership that encourages and pro-test trust, and data driven decision making [23]. In other hands[24], some research paper argued that school culture is regarded as a holistic and systemic entity that pervades and influences everyone within a school[25]. In similarity words, school culture can be considered as learned assumption shared by group community, assumed ways of doing thing among communities of teachers who have to deal with similar demands and constraints over than several years[26]. Factually, school culture impacted by society and locality of school which is existing.

Moreover, according to Zu at al to indentify the effectiveness school culture is conducting school culture evaluation. To examine school culture in five dimension on a synthesis of previous research: (1) goal orientation reflects to how school vision is clearly formulated and designed by the school community[27], (2) participative decision making reflect to teacher extent to participate in the decision making process at school (3) innovativeness reflects to what extent school community adapt themselves to change with an oppen attitude, (4) leadership reflect to what extent the principal involv in supportive behaviour, and (5) formal relationship reflects the level of formal relation between teachers and school community[28]. These aspec will determine the succesfull of school culture implementation, high schore of five aspecs related the bigest positive school culture.

The best approach to improve student learning achievement is through the creation of positive school culture. Thus, a deeper understanding of the relationship between leadership, culture, and student achievement is needed to help the main certification program prepare school leaders for meaningful changes in the organization and improve student learning.

Anti Corruption Education and Honesty Canteen

Anti corruption education is the one form of character education. According to Thomas Lickona, character deals with moral concept (moral knowing), moral attitude (moral feeling), and moral behavior (moral action[29]. Based on three aspects component which can be stated the good character are well supported by the knowledge of good, the desire to conduct good, and action the good. Specifically, anti corruption education is a conscious and deliberation effort to realize the learning process critical of the anti corruption values[30]. This effort ought to cultivating personal awareness to avoid corruption action as early as possible. It can become an instrument to develop student skills in capturing configuration problems and difficulties of nationality issues that triggered the corruption, the impact, prevention, and resolution.

To minimize corruption effort become cooperation responsibility. In this case, anti corruption spirit become very important to be implemented as a preventative measure to be u against corruption. More over preventive measure are also in need to be implemented to decrease the population of corruption[31]. Similiarity, Teaching materials Anti-Corruption Education is needed to foster anti-corruption culture in young generation especially with

learning activities. It aims to create a culture of anti-corruption to students that Anti-Corruption Education is an important thing in everyday life[32].

As we know in Indonesian country, several school was held honest canteen to improve and to train honesty and integrity values. Basic definition stated by Diponegoro that the honesty canteen is a place to increase the noble character to student in the school and university as early as possible. It can also the method to create students become familiar with honest and integrity values[33]. The same of concept argued by Martanti that honest canteen is the instrument that conducted to train and to habituate honest values such as kindness, gratitude, judgment and fairness toward students[34]. The core values which consist of honesty canteen is to carry out and guide students to be more truthful. To cultivate them realize how to be honest, it must begin with the small action.

Based on these concepts anti corruption education can be integrated and interconnected with school culture mainly through honesty canteen. Curriculum 2013 emphasizes core competency or familiar with spiritual competency and social competency (such as honest, integrity, responsibility, kindness, and gratitude). Moreover, honesty canteen can train and guide students to make moral decision as well as possible. On other hand, The long-term goal is to form a clean and honest future generation, because with this honesty canteen it becomes a place for learning for young people about the importance of honesty towards themselves, the environment, to the nation and state. The honesty canteen is a place to train honesty so that the KPK's task in eradicating corruption can conduct anti-corruption education as early as possible, through honesty canteens in schools. Honesty is a form of activity in anti-corruption education

III. METHOD

The paradigm of this research is qualitative with a case studies. The qualitative research investigate social situation and phenomenon to obtain detailed data to resolve the problem[35]. The phenomenological approach was chosen by considering: (1) the the existence of school culture program to cultivate anti corruption values, (2) school culture in this research focused to honesty canteen at SD Negeri Indramayu, (3) the evaluation of honesty canteen to impact school culture to inculcate honesty values, and (4) the object of research is the individuals' perception or about the values of actualized local wisdom and how to actualize the values of that local wisdom.

The subjects of the study were the principal, teachers, and students of State Elemetary school in Indramayu. Determination of the research subject is done by purposive sampling[36]. Purposive sampling technique is done by selecting a number of respondents adjusted to the purpose of the study. In the study of individual phenomenology, the researcher will use informants are those who can provide a good explanation. In the study of individual phenomenology, the informants are those who can explain well from the principal, senior teachers, and students.

Data Collection Method

Data collection techniques used by researchers are non-participant observation, in-depth interviews, and documentation. The following explanation is, observation, in this case, the researcher jumps directly into the

research location and participates in activities that occur in the school environment while making observations. The forms of activities that researchers observed include; scool community activity in honesty canteen, extracurricular activities, and other activities organized by the school.

In-depth interviews, in this study the form of interviews with informants using interview guidelines is to make notes about the main questions in accordance with the research objectives.

