



Anti-Corruption Training for Guardians of Students of Indonesian Migrant Workers in Malaysia

Inayati Nuraini Dwiputri^{1*}, Santi Merlinda¹, Sri Handayani¹, Aditya Pratama¹, Binta Zulfia¹

¹ Faculty of Economics and Business, State University of Malang, Malang, Indonesia

Received: November 4, 2024

Revised: January 21, 2025

Accepted: March 25, 2025

Published: March 31, 2025

Corresponding Author:

Inayati Nuraini Dwiputri

inayati.dwiputri.fe@um.ac.id

DOI: [10.29303/ujcs.v6i1.773](https://doi.org/10.29303/ujcs.v6i1.773)

© 2025 The Authors. This open access article is distributed under a (CC-BY License)



Abstract: To support the achievement of the quality of the nation's education through higher education, it should be in harmony and synergy with the activities of the Tri Dharma Lecturer. One of the program is international community service. This community service will be applied to the Indonesian worker community under the Indonesian Embassy, Malaysia. The demand for holistic education is increasingly urgent. The young generation, including Generation Alpha, must be equipped with knowledge, skills and strong values to face the increasingly complex challenges of the future. Anti-corruption education is an important aspect of the education process that is often overlooked or lacking in the formal curriculum. The Indonesian workers' community under the Indonesian Embassy in Malaysia is a gathering place for Indonesian families living abroad, with a focus on education and youth development. Parents have a crucial role in shaping their children's education. However, they often need the right guidance and resources to support their children's development in these aspects. Given these conditions, there is a need to maximize the role of parents in anti-corruption education for the Alpha Generation within the Indonesian working community under the Indonesian Embassy in Malaysia. By involving parents in the education process, we can create an environment that supports the full development of children's potential and help them become citizens of the country that have good responsibility and integrity.

Keywords: Corruption; Governance, Institutional economics; Public economics

Introduction

One of the lecturer activities in the tri dharma of higher education is International Community Service. This community service activity was carried out to the Madurese Family Association (Ikatan Keluarga Madura/IKMA) community in Malaysia. International Community Service (ICS) activities are an effort that integrates education and community service with concrete actions that provide benefits to the global community. This activity is a tangible manifestation of the university's mission to have a positive impact not only on campus, but also off campus. In the era of globalization and increasing connectivity, collaboration with communities abroad is important.

Through this activity, it supports the role of education, which is one of the key factors that shape the future of society and the country. This community service activity applies to the Madurese Family Association (IKMA) community in Malaysia. In the

current era of globalization and information, the demand for holistic education is increasingly urgent. The young generation, including Generation Alpha, must be equipped with knowledge, skills and strong values to face the increasingly complex challenges of the future.

The Madurese Family Association (IKMA) community in Malaysia, is a gathering place for Indonesian families living abroad, focusing on education and youth development. Parents have a crucial role in shaping their children's education. However, they often need the right guidance and resources to support their children's development in these aspects. Given these conditions, there is a need to maximize the role of parents in anti-corruption education, financial literacy, and character education for the Alpha Generation within the Madurese Family Association (IKMA) community in Malaysia. By involving parents in the education process, we can create an environment that supports the full

How to Cite:

Dwiputri, I. N., Merlinda, S., Handayani, S., Pratama, A., & Zulfia, B. (2025). Anti-Corruption Training for Guardians of Students of Indonesian Migrant Workers in Malaysia. *Unram Journal of Community Service*, 6(1), 1-8. <https://doi.org/10.29303/ujcs.v6i1.773>

development of children's potential and help them become responsible citizens with integrity. Anti-corruption education is important to be applied in order to decrease the corruption behavior (Dwiputri et al., 2020).

The training was conducted to develop an education and training program for parents in the Madurese Family Association (IKMA) in Malaysia, which will provide them with the knowledge, skills and resources to support anti-corruption education. As such, the program will not only strengthen the relationship between parents and their children but will also help create a younger generation that is better prepared for the future with integrity, financial acumen and strong character of integrity. In this context, this training is expected to be the first step towards creating positive change in the education of Generation Alpha in the IKMA family community and make a meaningful contribution to minimizing corruption issues and improving financial literacy and character in Indonesian communities abroad.

