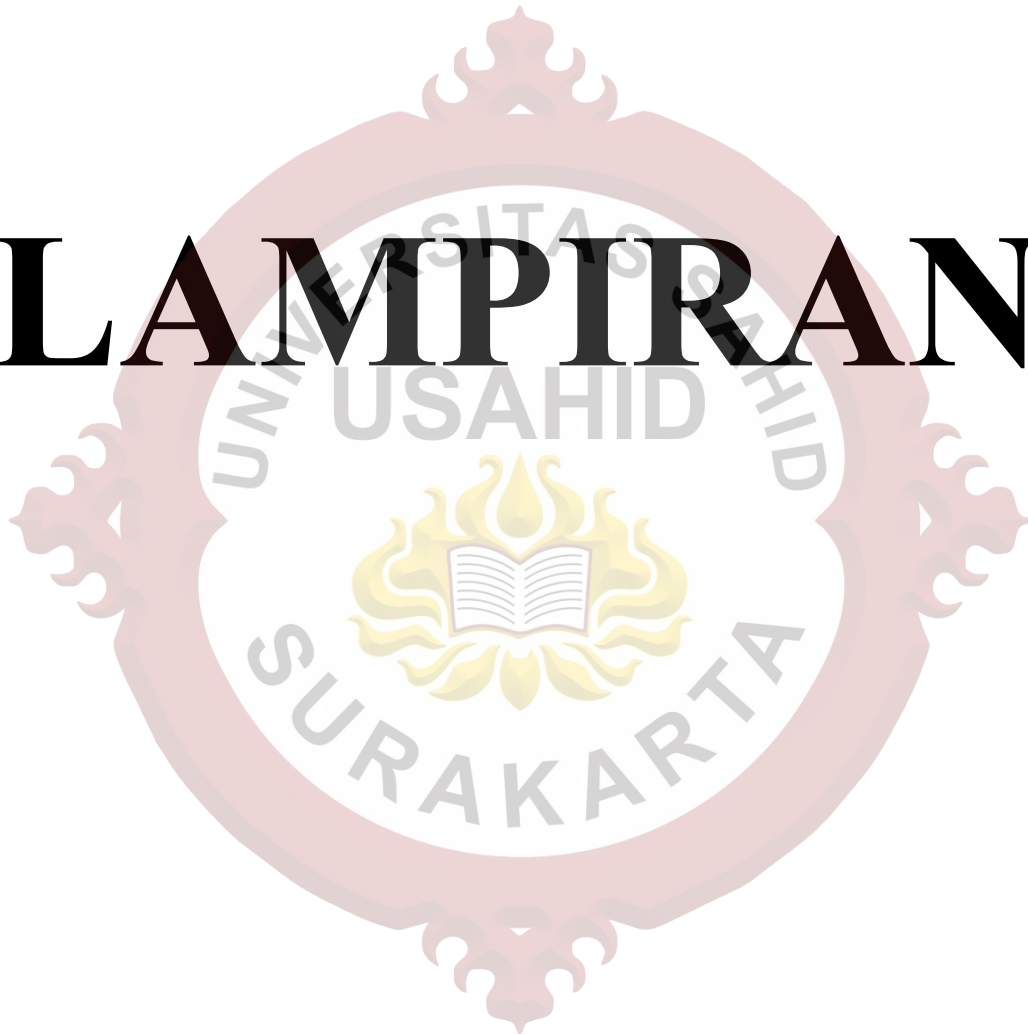


LAMPIRAN



LAMPIRAN 1. SURAT IZIN PENELITIAN



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Waktu Penelitian	: 1 Mei 2026 s/d 31 Mei 2026

Demikian atas perhatian dan kerja sama yang baik, kami mengucapkan terima kasih.

Surakarta, 27 Juli 2026

Mengetahui,
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LAMPIRAN 2. JURNAL

Intervensi Konseling dan Pengembangan Karakter Anti-Korupsi: Bukti dari Siswa Sekolah Menengah di Indonesia

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Abstrak

Korupsi tetap menjadi tantangan perilaku dan psikologis yang kritis di Indonesia, dengan akar permasalahannya semakin dikaitkan dengan kekurangan dalam perkembangan moral remaja. Namun, bukti empiris mengenai intervensi pencegahan berbasis konseling di lingkungan sekolah menengah masih terbatas. Studi ini bertujuan untuk menguji efektivitas intervensi konseling terstruktur dalam menumbuhkan karakter anti-korupsi di kalangan siswa sekolah menengah di Indonesia. Penelitian ini menggunakan desain kuasi-eksperimental kuantitatif dengan pendekatan kelompok kontrol pra-uji dan pasca-uji. Sebanyak 60 partisipan dipilih melalui pengambilan sampel bertujuan dan dibagi rata ke dalam kelompok eksperimen ($n = 30$), yang menerima delapan sesi konseling kelompok terstruktur, dan kelompok kontrol ($n = 30$), yang mengikuti program bimbingan sekolah standar. Data dikumpulkan menggunakan instrumen skala Likert 45 item yang telah divalidasi berdasarkan sembilan nilai anti-korupsi yang dikembangkan oleh Komisi Pemberantasan Korupsi (KPK). Analisis statistik menggunakan IBM SPSS Statistics Versi 26 menunjukkan peningkatan signifikan pada kelompok eksperimen ($t(29) = 24,83$, $p < 0,001$, Cohen's $d = 4,62$), sedangkan tidak ada perubahan signifikan yang diamati pada kelompok kontrol. Penilaian lanjutan lebih lanjut mengkonfirmasi keberlanjutan efek intervensi. Temuan ini menunjukkan bahwa konseling terstruktur merupakan strategi yang didukung secara empiris dan berlandaskan psikologis untuk memperkuat karakter anti-korupsi dalam konteks pendidikan menengah di Indonesia.

Kata kunci : *Intervensi Konseling, Karakter Anti Korupsi, Siswa Sekolah Menengah, Pendidikan Karakter, Indonesia*

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PERKENALAN

Korupsi tetap menjadi salah satu tantangan yang paling meluas dan mengakar kuat yang dihadapi negara-negara berkembang, dengan Indonesia secara konsisten berada di antara negara-negara dengan indeks kerentanan korupsi yang signifikan seperti yang dilaporkan oleh Transparency International.(Santoso, 2025; Mohammed et al., 2026a)Fenomena korupsi tidak lagi terbatas pada struktur birokrasi dewasa; bukti empiris semakin menunjukkan bahwa akar perilaku korup terbentuk selama masa remaja, tahap perkembangan kritis di mana penalaran moral, identitas etis, dan disposisi perilaku secara aktif dibentuk. Memahami korupsi bukan hanya sebagai masalah hukum atau politik tetapi sebagai masalah perilaku dan psikologis telah membuka jalan baru untuk intervensi pencegahan, khususnya dalam lingkungan pendidikan.(Hardi, 2023; Mohammed et al., 2026b).

Para siswa sekolah menengah di Indonesia memegang posisi penting dalam wacana nasional tentang antikorupsi, karena mereka mewakili generasi penerus pegawai negeri, profesional, dan pemimpin masyarakat.(Hardi, 2023; Rengifo, 2025a)Namun, literatur yang ada menunjukkan kesenjangan yang signifikan antara penyampaian kurikulum anti-korupsi dan internalisasi nilai-nilai berbasis integritas di kalangan siswa. Pendekatan konvensional terhadap pendidikan anti-korupsi sebagian besar bergantung pada transmisi kognitif — penyediaan informasi tentang hukum, peraturan, dan konsekuensi kelembagaan — tanpa cukup membahas dimensi afektif dan perilaku dari pembentukan karakter.(Campbell et al., 2026; Rengifo, 2025b)Keterbatasan ini menggarisbawahi kebutuhan mendesak akan intervensi yang lebih berlandaskan psikologi yang menargetkan mekanisme mendasar dari perilaku korupsi di tingkat individu.

Layanan bimbingan dan konseling (BK) di sekolah menengah di Indonesia menawarkan platform yang strategis untuk memberikan intervensi tersebut. Konselor

sekolah dilatih secara unik untuk menangani perkembangan psikologis, sosial, moral, dan emosional siswa melalui konseling individu, konseling kelompok, psikoedukasi, dan program bimbingan terstruktur. Terlepas dari potensi ini, integrasi eksplisit pengembangan karakter anti-korupsi dalam kerangka konseling sekolah masih kurang berkembang secara teoritis dan kurang dieksplorasi secara empiris.(Frydman et al., 2022; Crego et al., 2022)Sebagian besar studi yang ada di Indonesia telah meneliti pendidikan anti-korupsi melalui lensa pendidikan kewarganegaraan atau pengajaran agama, sehingga dimensi konseling sebagian besar belum dieksplorasi.