The documentation in this study is a process of taking several documents that serve as rational and empirical evidence related to the research objectives. The documentation method is carried out by investigating written objects such as vision and mission, teacher learning administration, and school programs.

Data Analysis

The researchers use interactive model to analyse the data introduced by Miles & Huberman, in [37] which includes: the first stage is collecting data, the second stage is reducing data, the purpose of reducing this data so that data is not biased, then the third stage is presenting the data and the last stage is concluding and withdrawing data that has been verified. As long as the research is ongoing, any conclusions set are continuously verified until a valid and solid conclusion is obtained.

IV.   RESULTS AND DISCUSSION

Results of Study

Based on survey results that have been conducted at SD Negeri in Indramayu district on January 2020, the obtained data is about the development of anti-corruption education in elementary schools which included (1) the development of value attitude child's responsibility; (2) the development of honesty values; (3) the development of values and religious norms; (4) the development of sportive value; and (5) the honesty values in buying snacks at the canteen.

Moreover, the school culture program developed honesty value in the vision, mission, and school educational goals. This value includes the value of faith and devotion, intelligence and skill, self-reliance, honesty, caring, discipline, creativity, a spirit of achievement, and noble. The daily values of students are modeling values and honest attitude of teachers and school staff.

Honesty canteen used for the process of internalizing the values of honesty, discipline, and responsibility and other positive values in the life of the students are with the making ethical code of honesty in the school canteen. The percentage of students use the ethical code as a facility for the process of internalizing the values of honesty in each class include: Class I 97%, Class II 96%, Class III 95%, 92% of fourth grade, fifth grade 95%, and the class VI 96%. The percentage of internalization of honesty proficiency level is described as follows:

Prosentation of Anti Corruption Values
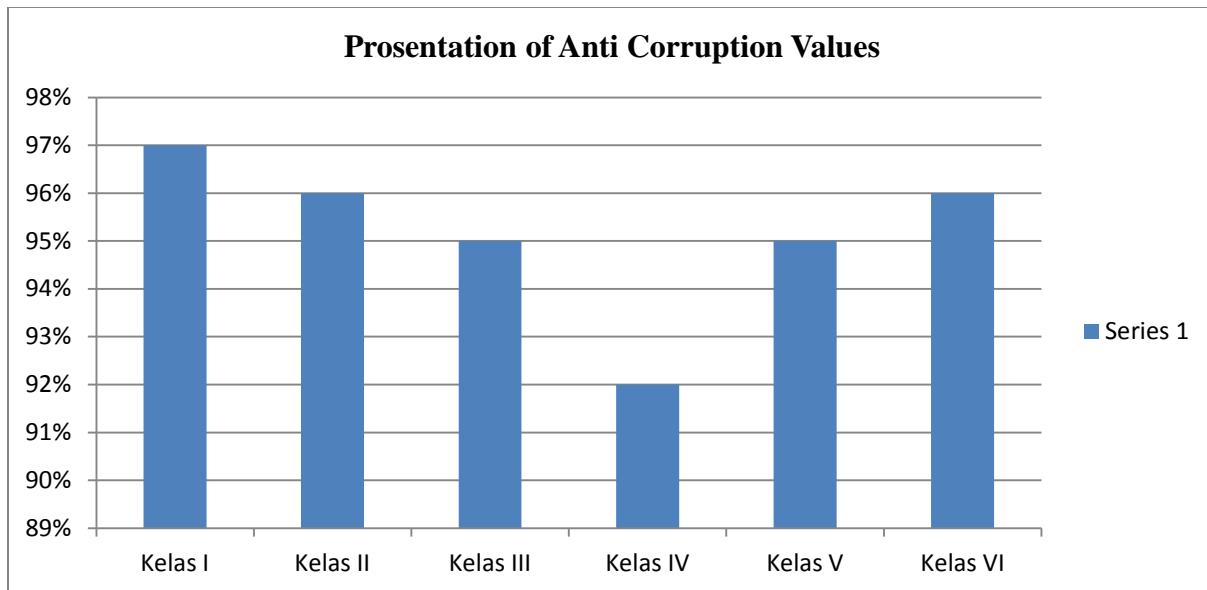
Information:	
class I	The percentage of the honesty values 97%
class II	The percentage of the honesty values 96%
class III	The percentage of the honesty values 95%
Class VI:	The percentage of the honesty values 92%
class V	The percentage of the honesty values 95%
class VI	The percentage of the honesty values 96%

Based on interview with Vice Principal areas of curriculum and student stated that "In the implementation of ethical code, the teacher's task shall realize to be model in the form of (1) the value of discipline; (2) the honesty values; (3) the responsibility values; (4) the tolerance values; (5) sportive value; (6) to supervise the students in carrying out cleaning duties; (7) fostering students in buying snacks at the honesty canteen; and (8) to create and fill a student's notes of honest attitude.

The Role of School Culture in Anti Corruption Education Education

Elementary school culture in the Indramayu district is reflected in the vision, mission and school program that comes from school habituations. When visibility teachers shake hands with each other every day, the attitude of the students outside the classroom full of courtesy and Islamic spirit, disciplined in obligatory prayer, and etc. These are the school cultures has been inherited from generation to generation.

