



# The Use Of Technology In Citizenship Education Subjects As A Form Of Implementation Of Anti-Corruption Education In SMA N 12 Semarang

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## Abstract

The use of technology today is a mandatory action for the learning process. This research aims to know the stages of application of technology and to know the application of anti-corruption education values with the application of technology in Citizenship education subjects as a form of implementation of anti-corruption education at SMA N 12 Semarang. This research uses a qualitative method with data collection techniques used, namely observation, interview, documentation. This research uses constant comparative analysis. This research is the stage of application of technology in Citizenship education subjects through two stages, namely the stage of determining activities and technological process stages. Teachers use simple e-learning 12 to apply teacher anti-corruption education materials tucking in Citizenship education subjects to be delivered in the learning process. The values that arise in learners are ethical, discipline, responsibility, simplicity, hard work, independence, fairness, courage, caring already ingrained in the learner. This research contributes to the field of management in the implementation of educational technology in schools.

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**Keywords:** *Technology, Citizenship education, Implementation, Anti-corruption Education, SMA N 12 Semarang*

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## 1. Introduction

Technology is widely used in education, one of which is distance learning today. Even Voet et al. stated that technology could discipline one's thinking patterns (Voet & De Wever, 2017). The use of technology in school has become an obligation for the learning process (Kucirkova, 2018), for example, introducing an iPad for early childhood and digital drawing using pens on the iPad. This example is a small part of the use of technology in the world of education, but even more, significant benefits when this technology is used as a platform in today's online learning.

Daniela's statement in an article (Daniela et al., 2018) said that the use of technology is a way to keep the whole process up to date; even materials that can be accessed with technology are the latest material. Other opinions also state that the use of technology, such as the use of computers in certain learning or software, can cause high confidence (Aytakin & Isiksal-Bostan, 2019). The meaning is that the technology used can improve habits in acting and innovating both for educators and learners. While related to the character that means values by indicated by attitude can also be measured by the use of technology.

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Corruption has become a major issue in law enforcement in this decade (Sulistiyawati, Risnawaty, & Purba, 2017). This is strengthened by the opinion of Kolamasari & Saripudin stated that (Komalasari & Saripudin 2015) the eradication of corruption is a long process, not only through legal mechanisms but also by building the value of corruption that can be applied formally through education. Other opinions also corroborate research conducted by Didiek and Aryanto on corruption (Didiek & Aryanto, 2007), which states that an education process is important to prevent corruption. So it can be concluded that anti-corruption education is very important to be applied in all sectors of Education in Indonesia as a means of prevention all corruption.

In the opinion of Purba & Zaini in the article, (Purba & Zaini, 2018) states that schools are one way to instill the values of anti-corruption education in Indonesia by paying attention to anti-corruption education applied early in school as a preventive effort of the government. And in hasan's opinion stated in his research that (Hasan, 2015) with the implementation of anti-corruption education in schools embodies a generation that has good habits such as honesty, responsibility, and skills in the life of society. So that it can create a young generation that has a solid foundation in holding the truth, goodness, and not thinking about personal gain alone. Similarly, Arifin's view (Arifin, 2015) states that corruption is a un usain problem in Indonesia is like the term death one grows a thousand. Corruption in Indonesia has reached its worst point, which is not only cultivated in the bureaucratic structure but also cultural culture in society. So it can be concluded that corruption in Indonesia that never ends can be overcome by the application of anti-corruption education so that anti-corruption values can be embedded in the learners who are expected to make the Indonesian nation towards a better direction.

Anti-corruption education teaching materials are needed to foster anti-corruption culture in the younger generation, especially learning activities (Sarmini, Made Swanda, & Nadiroh, 2018). And in the opinion of Kristiono et al. stated that (Kristiono et al., 2020) the results of the anti-corruption education program applied proved that students showed improvement in behavior. It is affirmed by Aria and Harmanto's view that (Aria & harmanto, 2018) the planting of anti-corruption values is possible and effective when carried out in educational institutions. So it can be concluded that anti-corruption education is proven to improve behavior improvement and embedded anti-corruption values in learners.

