

ECONOMICS LEARNING THAT INTEGRATES ANTI-CORRUPTION VALUES IN HIGH SCHOOL TO DEVELOP STUDENT CHARACTER

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ABSTRACTS

Economic activity or behavior is a reflection of the knowledge and understanding of economics that has been obtained through the learning process, especially economic learning at formal educational institutions. The economic learning material that takes place in formal educational institutions, both from theoretical and practical studies, has experienced a shift in values, namely from values or principles that are in accordance with the Indonesian nation's identity towards teaching the principles of capitalist economics (classical and neoclassical) as the main thing. Ideally, economic education taught in schools instills character values in students, so that the economic behavior carried out can prevent acts of corruption, so it is important to instill anti-corruption values through economics subjects for students. Anti-corruption is an effort to carry out preventing acts of corruption with various efforts to increase individual awareness so that they do not commit acts of corruption, as well as efforts to improve the morale of Human Resources. A review protocol was developed and electronic search strategies were guided by a librarian experienced in systematic and scoping reviews. The Nine Values were introduced by the Corruption Eradication Commission (KPK), as effective moral values in providing a doctrine of anti-corrupt behavior. Values that can be instilled in anti-corruption learning in economics include: (honesty, discipline, caring, responsibility, hard work, simplicity).

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A. INTRODUCTION

Economic behavior the actions of people reflect the knowledge and understanding of economics acquired during learning, especially economic education in formal institutions (Goodwin et al. 2017), whether we realize it or not, there has been a change in values, namely values or principles that are compatible with the Indonesian people, identity towards teaching the principles of capital economics (classical and neo classical) as the main side (Breitbach 2014). Ideally, economic learning material in formal educational institutions is completed as an attempt to offer understanding and expertise of economic ideas and values which might be according with national identity, so that scholars because the nation's era can behave rationally and responsibly in wearing out their economic activities. Necessary economic ideas and values taught in economic learning comes from values of the nation (Koch, Nafziger, and Nielsen 2015).

In fact, the economic learning taught is dominated with the aid of using expertise the ideas of capitalist economics, that's primarily based totally at the notion that people are homo economicus, who usually pursue self hobby efficiently. Economic performance is taken into consideration to best be found out via income maximization (income oriented) and value minimization (El-Banna et al. 2021). It is assumed that performance can best be performed via marketplace competition, the information this is emphasized in economics is comptetition, now no longer cooperation. The implication of this information is that human sources might be born that have a tendency to be exploitative in economic behavior, in particular associated with the control of natural sources as a method of assembly human needs. learning literature (Wahyono et al. 2021). The extensively to be had economies are ruled through capitalist thinking which incorporates examples of classical and neoclassical financial existence which can be extra appropriate for international locations that adhere to capitalist ideology (Thamrin Tahir et al. 2020). If that is constantly taught in formal educational institutions in Indonesia, it will likely be similar to generating a era this is an extension of the capitalists (Böckler et al. 2017). Economic learning so far taking area in formal educational institutions, especially in tertiary establishments, which can be ruled through economic thinking originating from liberal economic thinkers and educate little or no economic material this is according with the man or woman of the nation's identity. The availability of economic literature that locations the nation's economic values as a essential look at continues to be small in comparison to economic literature produced through liberal or capitalist economists (Smith 2013).

Implementing character education throughout all educational units is crucial (Montessori et al. 2021). Integrating character education with academic disciplines like economics is one approach that might be used. Economics education is engaging and applicable to students' daily lives (Tang 2023). To prepare for the issues that students confront, economics education should be tailored to their specific needs. The lesson purpose in economics is to develop intelligent, logical, and responsible attitudes while gaining information and skills.. Economic knowledge is beneficial for individuals, households, communities, and countries. Digitalization and globalization have led to increased worldwide interaction among individuals. Assimilation maintaining national identity is essential to avoid becoming a dead country, as character values cannot be avoided (., Jayanti, and Andyastuti 2022).

