The Effect of Understanding School Regulations, Participation in Market Day Activities, and Utilization of the Honesty Canteen on Understanding Anti-Corruption Values

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Abstract—*The study aims to analyze: (1) the effect of understanding school regulations on understanding anti-corruption values. (2) the effect of participation in market day activities on understanding anti-corruption values. (3) the influence of the utilization of the honesty canteen on the understanding of anti-corruption values. (4) Analyzing the effect of understanding school regulations, participating in market day activities, and utilizing the honesty canteen on understanding anti-corruption values. This type of research is quantitative correlation. The population in this study were 103 students of SMPIT Bakti Insani Sleman Regency. The instrument used a questionnaire. The data analysis technique used was multiple linear regression analysis. The results showed that: (1) There is a significant effect of understanding school regulations on understanding anti-corruption values, p-value <0.05, with a contribution of 18.18%. (2) There is a significant effect of participation in market day activities on understanding anti-corruption values, p-value <0.05, with a contribution of 25.93%. (3) There is a significant effect of utilizing the honesty canteen on understanding anti-corruption values, p-value <0.05, with a contribution of 44.19%. (4) There is a significant effect of understanding school regulations, participating in market day activities, and utilizing the honesty canteen on understanding anti-corruption values, p-value <0.05 with a contribution of 88.30%.*

Keywords— *Understanding of school regulations, participation in market day activities, utilization of the honesty canteen, understanding of anti-corruption values.*

I. INTRODUCTION

Corruption has grown rapidly and is considered an extraordinary crime. Corruption in Indonesia is very worrying and has a negative impact on almost all aspects of life. (1). Efforts to eradicate corruption that have been made so far have not been optimal. Corruption at various levels still occurs as if it has taken root and cultivated. Indonesia's Corruption Perception Index until 2019 is still below 50 (2), which indicates that Indonesia is in a corruption emergency. Corruption must be eradicated immediately given its extraordinary effects, both direct effects in the form of losses experienced by the state, and indirect effects such as social risks to the birth of individualistic traits that are only selfish (3).

Corrupt practices do not only occur in the government sector, but have spread to the education sector. (4).

Educational institutions can play an active role in preparing a generation of people who have a high commitment to noble values. A generation that has a clear identity, and is able to protect their conscience from the influence of despicable acts. Have the moral awareness to eradicate corruption by starting from oneself (5).

Anti-corruption education can take any form, not only through the old mainstream methods such as pictures, speeches, seminars, workshops, gatherings, and the like, but also through art such as through books, movies, music, posters, and others (6). Anti-corruption education can also be delivered in an integrated manner with all subjects. (7). The integration of anti-corruption education in the school learning curriculum is in the form of values that must be instilled in students by school teachers. Anti-corruption values include discipline, responsibility, independence, caring, simplicity, independence, courage and fairness (8); (9).

One of the basic values that need to be instilled in the formation of anti-corruption behavior is the value of honesty. Honesty is a behavior based on efforts to make oneself a person who can always be trusted in words, actions, and work, both towards oneself and towards other parties. If students from an early age have had and are able to apply the value of honesty in their daily lives, it is expected that in the future, students will be able to always behave honestly. The form of anti-corruption education that has been carried out so far is through the honesty canteen.

The existence of this "honesty canteen" is independent and not mandatory for each school, depending on the school's ability to manage and develop the "honesty canteen" (10). In addition to the honesty canteen, one of the school programs that can educate children's understanding of buying and selling is the market day program. Market day or market day is a program that is carried out only one day. The Market day program aims to educate children's understanding of buying and selling which can build children's entrepreneurial spirit. (11).

This research is important to obtain in-depth data and information about the reality of schools in understanding Anti-Corruption Education. The above presentation is certainly interesting to be studied and researched more deeply, therefore, researchers are very interested in conducting a study

entitled "The Effect of Understanding School Regulations, Participation in Market Day Activities, and Utilization of the Honesty Canteen on Understanding Anti-Corruption Values in Students of SMPIT Bakti Insani Sleman Regency".

II. METHOD

Study Participants

The population in this study were 138 students of SMPIT Bakti Insani Sleman Regency. The sampling technique used in this study was stratified proportional random sampling, namely structured random sampling is done by dividing population members into several sub-groups called strata or classes, namely 7th, 8th, and 9th grade students. The sample was determined randomly from each stratum, taken proportionally according to the state of the population totaling 103 students.

