

Seed Internalization Strategy in Early Childhood Based on Kohlberg's Theory to Prevent Corrupt Behavior

Mohammad Ershad

State Islamic University of KH. Abdurrahman Wahid Pekalongan

e-mail correspondent: mohammad.irsyad@uingusdur.ac.id

Abstrak

Penelitian ini bertujuan untuk mengetahui keterkaitan antara pendidikan moral, SEMAI (Sembilan Nilai Anti Korupsi), dan perkembangan moral, serta strategi internalisasi SEMAI pada anak usia dini berbasis Teori Kohlberg untuk menangkal perilaku koruptif. Jenis penelitian ini adalah library research atau penelitian kepustakaan, jenis analisis buku teks. Teknik analisis data meliputi, analisis konten, analisis induktif, dan deskriptif analitik. Hasil penelitian menunjukkan bahwa pendidikan karakter pada dasarnya memiliki esensi dan makna yang sama dengan pendidikan moral. Sementara SEMAI merupakan nilai-nilai dari bagian pendidikan karakter yang menghindarkan setiap individu dari perilaku koruptif. Ada beberapa kata kunci dalam menerapkan strategi internalisasi SEMAI berbasis teori Kohlberg pada anak usia dini, di antaranya: 1) pada tahap orientasi hukuman dan kepatuhan, gunakanlah pujian atau hadiah bila anak melakukan kebaikan, sebaliknya gunakan hukuman bila anak melakukan kesalahan. 2) Pada tahap orientasi individualisme dan orientasi tujuan instrumental, ciptakanlah kegiatan/permainan yang menghadirkan adanya interaksi sosial atau kerjasama.

Kunci Kunci : Nilai-Nilai Karakter, Perkembangan Moral, Strategi Pembelajaran

Abstract

This research aims to determine the relationship between moral education, SEMAI (Nine Anti-Corruption Values), and moral development, as well as SEMAI internalization strategies in early childhood based on Kohlberg's Theory to ward off corrupt behavior. This type of study is an aspect of textbook analysis known as library research. Descriptive analytics, inductive analysis, and content analysis are examples of data analysis methodologies. The findings of the study demonstrate that moral education and character education are essentially the same. In the meanwhile, SEMAI are principles from the character education division that prevent every person from engaging in unethical behavior. In implementing Kohlberg's theory-based SEMAI internalization technique into practice in early infancy, there are a few crucial terms to remember, such as: 1) When a child is in the obedience and punishment orientation stage, reward them when they do well and punish them when they make a mistake. 2) Develop games or activities that showcase cooperation or social interaction when the player is at the stage of instrumental goal orientation and individualistic orientation.

Keywords: Character Values, Moral Development, Learning Strategies

INTRODUCTION

Corruption comes from Latin, *Corruptio*, which means rotten, shaken, damaged, distorted or bribed (Compiler, 2013). Moreover, it is claimed that the older word *Corrumpere* is the source of *Corruptio*. Many European languages, including English, French, and Dutch, are derived from Latin, consisting of *Corruptie* (korruptie), *Corrupt*, and *Corrupt*. The Indonesian language then adopted

this Dutch word, giving rise to the word corruption. According to Sudari (2014), it denotes depravity, rottenness, ugliness, dishonesty, corruptibility, immorality, departure from holiness, and disparaging or slanderous statements or utterances. Conversely, the term "corruption" in the context of bureaucracy refers to the misuse of official authority for one's benefit (Pope, 2003).

Corruption does not just happen; rather, it starts with several of seemingly insignificant acts that can have a significant impact, such as lying, cheating, marking up, skipping class, arriving late, running a red light, copying and pasting, fighting, fabricating receipts, and so forth (Powerpoint Suyadi, 2019). This explanation helps us to comprehend those actions of corruption can be read more generally and simply as a collection of deviant activities that have the potential to hurt a large number of people, rather than just being defined as the misuse of authority or interpreted narrowly.

Whether perceived through a limited or wide lens, corrupt behaviors need to be stopped collaboratively from a young age. According to Rommy Iman Sulaiman (n.d.), the Corruption Eradication Commission (KPK), the organization in charge of eradicating corruption in Indonesia, believes that campaigning and education are just as important as action and prevention (bettering public systems and services). The Corruption Eradication Commission created the SEMAI (Nine Values) ideology as a moral standard that is meant to deter corrupt behavior. This is one practical manifestation of their educational and advocacy work.

