

Lesson Study: Implementation of “Market Day Project” as an Anti Corruption Education for Early Child

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1. Introduction

Eradication of corruption, not only law enforcement must be carried out but also efforts to approach the educational process need to be carried out, so that in the end anti-corruption values will be embedded in individuals. Anti-corruption education also needs to be instilled from an early age, considering that early childhood education is the basis for laying attitudes and determining the character of children in the future.

Anti-corruption education is an effort to improve political culture in the educational path to carry out sustainable cultural change (Helmanita & Kamil, 2006). Early childhood as an individual who needs educational stimulation needs to be given the knowledge, values, attitudes, and skills needed by children as a provision of knowledge in order to prevent corruption that will harm themselves and the surrounding environment.

According to Wibowo & Nana (in Indawati, 2015) Anti-corruption education is a conscious and planned effort to realize a critical learning process of anti-corruption values. In the process, anti-corruption education is not only a medium for the transfer of knowledge, but also an emphasis on character building, anti-corruption values and moral awareness in the fight against corruption. Anti-corruption education is also a tool used to develop learning skills in capturing problems and difficulties experienced by the nation or state by triggering corruption, its effects, prevention, and resolution. Anti-corruption education basically aims to strengthen the basic value of the anti-corruption attitude itself that needs to be instilled at an early age (Rahayu, 2019). In early childhood education, the education system that participates in fighting corruption is an education system that departs from simple things, such as not cheating, honesty, discipline, fairness, and responsibility.

Market day is a buying and selling activity that aims to improve children's entrepreneurial skills and create interaction between individuals and other individuals, Market day is used as a form of training for children to be able to socialize with the environment both with teachers, parents, and peers. Market day can be in the form of a division of duties as buyers and sellers who are inseparable from all parties of the school (teachers, children, parents) and do not rule out the possibility of buyers coming from outside the school (parents or the community around the school). Market day activities will develop several good characters in children, namely honest, disciplined, skilled, innovative, responsible, and courageous (Febriyanti, Mulyadipradana, Nugraha, 2021). The purpose of this study is 1) conducting a lesson study for teachers through market day activities for early childhood 2) conducting anti-corruption education for early childhood through market day activities.

Market day is the day when children simulate buying and selling in one day (Muslima, 2015) Market day activities can make children to get an active and participatory education to improve children's skills and abilities. Market day can be obtained through entrepreneurial activities, where children learn how to advertise their merchandise to consumers (Suharyoto, 2017). According to Alma (in Fatimah et al., 2021) The market day program not only trains ways to interact and transact for children but can also develop affective aspects in children, such as, honesty, discipline, independence, responsibility, interpersonal communication, cooperation. This aspect can be developed through habituation methods in early childhood.

This research took the title "Lesson Study: Implementation of "Market Day Project" as Anti-Corruption Education in Early Childhood. The purpose of this study is 1) conducting a lesson study for teachers through market day activities for early childhood 2) conducting anti-corruption education for early childhood through market day activities.

2. Methods

The research method used in this study is Penelitian Tindakan Kelas (PTK). Classroom research is defined as research conducted by teachers in their own classrooms through self-reflection, with the aim of improving their performance as teachers, so that children's learning processes and outcomes improve (Subadi, 2011). In this study, researchers collaborated with teachers at Kharisma Sidoarjo Kindergarten. Researchers as initiators offer solutions to the problem of the absence of anti-corruption education for early childhood. The

provision of anti-corruption education in early childhood is very suitable when carried out with a lesson study model, because lesson study activities focus on children's activities as a whole (Sriyati, 2014).