Education in Indonesia must put forward a process that is really aimed at the formation of personality, skills, and intelligence so as to transform moral values (Supriyanta, 2012), in addition to social engineering to build effective social capital. Sunarso's opinion also states that (Sunarso, 2006) education in Indonesia has a very important role and responsibility in preparing learners as citizens who have a strong and consistent commitment to maintaining the unitary state of the Republic of Indonesia. Further affirmed (U.S., 2012) that in its implementation practice, education in Indonesia emphasizes more on teaching to educate intellectually or cognitively only and less emphasis on moral education or ethics. So that it can be concluded that in order for Education in Indonesia to be able to achieve its objectives, the implementation should be more balanced between cognitive aspects and moral education so that it can create superior resources, love the homeland and fear, and noble character.

According to Wozniak in his research states that (Wozniak, 2009), the use of technology or online tools increases involvement in learning through communication

from student to teacher and student to student. And in Xu et al.'s opinion stated that (Xu, Chiu, & Ye, 2019) teachers should make full use of the equipment and technology in the classroom so that students can increase students' learning motivation. Jaaskela et al. stated that (Jääskelä, Häkkinen, & Rasku-Puttonen, 2017) the use of technology in education is seen as a pedagogical challenge and an opportunity to promote high-quality learning and learning support. So it can be concluded that the use of important technology is applied to schools, especially during pandemic conditions such as today, which require the use of technology as a means of learning.

According to Spiteri et al. Stated that (Spiteri & Chang Rundgren 2020), the use of digital technology by teachers in the field of education makes learning a more familiar experience for today's students. And in the opinion of Kramer & Benson stated that (Kramer & Benson, 2013) the use of technology in education makes it easy for students to be able to learn anytime and anywhere and be effective for them, and learning can support students' learning motivation. And it was strengthened by the views of Li et al. (Li, Garza, Keicher, & Popov, 2019) state that the use of technology in education supports instructional practices and supports student-centered teaching objectives. So it can be concluded that the use of technology in the learning process can provide innovation and convenience for students and be more effective to use.

Based on previous research analysis has been found that the use of technology in the learning process has not been widely used at various levels of education. This led to themes about the use of interesting technologies to research, such as in the analysis of the use of technology by some researchers who delivered in the previous paragraph. in the application of anti-corruption education, more researchers reviewed the planning, implementation, and evaluation in anti-corruption education, but has not touched the aspects of the stages of application of anti-corruption education and what is the application of anti-corruption values to learners. So it is important to conduct research on the application of technology in Citizenship education subjects as a form of implementation of anti-corruption education at SMA N 12 Semarang and what is the application of anti-corruption education values. The reason for choosing SMA N 12 Semarang is because based on observations made by researchers through the education and culture office of central Java province obtained data in the form of a list of high schools / vocational schools that have implemented anti-corruption education in Central Java, especially in the city of Semarang, one of which is SMA N 12 Semarang, and because of the current pandemic, SMA N 12 Semarang has used a distance learning system to support learning using SIMPeL 12 e-Learning, as well as laboratories at SMA N 12 Semarang are quite complete and facilitate teachers in conducting learning. SMA N 12 Semarang has implemented anti-corruption education using SIMPeL 12 e-Learning technology so that SMA N 12 Semarang is relevant to this research. Therefore, researchers conducted research at SMA N 12 Semarang.

This research aims to find out the stages of technology application in Citizenship education subjects as a form of implementation of anti-corruption education at SMA N 12 Semarang. As well as to know the application of anti-corruption values after the application of technology in Citizenship education subjects as a form of implementation of anti-corruption education at SMA N 12 Semarang. The theoretical benefits of this research contribute scientifically to the field of design and management in the implementation of educational technology in schools. The contribution in question is the analysis and study of the field of Educational Technology that leads to learning strategies

and can be applied in the curriculum. Practical Benefits for Researchers The results of this study can add insight and knowledge about the application of technology in Citizenship education subjects as a form of implementation of anti-corruption education, especially in SMA N 12 Semarang. For school. The results of this research can be used as input for principals and teachers at SMA N 12 Semarang as a material to determine policies in the implementation of anti-corruption education.