Study Organization

This type of research uses quantitative correlation. Correlational research is a study whose purpose is to investigate how varied one or more other variables are, based on the correlation coefficient (12). The variables in this study consisted of three independent variables, namely understanding school regulations, participating in market day activities, and utilizing the honesty canteen. Then the dependent variable is the understanding of anti-corruption values. The instrument used a questionnaire with a Likert scale. The statements compiled consist of two item components, namely favorable (positive statements) and unfavorable (negative statements). The reason is so that respondents read the entire statement carefully. Therefore, the arrangement of positive and negative statements should not follow a certain pattern. The placement must be done randomly.

Statistical Analysis

The data analysis used is normality test, multicollinearity test, hypothesis testing using Anova (F) test and t (partial) test. The analysis was assisted by SPSS (Statistical Product and Service Solutions) Version 23.

III. RESULT

The results of descriptive analysis aim to determine how much the assessment of understanding of school regulations, participation in market day activities, utilization of the honesty canteen, and understanding of anti-corruption values. The results are described in Table 1.

TABLE 1. Descriptive statistic

Model	N	Mean ± Standard Deviation
Understanding of School Rules (X1)	103	82.15 ± 10.34
Market Day Activities Participation (X2)	103	48.45 ± 3.94
Utilization of the Honesty Canteen (X3)	103	24.23 ± 2.90
Understanding of Anti-Corruption Values (Y)	103	78.07 ± 6.26

Normality Test

The normality test uses the Kolmogorov-Smirnov Test, namely by looking at the significance value of the residual

variable if the value is above 0.05, it can be said that the data is normally distributed. The results are presented in Table 2.

TABLE 2. Normality test result

		Unstandardized Residual
N		103
Normal Parameters^a	Mean	0.0000000
	Std. Deviation	2.13924782
Most Extreme Differences	Absolute	0.061
	Positive	0.036
	Negative	-0.061
Kolmogorov-Smirnov Z		0.620
Asymp. Sig. (2-tailed)		0.837

Based on the statistical analysis of the normality test that has been carried out using the Kolmogorov-Smirnov test in Table 2, the normality test results are obtained with an Asymp.Sig (2-tailed) value of 0.837> 0.05, which means that the data is normally distributed.

Multicollinearity Test

The multicollinearity test aims to test the regression model whether there is a correlation between independent variables (independent) or not. A good regression model should not have a correlation between the independent variables. Multicollinearity can be seen with the Variance Inlation Factor (VIF), if the VIF value is <10 and the tolerance value is> 0.10, it can be said that there are no symptoms of multicollinearity (Ghozali, 2018). The multicollinearity test results can be seen in Table 3 below:

TABLE 3. Multicollinearity Test Results

Collinearity Statistics		
Model	Tolerance	VIF
Understanding of School Rules (X1)	0.250	3.998
Market Day Activities Participation (X2)	0.986	1.014
Utilization of the Honesty Canteen (X3)	0.252	3.971

Based on Table 3, the variance inflation factor (VIF) value obtained for the variables of understanding school regulations, participating in market day activities, and utilizing the honesty canteen has a VIF value smaller than 10, so it can be concluded that there is no multicollinearity between the independent variables..

Multiple Linear Regression Analysis

Regression analysis is a statistical technique that is useful for examining and modeling the relationship between variables. The results of multiple linear analysis of the effect of understanding school regulations, participating in market day activities, and utilizing the honesty canteen on understanding anti-corruption values in Sleman Regency SMPIT Bakti Insani students are presented in Table 4 as follows:

TABLE 4. Hasil Analisis Regresi Linear Berganda

Model	Unstandardized Coefficients		Standardized Coefficients
	B	Std. Error	Beta
(Constant)	0.434	3.105	
Understanding of School	0.143	0.042	0.237

Rules (X1)			
Market Day Activities Participation (X2)	0.759	0.055	0.478
Utilization of the Honesty Canteen (X3)	1.201	0.148	0.556

Based on Table 4, the multiple linear regression equation resulting from this study can be determined as follows:

Understanding of anti-corruption values (Y) = 0.434 + 0.143 (X1) + 0.759 (X2) + 1.201 (X3)

The results of the multiple linear equation show that the constant is 0.434, which means that if the variable understanding of school regulations, participation in market day activities, and utilization of the honesty canteen are considered zero, then the variable understanding of anti-corruption values in students at SMPIT Bakti Insani Sleman Regency is only 0.434.

Hypothesis Test Result

The t test (partial) was conducted to determine the effect of each independent variable, namely understanding school regulations, participating in market day activities, and utilizing the honesty canteen on understanding anti-corruption values in Sleman Regency SMPIT Bakti Insani students. The results of the t test (partial) analysis are presented in Table 5 as follows.