Concurrent with the statement has been highlighted , Zuchdi et al argued that three main aspects must be developed to realize a good school culture to become optimal character formation of students that the perception of the school atmosphere, student behavior and school leadership Darmiyati Zuchdi, Zuhdan Kun Prasetya, and Muhsinatun Siasah Masruri, 2013.The research that has been conducted at SD Negeri in Indramayu researchers

regarding the school culture can be developed through three aspects: the perception of the school atmosphere, student behavior and school leadership. For more details will be researchers explain it as follows.

1. *Perceptions of school atmosphere*

Below will describe the perception of elementary school atmosphere at SD Negeri in Indramayu based on the following findings.

Firstly, the patience[39]. Patience is all about teachers and education staff of SD Negeri in Indramayu patient enough in guiding students. This perception could be seen when they are never tired to teach and give a warning to students who breach the rules. Besides, the patience also clearly seen during guiding the behavior and character of students.

Secondly, the sympathy. Sympathy classified as part of perception whereby every people in schools received the calamity who will concern to be followed up by educators, staff and students[40]. The school also has a culture when the school community meet each other in their school environment that shake hands and exchanged greetings with each other.

Thirdly, religiosity[41]. This perception is all about people in elementary school Indramayu that is Islamic religion. In the school environment, students should follow the Zuhur prayer in the congregation before going back home and every twice a week, there are guidance class/intensive class in reading the for those still cannot read smoothly.

Fourth, the responsibilities. The responsibilities exist whereby the teachers, staff, and students perform their roles and responsibilities[23]. Teachers are consciously and sincerely to carry out their responsibilities with sincerity. School principals have a desire to help teachers and students who have problems. Students also work on each task which was given by teachers.

Fifth, the comfortability. Comfortability of atmosphere in the school is exists due to school environment clean and well maintained, the school building and a simple arrangement of the room are followed the needs of duties implementation.

2. *Student behavior*

The following description of the students behavior who have been actualized well based on data that has researchers obtained through interviews and observations in the school environment.

First, brotherhood (cooperation). Positive case occurred whereby students/staff/people visit each other when there is any acquaintance not feeling well, and willing to help each other to improve quality of school environment. Nevertheless, negative cases also often occurs.

Second, the responsibility. In education character, students are guided to be consciously responsible. For instance, students were given an assignments and homework, but it is when students are late and violate the ethical code they are also trained for the responsibility to accept sanctions from their actions.

Third, democracy is a positive attitude and in this case, especially in teaching and learning is the students that are trained to respect the differences in opinion and welcoming the new input from others.

Fourth, social care is the attitudes and actions that have a desire to help their friends both in the classroom and outside the classroom.

Fifth, respect is in the school environment both in class and outside of class students who are trained to be respectful to the their friends, teachers, staff, guests and others.

Sixth, religious is the positive behavior, in this case, who are the student's adherence to pray together and to follow the guidance activity to read the Al-Qur'an. Negative cases that often occurs is that truant learner to follow the guidance prayer in congregation and read the Alquran.

3. *School Principal Leadership*

The following will describe the research profile of school principal leadership based on interviews with teachers, school staff, and students as follows.

First, the modeling in this case is the school principal who has a good exemplary, industrious, friendly and exemplary. School principal always great and shake hand teachers and students in every first met in the school surrounding. As an individual, this attitude illustrates positive model/value towards school community.

Second, school principle responsibility is in good category. Administrative tasks carried out properly and to guide both teachers and students, to resolve existing problem together.

The third, discipline is the disciplined school principal that is enough. It can be seen from his punctuality on time even though sometimes delayed because of various affairs/matters, to utilize uniform following the schedule, and discipline in worship.

Fourth, the school principal has democratic attitude. All issues involve school always resolved with discussions with the teachers and other education personnel. In resolving the problem, principals always ask for various input beforehand to conside.

Fifth, communication school principal has been good with teachers, staff, and parents. It can be seen when there is new information about the school principal immediately provide information to teachers and then distributed to the students. When student breach the ethical code school principal always gives an advice.

Sixth, the school principal has a religious character and acts following the Islamic guidelines that principals have excellent religious observance. It can be seen principals often become lead during praying together with others before going back home and giving Kultum.

According to Handoyo, he argued that the anti-corruption education can be carried out on informal education in the environment family, non-formal education, and formal education in schools, because of the authority of the culture and that it has, formal or school is considered more effective to prepare young people who behave anti-corruptionEko Handoyo, Education Anti Corruption (Wave Publisher, 2013).,

Based on documentation in elementary school Indramayu that can educate generations of anti-corruption, therefore, the SD Negeri in Indramayu designed anti-corruption education and established honesty canteen as a practice up for students/learners to apply honesty in daily life.

Implementation of Anti-Corruption Education through Honesty Canteen at SD Negeri in Indramayu

Implementation of anti-corruption education in elementary Indramayu is a acculturation models and habituation values in activities and school atmosphere. One form of anti-corruption education was implemented in elementary Indramayu namely an honesty canteen. Honesty canteen is the habituation/civilizing value of anti-corruption in schools. Habituation is very important because of habituation that will become the property of the students in the future.