Kerangka teoritis yang mendukung studi ini bersumber dari Teori Pembelajaran Sosial, yang menyatakan bahwa perilaku moral — termasuk kejujuran, akuntabilitas, dan integritas — diperoleh melalui pembelajaran observasional, penguatan, dan pengaturan diri kognitif. Melengkapi hal ini, Teori Disengagement Moral memberikan lensa penjelasan kritis untuk memahami bagaimana remaja merasionalisasi perilaku tidak jujur atau korup dengan secara selektif melepaskan standar moral mereka (Rachmawati & Siswanto, 2025). Ketika siswa menunjukkan agensi moral yang rendah dan disengagement moral yang tinggi, mereka menjadi rentan terhadap perilaku yang mencerminkan korupsi struktural yang diamati dalam masyarakat yang lebih luas. Oleh karena itu, intervensi konseling yang dirancang untuk meningkatkan agensi moral, memperkuat efikasi diri, dan mendorong pengambilan keputusan etis secara teoritis dibenarkan sebagai mekanisme pencegahan terhadap kecenderungan tersebut.(Padmasari et al., 2025; Awais et al., 2025).

Secara empiris, penelitian sebelumnya telah menunjukkan bahwa program konseling terstruktur — khususnya konseling kelompok dan pendekatan kognitif-perilaku — efektif dalam memodifikasi pola perilaku maladaptif di kalangan remaja, termasuk agresi, kecurangan akademik, dan penyimpangan sosial.(Bullock et al., 2022; Purwaningsih, 2024)Namun, penerapan spesifik intervensi konseling pada ranah pengembangan karakter anti-korupsi di kalangan siswa sekolah menengah di Indonesia belum diteliti secara sistematis.(Saulnier & Krettenauer, 2023; Morales-Sánchez & Ruiz-Palomino, 2023)Studi ini mengatasi kesenjangan tersebut dengan meneliti hubungan antara intervensi konseling dan pengembangan sifat-sifat karakter anti-korupsi — termasuk kejujuran, tanggung jawab, keberanian, keadilan, dan kesederhanaan — di kalangan siswa sekolah menengah di Indonesia.

Signifikansi penelitian ini semakin diperkuat oleh konteks kebijakan nasional Indonesia. Pemerintah Indonesia, melalui Peraturan Presiden No. 55 Tahun 2012, telah mewajibkan integrasi pendidikan anti-korupsi di semua tingkatan pendidikan formal. Komisi Pemberantasan Korupsi (KPK) juga menekankan pentingnya pendidikan karakter sejak dini sebagai solusi struktural jangka panjang untuk pemberantasan korupsi. Namun, penerjemahan mandat kebijakan ini ke dalam intervensi perilaku yang efektif dan berbasis bukti di sekolah masih belum lengkap. Studi ini berkontribusi untuk menjembatani kesenjangan antara kebijakan dan praktik tersebut dengan memberikan bukti empiris dari perspektif intervensi konseling.

Penelitian ini dipandu oleh tiga tujuan penelitian utama: pertama, untuk mengidentifikasi tingkat karakter anti-korupsi yang dominan di kalangan siswa sekolah menengah di Indonesia; kedua, untuk menilai efektivitas intervensi konseling terstruktur dalam meningkatkan pengembangan karakter anti-korupsi; dan ketiga, untuk menganalisis dimensi spesifik karakter anti-korupsi yang paling responsif terhadap

pendekatan berbasis konseling. Dengan menjawab tujuan-tujuan ini, penelitian ini bertujuan untuk memberikan kontribusi teoritis dan praktis yang baru pada keterkaitan antara konseling sekolah, pendidikan karakter, dan upaya anti-korupsi dalam konteks pendidikan Indonesia.

METODE

Penelitian ini menggunakan desain kuasi-eksperimental dengan pendekatan kelompok kontrol pra-uji–pasca-uji untuk menguji efektivitas intervensi konseling terstruktur dalam menumbuhkan karakter anti-korupsi di kalangan siswa sekolah menengah di Indonesia. Penelitian ini dilakukan di dua sekolah menengah atas negeri di Daerah Istimewa Yogyakarta selama tahun ajaran 2024/2025. Partisipan dipilih menggunakan purposive sampling berdasarkan kriteria inklusi yang telah ditentukan, termasuk status siswa aktif, kesediaan untuk berpartisipasi dengan persetujuan orang tua, dan tidak pernah mengikuti program konseling anti-korupsi terstruktur sebelumnya. Sebanyak 60 siswa direkrut dari dua kelas utuh di sekolah yang berbeda, dengan satu kelas ditugaskan sebagai kelompok eksperimen ($n = 30$) dan kelas lainnya sebagai kelompok kontrol ($n = 30$). Tidak dilakukan penugasan acak pada tingkat individu; sebaliknya, alokasi kelompok mengikuti struktur kelas yang ada (desain kelompok utuh), sehingga membenarkan klasifikasi penelitian ini sebagai kuasi-eksperimen dan bukan uji coba terkontrol acak. Untuk memastikan kesebandingan antar kelompok sebelum intervensi, uji t sampel independen dilakukan pada skor pra-uji, yang menunjukkan tidak ada perbedaan signifikan secara statistik antara kelompok eksperimen ($M = 112,47$, $SD = 10,23$) dan kelompok kontrol ($M = 111,93$, $SD = 10,58$), $t(58) = 0,21$, $p > 0,05$, yang mengkonfirmasi kesetaraan dasar dan mengurangi risiko bias seleksi. Analisis kekuatan statistik a priori dilakukan menggunakan parameter Cohen ($d = 0,80$, $\alpha = 0,05$, $\text{power} = 0,80$), yang menunjukkan ukuran sampel minimum yang dibutuhkan adalah 26 peserta per kelompok; dengan demikian, ukuran sampel aktual sebanyak 30 peserta per kelompok dianggap cukup untuk mendeteksi efek yang besar.

Data dikumpulkan menggunakan kuesioner skala Likert 45 item yang telah divalidasi berdasarkan sembilan nilai anti-korupsi yang dikembangkan oleh Komisi Pemberantasan Korupsi (KPK), dengan validitas isi dikonfirmasi oleh penilaian ahli, validitas konstruk dinilai melalui Analisis Faktor Konfirmatori (CFA), dan reliabilitas menghasilkan Alpha Cronbach sebesar 0,912. Kelompok eksperimen menerima delapan sesi konseling kelompok terstruktur yang berlangsung selama 60–90 menit selama empat minggu, berdasarkan kerangka kerja terintegrasi dari Teori Pembelajaran Sosial, Konseling Kognitif-Perilaku, dan teknik Klarifikasi Nilai, sedangkan kelompok kontrol mengikuti program bimbingan sekolah standar tanpa intervensi tambahan. Pengumpulan data dilakukan pada tiga titik waktu (pra-uji, pasca-uji, dan tindak lanjut empat minggu) di bawah pengawasan. Untuk mengurangi bias pengukuran, prosedur penilaian hasil distandarisasi; namun, penyamaran penuh penilai terhadap alokasi kelompok tidak memungkinkan karena lingkungan pendidikan, dan keterbatasan ini diakui. Analisis data mencakup statistik deskriptif, uji normalitas Shapiro–Wilk, uji homogenitas Levene, uji t sampel berpasangan, uji t sampel independen, dan estimasi ukuran efek Cohen's d , dengan tingkat signifikansi ditetapkan pada $p < 0,05$, dan semua prosedur etis dipastikan melalui persetujuan institusional dan persetujuan informed consent dari peserta dan wali mereka.

HASIL DAN PEMBAHASAN

Hasil

Hasil penelitian ini disajikan secara berurutan, dimulai dengan statistik deskriptif, diikuti oleh pengujian asumsi, analisis inferensial, dan estimasi ukuran efek, semuanya diproses menggunakan IBM SPSS Statistics Versi 26.