Saut Situmorang (Deputy Chair of the Corruption Eradication Committee 2015-2019) believes that corrupt behavior can be avoided if each individual adheres to these nine life-guiding values (Ika, <https://ugm.ac.id>, 2019). The values in question are: brave, fair, independent, responsible, cooperative, straightforward, hardworking, honest, caring, and simple. To assist you in remembering them, these characteristics are combined into the phrase "JUPE TANGKER MANDI SEBEDIL" (Mubayyinah, 2017). A group of moral principles comprise these nine ideals. Naturally, if the SEMAI doctrine is applied appropriately and correctly, its morally rich content will be internalized with effectiveness. Since we have internalized these nine ideals, we have an unbreakable connection to the moral development of individuals. A person's low and high morals can be measured by their moral growth, which is dependent on how well their moral thinking has developed. By knowing the right measurements, we will also be able to determine the right strategy or way to internalize the moral values in question.

The academically established Moral Development Theory will serve as the foundation for this research's examination of the best internalization methodology for the nine values under consideration. According to Lawrence Kohlberg, children

go through distinct phases of moral development depending on their age. Pre-conventional, conventional, and post-conventional stages are a few of the stages in question. a) The pre-conventional stage, ages 2 to 8. b) Conventional stage, which encompasses ages 9 to 13. b) Post-conventional phase (younger than 13). However, there will be differences in treatment at each step due to the various stages of moral development. The author was motivated to develop a notion on internalizing SEMAI in early childhood, drawing on Kohlberg's theory, to prevent corrupt behavior, considering this context.

METHOD

This study employs a particular type of library research. Textbook analysis is the sort of library research employed in this study. Textbooks from elementary school through university are utilized for textbook analysis. In particular, research conducted in university libraries focuses primarily on creating new theories or applying preexisting ones to the sociocultural evolution of society (Hamzah, 2020). Meanwhile, the sociological perspective approach is a method that uses a perspective on humans as social creatures and the interactions within them.

The primary or primary data source and extra or secondary sources are the two sources from which this study data is derived. Primary data comes from books that encompass the following: 1) "Stages of Moral Development, trans. John de Santo and Agus Cremes," a work by Lawrence Kohlberg (Kohlberg, 1995). 2) "Methods for Developing Morals and Religious Values" by Otib Satibi Hidayat, sixth printing, Open University Publishers, Tangerang, 2015 (Hidayat, 2015). On the other hand, secondary data refers to information or data that is obtained from books, journals, documents, and articles that have an indirect connection to the topic of this study. The data analysis techniques that the author uses include the following:

- a. Content Analysis. Content analysis or content study is a research methodology that utilizes a set of procedures to draw correct conclusions from a document or book (Moleong, 2017).
- b. Inductive Analysis. When conducting research with a qualitative approach, data analysis is inductive, meaning that it starts with an analysis of the data collected, develops specific relationship patterns or hypotheses, and then periodically searches for additional data until the hypothesis is accepted and becomes a theory (Sugiyono, 2013).
- c. Descriptive Analytics. The analytical descriptive method is a method of describing and analyzing. By employing these methods together, it is expected that the object can be interpreted optimally (Kutha Ratna, 2010).

RESULTS AND DISCUSSION

Character Education, SEMAI, and Moral Education

Moral education or moral education is synonymous with character education in terms of its essence and purpose. The objective remains the same: shaping children into decent individuals who will also grow up to be decent citizens in both society and the state. In compliance with Law No. 20 of 2003 about the National Education System (National Education System), which asserts that character development in children includes anti-corruption education (Indonesian Law No. 20 concerning the National Education System, 2003). Internalizing moral ideals is essentially the topic of discussion when it comes to moral education. A person's views and behaviors will be determined by these moral principles if they are effectively assimilated. Moral education or the internalization of moral values is the essence of character education, as the essence of character education is the cultivation of moral values, both moral decency and modesty (Muchson and Samsuri, 2015).