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## **2. Method**

This research uses the qualitative method at SMA N 12 Semarang. This research refers to the theory (Creswell, 2014, p. 896) that begins with the initial identification by arranging and preparing data for analysis. Then the second step is to read all the data so that researchers can reflect on the overall meaning so that sketches of ideas can begin to form. The third step is to start coding all the data. The fourth step is to use encoding to generate a description of settings as well as categories or themes for analysis. The fifth step is how the description and theme will be represented in the qualitative description. The sixth step is to make interpretations in the research of qualitative findings or results.

The time of research implementation is from August to October 2020 at SMA N 12 Semarang, which is located at Jl. Raya Gunungpati, Palalangan Village, Gunungpati District, Semarang City. The subjects of this study were three speakers, namely one waka curriculum, 1 Citizenship education teacher, and one student. Data analysis uses constant comparative analysis. This research uses an observation method, interview, and documentation. The validity technique of this research data uses source triangulation and techniques. This research focuses on the use of technology in Citizenship education subjects as a form of implementation of anti-corruption education at SMA N 12 Semarang.

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## **3. Result And Discussion**

Stages of Technology Implementation in Citizenship education Subjects as a form of Implementation of Anti-Corruption Education at SMA N 12 Semarang

The citizenship education learning process in SMA N 12 Semarang certainly needs to be done systematically. The systematic process can develop the competence skills of learners. The process of internalization and transformation of scientific values in learners will be the benchmark of the success of educational objectives to be achieved. The use of technology in Citizenship education subjects as a form of implementation of anti-corruption education at SMA N 12 Semarang is considered to be able to support the learning process and the application of internalized values to learners.

The findings of data on the use of technology in Citizenship education learning as a form of implementation of anti-corruption education at SMA N 12 Semarang are contained in the table below:

Table 1 Application of Technology

Teachers	Class	Learning Materials	Technology used	Anticorruption Content
<b>Drs. Mustaqim</b>	X IPS 2	Material Analyzing Values Pancasila within the framework of the implementation of state government.	1 e-Learning SIMPeL 12 (learning management information system SMA N 12 Semarang).	I am analyzing anti-corruption values in the administration of good state government.

Based on the data recap in table 1, that the use of technology in Citizenship education subjects as a form of implementation of anti-corruption education at SMA N 12 Semarang has been integrated into Citizenship education subjects themselves. The pandemic condition as it is now resulting in the inhibition of the teaching process, especially the subjects of Citizenship education itself. So to maximize learning to continue effectively, the school provides learning innovations in the form of the use of e-learning technology to support the learning process that takes place remotely. With only a few materials, it requires teachers to be more creative in floating RPP in the learning process.

The stages of application of anti-corruption education are as follows:

Table 2 Stages of Implementation of Anti-Corruption Education

No.	Stages of Implementation of Anti-Corruption Education
1	Determination of technological activities
2.	Technological processes

From table 2, it can be known that the stage of technology application in SMA N 12 Semarang through two stages, namely the stage of determining activities and stages of technological processes. The stages of activity have been proven by table 14 as a form of technology use activities in Citizenship education subjects at SMA N 12 Semarang. At the same time, the technological process stage is a process that is carried out when learning takes place. Implementation in Citizenship education subjects as the implementation of anti-corruption education in SMA N 12 Semarang, namely with teachers using simple e-learning 12 and in the application of anti-corruption education materials teachers tuck in the subjects to be delivered in the learning.