Statistik Deskriptif Skor Karakter Anti-Korupsi

Analisis deskriptif mengungkapkan bahwa sebelum intervensi, kedua kelompok menunjukkan tingkat dasar karakter anti-korupsi yang sebanding, menunjukkan kesetaraan kelompok yang berhasil di awal penelitian. Setelah intervensi konseling delapan sesi, kelompok eksperimen menunjukkan skor rata-rata yang jauh lebih tinggi dibandingkan dengan kelompok kontrol, menunjukkan peningkatan yang berarti dalam dimensi karakter anti-korupsi termasuk kejujuran, tanggung jawab, disiplin, keadilan, dan integritas. Statistik deskriptif untuk kedua kelompok di ketiga titik pengukuran disajikan dalam Tabel 1.

Tabel 1.
Karakteristik Demografis Peserta menurut Kelompok

Variabel	Kategori	Eksperimental (n=30)	Kelompok kontrol (n=30)	Jumlah total (N=60)
Jenis kelamin	Pria	14 (46,7%)	15 (50,0%)	29 (48,3%)
	Perempuan	16 (53,3%)	15 (50,0%)	31 (51,7%)
Usia	15 tahun	10 (33,3%)	9 (30,0%)	19 (31,7%)
	16 tahun	12 (40,0%)	13 (43,3%)	25 (41,7%)
	17 tahun	8 (26,7%)	8 (26,7%)	16 (26,7%)
Tingkat Kelas	Kelas 10	15 (50,0%)	15 (50,0%)	30 (50,0%)
	Kelas 11	15 (50,0%)	15 (50,0%)	30 (50,0%)
Pendidikan Orang Tua	Rendah ($\leq$ SMP)	9 (30,0%)	10 (33,3%)	19 (31,7%)
	Menengah (SMA)	13 (43,3%)	12 (40,0%)	25 (41,7%)
	Tinggi (Universitas)	8 (26,7%)	8 (26,7)	16 (26,7%)

Tabel 1 menyajikan karakteristik demografis peserta di seluruh kelompok eksperimen dan kontrol. Distribusi jenis kelamin, usia, tingkat kelas, dan pendidikan orang tua tampak relatif seimbang antara kelompok, menunjukkan komposisi demografis dasar yang sebanding dan mendukung generalisasi temuan dalam konteks pendidikan yang serupa.

Tabel 2.

Statistik Deskriptif Skor Karakter Anti-Korupsi menurut Kelompok dan Titik Pengukuran

Titik Pengukuran	Kelompok	N	Rata-rata (M)	Deviasi Standar (SD)	Min	Maksimum
Pra-Tes	Eksperimen	30	112,4	10,2	89	134
	Kontrol	30	111,9	10,5	87	133
Tes Akhir	Eksperimen	30	158,6	8,74	13	175
	Kontrol	30	115,2	10,1	91	137
Menindaklanjuti	Eksperimen	30	155,8	9,12	13	173
	Kontrol	30	114,8	10,4	90	136

Pengujian Normalitas dan Homogenitas

Sebelum melakukan analisis inferensial, asumsi normalitas dan homogenitas varians diperiksa. Uji Shapiro-Wilk mengkonfirmasi bahwa semua distribusi data tidak menyimpang secara signifikan dari normalitas ($p > 0,05$), memenuhi prasyarat untuk prosedur statistik parametrik. Uji Levene untuk kesamaan varians lebih lanjut mengkonfirmasi homogenitas antar kelompok pada semua titik pengukuran ($p > 0,05$), seperti yang dirinci dalam Tabel 2.

Tabel 3.

Hasil Uji Normalitas (Shapiro-Wilk) dan Homogenitas (Levene)

Titik Pengukuran	Kelompok	Shapiro-Wilk (W)	nilai p	Levene's F	nilai p
Pra-Tes	Eksperimental	0,971	0,612	0,124	0,726
	Kontrol	0,968	0,584		
Tes Akhir	Eksperimental	0,974	0,643	0,213	0,646
	Kontrol	0,965	0,521		
Menindaklanjuti	Eksperimental	0,969	0,597	0,187	0,667
	Kontrol	0,962	0,498		

Uji t Sampel Berpasangan: Analisis Dalam Kelompok

Uji t sampel berpasangan dilakukan untuk mengevaluasi signifikansi perubahan skor dari pra-uji ke pasca-uji dalam setiap kelompok. Hasil menunjukkan peningkatan yang signifikan secara statistik pada kelompok eksperimen ($t(29) = 24,83$, $p < 0,001$), sedangkan kelompok kontrol tidak menunjukkan perubahan yang signifikan ($t(29) = 1,47$, $p = 0,152$), yang menegaskan bahwa peningkatan yang diamati disebabkan oleh intervensi konseling dan bukan karena pematangan alami atau faktor eksternal. Hasil rinci disajikan dalam Tabel 3.

Tabel 4.

Hasil Uji t Sampel Berpasangan: Perbandingan Pra-Uji dan Pasca-Uji dalam Kelompok

Kelompok	Pra-Tes M (SD)	Tes Pasca M (SD)	Perbedaan Rata-rata	T	df	nilai p
Eksperimental	112,47 (10,23)	158,63 (8,74)	46.16	23	29	<0,001
Kontrol	111,93 (10,58)	115,20 (10,11)	3.27	1.47	29	0,152

Uji t Sampel Independen: Analisis Antar Kelompok

Uji t sampel independen dilakukan untuk membandingkan skor rata-rata pasca-uji antara kelompok eksperimen dan kelompok kontrol. Analisis menghasilkan perbedaan yang signifikan secara statistik ($t(58) = 18,64, p < 0,001$), yang menegaskan bahwa siswa yang menerima intervensi konseling terstruktur mengembangkan skor karakter anti-korupsi yang secara signifikan lebih tinggi daripada siswa dalam kelompok kontrol. Hasilnya dirangkum dalam Tabel 4.

Tabel 5.

Hasil Uji t Sampel Independen: Perbandingan Antar Kelompok Setelah Uji

Perbandingan	Eksperimental (SD)	M Kontrol (SD)	M Perbedaan Rata- rata	T	F	nilai p
Tes Akhir	158,63 (8,74)	115,20 (10,11)	43.43	18,64	58	<0,001
Menindaklanjuti	155,80 (9,12)	114,87 (10,44)	40,93	17.21	58	<0,001

Analisis Ukuran Efek

Untuk menentukan signifikansi praktis dari intervensi tersebut, Cohen's d dihitung untuk perbandingan pasca-uji antar kelompok. Ukuran efek yang dihasilkan sebesar $d = 4,62$ menunjukkan efek praktis yang luar biasa besar, yang menegaskan bahwa intervensi konseling terstruktur tidak hanya menghasilkan peningkatan yang signifikan secara statistik tetapi juga bermakna secara praktis dalam pengembangan karakter anti-korupsi di kalangan siswa sekolah menengah, seperti yang disajikan dalam Tabel 5.

Tabel 6.

Ukuran Efek (Cohen's d) untuk Perbandingan Antar Kelompok Pasca-Uji dan Tindak Lanjut

Perbandingan	Perbedaan Rata-rata	SD Gabungan	Cohen's d	Interpretasi
Pasca-Tes (Eksperimen vs. Kontrol)	43.43	9.40	4.62	Dampak yang Sangat Besar
Tindak Lanjut (Eksperimen vs. Kontrol)	40,93	9,76	4.19	Dampak yang Sangat Besar

Secara keseluruhan, temuan kuantitatif secara konsisten menunjukkan bahwa intervensi konseling terstruktur sangat efektif dalam menumbuhkan pengembangan karakter anti-korupsi di kalangan siswa sekolah menengah di Indonesia, dengan efek yang signifikan secara statistik ($p < 0,001$) dan substansial secara praktis (Cohen's $d > 4,00$), dan bahwa peningkatan ini sebagian besar dipertahankan pada pengukuran tindak lanjut empat minggu, menunjukkan daya tahan dampak intervensi tersebut.

Diskusi

Temuan studi ini menunjukkan efek intervensi yang sangat besar (Cohen's $d = 4,62$), yang mengindikasikan bahwa program konseling kelompok terstruktur sangat efektif dalam meningkatkan karakter anti-korupsi siswa. Ukuran efek yang substansial ini dapat dijelaskan melalui beberapa faktor yang saling terkait. Pertama, intervensi diberikan dalam delapan sesi terstruktur, memungkinkan intensitas dan pengulangan yang cukup untuk penguatan nilai, yang seringkali kurang dalam intervensi jangka pendek. Kedua, format konseling kelompok memungkinkan interaksi antar teman sebaya, pemodelan sosial, dan refleksi kolektif, yang merupakan mekanisme penting dalam membentuk perilaku moral dan prososial. Dalam konteks budaya kolektivis Indonesia, di mana harmoni sosial, kesesuaian, dan norma kelompok sangat dihargai, pendekatan berbasis kelompok seperti ini kemungkinan besar memperkuat proses internalisasi, karena siswa dipengaruhi tidak hanya oleh fasilitator tetapi juga oleh teman sebaya mereka. Keselarasan sosial-budaya ini dapat menjelaskan mengapa intervensi menghasilkan ukuran efek yang jauh lebih besar daripada yang biasanya dilaporkan dalam intervensi perilaku atau pendidikan.