TABLE 5. Partial Test Result (t test)

No.	Variable	r hitung	t	sig
1	Understanding of School Rules (X1)	0.769	3.445	0.001
2	Market Day Activities Participation (X2)	0.543	13.813	0.000
3	Utilization of the Honesty Canteen (X3)	0.795	8.123	0.000

The variable understanding of school regulations (X1) obtained a t value of 3.445> t table 1.984, p-value 0.001 <0.05, then H0 is rejected, meaning that H1 which reads "There is a significant effect of understanding school regulations on understanding anti-corruption values in students at SMPIT Bakti Insani Sleman Regency" is accepted. Positive value, meaning that if the understanding of school regulations is getting better, then the understanding of anti-corruption values in students at SMPIT Bakti Insani Sleman Regency will also be higher.

The variable participation in market day activities (X2) obtained a t value of 13.813> t table 1.984, p-value 0.000 <0.05, then H0 is rejected, meaning that H2 which reads "There is a significant effect of participation in market day activities on understanding anti-corruption values in students at SMPIT Bakti Insani Sleman Regency" is accepted. Positive value, meaning that if the participation in market day activities is getting better, then the understanding of anti-corruption values in students at SMPIT Bakti Insani Sleman Regency will also be higher.

The variable utilization of the honesty canteen (X3) obtained a t value of 8.123> t table 1.984, p-value 0.000 <0.05, then H0 is rejected, meaning that H2 which reads "There is a significant effect of utilization of the honesty canteen on understanding anti-corruption values in students at

SMPIT Bakti Insani Sleman Regency" is accepted. Positive value, meaning that if the utilization of the honesty canteen is getting better, then the understanding of anti-corruption values in students at SMPIT Bakti Insani Sleman Regency will also be higher.

F Test Results (Simultan)

The fourth hypothesis (H4) is to determine the effect of understanding school regulations, participating in market day activities, and utilizing the honesty canteen on understanding anti-corruption values in Sleman Regency SMPIT Bakti Insani students. Analysis using ANOVA test. Analysis rules if the p-value <0.05, then the alternative hypothesis is accepted and vice versa. The analysis results are described in Table 6 as follows:

TABLE 6. F Test Analysis Result (Simultan)

ANOVA^b					
Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	3529.733	3	1176.578	249.536	0.000ª
Residual	466.791	99	4.715		
Total	3996.524	102			

Based on the analysis results in Table 6 above, the calculated F value is 249,536 and the significance value (sig) is 0.000. Because the significance value of 0.000 <0.05, there is a significant influence. Based on these results, it shows that the p-value <0.05, then H4 which reads "There is a significant effect of understanding school regulations, participating in market day activities, and utilizing the honesty canteen on understanding anti-corruption values in SMPIT Bakti Insani Sleman Regency students", is accepted.

TABLE 7. The results of the coefficient of determination analysis

Model Summary			
R	R Square	Adjusted R Square	Std. Error of the Estimate
0.940ª	0.883	0.880	2.17142

Based on the Coefficient of Determination (R2) in Table 7, it is known that the coefficient of determination R Square is 0.883. This means that the contribution of the variable understanding of school regulations, participation in market day activities, and utilization of the honesty canteen to the understanding of anti-corruption values in Sleman Regency SMPIT Bakti Insani students is 88.30%, while the remaining 11.70% is influenced by other factors outside this study.

IV. DISCUSSION

The Effect of Understanding School Regulations on Understanding Anti-Corruption Values

The first problem formulation proposed is "Is there an effect of understanding school regulations on understanding anti-corruption values in students at SMPIT Bakti Insani Sleman Regency". Based on the descriptive research results, it is found that the variable understanding of school regulations with an achievement value of 64.08% in the poor category and 34.95% in the good category. Based on the results of hypothesis testing, it shows that there is a significant effect of

understanding school regulations on understanding anti-corruption values in students at SMPIT Bakti Insani Sleman Regency. Positive value, meaning that if the understanding of school regulations is getting better, the understanding of anti-corruption values in students at SMPIT Bakti Insani Sleman Regency will also be higher.

Understanding is a person's ability to absorb the meaning of the material or material studied. Understanding will not be realized if there is no prior knowledge that forms it (13). Understanding is defined as the ability to construct a meaning from something that includes the ability to capture meaning, explain, conclude, see the effect and apply what is understood to other circumstances and situations. The level of understanding is how capable a person is in capturing the meaning, explaining, concluding, seeing the effect and being able to apply what is understood to other circumstances and situations (14).