Education is the most powerful weapon that you can use to change the world which is recognized to have the potential to change this world, its product greatly depends on its orientation and purpose, and the motivation of society[43]. The importance of anti corruption education was become the problem of corruption related to student mentality. Educational institution were believed as the best place to disseminate and implant anti corruption values[10]. Furthermore, honesty canteen become an instrument to implement anti corruption values.

Vice Principal of Student Affairs stated that based on the conditioning that students will have a stock that will shape his or her character. Better habituation would produce a good personality, whereas the bad habituation will shape the bad personality in anyway. The honesty canteen of SD Negeri in Indramayu district has been running for five years, since the academic year 2015/2016. SD Negeri in Indramayu is one of the elementary schools that run the honesty canteen program.

Based on results of Interviews, observation, and documentation conclude that the form of the implementation of anti-corruption education at SD Negeri in still limited in the activities of the mechanism of buying and selling in the honesty canteen. Mechanism implementation of honesty canteen is students taking their food/beverage which is desired, write the food/drinks purchased in book purchases, and pay for the food/beverage following the prices listed in the price list of food and drinks. This honesty canteen habituation activities carried out every day is Monday-Friday at the break. Anti-corruption values will be developed through honesty canteen based on school program that described in the table below:

No.	Character Values	Description
1	Religious	An obedient attitude and behavior in applying religious teachings, tolerant towards the practices of other religions and beliefs, and in harmony with people having different religions. Positive behavior, in this case, is that students have obedience to prayer in congregation and following the guidance of reading the Al

		Quran.
2	Honesty	Attitudes based on one's effort to make oneself a person who is trustworthy in speech, action, and work. Most cases are the negative and daily practice of cheating during tests.
3	Responsibilities	Attitudes and behaviors that assume the obligation to finish assignments and tasks and to take care of oneself, the society, the environment, the country, and God. In this educational context, students are guided to be consciously responsible. As students are given assignments and homework, besides that when students violate the rules they are trained for the responsibility of receiving sanctions.
4	Curiosity	Students have high enthusiasm and interest to learn and understand the values of traditions that are around them.
5	Respect	in the school environment both in the classroom and outside the classroom students are trained to be respectful to the theme, educators, education staff, and the community.
6	Environmental care	This attitude and action is in the form of a desire to preserve and maintain the surrounding environment to Werner clean, healthy, and comfortable
7	Integrity	A tenacious behavior in overcoming difficulties and in completing learning tasks.
8	Creative	Thinking before doing something to discover new ways or results from what one has at one's disposal.
9	Discipline	Orderly and conforms actions to all the rules and regulations. Students have high enthusiasm and interest in Extracurricular activities and have good achievements in various Competitions. But the most negative cases are not doing homework and arriving late to school.

(Sources: school program documents, 2020)

Honesty canteen trains the students to be: 1) honest; 2) responsible; 3) independent; 4) anti-corruption; 5) complying with regulations, and 6) practical without queuing[33]. In this case, students involved in the honesty canteen if given the mandate to do well can afford to do so because the core of the educational process is not only knowledge, but merely to change behavior for the better.

The evaluation results of annual school's document showed that the Implementation of anti-corruption education through honesty canteen at elementary school in Indramayu has not been systematically implemented. It can be seen from the management formation of canteen is less structured, the absence of a accountable job description, none of procedure operational standard in the honesty canteen, and management are still simple[44]. One factor of obstacle to carry out the implementation of anti-corruption education through honesty canteens at SD Negeri in are still some students who have been dishonest attitude whereas the honesty canteen is loss. The solutions to anticipate the losses in the honesty canteen is through strengthening character education. The program of strengthening character education has been run at SD Negeri in Indramayu which expected to create a positive character for students.

Modeling and conditioning in the implementation of honest character values through honesty canteen program at SD Negeri in Indramyu

The inculcating honest values and consciousness to pay for the taken goods following students conducted through learning activities and be socialized at the ceremony. Besides, the teachers and school staff of SD Negeri in

Indramayu often buy in the honesty canteen and carry out the sale and purchase process as students. It is conducted to be modeling to students to implement in their future.

Samani & Hariyanto argued that the modeling can be seen from the emergence of attitudes and behaviors of learners because assimilate the behavior and attitudes of teachers and educator staff in school, and even the behavior of the other adult school community as a model, including for example canteen officer, school security, school guards, etc.[45], the modeling of teacher and school staff honesty canteen of SD Negeri in Indramayu which conducted continuously until students will always obey to the procedures of purchase and payment in the honesty canteen so hopefully students will always be honest.

The learning of anti corruption values need the appropriating models. Therefore, comprehensive method is the best method to implement anti corruption values through learning activities[46]. Moreover, comprehensive method design to prepare and enforces the reasons behind adjustment made in the operating activities section under the indirect method [47]. Even though, This approach is effective because it assumes that learning process will occur completely if the students can find the meaningful correlation between abstract thinking and practical application in real context. In such learning experience, fact, concept, principle and procedure as subject material are internalized through discovering, enforcing, intercorrelation and integrating processes.