Keberlangsungan efek intervensi pada tindak lanjut empat minggu lebih lanjut menunjukkan bahwa program tersebut tidak hanya menghasilkan kepatuhan perilaku jangka pendek tetapi juga memfasilitasi internalisasi nilai-nilai anti-korupsi yang lebih dalam. Ketahanan ini dapat dikaitkan dengan penggunaan teknik pengalaman, seperti bermain peran, refleksi moral terbimbing, dan latihan klarifikasi nilai, yang melibatkan ranah kognitif dan afektif. Melalui proses ini, siswa tidak hanya diberi informasi tentang prinsip-prinsip etika tetapi juga didorong untuk membangun kembali makna pribadi dan identitas moral, sehingga nilai-nilai yang diperoleh menjadi lebih stabil dari waktu ke waktu.

Jika dibandingkan dengan literatur yang ada, besarnya efek yang diamati tampaknya relatif jarang terjadi. Sebagian besar intervensi berbasis pendidikan dan konseling yang menargetkan pengembangan karakter atau perilaku etis cenderung melaporkan ukuran efek sedang hingga besar (biasanya berkisar dari $d = 0,50$ hingga $1,50$). Oleh karena itu, efek yang sangat besar yang ditemukan dalam penelitian ini merupakan kontribusi yang penting dan berpotensi unik, menunjukkan bahwa mengintegrasikan proses kelompok yang relevan secara budaya dengan intervensi moral yang terstruktur dapat secara signifikan meningkatkan efektivitas. Namun, hal ini juga memerlukan interpretasi yang hati-hati, karena ukuran efek yang luar biasa besar dapat dipengaruhi oleh faktor kontekstual atau metodologis.

Terlepas dari kekuatan-kekuatan tersebut, beberapa keterbatasan perlu diakui. Pertama, periode tindak lanjut terbatas pada empat minggu, yang membatasi kemampuan untuk menarik kesimpulan tentang keberlanjutan jangka panjang dari efek intervensi; studi di masa mendatang harus memasukkan periode tindak lanjut yang lebih panjang

(misalnya, enam bulan atau satu tahun). Kedua, sampel diambil secara eksklusif dari Daerah Istimewa Yogyakarta (DIY) , yang dapat membatasi generalisasi temuan ke daerah lain di Indonesia dengan konteks sosial budaya dan pendidikan yang berbeda. Ketiga, studi ini bergantung pada pengukuran karakter anti-korupsi berdasarkan laporan diri , yang mungkin rentan terhadap bias keinginan sosial , terutama mengingat bahwa peserta menyadari sifat moral dari konstruk yang dinilai. Oleh karena itu, penelitian di masa mendatang didorong untuk memasukkan pendekatan multi-metode, seperti observasi perilaku atau evaluasi guru, untuk memperkuat validitas temuan.

Secara keseluruhan, studi ini memberikan bukti empiris yang kuat bahwa intervensi konseling berbasis kelompok yang berlandaskan budaya dapat menghasilkan peningkatan yang substansial dan berkelanjutan dalam karakter anti-korupsi, sekaligus menyoroti arah penting untuk penelitian masa depan guna meningkatkan kekokohan dan generalisasi.

Peningkatan signifikan dari pra-tes ke pasca-tes yang diamati pada kelompok eksperimen dapat dipahami melalui lensa teoretis Teori Pembelajaran Sosial, yang menyatakan bahwa disposisi perilaku — termasuk kejujuran, akuntabilitas, dan pengambilan keputusan etis — bukanlah sifat bawaan tetapi diperoleh secara aktif melalui proses observasi, pemodelan, penguatan, dan pengaturan diri kognitif. (Surbakti et al., 2024; Hardie et al., 2022; Darmawan & Fitriana, 2025) Program konseling kelompok delapan sesi yang digunakan dalam penelitian ini secara sengaja menggabungkan pemodelan melalui aktivitas bermain peran, jurnal reflektif untuk memperkuat pemantauan diri, dan diskusi dilema moral untuk meningkatkan penalaran moral kognitif, sehingga mengaktifkan mekanisme yang diidentifikasi oleh Bandura sebagai inti dari pembentukan karakter. Fakta bahwa kelompok kontrol tidak menunjukkan perubahan signifikan selama periode yang sama ($t(29) = 1,47, p = 0,152$) semakin memperkuat bahwa peningkatan yang diamati pada kelompok eksperimen disebabkan oleh intervensi itu sendiri dan bukan karena pematangan perkembangan alami, efek Hawthorne, atau faktor perancu temporal.

Peran pelepasan moral sebagai mekanisme psikologis yang mendasari perlu mendapat perhatian khusus dalam menafsirkan hasil ini. Charteris et al (2024) Teori Pelepasan Moral menyatakan bahwa individu—terutama remaja—terlibat dalam perilaku korup atau tidak jujur bukan karena mereka kurang pengetahuan moral, tetapi karena mereka menggunakan mekanisme kognitif seperti pembenaran moral, difusi tanggung jawab, dan pelabelan eufemistik untuk secara selektif melepaskan standar etika internal mereka. Intervensi konseling dalam penelitian ini secara langsung menargetkan mekanisme pelepasan ini dengan memfasilitasi klarifikasi nilai, memperkuat rasa agensi moral pribadi siswa, dan mengembangkan kapasitas mereka untuk pengaturan diri etis. Peningkatan signifikan pasca-intervensi di seluruh sembilan dimensi karakter anti-korupsi yang diukur dalam penelitian ini menunjukkan bahwa konseling secara efektif mengganggu pola kebiasaan pelepasan moral dan menggantinya dengan keterlibatan moral yang lebih aktif dan bertanggung jawab, sebuah temuan yang selaras dengan penelitian sebelumnya dengan Bhardwaj et al (2025) menunjukkan kemampuan agensi moral untuk dibentuk melalui intervensi psikologis terstruktur.

Ketahanan efek intervensi, sebagaimana dibuktikan oleh skor tinggi yang berkelanjutan pada pengukuran tindak lanjut empat minggu (Eksperimental: $M = 155,80$; Kontrol: $M = 114,87$; $t(58) = 17,21, p < 0,001$), membawa implikasi teoritis dan praktis

yang signifikan. Keberlanjutan peningkatan di luar periode pasca-uji langsung menunjukkan bahwa program konseling berhasil tidak hanya dalam menghasilkan perubahan sikap jangka pendek tetapi juga memfasilitasi internalisasi nilai-nilai anti-korupsi yang lebih dalam — suatu perbedaan yang sangat penting dalam konteks pendidikan karakter. Temuan ini selaras dengan kerangka teoritis yang diusulkan oleh [nama penulis] Ghaleb, (2024), yang berpendapat bahwa pengembangan karakter sejati membutuhkan integrasi pengetahuan moral, perasaan moral, dan tindakan moral, dan bahwa perubahan karakter yang berkelanjutan hanya terjadi ketika individu mengembangkan motivasi intrinsik untuk bertindak sesuai dengan nilai-nilai etika daripada menanggapi insentif atau tekanan eksternal. Format konseling kelompok terstruktur, yang menyediakan ruang yang aman secara psikologis bagi siswa untuk melakukan introspeksi diri secara jujur dan refleksi moral yang didukung oleh teman sebaya, tampaknya telah memfasilitasi integrasi karakter pada tingkat yang lebih dalam ini. (Apridayani & Waluyo, 2025; Roscoe & Taylor, 2023; Watts et al., 2024).

