

Integrity Character Education in Indonesia: Systematic Literature Review and Bibliometric Analysis

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ABSTRACT

Character education has been a national priority in Indonesia since 2017, with a focus on fostering integrity. Despite its significance, integrity development in character education remains underexplored in research and pedagogy, especially concerning millennial students and educators. This study used a Systematic Literature Review (SLR) with Bibliometric analysis following the PRISMA model. A total of 42 articles published between 2017 and 2023 were analyzed to identify research trends, methodologies, and findings in character education within Indonesian schools. The findings reveal that character education research has diversified into topics such as education, learning strategies, psychology, and social empiricism. However, notable gaps exist in addressing integrity-related themes, including state and national integrity, piety, and millennial challenges. Methodologically, most studies employed qualitative or quantitative approaches, with limited use of mixed methods, highlighting an area for methodological innovation in future research. The identified trends and gaps underscore the importance of addressing integrity as a central theme in character education. Mixed-method approaches could offer nuanced insights into this complex issue. Additionally, research emphasizing millennial educators and the interplay of piety and national identity would provide valuable contributions. This study offers a comprehensive overview of character education research in Indonesia, emphasizing the need for future studies to adopt mixed-method approaches and focus on integrity development. These findings have important implications for educational policy and pedagogy, shaping efforts to strengthen national character through education.

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1. INTRODUCTION

Character education in Indonesia faces challenges from both national issues and evolving global dynamics, necessitating a comparative study to evaluate the state of national character education. This study primarily aims to explore the development of integrity-based character education in Indonesia over the past decade. The growing importance of cultivating individuals with strong character aligns closely with the overarching goals of 21st-century education. In Indonesia, character education is recognized as a critical component of national development efforts.

The national movement to strengthen character education is a strategic response to address the shifting values of younger generations. The Strengthening Character Education Program (PPPK), as outlined in Presidential Regulation No. 87 of 2017, emphasizes the integration of character education across multiple dimensions of learning, including school culture, family involvement, and community engagement. Establishing a robust character education ecosystem requires a collaborative approach, engaging schools, institutions, non-governmental organizations (NGOs), community groups, and community-based environments (Firdaos, 2017).

Educational institutions in Indonesia are not only used by educators and students to build knowledge, but also as an effort to build values in the learning process. Such as character formation in non-formal educational institutions such as Homeschooling (Saputro, 2017), forming student characters with independence, skill and morality Islamic boarding schools is a starting point to realize the nation's golden generation (Manshuruddin et al., 2019), also in family as the beginning of the growth and development of a child's character through the upbringing of his parents (Priyanto, 2018). All of this must lead to the goal of national education, which is the development of the potential of students.

Regulation of the Minister of Education and Culture of the Republic of Indonesia No. 20 of 2018 concerns to strengthen the Character Education classified into eighteen character values and then crystallizes into five main values (religious, nationalist, independent, mutual cooperation and integrity) (Kementerian Pendidikan Nasional, 2010). These five values have become the main pillars and important goals of character education in Indonesia over the past decade. This is intended to foster superior character for the Indonesian's generation in achieving the golden generation in 2045. The value of integrity is one of the important goals in the national character education policy in Indonesia.

Integrity character education seeks to build holistic values and principles. The Ministry of Education and Culture program on integrity character education in 2015 has not actually received serious attention because it still includes honesty education in the National Examination and has not been developed on the integrity of learning services (Suyanto, 2015). In fact, this obligation is for all educational units to implement comprehensively. Research (Fatyhah et al., 2022) concludes that it is important to strengthen the character of integrity for the successors of Indonesia because they will determine the fate and future direction of the nation's life. The importance of strengthening integrity character cannot be ignored, because integrity values are basic values that a person must have.

Research indicates that integrity-based character education is implemented across various educational levels and contexts in Indonesia. At the elementary level, it is integrated into community-based education units (Retnasari & Sumaryati, 2022; Probosiwi, 2023), school literacy movements in SD/MI (Izzah, 2020; Ulya & Zufatun, 2021; Fitriatul et al., 2021; Ismartin et al., 2023), and honesty programs such as using honesty canteens (Auliyairrahmah et al., 2021; Pramujiyanti et al., 2020; Perdana, 2021).

In secondary education, integrity character education focuses on moral leadership in Islamic boarding schools for MTs and MA students (Hidayat & Janan, 2023; Umar et al., 2021), the role of Christian teachers in shaping junior high school students' character (Wowor et al., 2022; Badruzzaman, 2019), vocational learning at agricultural vocational schools (Pramono, 2015), and integrity-based learning through Pancasila and Citizenship education (Sukmawati, 2019; Yulianda et al., 2023).

At the tertiary level, integrity education is promoted through anti-corruption education programs (Indrajaya et al., 2021; Sintia, 2023; Sihombing, 2018; Sukadari et al., 2018), daily activity books for elementary school students (Nur Waskito & Suyitno, 2020), and literary works such as those by Tere Liye

(Arviki et al., 2023). Recent innovations include guides for developing integrity-based character education through traditional games for children aged ten (Kadek & Nugrahanta, 2023; Lesmana & Nugrahanta, 2023). These findings demonstrate that integrity character education is a key component of Indonesia's national character strengthening movement, encompassing diverse approaches ranging from school-based learning to community and culturally grounded education models.