The application of technology to a learning process is virtual in nature, namely that students and educators meet each other without being close to each other and without meeting face to face (Wozniak, 2009). A similar statement was also made by teo et al. (Teo & Beng Lee, 2010), who stated that the readiness of teachers in technology is a motto for their teaching abilities. The application of technology in the learning process

through the applicable stages (Beschoner, Colwell, Hutchison, & Woodward, 2018) is through the integration of learning tools and learning materials authentically. This example shows that the stage of using technology is, to begin with, choosing the right application or tool to be used in certain materials in accordance with the study of each subject. The stages of using technology in learning through the first step are technological activities and technological processes (Voet & De Wever, 2017).

The condition in SMA N 12 is that all teachers who carry out learning during this pandemic have used technology such as the learning management system that is applied through the web of learning-simpel12.sch.id. All subjects have been distributed to the LMS; this is one of the uses of learning tools delivered by theorists of experts. Meanwhile, in the independent learning program, teachers have provided material through WhatsApp groups in lieu of online face-to-face and online discussions. Citizenship education material in sma n 12 has also applied the use of technology in the process; for example, materials containing anti-corruption education has provided online material to the LMS provided by the school.

This reason has shown that what is happening in the field is relevant to theories (Beschoner et al., 2018; Teo & Beng Lee, 2010; Wozniak, 2009), which has been reviewed in the previous paragraph. The stages of using technology in Citizenship education subjects are already relevant to the theory.

Implementation of Anti-Corruption Education Values With the Application of Technology in Citizenship education Subjects as a Form of Implementation of Anti-Corruption Education at SMA N 12 Semarang

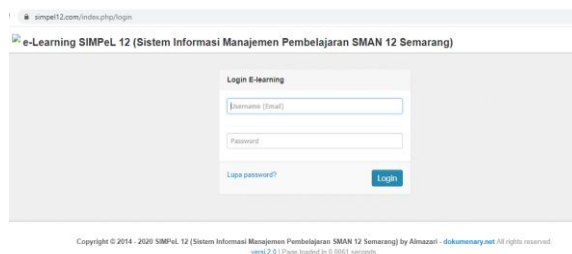


Figure 1 e-Learning SIMPeL 12

Stages of technological activities using e-Learning SIMPeL12 Figure 1, there is the delivery of materials by displaying a learning video about the trial of state institutions in formulating various policies for the benefit of the nation and state. Then students observe and analyze the video by forming discussion groups. Educators explained that there are various state institutions, students are asked to analyze the linkages between functions and authorities between state institutions in preventing corruption as an effort to realize the ideals of the nation, analyze about state institutions tasked with eradicating corruption, enforcing justice in Indonesia (one of which is the KPK institution). Discuss what corruption, the danger is, and adverse effects of corruption can threaten the life of the nation and state in Indonesia. Then educators invite students to observe the mass media coverage of state institutions tasked with eradicating corruption. Then the students analyzed the corruption cases that occurred in Indonesia and the corruption cases that exist in the school environment and the family daily; the evidence shows that this statement is strengthened by the GR.i1 interview states that:

"With students looking at cases of corruption in the classroom, families, and communities than in the government or bureaucracy."

Assignments carried out by Citizenship education teachers as an effort to internalize grades in students, namely by observing and analyzing learning videos provided by teachers and forming discussion groups, then analyzing the problems that arise in the learning video; students are also asked to observe mass media coverage about state institutions tasked with eradicating corruption and analyzing corruption cases that occur in Indonesia as well as corruption cases in the school environment and families daily, analyzing the linkages between functions and authorities between state institutions in preventing corruption, analyzing state institutions tasked with eradicating corruption, discussing what corruption is, the dangers and adverse effects of corruption that can threaten the life of the nation and state in Indonesia. So it is expected that students better understand what corruption is and the values that appear in students, namely responsibility and honesty in completing tasks and then discipline in collecting tasks, caring for friends who do not understand in order to help each other cooperate in groups and dare to express opinions when discussing together. Based on an interview with GR.11 states that:

"To be honest, more disciplined, not cheating, and responsible. Time to learn yes, learn if there is a task yes responsible for doing, and collected on time. If there are friends who ask or have difficulty helping".