Method

Based on the problems and solutions offered from the service problem, the following are presented the steps that will be taken in the implementation of the community service program to solve the problem at hand: 1). Pre-implementation of Service Activities: Prior to the implementation of activities, needs identification and community potential mapping will be carried out at the Madurese Family Association (IKMA) in Malaysia. A literature review and participant needs analysis will be conducted to design an appropriate and effective training curriculum. Pre-implementation also includes the preparation of materials, resources, and necessary practical tools; 2). Training Activities: Concurrent Training. Training activities will be conducted simultaneously. The training materials will cover corruption, corrupt culture, corrupt behavior, and anti-corruption education. The implementation is carried out using practical methods and interactive discussions to ensure participants' understanding. This anti-corruption education material covers the technical aspects and knowledge needed to understand, implement, and run anti-corruption education properly. The module can include guidelines for implementing anti-corruption education in the smallest institution, namely the family. Thus, the anti-corruption overview can be the foundation for further development in supporting the sustainability of anti-corruption education at the local and national levels; 3). Evaluation of Activities: Evaluation was conducted to measure the success of the training and its impact on the Madurese Family

Association (IKMA) community in Malaysia. The evaluation method includes measuring the improvement of participants' understanding, implementation of anti-corruption education in the family. Participant feedback will be collected for future program improvements. The evaluation also covers the sustainability aspect of the training.

Result and Discussion

Result

The profile of participants in international community service activities on anti-corruption education targeting the role of parents related to children's education from the Madurese Family Association (IKMA) community in Malaysia is as follows. In general, their education is Senior High School (66.67%) and Junior High School (33.33%). A total of 33.33% work for employers and the remaining 66.67% work as teachers for immigrant children. These migrant workers consist of 76.67% male and 23.33% female.



Figure 1. Anti-Corruption Education Training Activities

Based on the results of the data description, it can be seen that the parent community in general already has a very high view of anti-corruption education as in the indicator Knowledge of Core Values in Anti-Corruption Education with a score of 4.17 and in the dimension of The Role of Parents in conducting anti-corruption education in the family all items have a score of 4.27 - 4.30. The majority of parents use the advice method, and it has been running very well. Although there are still 27% of parents who choose to use the punishment method in conducting anti-corruption education. For other dimensions and other items in the dimension of Parents' Knowledge of the value of anti-corruption education has a score of 3.34 - 3.70 which means that anti-corruption education carried out by the Madurese Family Association (IKMA) community in Malaysia the role of parents is good.

Table 1. Character Education in the Family Environment

Dimension	Indicator	Mean	SD	Min	Max
Parents' knowledge in the value of anti-corruption education	- Core Value Knowledge in Anti-Corruption Education	4.17	0.592	3	5
	- Work Ethic Knowledge in Anti-Corruption Education	3.70	0.75	3	5
	- Knowledge Attitude Value in Anticorruption Education	3.43	0.971	3	5
Methods used by parents in anti-corruption education	- Exemplary method	4.17	0.834	3	5
	- Habituation Method	4.10	0.759	3	5
	- Advice method	4.40	0.675	3	5
Implementation of anticorruption education in the family	- Punishment method	3.37	1.033	2	5
	- Forms of anti-corruption by the alpha generation	4.53	0.571	3	5
	- The importance of preventing corruption in the alpha generation	3.43	0.626	3	5
Parents' role in conducting anti-corruption education in the family	- Corruption prevention measures for the alpha generation	3.90	0.607	3	5
	- Educating in the family	4.30	0.75	3	5
	- Guiding	4.30	0.651	3	5
	- Director	4.27	0.691	3	5

The results of the Focus Group Discussion (FGD) related to the sharing session of the community's experience of the role of parents in anti-corruption education for children in the family can be seen in the Table 2.

Table 2. The Result of Focus Group Discussion (FGD)

