



THE EFFECT OF SELF CONTROL ON ANTI CORRUPTION ATTITUDE
ON STUDENTS OF KINDERGARTENS IN CENTRAL JAVA PROVINCE

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Abstrak

Penelitian ini bertujuan untuk mengetahui pengaruh pengendalian diri terhadap pengetahuan anti korupsi siswa taman kanak-kanak (TK) di provinsi Jawa Tengah. Penelitian ini menggunakan metode penelitian eksperimen, metode yang digunakan multi stage random sampling, sampel dalam penelitian ini adalah 82 siswa yang dijangkau melalui lembar observasi sehingga mendapatkan 42 siswa dengan pengendalian diri yang tinggi dan rendah (22 siswa dengan pengendalian diri yang tinggi dan 22 siswa dengan pengendalian diri rendah) di Taman Kanak-kanak Provinsi Jawa Tengah. Hasil penelitian menunjukkan bahwa: terdapat pengaruh pengendalian diri terhadap sikap anti korupsi Siswa dengan pengendalian diri yang tinggi memiliki sikap anti korupsi yang baik jika dibandingkan dengan siswa yang memiliki pengendalian diri yang rendah. Hasil yang menunjukkan bahwa skor rata-rata kelompok dengan pengendalian diri rendah 40,3636 dan pengendalian diri tinggi 47,2273, dengan hasil t-hitung 8,005 pada taraf signifikansi 0,007.

Abstract

This study aims to determine the effect of self-control on the anti-corruption attitude of kindergarten (TK) students in Central Java province. This Experimental research, the sampling methods was done by multi stage random sampling with probability sampling and it obtained 82 samples of kindergarten students, 41 students of them were selected from the observation with high and low self-control (22 students with high self-control and 22 students with low self-control) in Kindergartens in Central Java Province. Data were obtained using checklist of observation sheets for anti corruptions attitude of kindergarten children. The results of the study show that: There is an effect of self-control on anti-corruption attitudes. Students with high self-control have better anti-corruption attitude than students with low self-control. The results showing that the average score of group with self control low 40.3636 and than self control high 47.2273, with the result of t-count 8.005 at the 0.007 level significance.

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INTRODUCTION

Indonesia currently belongs to a developing country where abundant crops are expected to fulfil the need of clothing, shelter and food. A caring, clean and fair government can be our hope for our children and grandchildren in the future. On the other hand, however, some news, either from television, newspapers or even other social media, reported that there were many corruption cases in Indonesia. Through the results of *Indeks Prestasi Korupsi (IPK)* or Indonesian Corruption Achievement Index, Indonesia ranked 4 in ASEAN (Transparency International, 2019).

Bloom's Taxonomy Theory explains the division of the domain of attitude according to Bloom's Taxonomy, after each learning process, a learner must acquire new knowledge (cognitive, head), skills (psychomotor, hands) and attitude (affective, heart) (Marzano, 2007). Research will discuss about the affective domain emphasizing on emotions, attitudes, and values.

Thinking is a brain process and thinking also exists in forms of action, example can be demonstrated by playing, acting, chatting, singing

and self-disclosure (Suyadi, 2013, p.88). Anticorruption attitude is instilled early on students so that students have an anti-corruption spirit. Anticorruption souls are expected to be a stronghold for children not to commit adult acts of corruption later. Attitudes are thoughts, feelings that encourage, while anticorruption is a policy to prevent and eliminate opportunities for corruption prevention, intended how to increase individual awareness not to corrupt (KPK, 2006, p.31).

Anticorruption is an attitude of disagreement, dislike and displeasure with anticorruption actions.

Anticorruption is an attitude to prevent and eliminate corruption. Preventing is increasing individual awareness not to commit corruption cari sumber teori (Syarbani, 2014). Anti-corruption education itself according to Syarbani is a conscious effort to provide understanding and prevention of acts of corruption committed from formal education in schools, informal education in family and non-formal environments in the community (Syarbani, 2014), Logve (in Boharudin, 2011) mentions that self-control emphasizes more on the

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choice of actions will provide wider advantages and benefits by delaying momentary satisfaction (choice are delay gratification immedial gratification). The research of Park conducted in America showed that people with higher levels of self-control are be able to control their emotions, however, people with low self-control are not really able to control their emotions and experience a higher level of stress. This study collected web-based survey data twice a day for 14 days from 1,442 participants across the United States and used multilevel modeling to examine the relationship between daily stress and low self-control (Park, 2016).

A child with high self-control tends to be able to restrain himself in various situations that he experiences including the temptation to take actions that are contrary to the norm, which in this case is an embryo of an attitude of corruption. They never take actions outside of the norm, such as acts of corruption, in this case the triggers towards corruption. This is different from students who have low self-control. They tend to be vulnerable when he experiences

situations that threaten him, for example when his expectations are not in accordance with what he experienced, then they will show the reactions of protesting, lying, blaming friends and so forth.