The topic of integrity is crucial to be investigated, considering that since the implementation of the integrity character education policy, the results have not been widely felt. Even increasing deviant behavior, indiscipline, and divided personalities can cause widespread national disintegration and threaten national values. For example, the ICW (Indonesian Corruption Watch) report from 2018 to 2022, corruption in Indonesia has increased and is increasingly worrying because it occurs in almost all government sectors (executive, legislative, and judiciary), the types are bribery, extortion, gratification, etc. (Anandiyah & Easter, 2023). The fact that moral decadence is directed at school-age children is thought to be related to learning that is not yet optimal and functional in forming character values (Muthoifin & Jinan, 2015). Such gaps can have an impact on low-integrity behavior (Umar et al., 2021). If there is no attention, it can become a serious problem to build a civilized society (Sharma, 2015).

The empirical problem of integrity is a moral problem felt by many parties globally because it concerns moral and character education. The call for integrity character education in Indonesia is not much different from other countries, such as moral integrity education from an early age, similarly in Jordan (Betawi, 2020), this is tested for employees at the Taiwanese Ministry of Defense (Hsiao, 2021), because it provides high performance for Islamic education teachers in Malaysia (Baharom et al., 2014). Cultivating academic integrity in millennial generation learning (Bradfield & McAllister, 2022; Daeng et al., 2019; Ramdani & Prakoso, 2019). Integrity values are also used in the mind training approach in Tibet to improve leadership integrity (Schuyler, 2010). Strengthening integrity in Indonesia is also carried out through the development of leadership cadres based on Islamic Boarding Schools (Umar et al., 2021). The study highlights the value of integrity as the main foundation for improving character, in other words, integrity is the goal of character education (Webber, 2022). Meanwhile, integrity education in Indonesia is not being developed much.

This study aims to identify emerging research trends, methods, and findings in the field of integrity character education in Indonesian schools. Researchers examine and understand each of these RQs. The theoretical significance of this study is to provide conceptual contributions to the development of integrity character education in educational institutions. Trends, methods, and study findings can be a reference for research development so that they can impact the design and agenda of further research. Practically, the findings can be used as a framework for developing models, strategies, and character learning methods that are in line with the socio-cultural conditions of the Indonesian nation.

The formulation of the problem related to integrity character education in Indonesia in this study are; RQ1: What are the current research topics on integrity character education in Indonesia?, RQ2: What research methods have been used in studies on integrity character education in Indonesia?, RQ3: What new findings have emerged in recent studies on integrity character education in Indonesia?

2. METHODS

This study uses a Systematic Literature Review (SLR) method with the PRISMA (Preferred Reporting Items for Systematic Review and Meta-Analysis) model to review various literature on integrity character education in Indonesia. The PRISMA model is useful because it can help researchers prepare a systematic literature review (SLR) (Selçuk, 2019). This model consists of four important and systematic stages in the flow of this model, they are; identification, screening, eligibility and determination (Albeha et al., 2020), as for literature articles sourced digitally (Zarate et al., 2022). The flow diagram is depicted as in Figure 1 below.