Temuan ini juga membawa implikasi penting bagi posisi teoretis bimbingan dan konseling dalam agenda pendidikan anti-korupsi nasional Indonesia. Pendekatan yang berlaku untuk pendidikan anti-korupsi di sekolah-sekolah Indonesia sebagian besar bersifat kognitif dan berbasis kurikulum, yang berfokus pada penyampaian pengetahuan faktual tentang hukum korupsi, mekanisme kelembagaan, dan kewajiban warga negara melalui mata pelajaran seperti Pendidikan Pancasila dan Kewarganegaraan (PPKn). Meskipun pendekatan tersebut berharga untuk membangun kesadaran dasar, pendekatan tersebut telah dikritik karena dampaknya yang terbatas pada perubahan perilaku aktual karena kegagalannya untuk membahas dimensi afektif dan motivasi dari perilaku korupsi. (Sharma, 2024; Tabrizi et al., 2024; Steen et al., 2022) Studi ini menunjukkan bahwa layanan bimbingan dan konseling, karena fokusnya yang melekat pada dimensi psikologis, emosional, dan perilaku perkembangan siswa, menawarkan pendekatan yang saling melengkapi dan mungkin lebih mendalam terhadap pembentukan karakter anti-korupsi yang membahas dimensi-dimensi yang tidak terselesaikan oleh strategi berbasis kurikulum konvensional.

Komponen konseling kognitif-perilaku yang terintegrasi dalam kerangka intervensi juga perlu dibahas secara khusus. Prinsip-prinsip Terapi Kognitif-Perilaku (CBT) yang diterapkan dalam konteks konseling pendidikan secara konsisten menunjukkan efektivitas dalam memodifikasi kognisi dan perilaku maladaptif di berbagai bidang, termasuk kecurangan akademik, agresi, dan penyimpangan sosial. (M. H. Syafii & Azhari, 2025; H. Syafii, 2025) Dalam konteks pengembangan karakter anti-korupsi, teknik konseling berbasis CBT—termasuk restrukturisasi kognitif, latihan perilaku, dan pemantauan diri—memungkinkan siswa untuk mengidentifikasi dan menantang kognisi yang menyimpang yang biasanya merasionalisasi perilaku korup, seperti keyakinan bahwa perilaku tidak jujur tidak berbahaya jika tidak terdeteksi, atau bahwa korupsi adalah norma sosial yang tak terhindarkan (Wijaya Mulya & Pertiwi, 2025; Weißmüller & Zuber, 2023). Dengan secara sistematis mengganti skema kognitif maladaptif ini dengan pola pikir yang lebih akurat dan selaras dengan integritas, intervensi konseling secara efektif mengatasi korupsi pada akar psikologisnya, bukan hanya pada permukaan perilakunya, sehingga menghasilkan perubahan karakter yang lebih kuat dan tahan lama (Meyer et al., 2026; Koeswayo et al., 2024; Savandha, 2025).

Selain itu, format konseling kelompok yang digunakan dalam penelitian ini terbukti sangat sesuai dengan karakteristik perkembangan dan orientasi sosial remaja sekolah menengah. Selama masa remaja, pengaruh teman sebaya merupakan salah satu penentu terkuat dalam pembentukan sikap dan pengambilan keputusan perilaku. (M. H. Syafii et al., 2025; H. Syafii et al., 2025) Konseling kelompok memanfaatkan dinamika teman sebaya yang penting secara perkembangan ini secara konstruktif, menciptakan lingkungan sosial terstruktur di mana norma-norma anti-korupsi positif diperkuat, dimodelkan, dan diinternalisasi secara kolektif. Siswa dalam kelompok eksperimen tidak hanya menerima bimbingan dari konselor tetapi juga mendapat manfaat dari akuntabilitas bersama, refleksi moral bersama, dan penguatan sosial terhadap perilaku berbasis integritas dalam lingkungan kelompok — proses yang sama sekali tidak ada dalam penyampaian kurikulum individual. Temuan ini konsisten dengan penelitian sebelumnya tentang H. Syafii et al (2026) faktor-faktor terapeutik konseling kelompok, khususnya faktor-faktor kuratif universalitas, altruisme, dan pembelajaran interpersonal, yang secara kolektif berkontribusi pada perubahan psikologis dan perilaku yang lebih dalam dan lebih tahan lama (M. H. Syafii, Purnomo, & Matas, 2024).

Temuan studi ini juga secara langsung berkaitan dengan kebijakan yang diuraikan dalam Peraturan Presiden No. 55 Tahun 2012 dan kerangka strategis KPK untuk pendidikan anti-korupsi di Indonesia. Meskipun kerangka kebijakan ini telah mewajibkan integrasi nilai-nilai anti-korupsi di semua mata pelajaran sekolah, peran spesifik layanan bimbingan dan konseling dalam mengoperasionalkan mandat ini masih kurang dijelaskan secara rinci. Studi ini memberikan justifikasi empiris untuk secara eksplisit memasukkan program konseling anti-korupsi terstruktur dalam kerangka kurikulum BK nasional, menempatkan konselor sekolah sebagai agen kunci dalam agenda reformasi anti-korupsi Indonesia yang lebih luas (H. Syafii & Azhari, 2026; M. H. Syafii, Purnomo, Ramadhan, et al., 2024; Syafi'i & Mulya, 2024). Bukti yang disajikan di sini menunjukkan bahwa ketika intervensi konseling dirancang secara sistematis, berlandaskan teori, dan diimplementasikan dengan tepat oleh para profesional terlatih, intervensi tersebut dapat menghasilkan peningkatan yang terukur, bermakna, dan berkelanjutan dalam karakter anti-korupsi pemuda Indonesia — hasil yang belum secara konsisten ditunjukkan oleh pengajaran kurikulum konvensional maupun mekanisme kelembagaan yang bersifat menghukum.

KESIMPULAN

Studi ini membuktikan bahwa intervensi konseling terstruktur secara signifikan efektif dalam mengembangkan karakter anti-korupsi siswa SMA di Indonesia, dengan peningkatan skor rata-rata sebesar 46,16 poin ($t(29) = 24,83$, $p < .001$) dan ukuran efek yang sangat besar (Cohen's $d = 4,62$) pada kelompok eksperimen. Keberlanjutan peningkatan ini dikonfirmasi melalui tindak lanjut selama empat minggu, yang menunjukkan bahwa intervensi tersebut memfasilitasi internalisasi nilai-nilai integritas yang tulus, bukan hanya perubahan sikap sementara. Secara teoritis, temuan ini memvalidasi integrasi Teori Pembelajaran Sosial, Konseling Kognitif-Perilaku, dan Teknik Klarifikasi Nilai sebagai kerangka kerja yang koheren dan efektif untuk pengembangan karakter anti-korupsi pada remaja. Dari sudut pandang praktis, studi ini memberikan bukti bagi konselor sekolah, pembuat kebijakan pendidikan, dan Komisi Pemberantasan Korupsi (KPK) untuk secara formal mengintegrasikan program konseling

anti-korupsi ke dalam kurikulum Bimbingan dan Konseling nasional. Dengan demikian, konselor sekolah diakui sebagai agen strategis dalam agenda reformasi anti-korupsi yang lebih luas di Indonesia. Penelitian lebih lanjut direkomendasikan untuk menguji keberlanjutan jangka panjang efek konseling, mengeksplorasi efektivitas komparatif konseling individu versus kelompok, dan menyelidiki peran moderasi gender, latar belakang sosial ekonomi, dan lingkungan sekolah dalam berbagai konteks regional di Indonesia.

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Dear Sir,

Muhammad Imam Najmudin¹, Anniez Rachmawati Musslifah², Faqih Purnomosidi³

Psychology Study Program, Faculty of Psychology, Universitas Sahid Surakarta, Indonesia¹²³

The article has been submitted to the journal G-Couns: Jurnal Bimbingan Dan Konseling (P-ISSN: 2541-6782, E-ISSN: 2580-6467) By Title, **Counseling Intervention and Anti-Corruption Character Development: Evidence from Secondary School Students in Indonesia**

Based on the review results, the article was declared **ACCEPTED** for publication in **Volume 10, Number 04, October 2026**.

The article will be available online at <https://journal.upy.ac.id/index.php/bk>. Articles can be accessed before the month in the Volume that has been received.