Besides, the designing of honesty canteen at SD Negeri in Indramayu carry out with the banner of honesty canteens, the place for eat and drink, the honest slogan, price lists, money box, a reminder to pay, and procedures for purchasing and ordering. The designed purpose is honesty canteen banner to show that the canteen is the honesty canteen, honest slogan is to remind students to be honest, the place for eating and drinking to put a food and beverage in the honesty canteen, the listed cost for students know the price of food and beverage, the purchasing guidelines to students know how to pay and to get it back, money box for a place to put money, and memorial to pay as reminder students to pay in the honesty canteen.

Wiyani stated that conditioning, is the creation of conducive conditions to implementation character education. SD Negeri in Indramayu also carry out variety of conditioning that will support the implementation of the honesty canteen program in schools. Every conditioning has a goal[48], it is conducted that the implementation of the character values through an honest canteen in the school program can run well and get maximum results.

The implementation of honest character values carried out through honesty canteen program in routine activities, spontaneous activity, modeling, and conditioning. These activities are carried out again and continuously. Lickona argued that children need opportunities to build good habits and a lot of practice to be a good person. It is meant that they must have a lot of experience to help others, be honest, be polite and fair[49]. The conducted habituation through activities in the canteen of honesty can make the students accustomed to being honest in the honesty canteen that will be expected to be honest habits can be performed wherever and whenever students are either in the present or in the future. The modelling of implementation anti coruption values though school culture based on honesty canteen will be described below
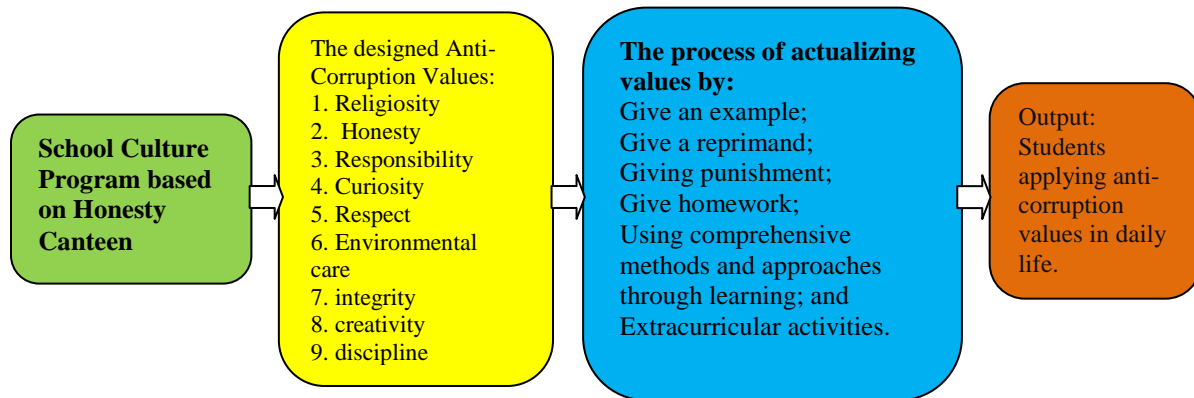
Figure 1. process of implementing anti corruption values through honesty canteen
Sources: school program

In other sides, Lickona stated that the components of good character cover moral knowledge (moral knowing), the moral sense (moral feeling), and moral action (moral action)[50]. Implementation of honest character value through honesty canteen program also consists of the components of these characters is as follows.

1. Moral knowledge (moral knowing)

   Students are given the knowledge regarding the implementation of honest character value in honesty canteen program through the mandate in the ceremony, the teacher explanation in the classroom, and the written words in the banners and slogans were pasted in the honesty canteen.

2. Feelings of moral (moral feeling)

   The students have concern to help a friend or a younger class that confusion when buying and selling activities in the honesty canteen. There were simply to ask and want to know about what is confused, no one showed concern with offers to help.

3. Moral action (moral action)

   Students were being honestly when conducting activities in the honesty canteen well as providing food and beverage, the buying and selling activities, time of recording, or during other activities. The activities conducted by the students in the honesty canteen were more honest is a moral act because students have a role in organizing the honesty canteen and students more often act morally in buying and selling activities.

Honesty Canteen Evaluation in SD Indramayu

Evaluation is an activity undertaken to determine the information in which the activities have been achieved [51]. The information can be seen as successful or no comparing the difference between the previous and the latest results . accordingly, the results showed that the process of inculcating honest values through honesty canteen can be assessed based on the value inculcating process according to Kniker, the gradually made up the word value, which can be broken down as follows: identification value, activities, learning aids, interaction unity, and part of the assessment.

The implementation of the assessment or evaluation of the effectiveness of honesty canteen in inculcate honest character has been carried out in various ways, including announced the achievement of a percentage honesty at every flag ceremony on Monday, announced the achievement percentage of honesty in the classroom during learning activities, and the organization of meetings coordination and evaluation by the school regarding the implementation of the nation's culture and character education to the coordinators of the activities of character education and character education team every two months.