The values of anti-corruption education there are nine values of integrity that are the values of life, the core values of integrity are honest, discipline, responsibility, then the value of integrity work ethic includes independent values, hard work, simple, and the value of integrity that is courageous, caring, fair.

Table 3 Recap of Emerging Values

No.	Aspects	Values
1.	Always speak the truth and do according to the facts (consistently). Don't cheat. I am not admitting to belonging to anyone else.	Honest
2.	We are committed to always behave consistently and stick to the rules.	Discipline
3.	Responsibility in carrying out its duties and obligations are both related to themselves, social, society, nation, state, and religion.	Responsibility
4.	Always look what it is, not excessive, not showing off, and not ria.	Modest
5.	Hard work means never giving up. Earnest in doing something work. Mean it when you get the job done.	Hard Work
6.	Always get the job done without relying on the help of others. Not to error to use his authority to tell others to do something that is capable of doing it alone.	Independently
7.	Not on the other side. Impartial to one. Fairness also means equal treatment for all without discriminating based on a particular class or class. What is done does not expect wages.	Fair

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|----|--|------|
| 8. | It's a steady heart. Great confidence in the face of threats or things that are considered as dangers and difficulties. It is brave means not being afraid or fearful. | Bold |
|----|--|------|
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- |    |   |      |
|----|---|------|
| 9. | Attitudes of action pay attention to others in need and the surrounding environment. Care about disasters, fires, floods, and earthquakes. You are caring for your fellow friends in distress. Care about threats like drugs. | Care |
|----|---|------|
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Based on table 3, anti-corruption values that appear in students, almost all of them have applied and instilled in daily life in the school environment and at home. Based on table 3, honest grades have been applied to students that many students are honest in doing assignments as well as in school exams and students do their own problems without cheating even though there are still some who have not implemented anti-corruption values, but the development is quite good. As well as in doing the work students have done independently so that it includes self-worth, honesty, based on gr.i1 interviews, stating the values that appear are:

"Has implemented basic competencies one and norms of honesty values then also has implemented it has been successful, but of the many percent there are still not only on a small scale but Insha Allah is good. The actions taken by the students are seen from the attitude-behavior because the attitude is also relative teachers do not monitor so many students, the child already understands then enter well orderly and disciplined, because corruption is not only related to money, the level of cheating is decreasing, but still happens there is one thing that is possible".

Based on the observations that the researchers made, teachers and students are quite understanding about anti-corruption education and have instilled anti-corruption values in learning and in the school environment; teachers also use technology and learning models to establish honest attitudes to learners but still little because it is balanced with other learning models. Based on the documentation that has been done by researchers, understanding of anti-corruption education, value internalization, and attitude formation are contained in the implementation plan of learning as well as the value of student learning outcomes. Based on the WK.i1 interview, stated that the values that emerged are:

"the other indicator is that the fewer even I no longer hear reports for example from the parents of teachers When the replay was cheating the less this then the attitudes of this anti-corruption education if I observe yes this daily is increasingly ingrained in the students discipline level discipline increased from the data stp2k a little in accordance with the attitudes that were related to the enforcement of school discipline that the report is less and less late and the child if it is orderly following the teaching and learning activities means that change the lesson hours students rush to follow the next lesson then also every observation of each prayer duhur for example mushola is also full means that children carry out prayers there is because of overload there is in the mosque in front of it we observe also I sin this judge although not quantitative yes qualitative this can be said to be successful or increased positively then also the responsibility of children also if for example related to the collection of tasks are also orderly there are some who for example exceed the deadline but when reminded for the second immediately gathered to meet the conclusion is quite successful but must be constantly improved because later in and out of the learners so there will be this new child must be instilled also even the headmaster



formed a lot of discipline enforcement task force kbm rescue task force then also in order to instill anti-corruption education so as many learners to walk come that later end up instilling the values of anti-corruption discipline responsibility".