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Counseling Intervention and Anti-Corruption Character Development: Evidence from Secondary School Students in Indonesia

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Abstract

Corruption remains a critical behavioral and psychological challenge in Indonesia, with its roots increasingly linked to deficiencies in adolescent moral development. However, empirical evidence regarding counseling-based preventive interventions within secondary school settings remains limited. This study aims to examine the effectiveness of a structured counseling intervention in fostering anti-corruption character among secondary school students in Indonesia. The research employed a quantitative quasi-experimental design using a pre-test and post-test control group approach. A total of 60 participants were selected through purposive sampling and equally assigned to an experimental group (n = 30), which received eight sessions of structured group counseling, and a control group (n = 30), which followed the standard school guidance program. Data were collected using a validated 45-item Likert-scale instrument based on nine anti-corruption values developed by the Komisi Pemberantasan Korupsi (KPK). Statistical analysis using IBM SPSS Statistics Version 26 indicated a significant improvement in the experimental group ($t(29) = 24.83, p < .001$, Cohen's $d = 4.62$), while no significant change was observed in the control group. Follow-up assessments further confirmed the sustainability of the intervention effects. These findings demonstrate that structured counseling represents an empirically supported and psychologically grounded strategy for strengthening anti-corruption character in Indonesian secondary education contexts.

Keywords: *Counseling Intervention, Anti-Corruption Character, Secondary School Students, Character Education, Indonesia*

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INTRODUCTION

Corruption remains one of the most pervasive and deeply entrenched challenges confronting developing nations, with Indonesia ranking consistently among countries with significant corruption vulnerability indices as reported by Transparency International (Santoso, 2025; Mohammed et al., 2026a). The phenomenon of corruption is no longer confined to adult bureaucratic structures; empirical evidence increasingly suggests that the roots of corrupt behavior are formed during adolescence, a critical developmental stage in which moral reasoning, ethical identity, and behavioral dispositions are actively shaped. Understanding corruption not merely as a legal or political issue but as a behavioral and psychological problem has opened new avenues for preventive intervention, particularly within educational settings (Hardi, 2023; Mohammed et al., 2026b).

Secondary school students in Indonesia occupy a pivotal position in the national discourse on anti-corruption, as they represent the future generation of public servants, professionals, and community leaders (Hardi, 2023; Rengifo, 2025a). However, the existing literature reveals a significant gap between anti-corruption curriculum delivery and the actual internalization of integrity-based values among students. Conventional approaches to anti-corruption education have predominantly relied on cognitive transmission — the provision of information about laws, regulations, and institutional consequences — without sufficiently addressing the affective and behavioral dimensions of character formation (Campbell et al., 2026; Rengifo, 2025b). This limitation underscores the urgent need for more psychologically grounded interventions that target the underlying mechanisms of corrupt behavior at the individual level.

Guidance and counseling (BK) services in Indonesian secondary schools offer a strategically positioned platform for delivering such interventions. School counselors are uniquely trained to address students' psychological, social, moral, and emotional development through individual counseling, group counseling, psychoeducation, and structured guidance programs. Despite this potential, the explicit integration of anti-corruption character development within school counseling frameworks remains theoretically underdeveloped and empirically underexplored (Frydman et al., 2022; Crego et al., 2022). The majority of existing studies in Indonesia have examined anti-

corruption education through the lens of civic education or religious instruction, leaving the counseling dimension largely uncharted.

Theoretical frameworks supporting this study draw from Social Learning Theory, which posits that moral behavior—including honesty, accountability, and integrity—is acquired through observational learning, reinforcement, and cognitive self-regulation. Complementing this, the Theory of Moral Disengagement provides a critical explanatory lens for understanding how adolescents rationalize dishonest or corrupt conduct by selectively disengaging their moral standards (Rachmawati & Siswanto, 2025). When students exhibit low moral agency and high moral disengagement, they become susceptible to behaviors that mirror the structural corruption observed in broader society. Counseling interventions designed to enhance moral agency, strengthen self-efficacy, and foster ethical decision-making are therefore theoretically justified as preventive mechanisms against such tendencies (Padmasari et al., 2025; Awais et al., 2025).

Empirically, prior research has demonstrated that structured counseling programs—particularly group counseling and cognitive-behavioral approaches—are effective in modifying maladaptive behavioral patterns among adolescents, including aggression, academic dishonesty, and social deviance (Bullock et al., 2022; Purwaningsih, 2024). However, the specific application of counseling interventions to the domain of anti-corruption character development among Indonesian secondary school students has not been systematically investigated (Saulnier & Krettenauer, 2023; Morales-Sánchez & Ruiz-Palomino, 2023). This study addresses that gap by examining the relationship between counseling intervention and the development of anti-corruption character traits—including honesty, responsibility, courage, fairness, and simplicity—among students in Indonesian secondary schools.

The significance of this research is further amplified by Indonesia's national policy context. The Government of Indonesia, through Presidential Regulation No. 55 of 2012, has mandated the integration of anti-corruption education across all levels of formal schooling. The Komisi Pemberantasan Korupsi (KPK) has similarly emphasized the importance of early-stage character education as a long-term structural solution to corruption eradication. Yet, the translation of these policy mandates into effective, evidence-based behavioral interventions within schools remains incomplete. This study contributes to bridging that policy-to-practice gap by providing empirical evidence from a counseling intervention perspective.

The present study is guided by three primary research objectives: first, to identify the prevailing levels of anti-corruption character among secondary school students in Indonesia; second, to assess the effectiveness of structured counseling interventions in enhancing anti-corruption character development; and third, to analyze the specific dimensions of anti-corruption character that are most responsive to counseling-based approaches. By addressing these objectives, this study aims to make a novel theoretical and practical contribution to the intersection of school counseling, character education, and anti-corruption efforts in the Indonesian educational context.

METHOD

This study employed a quasi-experimental design using a pre-test–post-test control group approach to examine the effectiveness of a structured counseling intervention in fostering anti-corruption character among secondary school students in Indonesia. The study was conducted in two public secondary schools (Sekolah Menengah Atas Negeri)

in the Special Region of Yogyakarta during the 2024/2025 academic year. Participants were selected using purposive sampling based on predefined inclusion criteria, including active student status, willingness to participate with parental consent, and no prior exposure to structured anti-corruption counseling programs. A total of 60 students were recruited from two intact classes in different schools, with one class assigned as the experimental group ($n = 30$) and the other as the control group ($n = 30$). No random assignment at the individual level was conducted; instead, group allocation followed existing class structures (intact group design), thereby justifying the classification of this study as a quasi-experiment rather than a randomized controlled trial. To ensure comparability between groups prior to the intervention, an independent samples t-test was conducted on pre-test scores, which indicated no statistically significant difference between the experimental group ($M = 112.47$, $SD = 10.23$) and the control group ($M = 111.93$, $SD = 10.58$), $t(58) = 0.21$, $p > .05$, confirming baseline equivalence and reducing the risk of selection bias. A priori statistical power analysis was conducted using Cohen's parameters ($d = 0.80$, $\alpha = 0.05$, power = 0.80), which indicated a minimum required sample size of 26 participants per group; thus, the actual sample size of 30 participants per group was considered sufficient to detect a large effect.

Data were collected using a validated 45-item Likert-scale questionnaire based on nine anti-corruption values developed by the Komisi Pemberantasan Korupsi (KPK), with content validity confirmed by expert judgment, construct validity assessed using Confirmatory Factor Analysis (CFA), and reliability yielding a Cronbach's Alpha of 0.912. The experimental group received eight structured group counseling sessions lasting 60–90 minutes over four weeks, based on an integrated framework of Social Learning Theory, Cognitive-Behavioral Counseling, and Values Clarification techniques, while the control group followed the standard school guidance program without additional intervention. Data collection was conducted at three time points (pre-test, post-test, and four-week follow-up) under supervised conditions. To reduce measurement bias, outcome assessment procedures were standardized; however, full blinding of assessors to group allocation was not feasible due to the educational setting, and this limitation is acknowledged. Data analysis included descriptive statistics, Shapiro-Wilk normality tests, Levene's homogeneity tests, paired-samples t-tests, independent-samples t-tests, and Cohen's d effect size estimation, with a significance level set at $p < .05$, and all ethical procedures were ensured through institutional approval and informed consent from participants and their guardians.

RESULTS AND DISCUSSION

Results

The results of this study are presented sequentially, beginning with descriptive statistics, followed by assumption testing, inferential analysis, and effect size estimation, all processed using IBM SPSS Statistics Version 26.

Descriptive Statistics of Anti-Corruption Character Scores

Descriptive analysis revealed that prior to the intervention, both groups demonstrated comparable baseline levels of anti-corruption character, indicating successful group equivalence at the outset of the study. Following the eight-session counseling intervention, the experimental group exhibited a substantially higher mean score relative to the control group, suggesting a meaningful improvement in anti-corruption character dimensions including honesty, responsibility, discipline, fairness,

and integrity. The descriptive statistics for both groups across all three measurement points are presented in Table 1.