Corruption can be a word that appears in the media, both print and electronic, almost every day (Qu, Sylwester, and Wang 2018). Humiliation is now common to our

ears, and adukts, youth and elementary school children regularly hear and study the word humiliation. Despite the fact that currently not everyone understands the importance of lowering it (Jetter and Parmeter 2018). Humiliation is a rare offense, so eradicating it also requires unusual efforts. One effort to reduce the age of degenerate behavior is rare prevention at an early age. One way is to implement character based training with anti-corruption behavior. This is often an extremely critical effort to avoid humiliating behaviors that are “feet up” and down”. Determining some learning patterns with high evaluation values must be done creatively to outline the character of children full of ethical and otherworldly values.

Character education in accordance with Law No. 20 in 2003, is a framework of naming the character values that incorporate components of information, mindfulness or determination, and activities to actualize these values, either against All-powerful God, ourselves, others, the environment, or nationality (Dewantara et al. 2021). The improvement of national character can be done through the improvement of person character of a individual. In any case, since individuals living in certain social and social environment, the improvement of a person's person character can as it were be worn out the related social and cultural environment. The development of culture and character can be drained an instructive handle which does not release students from the social and social environment (Dua Mei, Pamulang, and Selatan Endang Sri Andayani 2018). Character bargains with the concept of ethical (ethical knowing), ethical demeanors (ethical feeling), and ethical behavior (Mukri and Baisa 2020). Based on these three components, it can be expressed that great characters are well upheld by the information of the great, the want to do great, and do deeds of benevolence. Character bargains with the concept of ethical (ethical knowing), ethical states of mind (ethical feeling), and ethical behavior (ethical behavior) (Suchaina et al. 2023). Based on these three components, it can be expressed that great characters are well bolstered by the information of the great, the crave to do great, and do deeds of thoughtfulness.

Even though the reality is that anti corruption education has not been executed as a subject in schools as an autonomous subject. But it doesn't halt our battle to present anti-corruption. Instruction with a economics subjects, it is exceptionally conveyable to supply hostile to debasement information and instruction (Indawati 2015). With anti corruption information from an early age, it is anticipated to be able to sreate imminent national pioneers who have an hostile to debasement soul in Indonesia.

Economic on-screen characters carry out their economic activities as it were attempting to gain cash greatest benefits, comes about and fulfillment. To realize the most noteworthy benefits, financial performing artists utilize different strategies, which are really exceptionally negative to other things. In any case, as people living together, self-interest is continuously related to the interests of other individuals (Muñoz 2006). This can be the ravenousness and insatiability of financial on-screen characters which is still obvious nowadays. States that covetousness and avarices still happen and one of the ways ravenousness and eager behavior can be seen from an financial viewpoint. In this setting, instruction is able to anticipate ravenous financial action. In truth, so distant the instruction instructed to understudies still contributes to expanding ravenous financial behavior (Turner and Wood 2014). It is the same thing that examining financial matters that has been connected in schools can make students' behavior more self-centered instead of prioritizing the interface of other parties.

Therefore, in this context, about education, especially in economic learning has a role in developing character to prevent behavior that could harm other people in carrying out economic activities. states that moral values can be developed in learning, including in social science education. The same thing states that education has a very important role in developing students' character. Therefore, school education must be able to develop character values in economic learning. To strengthen this argument, it is necessary to develop character values in economic learning, in this article we will describe various cases in economic activity that indicate bad and detrimental behavior (Wahyono and Sri 2023). So it is necessary to develop character values in an economic context through education, especially through economic learning.

In reality corruption should do with things of profound quality, inconsiderateness and circumstances, positions in government offices and political components, and the arrangement of families or classes into official benefit. Beneath the specialist his position. Educate moreover have a solid affect and affect on the advancement handle, as well as influencing economic development (De Dieu Basabose 2019). Different educate such as law, media, debasement control and compelling government are the prerequisites for creating the economy. So the shortcoming of the law and conflicting in committing to lead to destitute educate and debasement. Education can have a significant affect on corruption avoidance endeavors (Bunăiașu 2015). The field of education is additionally exceptionally powerful within the field of anticipation of corruption to be specific by giving anti-corruption instruction materials to youthful individuals to constructs anti-corruption culture.

