



Diffusion of Local Anti-Corruption Textbook Innovation in Pesawaran Elementary Schools

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ABSTRACT

Anti-corruption education is essential for instilling values, ethics, and integrity from an early age. In elementary schools, it serves as a preventive measure against future corrupt behavior. This study examines the diffusion stages of the *Local Content Textbook on Anti-Corruption Education* in elementary schools across Pesawaran Regency, Indonesia. The objective is to analyze how this innovation spreads and its impact on shaping anti-corruption values within school culture. A qualitative research approach was employed, involving dissemination activities across all elementary education units in the region. Data were collected through interviews and questionnaires involving principals, teachers, students, and parents. Thematic content analysis was used to interpret responses and identify patterns in the diffusion process. The findings show that the anti-corruption textbook innovation has been widely accepted and integrated into classroom learning. The content aligns with students' needs and effectively supports teachers in delivering anti-corruption values. Furthermore, the use of this textbook has contributed to cultivating a school culture rooted in integrity and ethical behavior. In conclusion, the diffusion of anti-corruption education through localized textbooks significantly enhances value formation and supports early efforts to prevent corruption within the education system.

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INTRODUCTION

Corruption remains one of the most pervasive and detrimental social problems worldwide, undermining economic stability, democratic governance, and institutional trust. Its adverse impacts are especially acute in developing nations, where it erodes social cohesion and weakens legal frameworks (K. Komalasari & D. Saripudin, 2015). The role of education, particularly in the early years, is increasingly recognized as a strategic means to instill ethical values and develop a culture of integrity.

Anti-corruption education in elementary schools functions as a foundational pillar in character formation, fostering attitudes of honesty, responsibility, and justice from an early age (W. Birhan et al., 2021). Integrating anti-corruption values within the formal curriculum—through both explicit lessons and implicit cultural practices—provides a structured approach to nurturing integrity among young learners (F. Mubayyinah, 2017). These values are not only moral imperatives but also social necessities in the face of growing systemic challenges posed by corruption.

In the Indonesian context, national education policies have endorsed character education, including anti-corruption initiatives. However, successful implementation requires localized adaptation, particularly in curriculum development. The integration of anti-corruption education through local content textbooks represents a strategic innovation, especially in regions like Pesawaran Regency, where educational institutions serve as a primary medium of civic transformation (R. Rasdi et al., 2021).

This study explores the diffusion of innovation related to the development and use of anti-corruption textbooks in elementary schools, drawing upon Rogers' diffusion of innovations theory. The

investigation focuses on identifying the stages of adoption, evaluating stakeholder reception, and analyzing the influence of this pedagogical tool on school culture and value formation.

RESEARCH METHOD

This study adopts a qualitative research approach, which is appropriate for exploring complex social phenomena such as the diffusion of educational innovation. Qualitative methods are particularly useful when the objective is to understand the meanings, perceptions, and contextual interpretations of individuals and groups involved in change processes (N.K. Denzin & Y.S. Lincoln, 2018).

The research is framed within the diffusion of innovations theory as articulated by Rogers (2003), which provides a conceptual structure for analyzing how new ideas and practices spread through specific social systems. In this study, the innovation under investigation is the use of anti-corruption education textbooks developed as part of a local curriculum initiative (E.M. Rogers, 2003).

Data were collected through semi-structured interviews and open-ended questionnaires involving elementary school principals, teachers, students, and parents across multiple educational units in Pesawaran Regency. This combination allows for triangulation, enhancing both the credibility and depth of the findings (S. Tracy, 2020).

In addition to individual perspectives, the research also observes the mechanisms of socialization and dissemination utilized in promoting the adoption of anti-corruption textbooks. These include teacher workshops, curriculum integration strategies, and community involvement practices, all of which influence the diffusion process at the institutional level.

Data were analyzed using thematic content analysis, where transcripts and textual responses were coded to identify recurring patterns related to acceptance, resistance, and transformation of school culture through value-based learning. Emerging themes were interpreted within the theoretical lens of innovation diffusion stages: knowledge, persuasion, decision, implementation, and confirmation.