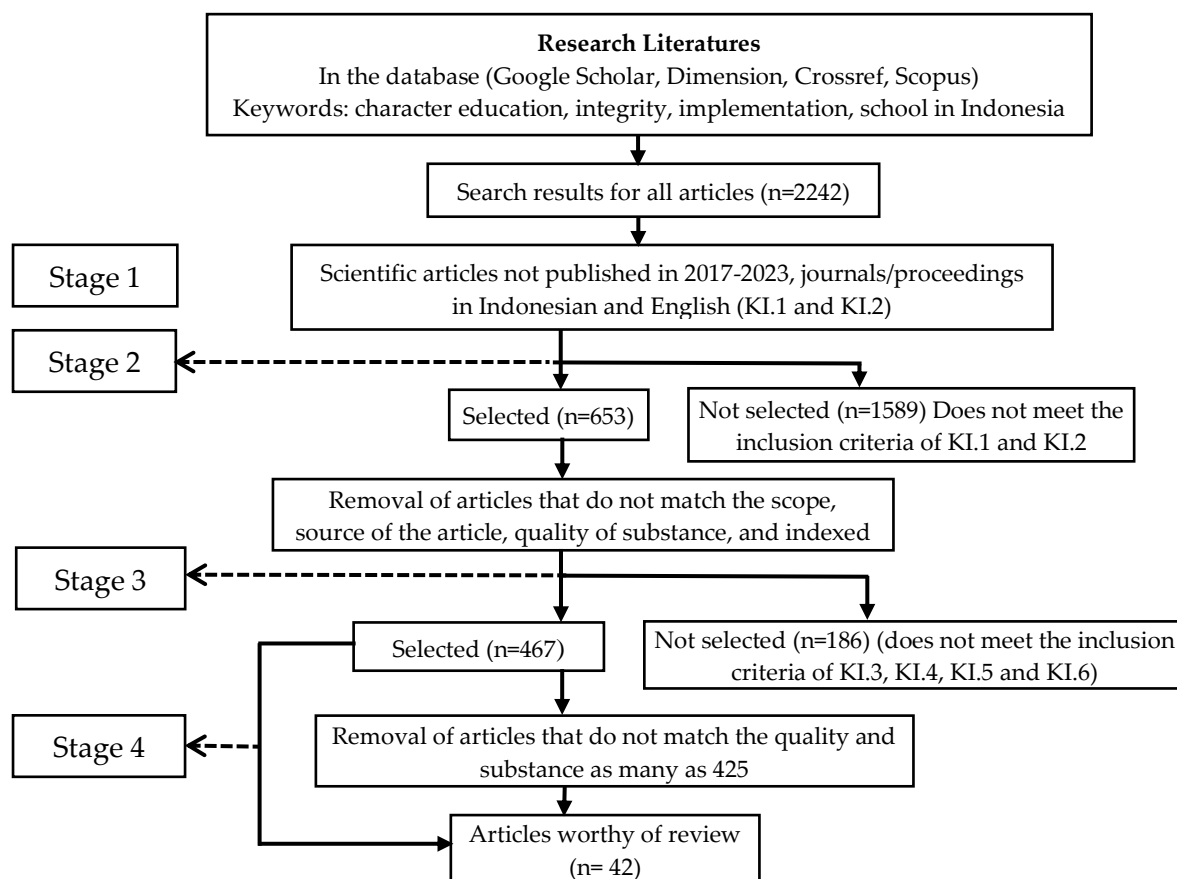


Figure 1. PRISMA Flowchart

The scope of this study is limited in terms of article selection and database use. Researchers determine the quality of selected articles published between 2017 and 2023 by considering the policy of strengthening integrity character in Indonesian educational institutions starting in 2017. This limitation is also intended to maintain the relevance and contemporary nature of the study topic. Meanwhile, the database is limited for ease of access to obtain article topics. Articles were collected from indexed databases using Harzing Publish or Pherish (PoP) software for screening, categorizing and removing duplicate articles and ensuring articles met the inclusion criteria.

The article criteria were determined using KI (Inclusion Criteria) and Exclusion Criteria as a review guide as shown in Table 1. Researchers limit the articles by setting inclusion and exclusion criteria. The researcher did not include the types of opinions, book chapters, reports, theses or dissertations because they are generally published in journals and proceedings.

Table 1. Inclusion and exclusion criteria

Criteria	Inclusion	Exclusion
Time range (year of publication)	2017 - 2023	The articles that other than 2017-2023 issues
Indexed	Google Scholar, Crossref, Dimension, Scopus	The articles are not indexed by Google Scholar, Crossref, Dimension and Scopus.
Language	Articles in Indonesian and English	The articles languages that other than Indonesian and English.

Article type	Journal (articles and proceedings)	The literature is other than journal articles and proceedings.
Scope of article	Integrity character education, integrity character, character strengthening program policies in Indonesia	The articles do not show the scope of integrity character education, integrity character, character strengthening program policies in Indonesia.
Quality or substance	Clarity of topics and problems,* clarity of methods,** clarity of results*** and research contributions****	The articles do not meet the clarity of topics and issues, methods, results and contributions.

* Clarity of topic and problem: Very clear (3), Fairly clear (2), Not clear (1)

** Clarity of research methods: Very clear (3), Fairly clear (2), Not clear (1)

*** Clarity of research results: Very valid (3), Fairly valid (2), Not very valid (1)

**** Research contribution: high (3), medium (2), (low) 1

The results of the evaluation of the quality and substance of the articles are applied consistently to all selected articles. The author ensures that evaluation process is carried out in detail to obtain high clarity and contribution, a score of 3 (very clear) and 2 (quite clear) as the information needed, while the excluded articles get a score of 1 (less clear).

Literature analysis is done in four steps: (1). Identifying selected keywords according to the topic. Indonesian keywords use stand-alone search terms, which are searched for, they are "implementation of character value education", "strengthening integrity", "integrity character", "policy for strengthening character education in Indonesia". While the search for keywords in English uses Boolean operators to obtain optimal results, for example the combination of the keywords "character integrity in Indonesia OR strengthening integrity", "Integrity character AND Policy for strengthening the character of integrity in Indonesia". (2). Filtering article according to eligibility criteria (KI.1, KI.2, KI.3, KI.4 & KI.5). (3). Eligibility, researchers read articles comprehensively to determine whether the article meets the eligibility criteria (KI.6). (4). Determine the classification of the list of articles based on related results and meeting the criteria, then use Mendeley software as recommended by (Reis et al., 2022), to facilitate the management of articles to be reviewed.

To enrich the findings of the Systematic Literature Review (SLR), researchers conducted bibliometric analysis to reveal trends and topics in the literature. The number of emerging publications and areas of research are rarely noticed, thus helping researchers focus on providing in-depth context. In this analysis. Researchers use VOSViewer software to view and identify the development of existing research study topics and examine certain topics that may be developed (Akhavan et al., 2016; Zhang et al., 2016). This analysis is also related to the number of publication results, novelty and usefulness for further research.