B. METHOD

A review protocol was developed and electronic search strategies were guided by a librarian experienced in systematic and scoping reviews. Searches were restricted to the English language and were conducted in a number of databasesı chosen to capture the diversity of this body of literature. Gray literature also was searched on websites of economic learning, anti-corruption values, and relevant anti-corruption education insertion through economic subject. The search strategy involved screening titles and abstracts, reviewing full articles and identifying relevant studies based upon full article review. to identify the primary domains and sub-domains of economic topics at senior high school and anti-corruption values. The narrative synthesis proceeded in three steps: developing a preliminary synthesis of findings of included studies; exploring relationships within and between studies; and assessing the robustness of the evidence.

C. RESULT AND DISCUSSION

Economic Education in Indonesia

At the formal education level, economic education begins to be given explicitly at the elementary school level starting in third grade of elementary school (Sulastini 2018). At the elementary school (SD) level, economic education is integrated into Social Sciences (IPS) subjects. The Social Sciences (IPS) subject consists of three fields of science, namely: History, Economics and Geography. Economics has only just stood alone as a subject/is specifically taught separately as a subject at junior high school (SMP) level. Likewise, at the Senior High School (SMA) level, economics subjects stand alone as subjects that are taught specifically (Simmons 1962). However, unfortunately the content of economic subject matter taught in Indonesia is dominated by capitalist

economic ideology. In fact, capitalist economic ideology does not originate from Indonesian culture and is not in accordance with human character and the goals of the Indonesian nation. For more details, the economic materials taught at the formal education level in Indonesia are shown below:

Table 1 Economic Topics at Senior High School (SMA) level

Senoir High School	Grade	Core Content
Economics lessons stand alone in their own subject	X SMA	<ol style="list-style-type: none"> 1. Scarcity and opportunity cost 2. Market balance 3. Tasks, products and role of institutions in the economy 4. Concept of means of payment
	XI SMA	<ol style="list-style-type: none"> 1. Business Entity 2. Flow of economic activities and types of economic activities 3. National income 4. Economic growth and economic development 5. Inequality of income distribution 6. Employment 7. Demand and supply of money 8. Inflation and inflation calculations
	XII SMA	<ol style="list-style-type: none"> 1. Monetary policy 2. Fiscal policy 3. APBN and APBD 4. Taxes 5. International trade

Source: <https://www.guru-id.com/2022/02/struktur-kurikulum-merdeka-sma-serta.html>

Based on the table above, it is known that the majority of economic topics taught in Indonesia contain capitalist economic ideology, which is very different from the views of the Indonesian economy. The distribution of economic topics/material taught in Indonesia is the same as the economic topics/material taught by countries with a capitalist economic ideology. In this case, America and Australia are examples of countries based on capitalist economic ideology. The topics/materials/discussions taught in formal education in America and Australia are described in table 2.

Table 2 Presentation of Economic Topics/Materials/Discussions taught in formal education in the United States

Core Content	Grade	Age
Scarcity	Four grade,	9 – 10 year old,
Decision Making	Eight grade,	13 – 14 year old
Allocation	and	And

Incentives	Twelfth Grade 17 – 18 year old
Trade	
Specialization	
Market and Prices	
Role of Prices	
Competition and Market Structure	
Institutions	
Money and Inflation	
Interest Rates	
Income	
Entrepreneurship	
Economic Growth	
Role of Government and Market Failure	
Government Failure	
Economic Fluctuations	
Unemployment and Inflation	
Fiscal and Monetary Policy	

Economic learning in the United States uses standard content prepared by the Council for Economic Education / CEE (NCEE) which has been in effect since 1997. Economic learning in the United States begins in fourth grade. The economic lesson topics taught in America are adapted to the economic system and values adopted by that country, namely the Capitalist economic ideology. Examples of capitalist economic learning topics include: Scarcity, Decision Making, Allocation, Incentives, Trade, Specialization, Market and Price, Role of Prices, Competition and Market Structure, Role of Prices.