Thus, moral education might be defined as the spirit, soul, content, or fundamental element of character education. In the meantime, the Corruption Eradication Commission (KPK) believes in preventing every individual from corrupt behavior, if it is ingrained or embedded within each individual, by implementing SEMAI (Nine Anti-Corruption Values), which are the values of the character education section and consist of honest values, caring values, responsibility values, hard work values, independent values, discipline values, simple values, brave values, and fair values. If depicted in chart form, you will get a chart like the one below:

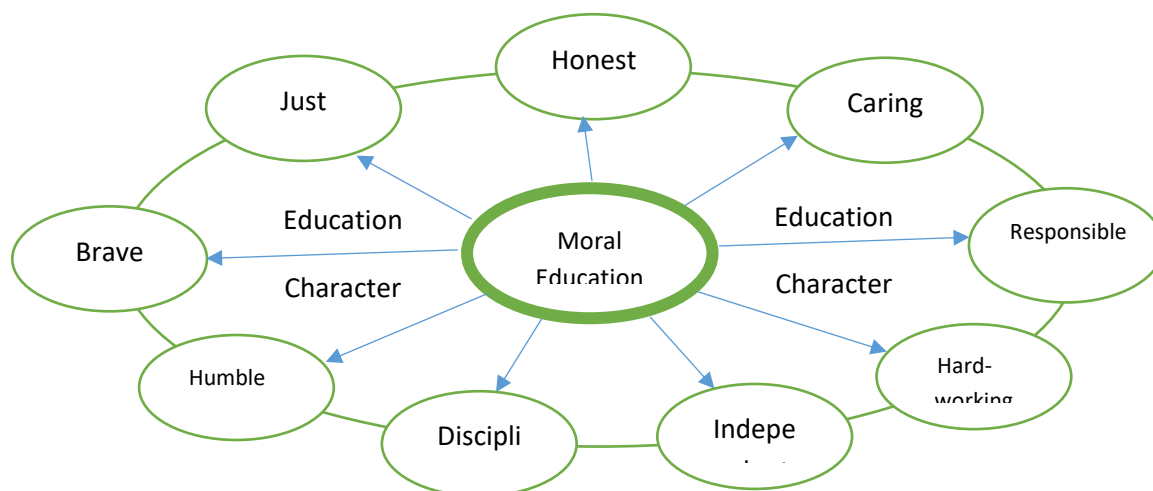


Figure. 1 Moral Education

Educators must employ approaches that are suitable for the child's stages of moral development after the child has internalized moral ideals, in this case, the character values included in the Nine Anti-Corruption ideals (SEMAI). Initial moral development can be divided into two stages: the punishment and obedience orientation stage and the individuality and instrumental goal orientation stage. These were covered in the previous discussion. The salient points from the punishment and obedience orientation stage are that an action is deemed good if it results in rewards or presents, and conduct is considered bad or incorrect if it results in punishment. The strategies for internalizing SEMAI (Nine Anti-Corruption Values) in children at this stage are as follows:

1. Teachers need to provide a setting that is supportive, instructive, and able to encourage a range of developments, including moral development. For instance, by providing and reading children's books that demand moral principles or moral character. Reading materials are available for free download from the Corruption Eradication Commission (KPK) at the following address: <https://aclc.kpk.go.id/materi/sikap-antikokerja/buku>. Among the storybook titles in question are the "Si Kumbi" series and the "Tunas Integritas" series. Apart from that, you can also use storybooks that already exist in other markets.
2. Design or construct a play-based learning program with the subtlety of introducing anti-corruption character qualities that are suitable for the child's stage of development and capacity to learn them. One thing you can do is practice the "Si Kumbi" exercise with one other. Many individuals post Kumbi gymnastics to their YouTube channel by typing "si Kumbi gymnastics," which is available for free viewing and download.
3. Design or organize a habituation program, with a focus on internalizing anti-corruption ideals that are appropriate for early children's development and requirements. In terms of child development, morality or character formation through habituation will aid in children's balanced growth and development.
4. Encourage children to interact with their peers and socializing surroundings so they can start to gain self-control and an appreciation of what behavior is socially acceptable and inappropriate.
5. Conduct a process evaluation of the child's moral development to observe and track the effectiveness of the changes in attitudes and behavior brought about by the application of the aforementioned tactics.
6. Congratulate the child or give them a present if they accomplished something pleasant, especially if it embodies one of the SEMAI (Seven Anti-Corruption Values) character traits. Of course, the appropriate amount of praise or presents must be utilized; if they are employed too frequently or excessively, the

youngster will grow dependent on them. To ensure that a child's orientation does not rely on praise or presents in the future, gradually reduce on offering them without them recognizing it. If the child does, however, make a mistake, correct him and provide him an educational punishment instead of a physical one, like reminding him that his source of satisfaction or delight will be diminished (love, attention, pocket money).