In order to follow up on the results of the evaluation conducted by the school is to continue to educate and disseminate to students in the classroom and outside the classroom, both from the implementation of the honesty canteen and reminded about the value of honest there as a form of the value awareness.

The barriers or constraints experienced by SD Negeri in Indramayu in implementing the honesty canteen could be classified in two aspects, namely the obstacles in the planting of honest character and technical obstacles in the honesty canteen management.

The faced problem of the SD Negeri in Indramayu in inculcating process of honesty character through honesty canteen, such as: (1) There are still students who have not utilized honesty canteen program maximally to train to inculcate honest value within students. Similarly, there are students who are dishonest in transacting in the honesty canteen; (2) the supported programs for inculcating honest value provided by the school outside the canteens honesty still lack. There is only one program that can support the inculcating of honest character, namely the provision of the discovery of lost property; and (3) the student awareness to be honest still lacking. it is evidenced by the acquisition of a percentage level of honesty that has not been able to achieve 100% consistently.

Meanwhile, constraints experienced concerning the technical management of the honesty canteen are: (1) funding of honesty canteen relatively small, with an initial capital of only Rp 200,000, - so the manager (in this case coordinator honesty canteen) can not develop honesty canteen as well; (2) the bustle of honesty canteen coordinator, which led to the implementation and supervision of honesty canteen can not be monitored as well; (3) The duty officer who manages the honesty canteen who lack discipline, so sometimes forget to open a storefront in the honesty canteen, opening hours are erratic, and sometimes no change money; (4) The sold goods in the honesty canteen are few and less variable, which caused the students rarely use the honesty canteen and prefer to the regular canteen or cafeteria of complete school; (5) the arrangement of the sold goods in less neat storefront, storefronts lacking cleanliness and absence of price tags on goods sold in the honesty canteen; (6) the location of the honesty canteen is less strategic, because it is located in the corner (not visible) and small size.

Based on the school assessment program documents show that the values of the characters successfully implemented through the honesty canteen are

No.	Character Values	Description
1	Religiosity	Religiosity is going well about 95%
2	Honesty	Honesty has not gone well about 90%
3	Responsibilities	Responsible is going well about 94%
4	Curiosity	Curiosity has gone well about 93%
5	Respect	Respect is going well about 97%

6	Environmental care	Environmental care is going well about 94 %
7	Integrity	Integrity has gone well about 92%
8	Creativity	Creative is going well about 91%
9	Discipline	Discipline is going well about 93%

The previous tabel above described about character values which be developed through honesty canteen to realize students concerning corruption dangerous. These values also inculcate within school program.

V. CONCLUSION

School culture is the foundation of the process to socialize, internalize, and actualize of the noble character values such as discipline and integrity within students at SD Negeri in Indramayu Regency, which is reflected in 3 main aspects namely the atmosphere of the school, the principal's leadership, and student behavior. In addition, the school culture of SD Negeri in Indramayu has a great influence in increasing the anti corruption values within students.

School culture based on honesty canteen become an instrument to implement anti corruption values more effectively. Moreover, learning activities at the school should support implementation of anti corruption values such as religiosity, honesty, responsibility, curiosity, respect, environmental care, integrity, creative, and disciline. These values is written in culture school program to socialize within students behavior.

The implementation of honest character values through the honesty canteen program is carried out in routine activities, spontaneous activities, modeling and conditioning activities. The habituation is conducted to invite students to play a direct role in carrying out activities in the honesty canteen. These activities are carried out continuously and repeatedly that to make students accustomed to being honest.

Based on school program evaluation, the anti corruption values would socialize and actualize within students behavioral are religiosity (95%), honesty (90%), responsibility (94%), curiosity (93%), respect (97%), environmental care (94%), integrity (92%), creative 91%), and disciline (93%). It's concluded the implementation of anti corruption values through school culture program is in good condition and category.

REFFERENCES

[1] T. E. Deal and K. D. Peterson, "Shaping school culture: The heart of leadership," Adolescence, vol. 34, no. 136, p. 802, 1999.
[2] N. Engels, G. Hotton, G. Devos, D. Bouckenooghe, and A. Aelterman, "Principals in schools with a positive school culture," Educ. Stud., vol. 34, no. 3, pp. 159–174, 2008.
[3] T. M. Schipper, S. de Vries, S. L. Goei, and K. van Veen, "Promoting a professional school culture through lesson study? An examination of school culture, school conditions, and teacher self-efficacy," Prof. Dev. Educ., vol. 46, no. 1, pp. 112–129, 2020.
[4] M. Lee and K. S. Louis, "Mapping a strong school culture and linking it to sustainable school improvement," Teach. Teach. Educ., vol. 81, pp. 84–96, 2019.
[5] Ü. Kalkan, F. Altınay Aksal, Z. Altınay Gazi, R. Atasoy, and G. Dağlı, "The Relationship Between School Administrators' Leadership Styles, School Culture, and Organizational Image," SAGE Open, vol. 10, no. 1, p. 2158244020902081, 2020.