Table 3 Economic Education Curriculum in Australia

Content Standard Core Content	Grade	Age
The difference between needs and wants and why choices need to be made about how limited resources are used.	Year 5	10 – 11 year old
Types of resources (natural, human, capital) and the ways societies use them in order to satisfy the needs and wants of present and future generations.		
Influences on consumers choices and methods that can be used to help make informed personal consumer and financial choices		
How the concept of opportunity cost involves choices about the alternative use of resources and the need to consider trade-offs.	Year 6	11 – 12 year old
The effect that consumer and financial decisions can have on the individual, the broader community and the environment.		
The reasons businesses exist and the different ways they provide goods and services.		

The ways consumers and producers respond to and influence each other in the market.	Year 7	12 – 13 year old
Why and how individuals and businesses plan to achieve short-term and long-term personal, organisational and financial objectives.		
Characteristics of entrepreneurs and successful businesses.		
Why individuals work, types of work and how people derive an income.		
The ways markets operate in Australia and why they may be influenced by government	Year 8	13 – 14 year old
The traditional markets of Aboriginal and Torres Strait Islander communities and their participation in contemporary markets.		
The rights and responsibilities of consumers and businesses in Australia		
Types of businesses and the ways that businesses respond to opportunities in Australia.		
Influences on the ways people work and factors that might affect work in the future		
Australia as an 'economy' and its place within the broader Asia and global economy	Year 9	14 – 15 year old
Why and how participants in the global economy are dependent on each other		
Why and how people manage financial risks and rewards in the current Australia and global financial landscape		
How and why businesses seek to create and maintain a competitive advantage in the global market		
The role responsibilities of participants in the changing Australian or global workplace		
Indicators of economic performance and how Australia's economy is performing	Year 10	16 – 17 year old
The links between economic performance and living standards, the variations that exist within and between economies, and possible causes		
The ways that governments manage the economy to improve economic performance and living standards		
Factors that influence major consumer and financial decisions and the short- and long-term consequences of these decisions		
The ways businesses organise themselves to improve productivity, including the ways they manage their workforce, and how they respond to changing economic conditions		

Based on the description of the content above, it can be seen that economic topics (curriculum) in Indonesia mostly contain the concept of capitalist economic ideology. Almost all economic topics/subject materials in Indonesia refer to or are the same as economic topics taught in countries adhering to capitalist economic ideology, namely America and Australia. In this case, it can be said that economic education in Indonesia has not placed the noble values of the Indonesian nation such as honesty, discipline, caring, responsibility, hard work, simplicity as core content in economic learning.

Therefore, it is appropriate that many Indonesian people's behavior deviates from the values/norms/culture/character of the Indonesian economy, because starting from the education they receive to the teachers who teach economics, they themselves have not touched the noble values of the Indonesian people in depth. This is a challenge for educators and the government to create economic learning in accordance with the identity of the Indonesian nation.

Anti-Corruption Values

1. Anti-Corruption

Anti-corruption is an effort to prevent acts of corruption with various efforts to increase individual awareness so that they do not commit acts of corruption, as well as an effort to improve the morale of human resources. In the criminal corruption law, number 31 of 1999 in conjunction with Law no. 20 of 2001, in Chapter II Article 2, it is stated that corruption is: "any person who unlawfully commits acts of enriching himself or another person or a corporation which can harm the State's finances or the State's economy" (Sarmini, Made Swanda, and Nadiroh 2018). That anyone has the potential to commit acts of corruption, perpetrators of corruption do not know gender or age and the implementation of corruption crimes is always carried out with careful and systematic planning, no act of corruption is committed suddenly like other criminal crimes.