RESEARCH RESULT & DISCUSSION

Understanding Educational Innovation in Anti-Corruption Learning

Innovation in education must be contextual, value-driven, and responsive to local challenges. In this case, the anti-corruption education textbook (*PAK – Pendidikan Anti Korupsi*) represents a pedagogical innovation tailored to the ethical and moral development of elementary school students. Unlike generic textbooks, this innovation emerges from collaborative teacher-driven development, reflecting both cultural relevance and policy responsiveness.

As Rogers (2003) asserts, innovation is defined by its perceived novelty to the adopters, not merely its originality (E.M. Rogers, 2003). The innovation is significant not only because of its content embedding anti-corruption values such as integrity, honesty, justice, and discipline but also because of the grassroots-based development model, initiated by the Pesawaran Regency Teacher Working Group (*Kelompok Kerja Guru/KKG*). This approach corresponds with current literature that emphasizes bottom-up innovation in educational reform.

Knowledge and Awareness Formation

The first stage in the diffusion process is the creation of awareness about the innovation. The KKG, supported by the Education Office of Pesawaran Regency, initiated a series of socialization programs aimed at informing stakeholders school principals, teachers, parents about the textbook's purpose, structure, and pedagogical approach.

Awareness campaigns were conducted through workshops, educational forums, and curriculum integration training. These initiatives align with Hockett and Doubet (2021), who emphasize that strategic communication is essential in building innovation literacy among practitioners in education systems (Hockett & Doubet, 2021).

Teachers began to recognize that teaching anti-corruption values should not be limited to abstract moral lessons but must be embedded in daily classroom interaction, reflective tasks, and applied ethics. The visuals, stories, and activities included in the textbook served to concretize complex ethical issues for children, which significantly enhanced comprehension.

Persuasion and Attitudinal Shift

The persuasion stage involves forming favorable or unfavorable attitudes toward the innovation. In Pesawaran, this process was highly influenced by policy legitimization—specifically, the issuance of Peraturan Bupati No. 48 Tahun 2022 and the Surat Keputusan Kepala Dinas Pendidikan dan Kebudayaan on the development and use of local content for anti-corruption education.

This policy support provided symbolic and practical legitimacy, motivating schools to participate actively. As Baihaqi et al. (2022) explain, the interplay of systemic support and user motivation is critical in shifting institutional attitudes. The use of teacher-led training programs where educators shared implementation experiences further enhanced peer influence—an important vector of persuasion in the diffusion process (B. Baihaqi & K. Thohir, 2022).

Decision and Commitment to Adoption

The decision to adopt an educational innovation, such as the anti-corruption education textbook in Pesawaran Regency, is not merely an administrative choice but a complex, multilayered process influenced by individual, organizational, and policy-level dynamics. In Rogers' innovation-decision model, this stage is marked by a transition from awareness and attitude formation to concrete behavioral commitment, wherein schools and educators choose to integrate the innovation into their teaching systems (E.M. Rogers, 2003).

At the heart of this decision-making process lies the role of teacher agency—their ability to evaluate the innovation based on pedagogical relevance, classroom utility, and alignment with existing instructional goals. Sahin and Yildirim (2020) emphasize that perceived usefulness, ease of integration, and institutional expectations are critical in shaping teachers' willingness to adopt. In Pesawaran, teacher workshops and direct involvement in the development process enhanced the sense of ownership, thereby reinforcing their motivation to implement the textbooks (G. Sahin & E. Yildirim, 2020).

Beyond individual beliefs, organizational culture and leadership play pivotal roles. School principals who support innovation, offer instructional leadership, and foster collaborative environments contribute significantly to positive adoption decisions. Ertmer and Ottenbreit-Leftwich (2017) argue that access to training and continuous professional support empowers teachers to bridge the gap between initial awareness and committed use, especially in low-resource or change-resistant environments (B. Ertmer & A. Ottenbreit-Leftwich, 2017).

Moreover, adoption was accelerated by formal policy endorsements, such as the issuance of Regent Regulation No. 48 of 2022. Fullan (2016) identifies this as a form of "external push," where structured guidance and policy clarity reduce ambiguity and create a supportive climate for educational change. Schools that received early mentorship and policy alignment exhibited faster and more confident adoption behavior compared to those lacking systemic guidance (M. Fullan, 2016).