3. FINDINGS AND DISCUSSION

3.1 Literature Review

Theoretically, the term "character" according to the Language Center of the Ministry of National Education is innate, heart, soul, personality, character, behavior, personality, nature, nature, temperament, disposition (Zubaedi, 2015). Character is a habit owned by an individual which is produced from ethical choices, behavior and superior moral attitudes that are shown to people in the form of actions (Yaumi, 2016). Therefore, character can be taught through an educational process that is planned.

Character education is an essential part of schools/madrasahs task. The grand design of the Ministry of National Education in 2010 on the individual character formation is to optimize human

potential in an interrelated learning process in the form of heart training, thought training, sports and kinesthetics, and feelings and intentions. Character education is rooted in the affective domain related to the development of attitudes, emotions, values and feelings. According to Hasan, there are five goals of character education; developing the potential of the heart or conscience, developing behavioral habits according values and cultural, instilling leadership and responsibility, developing the ability to become independent, creative and nationally aware people, developing a safe, honest, creative, friendly school environment. Therefore, its main function is to form and develop potential of individuals (Zubaedi, 2015), science and technology-oriented, all of which are inspired by devotion to God Almighty based on Pancasila (Ali, 2018). Mulyasa, (2022) emphasized that character education is a continuous process rooted in the nation's cultural values in order to produce quality individuals in the future.

Thomas Lickona carries the character components namely moral knowledge (moral knowing), moral feeling, and acting morally (moral action) (Lickona, 2013). While good character consists of knowledge of goodness (knowing the good), desire for goodness (desiring the good), and doing good (doing the good) (Zubaedi, 2015). According to Mitchell, (2015) a person can act morally if they first have moral knowledge and character.

Theoretically, character education in Indonesia is developed based on; (a). Aspects juridical and philosophical, Pancasila, the 1945 Constitution and other regulations. (b). Aspects religious, and (c) While socio-cultural aspects. The values of character education come from religious values, Pancasila values, cultural values, and national education goals (Kementerian Pendidikan Nasional, 2010). In general, strengthening character values uses strategies in and out of class, while the methods can be in the form of dialogue and interaction, role models and carrying out joint practices.

Integrity is one of the main values of virtue in character education. The value of integrity and character education have a close relationship because integrity is the main pillar in forming personality. Etymologically, the words "integrity", "integration" and "integral" are rooted in the Latin word "integer" which means "whole", "whole", "round" and "intact" so having integrity is something that is whole and complete, not divided and the nuance of its integrity cannot be removed (Endro, 2017).

The concept of integrity is still multi-interpretable and debated. Likewise, integrity in the state, government and organization (Huberts, 2018), integrity in leadership and decision-making (Gea, 2014; Karthikeyan 2017), Human Resources integrity includes moral integrity, professional integrity, and personal integrity (Noelliste, 2013). Included in education are integrity and academic honesty (Suprpto et al., 2024).

If integrity is associated with individuals then it has moral connotations, Huberts (2018), interpret integrity as a sign of honesty, integrity is the quality of action and it is relevant to values, morals and rules. Furthermore, emphasized that integrity is more than just honest, thorough, and principled (Zahari et al., 2021). Gea, (2014), describes self-integrity as other peoples' assessment of us based on what they see and experience. According to Prawani, (2013), integrity is a guide that directs behavior to be better so that it reflects a person's personality and character. The character of integrity is in line with the exemplary values of the Prophet Muhammad SAW, namely Shiddiq (honest), Amanah (trustworthy), Tabligh (transparent), and Fathonah (intelligent) (Koesoema, 2012), all of which must be manifested in the lives of the nation's generations.

3.2 Article Search Results

Based on the search for the number of articles in the database sourced from Google Scholar, Crossref, Dimensions and Scopus, 42 articles were selected and met the criteria as shown in table 2 below:

Table 2. Database and number of articles meeting the criteria

No	Source/Data Base	Number of Articles	KI.1	KI.2	KI.3	KI.4	KI.5	Article Meets Criteria
1	Google Scholar	500	500	500	412	319	30	30
2	Crossref	979	979	979	127	89	8	8
3	Dimensions	663	663	663	102	47	3	3
4	Scopus	100	100	100	12	12	1	1
Total			2242	653	467	42	42	42

The search results on integrity character education did not find any published articles in 2017, while in 2018, there were 3 published articles, in 2019, 7 published articles, in 2020, 4 published articles, in 2021, 7 published articles, in 2022, 11 published articles, and in 2023, 10 published articles. The search results showed that there were no articles published in 2017 on integrity character education in Indonesia. While in 2018, 2019, 2020 and 2021 there was quite significant attention from researchers in this field, both in the form of policy evaluation studies, implementation at early, elementary and secondary levels and in non-formal educational institutions. Meanwhile, a significant trend occurred in the last two years, namely 2022 and 2023, reaching 10 and 11 published articles, which means that the implications of strengthening integrity character are increasingly needed during the national character strengthening policy.