The term values is closely related to the terms morals and ethics. When values are separated from morals, the meaning of values is not influenced by morals, that is, it remains in its original meaning as a belief in which a person acts on the basis of his choice. Morals are closely related to social responsibility which is tested directly (De Dieu Basabose 2019). Meanwhile, it is related to ethics as a science that explains the meaning of good and bad, the actions that humans must take towards other humans, the purpose of the term value is closely related to the terms morals and ethics. When values are separated from morals, the meaning of values is not influenced by morals, that is, it remains in its original meaning as a belief in which a person acts on the basis of his choice. Morals are closely related to social responsibility which is tested directly. Unlike values, morals require that they must be recognized and realized in the social order.

Values are juxtaposed with the term opinion in relation to individual attitudes. Opinion is a very specific statement of attitude or attitude in a narrower sense. Opinions are formed based on established attitudes, but opinions are more situational and temporary. Meanwhile, values are broader dispositions and are more basic in nature. Values are deeper rooted and therefore more stable than individual attitudes (Hadi 2015). Values are considered as part of an individual's personality that can color the personality of a group. So that values are more basic and stable as part of personality

characteristics, attitudes are evaluative and rooted in values held and formed in relation to an object.

The Nine Values were introduced by the Corruption Eradication Commission (KPK), as effective moral values in providing a doctrine of anti-corrupt behavior. Even though the KPK is currently reviewing these nine values, SEMAI is still considered very relevant as an anti-corruption doctrine value (Mubayyinah 2017). Nine Life Values that teach children about moral values which are expected to be able to develop attitudes or behavior from an early age with examples of everyday behavior that they often encounter every day. The nine values are: honesty, caring, independence, responsibility, cooperation, simplicity, hard work, courage and fairness.

Anti-Corruption Values in Economic Learning

Values that can be instilled in anti-corruption learning in economics include: (honesty, discipline, caring, responsibility, hard work, simplicity). Thus, the aim of economics learning in high school is to form a wise, rational and responsible attitude in line with anti-corruption values (Chetty 2015). These values can be integrated into economics learning in the classroom. Integration can begin when the teacher creates a teaching module, implementation through to the evaluation stage (Rupp 2014). In determining learning outcomes, teachers should include anti-corruption values in learning. For example, there are punishments for students who commit fraudulent acts during a learning simulation.

The teacher gives rewards to those who succeed and do not commit fraudulent acts. However, for those who do not cheat in order to get simulation prizes, the teacher must be firm in giving sanctions, so that students will not repeat their actions (Carrasco-Gallego 2017). Examples of implementing simulation methods in Competency Standards Understand economic concepts in relation to demand, supply, equilibrium prices and markets. In learning using the simulation method, students are asked to form two groups consisting of sellers and buyers. Each seller will be given a seller card and buyers will be given a purchase card. The seller must sell the goods according to the price stated on the card or higher, and the buyer must also buy according to the price stated on the card or lower. The winner is the student who makes the most profit. Students may not change the writing on the card. If a student changes, the teacher will deduct the student's points. On the other hand, students who act honestly and gain greater profits will receive prizes in the form of high activity scores (Picault 2019). Another example when learning economic activities in the form of consumption, distribution and production can be done through simulation. In this simulation activity, rules are determined that students must not violate. If there are students who violate, there will be sanctions, and this is carried out consistently. Sanctions in implementing learning must be carried out firmly. This form of sanction may be offered to students, and is a class agreement. Teachers can instill anti-corruption attitudes and corrupt behavior in learning. Assessment is not only cognitive, but also affective and psychomotor (Hamilton-Hart 2001).