Another factor reinforcing adoption was peer influence and collective commitment. Teachers were more likely to adopt the textbooks when colleagues within their KKG (Teacher Working Group) network also embraced the innovation. This confirms findings in diffusion theory literature that interpersonal networks serve as powerful conduits for idea spread, especially in education systems that emphasize communal professional cultures (G. Sahin & E. Yildirim, 2020).

In summary, the decision to adopt the anti-corruption education textbook in Pesawaran Regency illustrates a convergence of internal readiness, systemic support, and cultural compatibility, all of which are vital to sustain educational innovation. A strong foundation of training, leadership, peer support, and policy legitimacy creates a context in which commitment moves beyond compliance into genuine integration.

Implementation in Classroom Practice

The implementation of innovation in classroom settings represents a critical stage in the diffusion cycle, where innovative ideas are tested within the realities of instructional practice. In the case of the *Anti-Corruption Education Local Content Textbook* (PAK) in Pesawaran Regency, implementation was carried out progressively by teachers who had participated in preliminary training and socialization activities. This phase marks the transformation of innovation from discourse into action, as anti-corruption values—such as honesty, responsibility, and simplicity—are systematically taught to students through contextual and participatory learning activities.

Teachers play a central role in the success of implementation, not merely as content facilitators but as ethical role models for their students. Blömeke and Hsieh (2020) emphasize that teacher effectiveness is closely correlated with how well they adapt instructional strategies to students' needs and the local context. In practice, teachers in Pesawaran employed interactive methods such as group discussions, role-plays, case studies, and value-based reflections, all designed using real-life scenarios relevant to students' social environments (P. Blömeke & J. Hsieh, 2020).

One of the key strengths of this implementation lies in the *design of the textbook*, which is both engaging and accessible. It includes visual illustrations, short stories, and project-based activities, creating an immersive and enjoyable learning environment—especially important for primary school students in the concrete-operational developmental stage. Research by Yoon, Anderson, and Lin (2020) demonstrates that the success of value-based curricula is heavily influenced by *material flexibility and student participation* in the learning process (S. Yoon et al., 2020).

In addition to pedagogical factors, *continuous professional development* for teachers has proven essential for maintaining consistent implementation. According to Darling-Hammond et al. (2017), ongoing, reflective, and collaborative professional development effectively builds teachers' capacity to integrate moral values into cross-disciplinary instruction (Darling-Hammond et al., 2017).

Field observations and formative evaluations indicated that students not only understood the basic concepts of anti-corruption but also demonstrated improved attitudes and behaviors in daily activities—such as being more honest in completing assignments, respecting the rights of others, and understanding the importance of social responsibility. This suggests that the implementation of the textbook has contributed to the development of a school culture grounded in integrity.

Thus, classroom implementation of this innovation is not merely about delivering textbook content but about *creating a learning environment* that fosters value internalization and sustained character transformation. This approach confirms that anti-corruption education at the primary level can be implemented effectively, provided it is supported by appropriate learning materials, continuous teacher training, and active engagement of the broader school ecosystem.

Confirmation, Feedback, and Evaluation

The confirmation stage in Rogers' diffusion of innovation model represents the phase where adopters seek reinforcement for their decisions and assess the outcomes of the innovation implementation. In the context of the *Anti-Corruption Education Local Content Textbook* initiative in Pesawaran Regency, this phase was essential for determining the sustainability and long-term impact of the innovation on school culture, student character development, and instructional effectiveness.

Evaluation efforts were multi-dimensional, incorporating both formative and summative components. Teachers and school administrators conducted ongoing formative assessments to monitor how well students internalized anti-corruption values such as honesty, integrity, and fairness. These assessments included classroom observations, student reflections, portfolio reviews, and value-based behavioral indicators. McMillan and Schumacher (2016) stress that evaluation in educational settings must be context-sensitive and evidence-based, utilizing multiple data sources to ensure validity and relevance (J.H. McMillan & S. Schumacher, 2016).