This means that the value of honesty in school residents, especially students, increases with fewer reports from parents about students who cheat on repeats and while doing daily tasks, as well as the level of discipline is also increasing judging by the fewer students who ditch learning process online and discipline and responsibility in doing and collecting tasks with timely task collection. Although there are still some students who are in the collection of assignments that still exceed the deadline, the development is quite positive with the reminder that both students immediately gathered.

According to (Khakim & Munir, 2017) stated that in anti-corruption education there are values that must be instilled in learners in their activities in their daily lives. The planting of anti-corruption value can be interpreted as a form of application of what is obtained from anti-corruption education, which is then implemented and actualized into daily attitudes and behaviors. Similarly, according to (Sulistyawati, Purba, Mulyono, & Sinaga, 2018) states that preventive efforts made by the government with the KPK are to embed anti-corruption values and ask schools in subjects to be inserted planting anti-corruption values. Also, in the study (Nurindah Bau, 2018) stated that value is something that is beneficial for mankind to determine whether it is good or bad. So that in the application of educational values, anti-corruption planning is done in such a way by educators in integrating the values of anti-corruption education in subjects. In another study (Shobirin, 2014), the idea of anti-corruption education became a good weapon in sowing the value of anti-corruption in learners. Other research (Ghofari, Siswandari, & Susanti, 2019) States that the application of anti-corruption values affects student learning achievement, namely positive behavior applied to students is stated to have a good influence on students' learning achievement because of the value of discipline, honesty, responsibility in learning as well as in exams and collecting school assignments as well as in daily life that makes students behave and have good character.

The application of anti-corruption education values in SMA N 12 Semarang is integrated into Citizenship education subjects in the application of its values in learning. As the teacher exemplifies, the discipline behavior comes on time responsibility, honest to the students so that students can exemplify the actions done by the teacher in daily life in the school environment. This is done as an effort to prevent corruption in the government to the younger generation that is expected to prevent acts related to corruption. As well as in the learning process students are given anti-corruption education materials that are integrated into Citizenship education subjects with teachers giving examples of bad behavior problems, and then students analyze and play the behavior, which is expected that students can better understand the material that is being delivered by the teacher and can be actualized in the daily life of students in the school environment and family and society. Educators, in this case, have planned and summarized the material first before doing the learning process. However, with the current condition that still uses online learning, learning is not maximal. However, educators continue to strive for effective and efficient learning.

Based on the theories described (Ghofari et al., 2019; Khakim & Munir, 2017; Nurindah Bau, 2018; Shobirin, 2014; Sulistyawati et al., 2018), the anti-corruption education at SMA N 12 Semarang is quite good, and students and teachers have

implemented anti-corruption values in the school environment. The school has also instilled anti-corruption values in students by tucking anti-corruption educational materials into Citizenship education subjects even though it is few but meaningful enough to provide insights to learners in order to prevent corruption behavior early on and be able to apply anti-corruption values in everyday life. Students who have implemented anti-corruption values also have good achievements because they apply honesty, responsibility, discipline in learning so that students who apply anti-corruption values tend to perform well in school.

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#### 4. Conclusion

The stages of applying technology in Citizenship education subject as a form of implementation of anti-corruption education at SMA N 12 Semarang through two stages, namely the stage of determining activities and technological process stages. Stages of activity as a form of the use of technology in Citizenship education subjects at SMA N 12 Semarang. At the same time, the technological process stage is a process that is carried out when learning takes place. Implementation in Citizenship education subjects as the implementation of anti-corruption education in SMA N 12 Semarang, namely with teachers using simple e-learning and in the application of anti-corruption education materials teachers tuck in the subjects to be delivered in the learning. Application of anti-corruption values after the application of technology in Citizenship education subjects as a form of implementation of anti-corruption education at SMA N 12 Semarang The values that appear in learners are honest values, discipline, responsibility, simplicity, hard work, independence, fairness, courageous, caring already embedded in the learners. Anti-corruption values have been applied by learners as large even though there is still a small number who have not implemented but still good enough development so that the anti-corruption values have been broadly internalized in the students at SMA N 12 Semarang, especially grade X IPS 2.

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