3.3 Current research topics on integrity character education in Indonesia

The findings of the latest research topics in integrity character education in Indonesian schools are; (1). "Strengthening the integrity character of elementary school students" with 13 articles, (2). "Strengthening integrity through anti-corruption education" with 5 articles, (3). The topics "Strengthening the integrity character of the young millennial generation", "strengthening the character of integrity in textbooks and literature", and "strengthening the character of integrity through local culture" with 4 articles each, (4). "Strengthening the integrity character of middle school/senior high school students" with 3 articles, (5). While the topics "strengthening the character of integrity in the literacy movement", "religious teachers in the formation of integrity", "student integrity" with 2 articles each, (6). The topics "academic integrity", "strengthening the character of integrity through worship" and "educational integrity" were found in 1 article.

3.3 Research methods that have been used in the study of integrity character education in Indonesia

The research methods as seen in this research trend are divided into four types: qualitative, quantitative, development (Research and Development) and mixed methods. The classification and number of qualitative method use are 32 articles, the quantitative method is 7 articles, the development method (Research and Development) is 2 articles, and the use of mixed methods (Mix Method) is found in 1 research article.

3.4 New findings emerged in the latest study on integrity character education in Indonesia

3.4.1 Bibliometric Analysis of Keyword Co-occurrence

Further analysis using VosViewer software on keywords (keyword co-occurrence), Keyword co-occurrence displays the results of network visualization between keywords. Figure 2 shows a number of dominant keywords; "karakter", "nilai", "integrity" and "Indonesia", when enlarged (Zoom) the keyword "karakter" is related to "generasi muda", "discipline", "sederhana" and "sekolah dasar", "integrity", "nationalis", "guru" and "life" while the keyword "integritas" is related to "kegiatan spontan", "jujur", "sederhana", "disiplin", "mandiri", "development", and "life". The keyword "sekolah" is related to "pelaksanaan", "pembentukan", "jujur", "era". The keyword "Indonesia" is

related to other keywords, namely “sekolah dasar” and “young generation”, “development”, “model”, “disiplin”, and “jujur”.

This study does not observe values globally, but the dominant keyword “integrity” has a relationship with the broader field of character education. It is because empirically the development of character education studies in Indonesia also pays attention to five main values and characters that are not separated from each other. The relationship between these values is unique and forms a network visualization in this finding.

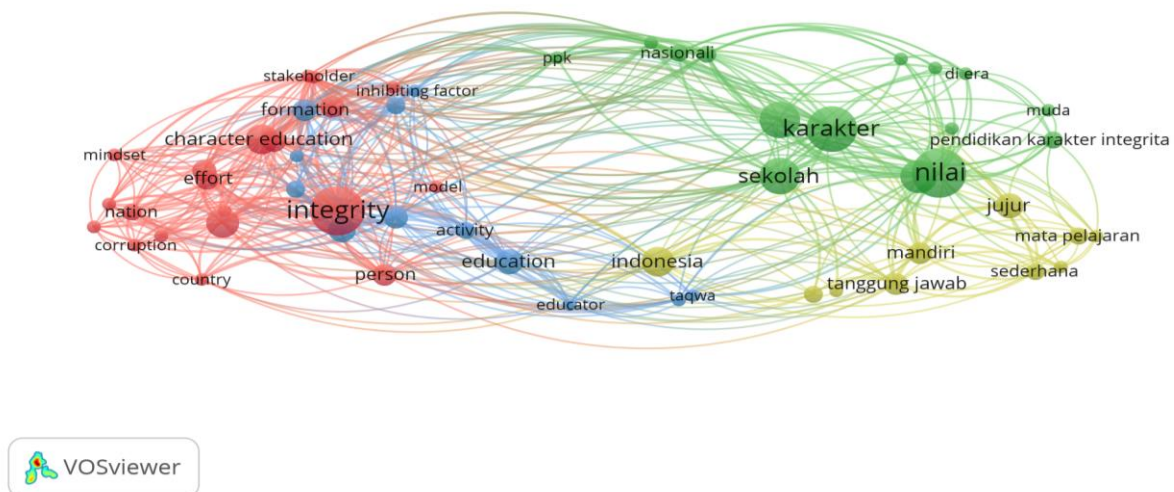


Figure 2. Network visualization of Co-occurrence keyword “Integrity character education in Indonesia”

Next, the overlay visualizes the history of old and new research related to the trending research topic “Integrity character education in Indonesia.” The yellow visualization depicts newer research such as “spontaneous activity”, “honest”, “nationalist”, “teacher”, “formation”, “di era”, “young”, “life”, “mindset”, “process”, “activity”, “sederhana”, “discipline”. While the dark blue visualization depicts older research, the relationship between these keywords shows that the various studies are closely related. Unrelated keywords indicate similar research opportunities. The visualizations in Figures 3 and 4 below:

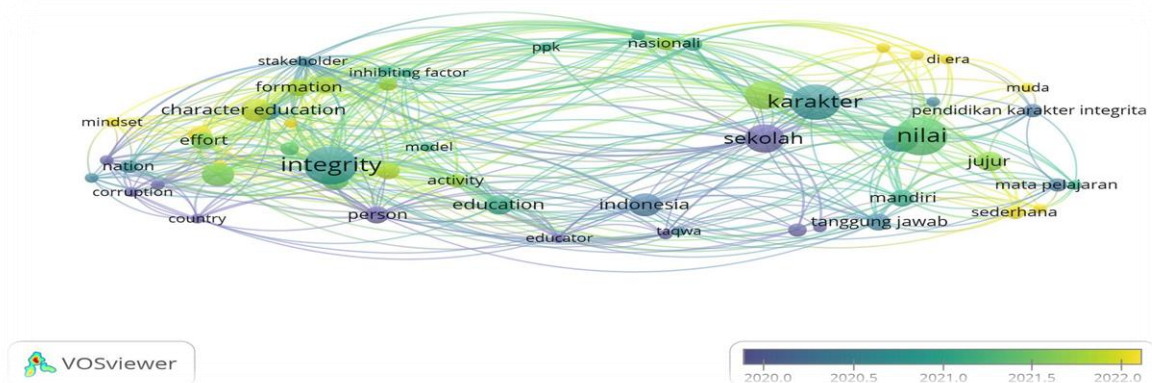


Figure 3. Overlay visualization of Co-occurrence keyword “Integrity character education in Indonesia”

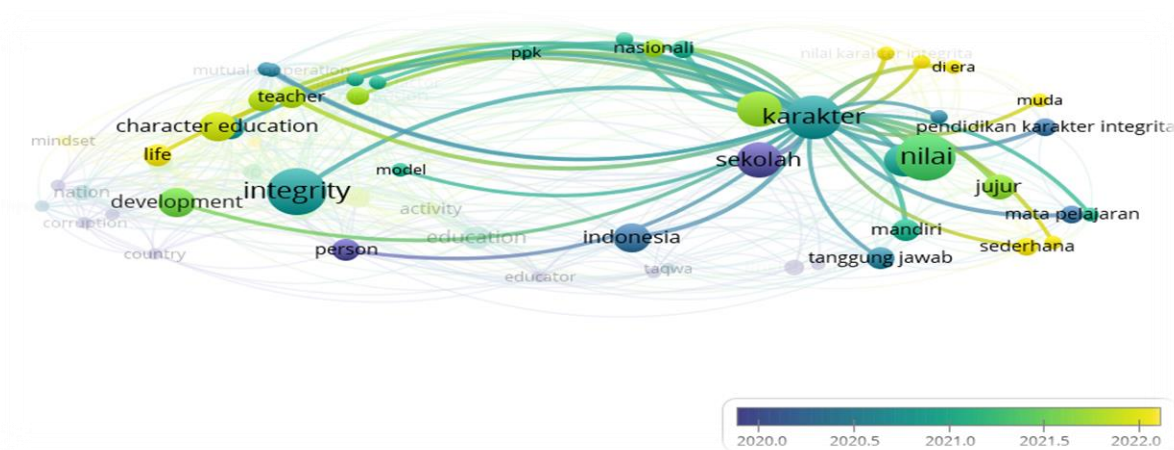


Figure 4. Zoom Overlay visualization of Co-occurrence of the keyword "karakter"

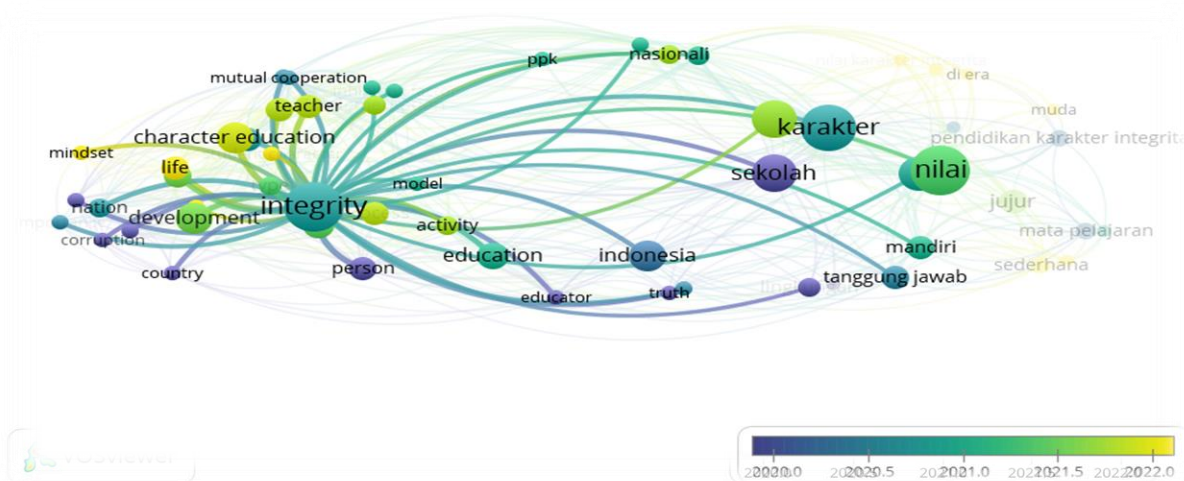


Figure 5. Zoom Overlay visualization of Co-occurrence of the keyword "integrity"