[6]   R. Curren, "Why character education?," Impact, vol. 2017, no. 24, pp. 1–44, 2017.

[7]   C. W. Chan, "Moral education in Hong Kong kindergartens: An analysis of the preschool curriculum guides," Glob. Stud. Child., 2019.

[8]   H. Dick and J. Mulholland, "The politics of corruption in Indonesia," Geo. J. Int'l Aff., vol. 17, p. 43, 2016.

[9]   E. Keen, "Fighting corruption through education," COLPI Pap., vol. 1, 2000.

[10] K. Komalasari and D. Saripudin, "Integration of anti-corruption education in school's activities," Am. J. Appl. Sci., vol. 12, no. 6, p. 445, 2015.

[11] I. Nawawi, "PENGEMBANGAN PENDIDIKAN ANTIKORUPSI BERBASIS KANTIN KEJUJURAN DI SEKOLAH DASAR," Sekol. Dasar Kaji. Teor. dan Prakt. Pendidik., vol. 25, no. 1, pp. 12–17, 2017.

[12] I. S. Wekke and A. Sahlan, "Strategy in creating school environment: lessons from high schools in indonesia," Procedia-Social Behav. Sci., vol. 143, pp. 112–116, 2014.

[13] A. Asyafah, "Research based instruction in the teaching of islamic education," Springerplus, vol. 3, no. 1, pp. 1–5, 2014.

[14] Z. Arifin and I. Irsan, "Korupsi Perizinan Dalam Perjalanan Otonomi Daerah Di Indonesia," Lex Libr. J. Ilmu Huk., vol. 5, no. 2, pp. 887–896, 2019.

[15] N. Indawati, "The Development of Anti-Corruption Education Course for Primary School Teacher Education Students.," J. Educ. Pract., vol. 6, no. 35, pp. 48–54, 2015.

[16] S. Adisusilo, "Nasionalisme-demokrasi-civil society," Yogyakarta USD, 2011.

[17] E. R. Hollins, Culture in school learning: Revealing the deep meaning. Routledge, 2015.

[18] J. L. Quin, A. R. Deris, G. Bischoff, and J. T. Johnson, "The correlation between leadership, culture, and student achievement," Online Journqal New Horizons Educ., vol. 5, no. 2, p. 55, 2015.

[19] A. J. MacNeil, D. L. Prater, and S. Busch, "The effects of school culture and climate on student achievement," Int. J. Leadersh. Educ., vol. 12, no. 1, pp. 73–84, 2009.

[20] F. Erickson, "Conceptions of School Culture: An Overview," Educ. Adm. Q., vol. 23, no. 4, pp. 11–24, Nov. 1987.

[21] T. W. Maxwell and A. R. Thomas, "School climate and school culture," J. Educ. Adm., 1991.

[22] L. la Velle, D. Reynolds, and J. Nichol, "An unusually effective school/university programme: the Plymouth and Peninsula Model," J. Educ. Teach., vol. 39, no. 4, pp. 400–415, 2013.

[23] D. E. Roby, "Teacher leaders impacting school culture.," Education, vol. 131, no. 4, 2011.

[24] I. Rusydi, "Pengaruh Pemahaman Siswa Pada Mata Pelajaran Akidah Akhlak Hubungannya Dengan Akhlak Siswa Di Sekolah (Penelitian Di Mts Al-Ghozali Kab. Indramayu)," Risâlah, J. Pendidik. Dan Stud. Islam, vol. 4, no. 1, March, pp. 133–140, 2018.

[25] C. Zhu, G. Devos, and J. Tondeur, "Examining school culture in Flemish and Chinese primary schools," Educ. Manag. Adm. Leadersh., vol. 42, no. 4, pp. 557–575, 2014.

[26] D. H. Hargreaves, "School culture, school effectiveness and school improvement," Sch. Eff. Sch. Improv., vol. 6, no. 1, pp. 23–46, 1995.

[27] C. Zhu, M. Valcke, and T. Schellens, "A cross- cultural study of teacher perspectives on teacher roles and adoption of online collaborative learning in higher education," Eur. J. Teach. Educ., vol. 33, no. 2, pp. 147–165, 2010.

[28] R. Maslowski, "School culture and school performance: an explorative study into the organizational culture of secondary schools and their effects.," 2003.

[29] T. Lickona, Educating for character: How our schools can teach respect and responsibility. Bantam, 2009.

[30] A. P. Wibowo and N. T. Puspito, "Peranan Mahasiswa dalam Pencegahan Korupsi. Dalam Pendidikan Anti Korupsi untuk Perguruan Tinggi/Anti Korupsi." Jakarta: Kemendikbud, 2011.

[31] D. A. Pratomo and R. Kriyantono, "The power of media effect: Construction television as media for anti-corruption education in indonesia," KKU Int. J. Humanit. Soc. Sci., vol. 6, no. 1, pp. 1–9, 2016.