This is in line with the results of research conducted by Lailatul, research conducted at MDTA Rabithatul Ulum Class 3 and 4 Pekanbaru as the target object for this activity. This behavior change can be seen in independence on Clean Saturday, savings on consumption at school, increased charity carried out on Sharing Friday (almsgiving), discipline seen in the decrease in the number of students who are late, and self-confidence seen in exam activities (Izza, 2019). In the meantime, social interaction or cooperation occurs at the stage of individualistic orientation and instrumental goal orientation. In general, children attempt to satisfy their wants by rationalizing their actions to get approval from others. The strategies for internalizing SEMAI (Nine Anti-Corruption Values) in children at this stage are as follows:

- a. Prepare various activities that can stimulate cooperation, loyalty, and tolerance.
- b. Use learning activities or play to help kids get used to cooperating with their peers. Children will gain firsthand knowledge about the values that society expects of them and which ones they ought to avoid through this practice. Children will also become more accountable to their group and themselves in addition to this. As a result, children will develop a supportive (caring) attitude toward friends in need, recognize the importance of friends in their lives, and find it easier to participate in group activities.
- c. Introduce children to real knowledge about the moral values or character that are included in SEMAI (Nine Anti-Corruption Values = honest, caring, responsible, hardworking, independent, disciplined, simple, brave, and fair). For instance, by delivering children to a nursing home or orphanage. The importance of providing for children will be subtly introduced through this activity. Alternatively, encourage the child to become accustomed to performing tasks on their own, including putting on their sandals or shoes. Children can learn autonomous values via this exercise.
- d. Arrange an activity program to instill SEMAI values. For instance, a program on group leadership to teach children the importance of accountability. Playing games is one way to implement this curriculum; children can play the classic game *Betengan*, for instance. Alternatively, you might play the *gobag sodor* game to teach moral principles.

CONCLUSION

Based on the discussion above, it can be concluded as follows: Character education has the same essence and meaning as moral education or moral education. Since moral education and character education share the same fundamentals, they are equivalent in the field of ethics. In the meantime, the Corruption Eradication Commission (KPK) believes in preventing every individual from engaging in corrupt behavior by implementing SEMAI (Nine Anti-Corruption Values), which are composed of the following values: honesty, caring, responsibility, hard work, independence, discipline, simplicity, bravery, and fairness.

Teachers must employ methods that are suitable for the moral development phases of their students to help them internalize moral ideals, in this case, the character values included in the Nine Anti-Corruption ideals (SEMAI). Giving presents or praise and administering punishment are the keystones for internalizing SEMAI during the punishment and obedience orientation stage. Conversely, social interaction or cooperation are important terms for instrumental goal orientation and individualistic orientation.

REFERENCES

- Hamzah, A. (2020). *Library Research Methods (Library Research)* . Archipelago Literacy.
- Hidayat, OS (2015). *Methods for Developing Morals and Religious Values* . Open University.
- Izza, L. (2019). Fostering anti-corruption values in children to shape character through "seed games" at MDTA rabithatul ulum Pekanbaru. *Psychopolytan: A Journal of Psychology* , 2 (2), 84–95.
- Kohlberg, L. (1995). *Stages of moral development (Trans. John de Santos and Agus Cremes)* . Canisius.
- Kutha Ratna, N. (2010). *Research Methodology: Cultural Studies and Humanities Social Sciences in General* . Student Library.
- Moleong, L. J. (2017). *Qualitative Research Methodology* . PT Teen Rosdakarya.
- Mubayyinah, F. (2017). SEMAI: Nine Anti-Corruption Values in Early Childhood Education. *Al-Hikmah: Indonesian Journal of Early Childhood Islamic Education* , 1 (2), 223–238.
- Muchson and Samsuri. (2015). *Foundations of Moral Education* . Wave.

Compiler, T. (2013). *Understand First Then Fight . Corruption Eradication Commission.*

Pope, J. (2003). *Strategy to Eradicate Corruption: Elements of a National Integrity System . YOI.*

Rommy Iman Sulaiman. (nd). *National Education Seminar Powerpoint with the theme "Anti-Corruption Education in Early Childhood Based on Neuroscience", Department of Early Childhood Education, FTIK IAIN Pekalongan.*

Sugiyono. (2013). *Educational Research Methods (Alfabeta).*

Suradi. (2014). *Anti-Corruption Education . Gava Media.*

Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System.