A regulation is a procedure carried out by a certain party to entrust and harmonize with the needs of that party. Rules are also useful for the mental and psychological development of those who obey them. The strategy of cultivating anti-corruption values can be applied through learners' attitudes towards school regulations. Learners who cannot be late, if they are late, they will be subject to sanctions. However, the sanctions given are not in the form of physical violence. The sanctions can be done by doing positive things or in the form of giving additional assignments so that students better understand the learning material. Furthermore, regarding the strategy of instilling anti-corruption values through exemplary, teachers can provide good examples of being friendly, arriving on time, being fair when there are students who are caught cheating or making mistakes. This aims to familiarize good and very important characters in students (15)

School rules not only help the school program but also support awareness and obedience to responsibility. Because this sense of responsibility is the core of personality that really needs to be developed in children, considering that school is one of the education that is tasked with developing the human potential possessed by children to be able to carry out the tasks of human life, both individually and as members of society. Schools make rules that must be obeyed, especially by school residents, teachers, students, employees and principals. These rules include the rules of school entry and return times, attendance at school and in class as well as the ongoing learning process and other rules (16).

The existence of anti-corruption education in schools, students will have an understanding of corruption and the dangers of corruption. Understanding is one of the levels of cognitive objectives in the form of the ability to understand or understand the content of the lessons learned. Understanding of corruption that is studied cognitively also involves a person's attitude in this case that understanding encourages the meaningfulness of a person's attitude which is manifested in the form of an anti-corruption attitude. Thus, the more students have an understanding, especially an understanding of corruption, the higher the attitude of students who reflect anti-corruption.

The Effect of Market Day Activities Participation on Understanding Anti-Corruption Values

The second problem formulation proposed is "Is there an effect of participation in market day activities on understanding anti-corruption values in students at SMPIT Bakti Insani Sleman Regency". Based on the descriptive research results, it is found that the variable participation in market day activities with an achievement value of 66.99% is in the poor category and 33.01% is in the good category. Based on the results of hypothesis testing, it shows that there is a significant effect of participation in market day activities on understanding anti-corruption values in students at SMPIT Bakti Insani Sleman Regency. Positive value, meaning that if the participation of market day activities is getting better, then the understanding of anti-corruption values in students at SMPIT Bakti Insani Sleman Regency will also be higher.

Market day is a part of education whose purpose is to explain a certainly more complete interpretation and awareness of life, manage a more balanced emotional and mental structure, to form a brighter daily behavior from one period to the next. Market day is a time when children take turns in trading at their school, both in selling food consumption and other products. Market day activities have something that contains quite meaningful knowledge, namely children interacting directly. The market day program is not only about how to conduct transactions for students but there are also moral values that can be used as lessons for students, namely the values of independence, discipline, honesty, responsibility and interpersonal communication (17).

Market day activities are an example of the application of entrepreneurship education by involving all students from manufacturing, distribution and consumers. In the manufacturing or production process, alternately based on the class, students are given the obligation to create products that are valuable and useful for anyone who will buy them. In this process, students are given the freedom according to their respective interests to act independently, namely producing their own products or acting in groups, namely producing in groups. Students are then given the obligation to distribute their products while other students and teachers will act as consumers.

Market day is a form of educational process that aims to understand and make students aware of the reality of life, organize mentally and emotionally better, and show a change in attitude from day to day to be more positive. Market day is an entrepreneur-based learning activity, where students learn to sell or distribute products to their peers and teachers at school. Students actively make preparations well in advance of the event. In fact, it is not uncommon for each class to have special and unique products that are sold at the stalls that have been provided.

The Effect of Honesty Canteen Utilization on Understanding Anti-Corruption Values

The third problem formulation proposed is "Is there an effect of the utilization of the honesty canteen on the understanding of anti-corruption values in students at SMPIT Bakti Insani Sleman Regency". Based on the descriptive

research results, it is found that the variable utilization of the honesty canteen with an achievement value of 63.11% is in the less category and 34.95% is in the good category. Based on the results of hypothesis testing, it shows that there is a significant effect of utilization of the honesty canteen on understanding anti-corruption values in students at SMPIT Bakti Insani Sleman Regency. Positive value, meaning that if the utilization of the honesty canteen is getting better, then the understanding of anti-corruption values in students at SMPIT Bakti Insani Sleman Regency will also be higher.