Category & Classification	Result	Conclusion
Perceptions of anti-corruption education for the alpha generation	Of the 30 participants, in general, all parents stated that anti-corruption education is very important in daily life. Despite this, only 30% of parents (9 parents) understood the values of anti-corruption education such as core values, work ethic and attitude values.	There are still 60% (11 parents) who do not understand the values of anti-corruption education for the alpha generation.
Purpose and importance of anti-corruption education	From the FGDs that have been conducted, parents provide several objectives in conducting anti-corruption education for alpha generation children with details, namely 9 parents have the aim of instilling values such as honesty, wisdom, responsibility and simplicity in the alpha generation. In addition, they also believe that the importance of anti-corruption education will prevent the alpha generation from being corrupt. Some parents as many as 7 people conduct anti-corruption education with the aim of forming ethical awareness from an early age that acts of corruption are wrong and harm many people, so they see the importance of anti-corruption education to build integrity and support sustainable development. Another 14 parents conduct anti-corruption education to provide knowledge and skills so that the alpha generation can recognize, report and avoid situations that have the potential to be involved in corruption, which in turn can create a better society. In this case they consider it important that anti-corruption education for the alpha generation can contribute to social change.	Based on the narrative from the explanation, parents have objectives in anti-corruption education, namely to form ethical awareness, encourage leadership values, provide knowledge and skills, build a better society. While the importance of Anti-Corruption Education in the Alpha Generation such as to prevent Corruption, Build Integrity, Support Sustainable Development and Contribute to Social Change.
Methods and approaches used by parents	There are various methods that can be used in conducting character education. 35% of parents chose the modelling method in daily activities and the two-way open communication model with children. While 45% of parents chose the discussion and reflection method by inviting children to do open talk activities with children and giving tasks and responsibilities for children. Only 20% of parents chose storytelling and involving children in social and charity activities.	Parents can use various methods and approaches in conducting character education to their children. The parent community uses several methods and approaches, namely: Modeling, Storytelling, Discussion and Reflection, Judicious Use of Punishment and Reward, Formal Education or Character Program, Involvement in Social and Charitable Activities, Task and Responsibility Approach, Open Communication and Acceptance.

Category & Classification	Result	Conclusion
Challenges and Barriers to Anti-Corruption Education	If parents conduct character education for their children, there are challenges and obstacles encountered, namely almost 85% of parents feel that the alpha generation has a high dependence on technology. Only 5% of parents have challenges and obstacles regarding lack of anti-corruption awareness and lack of knowledge about anti-corruption. The other 10% felt that the inability to model positive behavior as well as the very busy workload and time and the complexity of corruption issues were still their obstacles and challenges.	Challenges and obstacles perceived by parents in carrying out anti-corruption education are dependence on technology, lack of anti-corruption awareness and lack of knowledge about anti-corruption, inability to model positive behavior as well as the very busy workload and time and the complexity of corruption issues.
Resources and support	Of the various resources and supports available in anti-corruption education, most parents, 25%, used social media, family community support in providing seminars, mentoring and workshops in providing anti-corruption education. About 45% of parents use books and resources, counseling and psychology. Another 40% of parents chose to use resources through formal education, cooperation with schools, online education programs, and support from government agencies.	Resources and support can come from: social media, community support, books and resources, counseling and psychology, formal education, collaboration with schools, online education programs and support from government agencies.
The role of parents in anti-corruption education	Most of the parent community (60%) suggested that the role of parents in anti-corruption education is education. 15% of parents consider that their role is as a guide in conducting anti-corruption education. While others consider that parents play a directive role in conducting anti-corruption education for the alpha generation.	The role of parents is to educate, guide and direct in organizing character education for the alpha generation.

Based on the six (6) categories of FGD themes that have been organized in the community, the role of parents in conducting anti-corruption education in the alpha generation has different results, but overall parents believe that anti-corruption education in the alpha generation is an important investment in effectively fighting corruption, building a cleaner society, and ensuring a better future for all.



Figure 2. FGD Activities with Training Participants

Discussion

Based on the results of the description of anti-corruption character education, it can be concluded that the parent community has shown a strong commitment to anti-corruption education. The fact that they have a very positive view of this education, a high average

score on the knowledge dimension of the values of anti-corruption education, and the use of effective advice methods in character education signal a good awareness and understanding of the importance of integrity and ethics in the Alpha generation. However, to effectively implement anti-corruption education in the Alpha generation, it is necessary to consider some suitable strategies. First, a strategy that can be carried out by parents can be the Development of Creative Educational Materials. While parents have demonstrated good understanding, it is important to develop educational materials that are creative and engaging for children (Ceka & Murati, 2016). This can include stories, games or activities that actively engage children.

Creative educational material development strategies can be carried out by using attractive media in the form of images, videos, or audio and can also use stories or fairy tales that contain anti-corruption values. Another strategy is to use games that actively involve the alpha generation and organize activities that involve children in making things, such as making posters or making short films about anti-corruption. To provide experience about anti-corruption, it is necessary to create activities that involve the alpha generation in taking real action, such as cleaning the environment or raising funds to help disaster victims. By developing creative educational materials, parents can make anti-corruption education more interesting and easily understood by the alpha generation. This can help children to better understand anti-corruption values and apply them in their daily lives. In addition, by actively involving the alpha generation in anti-corruption education activities,

parents can help them to better understand the importance of these values and internalize them better.