Anti-corruption education can be carried out through the anti-corruption education model implemented in economic learning, with the aim of socializing anti-corruption education (Paizaluddin 2020), providing students with an understanding of the important role of economics in efforts to eradicate acts of corruption, training students to uphold discipline and honesty, and full of responsibility, so that students

are trained to be non-corrupt from school through learning activities in class and outside the classroom, contextualizing economic material at school with the aim of learning economics can contribute to solving the problem of corruption.

Table 3. Anti-Corruption Education Insertion Map Through Economics Subjects
Classes X & XI (Based on the Merdeka Curriculum)

Scope of Content	Elemen	Grade	Learning Objectives	Values	Example of Insertion
Scarcity and opportunity costs Market balance Tasks, products and role of institutions in the economy Payment instrument concept	Phase E: Content understanding: At the end of this phase students are able to understand the material provided Process Skills: Students are skilled at formulating problems, formulating hypotheses, collecting data, making conclusions, and conveying ideas	X	10.1 analyzes the relationship between scarcity and opportunity costs and describes the phenomenon of scarcity based on experiences from the environment. 10.2 analyzes the process of forming market balance and describes the phenomenon of forming market balance based on experience 10.3 analyze the concept of cash and non-cash payment instruments and share experiences in using various payment instruments that apply in the	Learn to understand and instill applicable values: 10.1 Hard work, honesty, simplicity 10.2 concern 10.3 honesty, responsibility	10.1 develop a priority scale of needs as an effort to overcome the scarcity that occurs in the surrounding environment, using the values of hard work, honesty, simplicity. 10.2 Present and interpret the results of observations regarding changes in equilibrium prices and quantities in the market as a form of concern for economic activities in the surrounding environment. 10.3 Provide honest and accountable arguments regarding forms of

			surrounding environment.		payment instruments that are suitable for the surrounding environment
Business entity Flow of economic activities and types of economic activities National income Economic growth & economic development Inequality of income distribution Employment Demand & supply of money Inflation and inflation calculations	Phase F: Content understanding: At the end of this phase students are able to understand & apply economic concepts in everyday life Process Skills: Students are skilled in formulating problems, formulating hypotheses, collecting data, analyzing data, making conclusions, and conveying ideas	XI	11.2 Analyze the flow of economic activities and explain the types of economic activities found in the surrounding environment 11.5 describes the inequality of income distribution and tells how income inequality occurs in the surrounding environment 11.6 Explain the concept of employment and describe the phenomenon of unemployment that occurs in the surrounding environment	Learn to understand and embed applicable values: 11.2 hard work, discipline.care 11.5 honesty, responsibility, care 11.6 caring, honesty, simplicity	11.2 designing the flow of economic activity involving various economic activity actors in the surrounding environment and interpreting the flow of economic activity. 11.5 Process information or data obtained from relevant sources and make connections to reach conclusions about inequality in income distribution and how to overcome it as a form of responsibility and concern for the

					surrounding environment. 11.6 presents the results of exploration of information or data related to employment problems in economic development and how to overcome them.
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CONCLUSION

The insertion of anti-corruption education through economic learning in the implementation of education can be carried out in an integrated manner. Character education can be integrated into economics learning. Anti-corruption character education is embedded in economic learning through the anti-corruption values taught. Inserting character education through economic learning can be done by carrying out economic activities that are closely related to students' daily lives. character values--anti-corruption values such as honesty, caring, responsibility, honesty, sensitivity, hard work. The insertion of character education through economic learning can be done by carrying out economic activities and presenting examples of corruption activities and their consequences so that students can form an anti-corruption character. corruption through the habit of always being honest, responsible, hardworking, caring, fair, in carrying out economic activities.

Prevention of corruption is more important in the long term. While the enforcement of state money corruption has been reduced, the prevention of state money corruption has not yet been implemented. One important measure to prevent corruption is anti-corruption training. Formal education an important role instilling anti-corruption values from primary school to senior high school. Anti-Corruption education should be the intersection of value education and social education (economic learning) as evidence of character formation. Anti-Corruption education can be integrated into economic education and should be based on learning values.

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