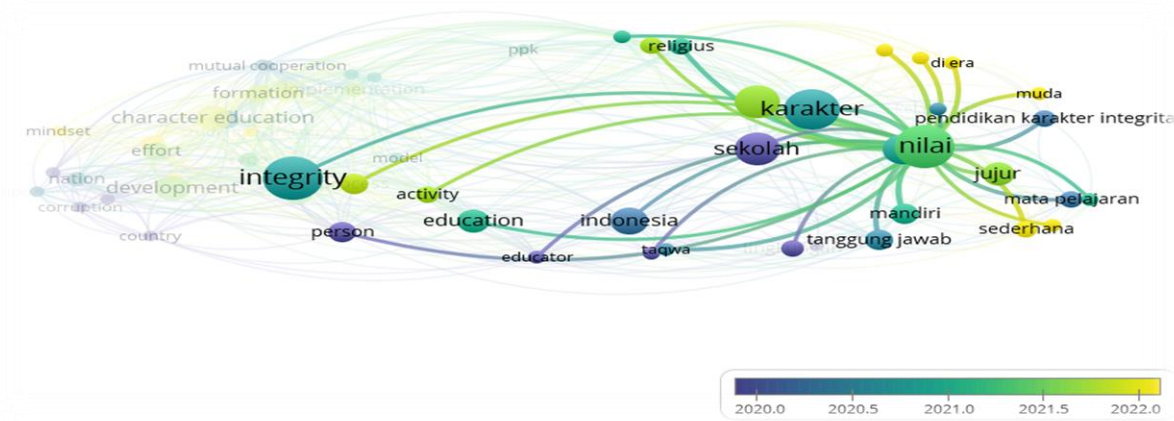


Figure 6. Zoom Overlay visualization of Co-occurrence of keyword "nilai"

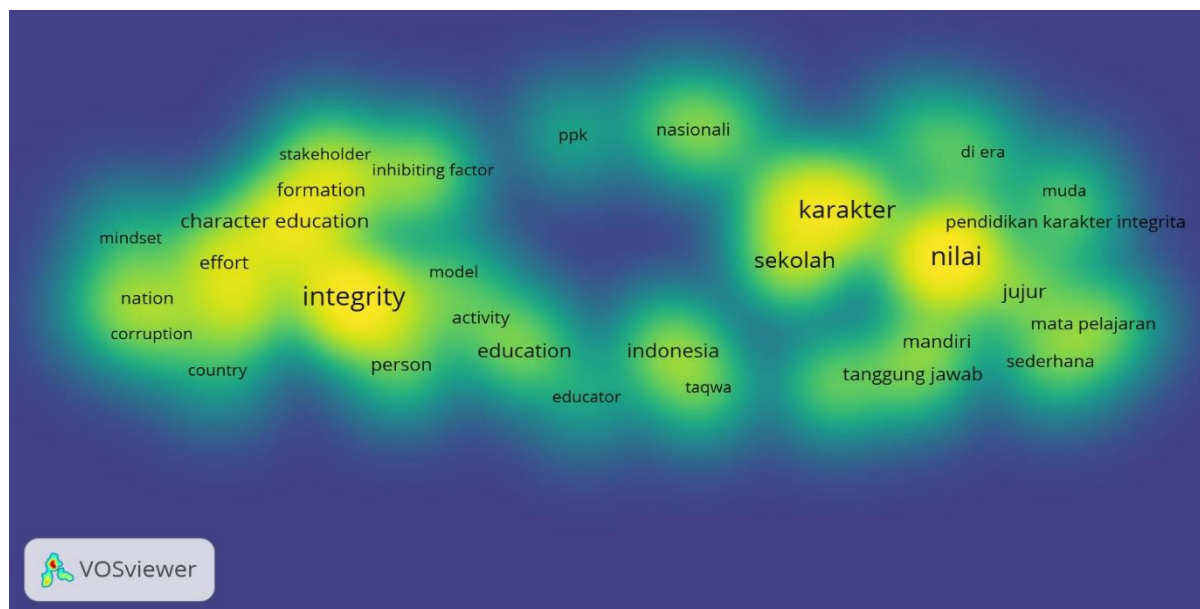


Figure 9. Density visualization of Co-occurrence of the keyword “integrity character education in Indonesia”

Discussion

The findings highlight the development of integrity-based character education in Indonesia. Efforts to cultivate integrity among elementary and secondary school students align with the 2015 government policy outlined in the National Standard School Plan, which identifies "high moral integrity" as the primary goal for graduates (Umar et al., 2021). Integrity character is intrinsically linked to education and personal integrity, as individuals with strong integrity exhibit high moral standards and a well-defined self-profile.