Second, parents' active involvement in implementing anti-corruption education has a significant impact on children's moral and ethical development (Rahayu, 2023; Susetyo & Firmansyah, 2023). Parents have an important role in guiding their children in understanding the values of ethics, integrity and honesty (Wibawa et al., 2021). They should be able to create an environment at home that supports this learning. Parents have a strong influence in shaping their children's character. A study emphasizes that open communication and discussion with children about ethical values is one of the most effective ways to educate character. Parents who engage in regular conversations with children about moral and ethical issues tend to have children who are more aware of those values.

Daily conversations at home are important opportunities to teach children about integrity, honesty and responsibility. Parents can capitalize on learning moments that arise in daily life, such as dealing with conflict or making decisions. Through dialog and questions, parents can help children understand these concepts and how to apply them in daily actions. In addition, parents can also utilize moral stories, true stories, or even educational films that raise issues of ethics and integrity as tools to start conversations with children. This helps children to identify the values of anti-corruption education that are important for the alpha generation to understand and internalize the meaning of the stories.

Third, by working with schools. Parents can work with schools to ensure anti-corruption messages are consistent at home and at school. This can also include participation in anti-corruption education programs organized by the school. Parents' cooperation with teachers and schools is very necessary in the development of students, especially for the alpha generation because they still need special attention from parents and teachers given the characteristics of the alpha generation who are teenagers with various problems. Teachers need to know their students specifically, so that the teaching is right on target. Learning objectives will not be achieved if there is no contribution from parents in the learning process, because basically the goal of parents and schools is the same, namely to educate children. In addition, anti-corruption education must be instilled in an integrated manner from primary to tertiary education. Therefore, cooperation between parents and schools in anti-corruption education is very important to achieve these goals.

Fourth, anti-corruption education strategies for the Alpha generation can be strengthened by utilizing

technology. The Alpha generation is growing up in a digital age full of access to technological devices, including smartphones, tablets and computers. Therefore, parents can utilize technology as an effective tool in delivering anti-corruption messages to their children. One way to involve technology in anti-corruption education is to use educational apps. There are many apps specifically designed to help children understand concepts of ethics and integrity. These apps often offer educational games, quizzes and other interactive activities that can make learning more interesting and fun. Parents can choose age-appropriate apps for their children and spend time with them explaining the values learned through the apps. In addition, educational videos can also be a very effective tool.

Parents can search for videos that raise issues of corruption and ethics in language that children can understand. These videos can be used to initiate discussions and strengthen children's understanding of the importance of integrity and honesty. Online resources are also a rich source of information for anti-corruption education. There are many websites and learning platforms that provide educational materials on ethics, integrity and anti-corruption. Parents can search for these materials to use with children as an additional source of knowledge. The use of technology in anti-corruption education allows children to learn in a way that suits their age. This not only makes learning more engaging, but also allows children to develop a deep understanding of the importance of integrity in an increasingly connected world. In this way, anti-corruption education can become more relevant and effective for the Alpha generation.

Fifth, by applying values in daily life, parents can ensure that anti-corruption education messages do not just become abstract concepts, but also become an integral part of children's lives. Parents serve as strong role models in this regard, and this is why the application of integrity and ethical values in daily life is so important. One important value is honesty so parents can set an example by always speaking the truth in every situation. They should teach children that honesty is a value that cannot be compromised, even when facing difficult situations. For example, parents can guide children in dealing with mistakes and help them to always admit their mistakes and learn from them. Another value is responsibility. Parents can teach children about responsibility by giving them age-appropriate tasks and obligations. This helps children to understand that every action has consequences and that they must take responsibility for their actions.

Parents can teach children about the importance of empathy, respecting others, and supporting them in living a meaningful life. Through the application of these

values in daily life, children will learn that integrity and ethics are integral to how they live their lives. Parents' application of moral values in daily life has a positive impact on children's moral development. Parents who integrate moral stories and open communication in their daily interactions with children tend to have children who are more aware of ethical values and integrity. Thus, the application of values in daily life by parents is a powerful strategy in anti-corruption education. It helps children to understand and internalize the values, forms a strong foundation for integrity, and contributes to the formation of a generation that is more aware of corruption issues and right actions.