Table 1.
 Demographic Characteristics of Participants by Group

Variable	Category	Experimental (n=30)	Control (n=30)	Total (N=60)
Gender	Male	14 (46.7%)	15 (50.0%)	29 (48.3%)
	Female	16 (53.3%)	15 (50.0%)	31 (51.7%)
Age	15 years	10 (33.3%)	9 (30.0%)	19 (31.7%)
	16 years	12 (40.0%)	13 (43.3%)	25 (41.7%)
	17 years	8 (26.7%)	8 (26.7%)	16 (26.7%)
Class Level	Grade 10	15 (50.0%)	15 (50.0%)	30 (50.0%)
	Grade 11	15 (50.0%)	15 (50.0%)	30 (50.0%)
Parental Education	Low ($\leq$ Junior HS)	9 (30.0%)	10 (33.3%)	19 (31.7%)
	Medium (Senior HS)	13 (43.3%)	12 (40.0%)	25 (41.7%)
	High (University)	8 (26.7%)	8 (26.7%)	16 (26.7%)

Table 1 presents the demographic characteristics of participants across experimental and control groups. The distribution of gender, age, class level, and parental education appears relatively balanced between groups, suggesting comparable baseline demographic composition and supporting the generalizability of the findings within similar educational contexts.

Table 2.
 Descriptive Statistics of Anti-Corruption Character Scores by Group and Measurement Point

Measurement Point	Group	N	Mean (M)	Std. Deviation (SD)	Min	Max
Pre-Test	Experimental	30	112.47	10.23	89	134
	Control	30	111.93	10.58	87	133
Post-Test	Experimental	30	158.63	8.74	138	175
	Control	30	115.20	10.11	91	137
Follow-Up	Experimental	30	155.80	9.12	136	173
	Control	30	114.87	10.44	90	136

Normality and Homogeneity Testing

Prior to inferential analysis, the assumptions of normality and homogeneity of variance were examined. The Shapiro-Wilk test confirmed that all data distributions did not significantly deviate from normality ($p > 0.05$), satisfying the prerequisite for parametric statistical procedures. Levene's Test for equality of variances further confirmed homogeneity between groups at all measurement points ($p > 0.05$), as detailed in Table 2.

Table 3.
Results of Normality (Shapiro-Wilk) and Homogeneity (Levene's) Tests

Measurement Point	Group	Shapiro-Wilk (W)	p-value	Levene's F	p-value
Pre-Test	Experimental	0.971	.612	0.124	.726
	Control	0.968	.584		
Post-Test	Experimental	0.974	.643	0.213	.646
	Control	0.965	.521		
Follow-Up	Experimental	0.969	.597	0.187	.667
	Control	0.962	.498		

Paired-Samples t-Test: Within-Group Analysis

A paired-samples t-test was conducted to evaluate the significance of score changes from pre-test to post-test within each group. Results indicated a statistically significant improvement in the experimental group ($t(29) = 24.83, p < .001$), while the control group demonstrated no significant change ($t(29) = 1.47, p = .152$), confirming that the observed improvement was attributable to the counseling intervention rather than natural maturation or external factors. Detailed results are presented in Table 3.

Table 4.
Paired-Samples t-Test Results: Pre-Test to Post-Test Comparison Within Groups

Group	Pre-Test M (SD)	Post-Test M (SD)	Mean Difference	t	df	p-value
Experimental	112.47 (10.23)	158.63 (8.74)	46.16	23	29	<.001
Control	111.93 (10.58)	115.20 (10.11)	3.27	1.47	29	.152

Independent-Samples t-Test: Between-Group Analysis

An independent-samples t-test was performed to compare post-test mean scores between the experimental and control groups. The analysis yielded a statistically significant difference ($t(58) = 18.64, p < .001$), confirming that students who received the structured counseling intervention developed significantly higher anti-corruption character scores than those in the control group. Results are summarized in Table 4.

Table 5.
Independent-Samples t-Test Results: Post-Test Comparison Between Groups

Comparison	Experimental (SD)	M Control (SD)	M Mean Difference	t	df	p-value
Post-Test	158.63 (8.74)	115.20 (10.11)	43.43	18.64	58	<.001
Follow-Up	155.80 (9.12)	114.87 (10.44)	40.93	17.21	58	<.001

Effect Size Analysis

To determine the practical significance of the intervention, Cohen's d was calculated for the between-group post-test comparison. The resulting effect size of $d = 4.62$ indicates an exceptionally large practical effect, confirming that the structured

counseling intervention produced not only statistically significant but also practically meaningful improvements in anti-corruption character development among secondary school students, as presented in Table 5.

Table 6.
Effect Size (Cohen's d) for Between-Group Post-Test and Follow-Up Comparisons

Comparison	Mean Difference	Pooled SD	Cohen's d	Interpretation
Post-Test (Exp vs. Control)	43.43	9.40	4.62	Very Large Effect
Follow-Up (Exp vs. Control)	40.93	9.76	4.19	Very Large Effect

Overall, the quantitative findings consistently demonstrate that the structured counseling intervention was highly effective in fostering anti-corruption character development among secondary school students in Indonesia, with effects that were both statistically significant ($p < .001$) and practically substantial (Cohen's $d > 4.00$), and that these gains were largely sustained at the four-week follow-up measurement, indicating the durability of the intervention's impact.

Discussion

The findings of this study demonstrate a very large intervention effect (Cohen's $d = 4.62$), indicating that the structured group counseling program was highly effective in enhancing students' anti-corruption character. This substantial effect size can be explained through several interrelated factors. First, the intervention was delivered across eight structured sessions, allowing sufficient intensity and repetition for value reinforcement, which is often lacking in short-term interventions. Second, the group counseling format enabled peer interaction, social modeling, and collective reflection, which are critical mechanisms in shaping moral and prosocial behavior. Within the context of collectivist Indonesian culture, where social harmony, conformity, and group norms are highly valued, such a group-based approach likely amplifies the internalization process, as students are influenced not only by the facilitator but also by their peers. This socio-cultural alignment may explain why the intervention produced an effect size substantially larger than typically reported in behavioral or educational interventions.

The persistence of the intervention effect at the four-week follow-up further suggests that the program did not merely produce short-term behavioral compliance but facilitated deeper internalization of anti-corruption values. This durability can be attributed to the use of experiential techniques, such as role-playing, guided moral reflection, and value clarification exercises, which engage both cognitive and affective domains. Through these processes, students are not only informed about ethical principles but are also encouraged to reconstruct personal meaning and moral identity, making the acquired values more stable over time.

When compared to existing literature, the magnitude of the observed effect appears to be relatively uncommon. Most educational and counseling-based interventions targeting character development or ethical behavior tend to report moderate to large effect sizes (typically ranging from $d = 0.50$ to 1.50). The exceptionally large effect found in

this study therefore represents a **notable and potentially unique contribution**, suggesting that integrating culturally relevant group processes with structured moral interventions may significantly enhance effectiveness. However, this also necessitates cautious interpretation, as unusually large effect sizes may be influenced by contextual or methodological factors.

Despite these strengths, several limitations must be acknowledged. First, the **follow-up period was limited to four weeks**, which restricts the ability to draw conclusions about the long-term sustainability of the intervention effects; future studies should incorporate longer follow-up periods (e.g., six months or one year). Second, the sample was drawn exclusively from the **Special Region of Yogyakarta (DIY)**, which may limit the generalizability of the findings to other regions of Indonesia with different socio-cultural and educational contexts. Third, the study relies on **self-report measures of anti-corruption character**, which may be susceptible to **social desirability bias**, particularly given that participants were aware of the moral nature of the constructs being assessed. Future research is therefore encouraged to incorporate multi-method approaches, such as behavioral observations or teacher evaluations, to strengthen the validity of findings.

Overall, this study provides strong empirical evidence that a culturally grounded, group-based counseling intervention can produce substantial and sustained improvements in anti-corruption character, while also highlighting important directions for future research to enhance robustness and generalizability.