Feedback mechanisms were established through surveys and focus group discussions involving teachers, students, and parents. Teachers reported that the textbook's visual design, storytelling elements, and relatable content significantly enhanced student engagement. Students, particularly in upper primary levels, were able to articulate real-life implications of corruption and demonstrated increased moral reasoning. Parents observed behavioral improvements at home, suggesting that the textbook's impact extended beyond the classroom.

Importantly, the evaluation also included aspects of teaching efficacy and instructional support. Using Kirkpatrick's (2016) four-level model of evaluation—reaction, learning, behavior, and results—the project stakeholders assessed not only the immediate reception of the textbook but also the depth of student learning and transfer of values into everyday behavior. This structured feedback model allowed the education office and teacher working groups to identify areas for refinement in the next iteration of the textbook (D. Kirkpatrick & J. Kirkpatrick, 2016).

Furthermore, the process of feedback integration led to meaningful adjustments. For example, teachers proposed simplifying certain sections for lower-grade levels, increasing culturally relevant content, and aligning assessment rubrics with national character education standards. These improvements exemplify what Black and Wiliam (2018) refer to as “responsive pedagogy”, where feedback loops serve as a foundation for instructional innovation and quality enhancement (S. Black & K. Wiliam, 2018).

Ultimately, the confirmation and evaluation process validated the innovation's relevance and effectiveness while promoting a culture of continuous improvement. The positive reinforcement from various stakeholders strengthened the commitment to maintain and expand anti-corruption education at the elementary level. It also demonstrated that value-based education can be systematically evaluated and adapted to meet evolving pedagogical and cultural needs.

Policy and Theoretical Implications

The successful diffusion and classroom implementation of the *Anti-Corruption Education Local Content Textbook* in Pesawaran Regency yields significant implications for both educational policy and innovation theory. At the policy level, the initiative exemplifies the necessity of bottom-up innovation supported by top-down legitimacy. The structured involvement of teachers in textbook development, combined with formal backing from regional regulations (e.g., Regent Regulation No. 48 of 2022), created a rare synergy between grassroots pedagogical creativity and institutional policy frameworks. This aligns with Fullan's (2016) perspective that enduring educational change requires coherence across practice, policy, and purpose (M. Fullan, 2016).

From a policy standpoint, this case underscores the importance of local content integration in national curricula, particularly for values-based education such as anti-corruption learning. Policy initiatives that empower educators to contextualize curriculum while maintaining alignment with national standards enable more responsive and culturally grounded instruction. It also reaffirms the role of decentralized education governance in facilitating innovation, allowing regional offices to respond flexibly to societal challenges such as corruption through curriculum design and pedagogical adaptation.

Theoretically, the case advances the application of Rogers' Diffusion of Innovation theory in educational settings, offering a nuanced understanding of how value-laden innovations spread and are sustained. The five-stage model knowledge, persuasion, decision, implementation, and confirmation—proved robust in explaining how innovation took root in a public education system, but also required reinterpretation to include institutional scaffolding, sociocultural dynamics, and moral agency. As Biesta (2019) argues, educational research must engage with the normative dimensions of pedagogy, particularly when addressing ethical and civic learning (G. Biesta, 2019).

Furthermore, the initiative highlights the need for theory-practice-policy alignment in character education. While innovation theory explains the process, pedagogical theory provides insights into *how* values are best taught. The use of active learning strategies, contextual storytelling, and reflective exercises is supported by theories of engaged learning and moral development, emphasizing that ethical education cannot be transmitted through didactic means alone (A. Hargreaves & M. Shirley, 2020).

Finally, this case suggests that character and integrity education must move beyond being an ancillary concern and become a core pillar of education policy, especially in countries seeking systemic reform and cultural transformation. Embedding anti-corruption education in early schooling not only prepares future citizens but also influences institutional cultures, policy orientations, and broader democratic development.

CONCLUSION

The diffusion of innovations in local content textbooks on anti-corruption education in elementary schools throughout Pesawaran Regency is an important step in efforts to build anti-corruption character among students. The diffusion process includes introduction, adoption, implementation, and confirmation, each of which affects the success of integrating teaching materials into the curriculum. With strong support from the local government, teacher training, and ongoing evaluation, it is hoped that these textbooks can effectively instill anti-corruption values and shape a generation with more integrity in the future.

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