Sixth, the social engagement approach is an important strategy in anti-corruption education for the alpha generation. Parents can set an example and empower children to understand and feel the importance of helping others and contributing to Society. This is an important step in shaping children's character and integrity. Involving children in social and charitable activities helps them to develop a sense of empathy and concern for others. In participating in activities such as charity work, visits to orphanages, or contributing to social campaigns, children can learn about sharing, recognizing the needs of others, and acting as agents of positive change in society. Family and community involvement in social and charitable activities contributes to children's moral development.

Children who grow up in families that are active in social activities tend to have a better understanding of social responsibility and the importance of helping others. In addition, social engagement also allows children to experience first-hand the positive impact they can make in society. This can give them a sense of accomplishment, boost self-esteem, and stimulate motivation for ethical behavior. Parents can guide children in choosing and engaging in social activities appropriate to their age and interests. They can use this opportunity to talk about ethical values related to doing good and contributing to society. It is also a practical way to teach children that integrity and good actions are an important part of their identity. With this social engagement approach, anti-corruption education can become more real and meaningful for the Alpha generation. They will grow as individuals who are aware of their role in building a better society and become positive agents of change.

Seventh, monitoring and evaluation is an important step in anti-corruption education for the Alpha generation. Parents should be active in monitoring and evaluating their children's level of understanding of integrity and ethical values, as well as the effectiveness of the approaches used in educating their character. Through monitoring, parents can observe their children's progress in terms of their understanding of

concepts such as honesty, responsibility and good attitude. This can be done by talking regularly with children, listening to their views, and asking relevant questions. Parents can also observe children's behavior in everyday situations to see the extent to which they apply the values that have been taught. Evaluation is a more formal stage in assessing the effectiveness of anti-corruption education. Parents can use evaluation tools, such as questionnaires or knowledge tests, to measure the extent to which children have understood ethical concepts.

Evaluation can be done periodically to see progress over time. In addition, parents can also collaborate with schools in conducting evaluations. They can communicate with teachers and school staff to get feedback on children's character development at school. This will provide a more comprehensive view of children's understanding and implementation of character values. Monitoring and evaluation are important components in character education programs. Monitoring and evaluation help in understanding the extent to which character values have been implemented and whether there are positive changes in students' behavior and attitudes. By monitoring and evaluating, character education can be improved and adapted to the needs of students. Through continuous monitoring and evaluation, parents can identify areas that need improvement and pay special attention to ensure that their anti-corruption education is effective. In doing so, it will help to ensure that the messages of ethics and integrity are truly applied in children's daily lives and shape them into individuals who are aware of corruption issues and right actions.

These strategies will help ensure that anti-corruption education is not only a concept that is well understood by parents but also effectively implemented in the daily lives of the Alpha generation. By actively engaging children and making integrity values an integral part of their lives, anti-corruption education will have a sustainable positive impact on society that can create good governance. Good governance can increase economic performance (Dwiputri et al, 2019). Good governance also can create an economy to be more inclusive (Zulfia et al, 2024).

Conclusion

The parental community has shown a strong commitment to anti-corruption education with very positive views, good understanding and use of effective methods in character education. However, to effectively implement anti-corruption education in the Alpha generation, appropriate strategies are needed. These strategies include: 1) it is necessary to develop creative

educational materials, such as stories, games, and activities that actively involve children, 2) Active involvement of parents in implementing anti-corruption education is key in shaping children's character and ethics, 3) cooperation with schools to ensure anti-corruption messages are consistent at home and at school is important. Parents can participate in anti-corruption education programmes organized by schools, 4) technology can be used as an effective tool in anti-corruption education, through apps, educational videos, and online resources, 5) application of ethical values in daily life by parents is important to ensure that children internalize these values, 6) social involvement in charity and social activities helps children understand the importance of helping others and contributing to society, 7) monitoring and evaluation is an important step in anti-corruption education, which helps understand the extent to which character values have been applied and whether there has been any positive change.

Parents need to play an active role in supporting anti-corruption education in the Alpha generation. They should develop creative educational methods, provide examples, cooperate with schools, utilize technology, apply values in daily life, involve children in social activities, and conduct regular monitoring and evaluation. The implication of this discussion is that with the implementation of these strategies, anti-corruption education can become more effective and relevant for the Alpha generation. They will grow up as individuals who are aware of corruption issues, have a deep understanding of the importance of integrity, and are ready to contribute to a better society. In addition, the parental community can play a stronger role in shaping children's character and ensuring that messages of ethics and integrity are applied in their daily lives. This will contribute to the formation of a more ethical and corruption-free society in the future.