The topics in research on integrity character education in Indonesia focus on the problems of integrity character of elementary and secondary school students, such as honesty education, anti-corruption education, academic integrity, integrity values in textbooks, integrity and school literacy movements. In general, the focus is on strengthening honesty, because honesty is a dimension of integrity and the core of character (Huberts, 2018). There are other topic trends showing the development of integrity of the younger generation and millennials, such as local cultural integrity, educator integrity, Pancasila integrity, and worship integrity.

The research trend has actually developed, a number of dominant keywords have distant relationships but show research trends while certain connected keywords do not show significant trends. The development of research trends is influenced by the national movement policy of strengthening national character through programs in all schools. The findings in this trend show the contribution of researchers recommending the achievement of character education results, while insignificant trends can be an opportunity to meet research gaps.

The findings of this study indicate that the dominant published articles use qualitative methods with case study, phenomenology and ethnography approaches because they are closely related to social science and humanities studies, namely trying to uncover and understand the causes and effects, the deep meaning of individuals, groups or events (Creswell, 2012). Meanwhile, quantitative research methods, research and development (R&D), mixed methods, and systematic literature review (SLR) can be carried out significantly.

Practically, further research can use this type of research, as well as the use of broader theories, topics, and databases, to pay attention to topics relevant to character education integrity. In addition to fill the gaps of various literature to enrich new information and topics comprehensively. Expanding the study to other fields such as integrity development, discipline integrity, integrity of the younger generation, integrity of educators, integrity mindset, integrity of piety, integrity of life and state are new topics in current studies. Researchers can collaborate interdisciplinary with different designs such as quantitative experimental methods, mixed methods, and development research, even Systematic Literature Review and Software-based Bibliometrics (Akhavan et al., 2016; Zhang et al., 2016).

This study has limitations in the keywords and databases. The selection of Indonesian and English terms and keywords is important to consider different terms in the context of education, learning and social life, while the database can be expanded such as the use of Web of Science and Thomson Reuters. The challenges of research in this field are that it requires a comprehensive understanding of the differences and perspectives on the concept of integrity in the context of diverse Indonesian local cultures, the difficulty of measuring the abstract and objective concept of integrity, inconsistent character implementation in schools, doubts about implementing rules and lack of public trust in integrity values, violations of ethics in public spaces and often displayed, and neglect of principles to maintain self-existence.

Research on integrity character education in Indonesia generally examines moral aspects, student character, performance and profession, while integrity contains a depth of meaning covering aspects of individual life, family, leadership, social community, community and state life, environmental relations and even spiritual integrity. This is in line with global moral and character issues. Therefore, it needs to be considered so the stigma about integrity is not only focused on the student aspect. There are other elements such as teachers, parents, and community members who need to have integrity. According to Nilsen, (2004) teachers must be involved comprehensively to develop integrity in lifelong learning. Because teachers with integrity will be able to instill a integrity character in their students (Wowor et al., 2022), likewise family education and parenting patterns will increase integrity (Fitriana et al., 2023).

While the Indonesian cultural context is very diverse, the study of integrity character is not so prominent in urban or rural schools in certain local communities or cultures. One of them is the local cultural value of Bundo Kandung which can be the basis for instilling integrity (Syaputra et al., 2019). This is in line with the formation of a character with national integrity, strengthening of good personality is needed through national culture (Desire & Sri Ulina, 2022).

The problem of student integrity can be more difficult in the education system in Indonesia in the future if there is no more serious attention. Integrity character education is influenced by a conducive ecosystem and governance including the ownership of integrity by all education actors (Nasution et al., 2022), the importance of good planning and implementation in learning to strengthen the character of integrity (Najib et al., 2022). It requires program formulation, socialization, implementation, evaluation, follow-up, environmental contribution, collaboration between parties, utilization of textbooks and involvement of other communities. (Retnasari & Sumaryati, 2022). The implementation of the main character of integrity will have a positive impact on students and a negative impact on the environment if not implemented properly (Annisa et al., 2023; Fahira & Ramadan, 2021). In practice, this finding can make strengthening integrity character a priority program for educational institutions on an ongoing basis, such as anti-corruption education, academic honesty in learning, active prevention of plagiarism, cheating, collusion and data manipulation and gratification, considering that integrity is the basis for realizing character.

4. CONCLUSION

Analysis of research trends from 2017 to 2023 shows that integrity character education in Indonesia has covered various values that are very important for individuals and social communities. Integrity development can be an interesting emerging topic for researchers. Meanwhile, the current

topic trend predominantly uses qualitative methods and opens up opportunities for researchers to use different, more varied and interdisciplinary methods. Varied methods are very important to measure, develop and complement existing findings. Other methods will provide value for researchers in the field in uncovering new ideas and different perspectives on integrity character education in Indonesia, but it is important to pay attention to research challenges in this field.

The emerging findings in current studies will tend to strengthen the concept of integrity character education a cultural approach, anti-corruption education, conducive education governance and ecosystem, literacy culture, parenting patterns, non-academic activities, and the development of traditional games in the national education system in Indonesia. These findings can be a reference for implementation in various perspectives and cultures in educational institutions. Strengthening integrity can be optimized with the participation and involvement of all elements in various strengthening character programs, commitment to integrity needs to become a culture in various aspects of life. In addition.

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