[32] I. M. Swanda and U. Nadiroh, "The importance of anti corruption education teaching materials for the young generation," in Journal of Physics: Conference Series, 2018, vol. 953, no. 1, p. 12167.

[33] A. M. Diponegoro, "The Effectiveness of Establishing Honesty Canteen to Fight against Corruption in Ahmad Dahlan University Yogyakarta Indonesia: A Positive Psychological Study," Int. J. Graft Corrupt. Res., vol. 2, no. 1, 2015.

[34] F. Martanti, "PENANAMAN NILAI-NILAI KEJUJURAN MELALUI MEDIA KANTIN KEJUJURAN DI PONDOK PESANTREN AL HIKMAH SEMARANG," SOSIO Dialekt., vol. 1, no. 2, 2017.

[35] D. Silverman, Qualitative research. Sage, 2016.

[36] Sugiyono, Metode penelitian pendidikan:(pendekatan kuantitatif, kualitatif dan R & D). Alfabeta, 2008.

[37] J. W. Cresswell, "Research design: qualitative and mixed-method approaches." Thousand Oaks, California: Sage Publications Inc, 2003.

[38] D. Zuchdi, Z. K. Prasetya, and M. S. Masruri, "Model pendidikan karakter terintegrasi dalam pembelajaran dan pengembangan kultur sekolah," Yogyakarta: Multi Presindo, 2013.

[39] A. J. MacNeil, D. L. Prater, and S. Busch, "The effects of school culture and climate on student achievement," Int. J. Leadersh. Educ., vol. 12, no. 1, pp. 73–84, 2009.

[40] K. D. Peterson and T. E. Deal, The shaping school culture fieldbook. John Wiley & Sons, 2011.

[41] A. M. Rosyad, "Implementasi Pendidikan Karakter dalam Pembelajaran Pendidikan Agama Islam di Sekolah Muhammadiyah Se-Kabupaten Indramayu. Al-Afkar," J. Islam. Stud., vol. 4.

[42] E. Handoyo, Pendidikan antikorupsi. Penerbit Ombak, 2013.

[43] J. de Dieu Basabose, Anti-corruption Education and Peacebuilding: The Ubupfura Project in Rwanda. Springer, 2019.

[44] P. D. Collins, "Introduction to the special issue: the global anti- corruption discourse—towards integrity management?," Public Adm. Dev., vol. 32, no. 1, pp. 1–10, 2012.

[45] M. Samani and Hariyanto, Pendidikan Karakter; Konsep dan Model. 2016.

[46] B. J. Mathews and P. Cleary, The integrated curriculum in use: Practical ideas for planning and assessment. Ashton Scholastic, 1993.

[47] D. R. Brickner and G. B. Mccombs, "Teaching the indirect method of the statement of cash flows in Introductory Financial Accounting: A comprehensive, problem-based approach," J. Educ. Bus., vol. 80, no. 1, pp. 41–46, 2004.

[48] N. A. Wiyani, "Membumikan Pendidikan karakter di SD," Yogyakarta: Ar-Ruzz Media, 2013.

[49] T. Lickona, "Educating for Character in the Sexual Domain," Peabody Journal of Education. 2013.

[50] T. Lickona, "What is good character?," Reclaiming Child. Youth, 2001.

[51] Z. Arifin, "Cetakan ke 5: Evaluasi Pembelajaran Prinsip, Teknik, Prosedur," Bandung: Remaja Rosdakarya, vol. 61, 2013.

[52] Das, M., Pal, S., Ghosh, A.Family history of type 2 diabetes and prevalence of metabolic syndrome in adult Asian Indians(2012) Journal of Cardiovascular Disease Research, 3 (2), pp. 104-108.
DOI: 10.4103/0975-3583.95362

[53] Susi Ari Kristina, Ni Putu Ayu Linda Permitasari. "Association of Secondhand Smoke (SHS) Exposure with Health-Related Quality of Life (HRQOL): A Systematic Review." Systematic Reviews in Pharmacy 10.1 (2019), 61-66. Print. doi:10.5530/srp.2019.1.10

[54] Gowri, B., Deshpande, Ramesh, K.MRI Brain Image Enhancement using Xilinx System Generator and DWT(2015) Bonfring International Journal of Advances in Image Processing, 5 (2), pp. 16-22.

[55]Cocchi, M., Gabrielli, F., Tonello, L., Pregnolato, M. The interactome hypothesis of depression (2010) NeuroQuantology, 8 (4), pp. 603-613.

[56] M. Thiyagaraj, G. Suseendran " Enhanced Prediction of Heart Disease Using Particle Swarm Optimization and Rough Sets with Transductive Support Vector Machines Classifier" , Advances in Intelligent Systems and Computing, Data Management, Analytics and Innovation, Vol.2, Sep.2019,Pages 141-152 https://doi.org/10.1007/978-981-13-9364-8_11

[57] Noor Zaman, Fatimah Abdualaziz Almusalli, "Review: Smartphone Power Consumption & Energy Saving Techniques", in IEEE Innovations in Electrical Engineering and Computational Technologies (ICIEET), April 2017 Karachi Pakistan.