In early childhood education, early knowledge about anticorruption attitudes has been proclaimed in PAUD institutions. Anticorruption values (honest, hard work, discipline, responsible, independent, and fair) are recognized, understood, instilled and adapted in the daily lives of students. One example of anti-corruption values is being honest in canteen. Of course, all anti-corruption education efforts in schools must be supported by anti-corruption climate in schools so as to provide positive models for students (Kumalasari, 2015). The findings in this study show that students with high self control have a greater opportunity to have a good anticorruption attitude than the students with low self control, in Central Java Province.

The family usually demands for all the needs, therefore many people will do anything even illegal acts for example by doing corruption or taking money that is not their right.

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Therefore, it is very important to educate the family to be economical, be grateful for what already owned. Children are also supposed to always have modest life without taking things of others; they should have a trustworthy spirit. This research was conducted in early childhood and then combined with character education so that they have self-control towards the anti-corruption attitude.

The Tilaar theory explains the learning process of children, since the beginning of the 20th century American and European education experts have advocated children's freedom in the learning process (Tilaar: 2015, p.149). The concept of early childhood in the millennial era requires children to make decisions independently in attitude (Suyadi, 2013, p.29) emphasizing aspects of thinking, reasoning, and decision making independently.

The nature of humans is to be social beings that need each other. Communication, through socialization with friends, teachers, and the community will influence the lives of the next generation. Individuals try to have good behaviour for themselves and others.

Self-control is closely related to one's emotional condition leading to attitude. Individuals, who are capable of managing emotions, can control themselves well because they express their emotions well, correctly and properly. Realizing the learning atmosphere and learning process could be done by actively develop their potential to have their own control power, religious spirituality, noble character, good personality, and some essential skills. Based on the results of the study, said that the children who possess low self-control in their childhood, would also be associated with low behaviour when they are grown up in the future. People can be great, fully aware of their future self-control problems and therefore they tend to predict correctly how they will behave in the future Journal Sage foundation Press (O'donoghue, 2011). Self control describes individuals who have low self-control cannot control emotions, have bad behaviour and want to achieve something easily, search for sensation and adventure, while individuals who possess high self-control tend to be careful and think logically.

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Uziel explained that self-control is the human ability that is very adaptive. The benefits of self-control in the work field will be more evident to improve someone's performance because works really depend on clear and logical thinking (Uziel, 2017). Vrieling adds through the results of research that self-control is a central function of self as well as the important key to be successful in life (Vrieling, 2017). Psychology can contribute to society by finding ways to enable people to live healthier, to be more successful, and to be more satisfying. Self-control is a promising way to achieve healthy living goals. Self-control contributes to success in human life in various fields. It is quite different from intelligence; self-control can improve emotions and can benefit their well-being and success in one's adult life.

According to Evansdual's theory of the latest process, interpersonal trust is influenced by impulsive and deliberative processes. Self-control factor (ability to execute mental control on one's attitude) and default response. Previous research has shown that self-control has a broad effect on social attitude and decision

making. Here, we report that the effect of self-control on trust depends on default. Self-control influences trust indirectly by affecting the level of effort in decision making (Evan, 2011). Self-control is the ability to control emotions to respond appropriately. As the example of self-control behaviour can be obvious when we eat carrot which is a kind of healthy food, not instant food, and when we forgive someone because it will be better as a symbol of attention from someone than being angry (Dewal, 2014). Based on the problems mentioned above, the problem formulation of this research is whether or not there is an effect of self-control on the anti-corruption attitude of kindergarten students in the province of Central Java.

RESEARCH METHODOLOGY

This research used an experimental research of quasi experiment type with factorial 2x1 research design. The researcher conducted a survey through the observation sheet to find out the level of self-control of 82 students of TK Qarryah Tayyibah in Karangklesem sub-district, Purwokerto Selatan, Central Java

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province, with 44 students in each school.

Table 1. Research Design with One-Way ANOVA Design

Group	I	II	Σ
N	22	22	44

The one-way ANOVA design is used in this research. The variable configuration above can be seen in the research design as shown in Table 1 below. The data used in students with high and low self-control, the simple random sampling is the sampling technique used in this study, taking 27% of each school for high and low self-control, so that the numbers of samples analyzed in this study were 22 students with high self-control and 22 students with low self-control. The observation was conducted with an observation instrument to assess the students' anti-corruption attitude.