Acknowledgments

Our gratitude to the Chairperson of the Madurese Family Association (IKMA) community in Malaysia, who has been willing to become a partner in international service activities and all the assistance of infrastructure facilities provided in the implementation of training and mentoring activities. This research is funded by the Internal Funds of the State University of Malang in 2024 Faculty Decentralization scheme.

References

- Ceka, A., & Murati, R. (2016). The Role of Parents in the Education of Children. *Journal of Education and Practice*, 7(5), 61-64. <https://eric.ed.gov/?id=EJ1092391>
- Djelantik, S. (2008). Korupsi, Kemiskinan dan Masalah di Negara Berkembang. *Administrasi Publik*, 5 (1), 18-41. <https://journal.unpar.ac.id/index.php/JAP/article/view/1557>
- Dwiputri, I.N. & Kusufi, M.S. (2023). "Strategies for Reducing Cultural Poverty". Proceedings of the Ninth Padang International Conference On Economics Education, Economics, Business and Management, Accounting and Entrepreneurship (PICEEBA 2022). *Atlantis Press*.
- Dwiputri, I.N., Putri, R.D., Mintarti, S.U., Rachmawati, D., & Megasari, R. (2020). "Program Pendidikan Anti Korupsi pada Siswa Sekolah Menengah Atas (SMA) ". *ETHOS Jurnal Penelitian dan Pengabdian Kepada Masyarakat* 8(2): 186-190
- Dwiputri, I.N., Pradipto, R., & Arsyad, L. (2019). "Corruption and Capital Growth: Identification of Bribery by the Firm", *International Journal of Economics and Management* 13(2): 467-479
- Falah, A. A., & Suman, A. (2019). Kausalitas Korupsi, Kemiskinan, dan Pertumbuhan Ekonomi pada 8 Kota di Indonesia. *Jurnal Ilmiah Mahasiswa FEB*, 7(2), 1-16.
- Khoirunnisa, I. R., & Rochmawati, R. (2021). Pengaruh Literasi Keuangan, Sikap Keuangan, dan Pendidikan Keuangan Keluarga Terhadap Manajemen Keuangan Pribadi dengan Locus Of Control Sebagai Variabel Intervening. *Jurnal Pendidikan Akuntansi (JPAK)*, 9(2), 210-219.
- Li, Z., & Qiu, Z. (2018). How does family background affect children's educational achievement? Evidence from Contemporary China. *Journal of Chinese Sociology*, 5(1). <https://doi.org/10.1186/s40711-018-0083-8>.
- Lusardi, A. (2019). Financial Literacy And The Need For Financial Education: evidence and implications. *Swiss Journal of Economics and Statistics*, 155(1), 1-8.
- Rahayu, S. (2023). Parental Involvement Dalam Pembentukan Karakter Peserta Didik Merdeka Belajar. Unpublished Thesis. UIN Profesor Kiai Haji Saifuddin Zuhri Purwokerto.
- Sakti, R. (2019). Peran Orang Tua Dalam Pendidikan Anak Usia Dini Pada Abad 21. *Jurnal Pendidikan Islam Anak Usia Dini*, 1(1), 1-10.
- Susetyo, D. P., & Firmansyah, D. (2023). Literasi Ekonomi, Literasi Keuangan, Literasi Digital Dan Perilaku Keuangan Di Era Ekonomi Digital. *Economics And Digital Business Review*, 4(1), 261-279.
- Wibawa, D. S., Agustian, M., & Warmiyati, M. T. (2021). Pendidikan Anti Korupsi Sebagai Tindakan Preventif Perilaku Koruptif. *Muqoddima Jurnal Pemikiran Dan Riset Sosiologi*, 2(1), 1-18. <https://Doi.Org/10.47776/mjpr.002.01.01>.

- Yuwono, W. (2020). Konseptualisasi Peran Strategis dalam Pendidikan Literasi Keuangan Anak melalui Pendekatan Systematic Review. *Jurnal Obsesi : Jurnal Pendidikan Anak Usia Dini*, 5(2), 1419–1429.
- Zulfia, B., Dwiputri, I.N & Isupova, E. (2024). "An examination of inclusive economic growth and its factors: a case study of East Java, Indonesia". *R-Economy* 10(3), 350-368