The results of Ulyani's research with the aim of knowing how the impact of the honesty canteen on student morals at SMK N 01 Koto Balingka. The results showed that the existence of an honesty canteen can provide positive education and benefits for students. Such as training students' honesty because they are required to pay according to the price listed, so it is also useful to foster the anti-corruption spirit of students and change bad traits such as stealing, because if caught by others then advised not to steal again, so that the thief will not repeat his actions again (18).

The purpose of implementing the honesty canteen: (1) Train students to behave honestly, (2) Instill the value of independence to students, (3) Train students to be responsible for every action, (4) Train students to obey the rules and regulations made. One of them is the idea of the Corruption Eradication Commission (KPK) and the Attorney General's Office, in 2007 in commemorating the anti-corruption day, namely the holding of an honesty shop or honesty canteen. Aiming to train honesty and form a clean and honest next generation, because this honesty canteen is a learning arena for the younger generation about the importance of honesty towards themselves, the environment, to the nation and state (19).

An honesty canteen is a canteen that sells snacks and drinks. The honesty canteen has no vendors and is unattended. Food or drinks are displayed in the canteen. There is a cash box in the canteen, which is used to collect payments from those who buy food or drinks. When there is change, the customer picks up and counts the change from the box himself. In this canteen, the awareness of buyers is very much demanded to shop by paying and taking change if it is excess, without having to be supervised by others (canteen employees). The honesty canteen is one of the efforts made to realize the goals of character education (20); (21). In this case, the honesty canteen is also an educational tool, which is said to be a tool in education is everything that can be used by educators to facilitate the achievement of educational goals..

The Effect of Understanding School Regulations, Participation in Market Day Activities, and Utilization of the Honesty Canteen on Understanding Anti-Corruption Values

The fourth problem formulation proposed is "Is there an effect of understanding school regulations, participation in market day activities, and utilization of the honesty canteen on understanding anti-corruption values in students at SMPIT Bakti Insani Sleman Regency". Based on the results of hypothesis testing, it shows that there is a significant effect of understanding school regulations, participating in market day

activities, and utilizing the honesty canteen on understanding anti-corruption values in students at SMPIT Bakti Insani Sleman Regency.

Corruption eradication can not only be done through law enforcement, but corruption can also be prevented through strengthening anti-corruption education in schools. Anti-corruption education is education that must be provided through learning mental attitudes and corruption-free moral values in schools, so that the next generation of Indonesians is expected to have a strong view and attitude towards all forms of corrupt practices (22); (23); (24).

In creating a life that is clean from corruption, the cultivation of anti-corruption values in schools requires a system that contains socialization of forms of corruption, how to prevent, report and monitor corruption. Such education must be instilled from an early age in an integrated and systematic manner. The pattern of education applied must be systematic in order to make students more familiar from an early age with matters relating to corruption, including what sanctions will be received by corruptors (25).

In addition, anti-corruption education can be carried out through habituation in school activities. The habituation process can be in the form of instilling the values of honesty, discipline, responsibility, and independence of students, as well as hard work which is applied through obedience in following the school activity schedule. For example, students who have tried to follow and carry out every rule listed at school, then indirectly these students have processed to have honest, disciplined, independent, responsible, and hard work characters. Furthermore, the habituation of anti-corruption education values such as hard work and independence which is realized in the form of fulfilling their own needs.

V. CONCLUSION

Based on the results of data analysis, description, testing of research results, and discussion, it can be concluded that:

1. There is a significant effect of understanding school regulations on understanding anti-corruption values in students at SMPIT Bakti Insani Sleman Regency, p-value <0.05, with a contribution of 18.18%.
2. There is a significant effect of participation in market day activities on understanding anti-corruption values in students at SMPIT Bakti Insani Sleman Regency, p-value <0.05, with a contribution of 25.93%..
3. There is a significant effect of the utilization of the honesty canteen on the understanding of anti-corruption values in students at SMPIT Bakti Insani Sleman Regency, p-value <0.05, with a contribution of 44.19%.
4. There is a significant effect of understanding school regulations, participating in market day activities, and utilizing the honesty canteen on understanding anti-corruption values in SMPIT Bakti Insani Sleman Regency students, p-value <0.05 with a contribution of 88.30%.

Every educator or teacher should maximize teaching and learning activities that emphasize anti-corruption values, especially on the values of honesty and responsibility of students who are still low, where the values of honesty and responsibility are basically one of the most important main

values in instilling anti-corruption attitudes in students. If anti-corruption values have been embedded in students, they will have a high anti-corruption spirit so that it can minimize attitudes that lead to acts of corruption.

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