This study used two instruments. Instrument was used to obtain data on self-control with 16 items, with aspects of understanding the value of anticorruption(12,3,4,6,7,9,12,13,15,16,18) and the effects of corruption acts (19,22,23) Child's anti-corruption attitude consists of 15 statements,

with aspects: ability to control time (1,2,3,4,6), emotional management skills (7,9,10,11), decision making ability (13,16,18) and self-defences (19,21,23,24), which is given at the end of the treatment. Test scores are in the form of a 4-scale test, with an assessment category: Always (SL) = 4, Often (S) = 3, Sometimes (KK) = 2, Never (TP) = 1.

RESEARCH FINDINGS

In general the description of the data on anti-corruption attitudes based on the level of self-control of students is as follows:

Table 2. Description of Statistics Group of AntiCorruption Attitude Data Based on the level of self-control

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
High	22	47.2273	9.26813	1.97597	43.1180	51.3365	34.00	59.00
Low	22	40.3636	6.60119	1.40738	37.4368	43.2904	32.00	55.00
Total	44	43.7955	8.67656	1.30804	41.1575	46.4334	32.00	59.00

The results of showed that there was an effect self-control of the students on the anti-corruption attitudes shown by students in kindergarten. This can be seen from the results of Fhit (8.005) > Ftab (4.07) at the significance level of 0.005%. It is so illustrated in the

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average score that students with high self-control obtain an average score of anti-corruption attitudes of 47.23 while in students with low self-control obtain 40,36 of the total maximum score on the instrument 60.00. The following is the average score of the results of anti-corruption attitudes based on the level of self-control of students:

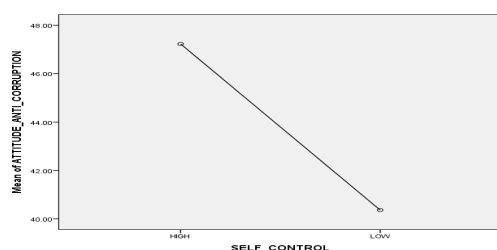


Image 1.1 Visualization Effectiveness of self-control towards anti-corruption attitude.

Based on the visualization of the image above the effectiveness of self-control on anticorruption attitudes in the lives of children that self-control is very important relationship with attitude. Self-control becomes a very important aspect in managing and controlling children's anticorruption attitude. when self-control is high the child can manage, control anti-corruption attitudes and avoid actions that harm others.

The findings of the research analysed using statistical analysis of variance (ANOVA) one-way test, the results of the anti-corruption attitudes of kindergarten students were found as follows: Based on the picture above shows that the self-control that the students have is a factor that affects the increase in the anti-corruption of children in the province of Central Java. The image shows significant differences between students who have high self-control and who have low self-control over anti-corruption attitudes.

Table 3. Results of one-way analysis of variance (ANAVA)

	Sum of Squares	Df	Mean Square	F	Si g.
Between Groups	518.205	1	518.205	8.005	.007
Within Groups	2718.955	42	64.737		
Total	3237.159	43			

The results of the calculation of experimental research of quasi experiment type with factorial 2x1 can be concluded that there are significant differences between groups of children who are high self-control and child groups of low

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control over anti-Corruption presented $f_{hit} = 8,005$.

DISCUSSION

Anti-corruption attitude learning in kindergarten is supposed to be implemented on direct learning in daily life, namely training children to always act in accordance with anti-corruption values, including: honesty, responsibility, courage, justice, openness, discipline, simplicity, hard work, and caring.

Early childhood is in a golden period throughout human attitude. Montessori said that this period is a sensitive period, so that children can easily receive stimulations from the montessori environment. Basicly Children are individual beings who build their own knowledge, children born have the potential to be ready to be developed with the right environment to support and stimulate the right conditions and situations (Smith, 2018). Children are given examples directly through learning activities to teach the values of anti-corruption attitudes that are inherent in the habit of children's lives by practicing children's honesty, discipline. The results of the study

showed that there was an effect of the self-control of the students on the anti-corruption attitudes shown by students in kindergarten. This can be seen from the results of $F_{hit} (8.005) > F_{tab} (4.07)$ at the significance level of 0.005%. It is so illustrated in the average score that students with high self-control obtain an average score of anti-corruption attitudes of 47.23 while in students with low self-control obtain 40, 36 of the total maximum score on the instrument 60.00.

The results of the study significantly affect self-control anti-corruption attitude. It also reveals that self-control in humans is very adaptive. The benefits of self-control in the job field will be seen in someone's increasing performance because work relies on clear and logical thinking (Meltzer, Greschler, & Krishnan, 2013).

CONCLUSION

Based on the results of this study, it is expected that children can develop anti-corruption attitude so that they can adjust it to the applicable rules or norms, build self-control positively, build habits to

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become individuals with honesty values and courage values, be simple, build justice and work hard in the community life where children live. Building anti corruption attitude of child anti-corruption becomes important, because it becomes provision in the early age and can prevent from corruption act that has been grounded so that children are expected to be able to apply the principles of clean and good life, as well as the use of transparency in the future.

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