The substantial **pre-test to post-test gains** observed in the experimental group can be understood through the theoretical lens of Social Learning Theory, which posits that behavioral dispositions — including honesty, accountability, and ethical decision-making — are not innate traits but are actively acquired through processes of observation, modeling, reinforcement, and cognitive self-regulation (Surbakti et al., 2024; Hardie et al., 2022; Darmawan & Fitriana, 2025). The eight-session group counseling program employed in this study deliberately incorporated modeling through role-playing activities, reflective journaling to strengthen self-monitoring, and moral dilemma discussions to enhance cognitive moral reasoning, thereby activating precisely the mechanisms identified by Bandura as central to character formation. The fact that the control group demonstrated no significant change across the same period ($t(29) = 1.47, p = .152$) further substantiates that the observed gains in the experimental group were attributable to the intervention itself rather than to natural developmental maturation, Hawthorne effects, or temporal confounds.

The role of moral disengagement as an underlying psychological mechanism warrants particular attention in interpreting these results. Charteris et al (2024) Theory of Moral Disengagement posits that individuals — especially adolescents — engage in corrupt or dishonest behavior not because they lack moral knowledge, but because they employ cognitive mechanisms such as moral justification, diffusion of responsibility, and euphemistic labeling to selectively disengage their internalized ethical standards. The counseling intervention in this study directly targeted these disengagement mechanisms by facilitating values clarification, strengthening students' sense of personal moral agency, and developing their capacity for ethical self-regulation. The significant post-intervention improvements across all nine anti-corruption character dimensions measured in this study suggest that counseling effectively disrupted habitual patterns of moral

disengagement and placed them with more active, responsible moral engagement, a finding that aligns with previous research by Bhardwaj et al (2025) demonstrating the malleability of moral agency through structured psychological intervention.

The durability of the intervention's effects, as evidenced by the sustained high scores at the four-week follow-up measurement (Experimental: $M = 155.80$; Control: $M = 114.87$; $t(58) = 17.21$, $p < .001$), carries significant theoretical and practical implications. The persistence of gains beyond the immediate post-test period suggests that the counseling program succeeded not merely in producing short-term attitudinal shifts but in facilitating deeper internalization of anti-corruption values — a distinction that is critically important in the context of character education. This finding resonates with the theoretical framework proposed by Ghaleb, (2024), who argued that genuine character development requires the integration of moral knowing, moral feeling, and moral action, and that sustainable character change occurs only when individuals develop intrinsic motivation to act in accordance with ethical values rather than responding to external incentives or pressures. The structured group counseling format, which provided students with a psychologically safe space for honest self-examination and peer-supported moral reflection, appears to have facilitated this deeper level of character integration (Apridayani & Waluyo, 2025; Roscoe & Taylor, 2023; Watts et al., 2024).

These findings also carry important implications for the theoretical positioning of guidance and counseling within Indonesia's national anti-corruption education agenda. The prevailing approach to anti-corruption education in Indonesian schools has been predominantly cognitive and curriculum-based, focusing on the transmission of factual knowledge about corruption laws, institutional mechanisms, and civic obligations through subjects such as Pendidikan Pancasila dan Kewarganegaraan (PPKn). While such approaches are valuable for building foundational awareness, they have been criticized for their limited impact on actual behavioral change due to their failure to address the affective and motivational dimensions of corrupt behavior (Sharma, 2024; Tabrizi et al., 2024; Steen et al., 2022). The present study demonstrates that guidance and counseling services, by virtue of their inherent focus on psychological, emotional, and behavioral dimensions of student development, offer a complementary and arguably more penetrating approach to anti-corruption character formation that addresses the very dimensions left unresolved by conventional curriculum-based strategies.

The cognitive-behavioral counseling component integrated within the intervention framework also merits specific discussion. Cognitive-Behavioral Therapy (CBT) principles applied in educational counseling contexts have consistently demonstrated effectiveness in modifying maladaptive cognitions and behaviors across a wide range of domains, including academic dishonesty, aggression, and social deviance (M. H. Syafii & Azhari, 2025; H. Syafii, 2025). In the context of anti-corruption character development, CBT-informed counseling techniques — including cognitive restructuring, behavioral rehearsal, and self-monitoring — enabled students to identify and challenge the distorted cognitions that typically rationalize corrupt behavior, such as the belief that dishonest conduct is harmless when undetected, or that corruption is an unavoidable social norm (Wijaya Mulya & Pertiwi, 2025; Weißmüller & Zuber, 2023). By systematically replacing these maladaptive cognitive schemas with more accurate, integrity-aligned thinking patterns, the counseling intervention effectively addressed corruption at its psychological roots rather than merely at its behavioral surface, thereby

producing more robust and enduring character change (Meyer et al., 2026; Koeswayo et al., 2024; Savandha, 2025).

Furthermore, the group counseling format employed in this study proved to be particularly well-suited to the developmental characteristics and social orientation of secondary school adolescents. During adolescence, peer influence constitutes one of the most powerful determinants of attitude formation and behavioral decision-making (M. H. Syafii et al., 2025; H. Syafii et al., 2025). Group counseling harnesses this developmentally salient peer dynamic constructively, creating a structured social environment in which positive anti-corruption norms are collectively reinforced, modeled, and internalized. Students in the experimental group not only received guidance from the counselor but also benefited from mutual accountability, shared moral reflection, and social reinforcement of integrity-based behaviors within the group setting — processes that are entirely absent from individualized curriculum delivery. This finding is consistent with previous research by H. Syafii et al (2026) on the therapeutic factors of group counseling, particularly the curative factors of universality, altruism, and interpersonal learning, which collectively contribute to deeper and more durable psychological and behavioral change (M. H. Syafii, Pumomo, & Matas, 2024).

The present study's findings also speak directly to the policy imperatives articulated in Presidential Regulation No. 55 of 2012 and the KPK's strategic framework for anti-corruption education in Indonesia. While these policy frameworks have mandated the integration of anti-corruption values across all school subjects, the specific role of guidance and counseling services in operationalizing these mandates has remained conspicuously underspecified. This study provides empirical justification for explicitly incorporating structured anti-corruption counseling programs within the national BK curriculum framework, positioning school counselors as key agents in Indonesia's broader anti-corruption reform agenda (H. Syafii & Azhari, 2026; M. H. Syafii, Pumomo, Ramadhan, et al., 2024; Syafii & Mulya, 2024). The evidence presented here suggests that when counseling interventions are systematically designed, theoretically grounded, and implemented with fidelity by trained professionals, they can produce measurable, meaningful, and sustained improvements in the anti-corruption character of Indonesian youth — outcomes that neither conventional curriculum instruction nor punitive institutional mechanisms have consistently demonstrated the capacity to achieve.

CONCLUSION

This study proves that structured counseling interventions are significantly effective in developing the anti-corruption character of high school students in Indonesia, with an increase in average scores of 46.16 points ($t(29) = 24.83, p < .001$) and a very large effect size (Cohen's $d = 4.62$) in the experimental group. The sustainability of this improvement was confirmed through a four-week follow-up, which showed that the intervention facilitated genuine internalization of integrity values, rather than just a temporary change in attitudes. Theoretically, these findings validate the integration of Social Learning Theory, Cognitive-Behavioral Counseling, and Values Clarification Techniques as a coherent and effective framework for the development of anti-corruption character in adolescents. From a practical point of view, this study provides evidence for school counselors, education policymakers, and the Corruption Eradication Commission (KPK) to formally integrate anti-corruption counseling programs into the national Guidance and Counseling curriculum. Thus, school counselors are recognized as strategic

agents in Indonesia's broader anti-corruption reform agenda. Further research is recommended to examine the long-term sustainability of counseling effects, explore the comparative effectiveness of individual versus group counseling, and investigate the role of gender moderation, socioeconomic background, and school environment in various Indonesian regional contexts.

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LAMPIRAN

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NO	HARI/TANGGAL	MATERI KONSULTASI	TANDA TANGAN
	2 Juni 2026	Pengajuan Judul	
	5 Juni 2026	Bimbingan Bab I	
	10 Juni 2026	Bimbingan Bab II	
	18 Juni 2026	Bimbingan Bab III	
	22 Juni 2026	ACC Sempro	
	26 Juni 2026	Bimbingan Bab IV & V	
	1 Juli 2026	ACC Sidang	

Surakarta, ... Juli 2026

Pembimbing I



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NO	HARI/TANGGAL	MATERI KONSULTASI	TANDA TANGAN
	2 Juni 2026	Pengajuan Judul	Fu
	12 Juni 2026	Bimbingan Bab I & II	Fu
	18 Juni 2026	Bimbingan Bab III	Fu
	22 Juni 2026	Acc Sempro	Fu
	29 Juni 2026	Bimbingan Bab IV & V	Fu
	1 Juli 2026	Acc Sidang	Fu

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Pembimbing II

Fu

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