The scheme for conducting this research is as follows:

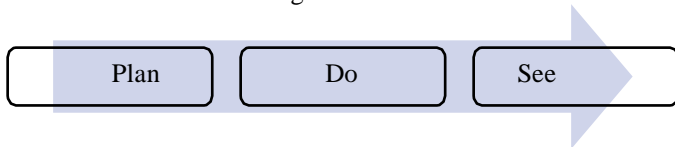


Figure 1. Lesson Study Implementation Flow

a. Plan

Teachers and researchers make learning plans in accordance with market day activities, arrange goals according to child development. Market day activities are structured to be able to provide anti-corruption education in early childhood. The results provided are Daily Learning Implementation Plans, learning media, and learning assessment instruments

b. Do

The design of the market day activities that have been produced is then implemented. At this stage, observation is carried out by collecting data based on the results of observations of children's activities. The results of the observations are recorded using observation sheets. The focus of observation in this study is the anti-corruption values that arise during the implementation of market day in each child.

c. See

In the lesson study activity, reflection activities are carried out directly after the learning ends and are followed by all observers. Reflection on market day activities is carried out using the results of observational data during market day activities. The reflection process is also carried out using data from observations during the activity. Inputs from fellow teachers are used as material to re-plan on the same topic (market day)

The technique used in data retrieval is observation technique. The Observation Sheet used uses the following grid:

Number	Ability	Items
1.	Responsibility	a. Children do not do other things when carrying out market day b. Children complete the market day according to the specified time c. Children carry out market days in accordance with the regulations that have been conveyed by educators d. Children cooperate in carrying out market day e. The child uses tools and materials with care
2.	Discipline	a. The child arrives on time b. The child sits in the space provided c. Children can maintain the cleanliness of the market day environment d. Children patiently wait for their turn when carrying out market day tasks e. Children patiently wait for their turn when accepting tasks f. Children are able to do market day tasks until completion
3.	Fair	a. Children are able to take care of themselves during market day b. Children are able to take care of friends during market day c. The child gives change as it should be d. Children pick up items/food as spoken e. Children want to help friends

Tables 1. Grid sheet Observation of anti-corruption attitudes

3. Result and Discussion

A. Plan

The planning process begins with coordinating with teachers at Kusuma Kindergarten regarding the activities to be carried out, namely market day. Teachers and teams coordinate to make a market day implementation plan. What we want to develop in the implementation of this market day is to develop anti-corruption skills in early childhood. Therefore, market day activities need to bring up situations that ask children to be honest, fair, responsible, and disciplined.

B. Process

The process of implementing market day activities begins with providing lighter questions for children. The teacher invites children to have discussions about what children know about the market, people in the market, how market conditions are, what is sold in the market, and also other discussions aimed at exploring children's knowledge about the market. Extracting information to children is necessary to find out how deep the child's knowledge of the market is.

Through initial discussions between teachers and students, there is also the identification of tools and materials, market designs that will be made by children, and also regulations that children need to comply with during market day implementation.

After getting an agreement with the child, the teacher invites the child to prepare for the market day. The teacher invites the children to create a selling place that is used for market day. For things sold on market day, teachers do Cooperation with parents. Parents are given the freedom to make/ buy food to sell in market day activities.

On the day of the implementation, the activity begins with the teacher inviting the children to pray. After the prayer activity, the teacher re-appensively reiterated the activities to be carried out on that day, namely market day activities. In addition, the teacher also reminds children about the division of roles, the division of places to sell, and does not forget to remind them of previously taken regulations or agreements with children. Apperception is needed to equalize perceptions and opinions between teachers and children.

C. See

After the market day activities were completed, the research team invited teachers to evaluate market day activities. The evaluation carried out with the teacher includes evaluations related to the implementation and also the evaluation of values that have successfully appeared during the implementation of the market day with children. The evaluation results obtained by researchers and teachers are:

a. Evaluation of the implementation

- The implementation of market day activities went well
- Children can play the role of buyers and sellers well

b. An anti-corruption value that arises in the implementation of market day

- Honest

Honesty is one of the values that need to be stimulated in children so that children have an anti-corruption attitude. In this study, the items observed about the child's ability, to be honest, were as follows:

No	Aspects	Items
1.	Honest	a. Children consistently convey the price of goods sold to buyers b. Children can keep the goods sold from being stolen c. Children can describe the goods sold according to their circumstances

The value of being honest will make the child know the boundaries based on what are their rights and responsibilities. If it is associated with corruption, then honest values will make children able to provide filters on what is indeed the child's right. So that the child has no intention of being able to take something that does not belong to the child.

In the implementation of market day, the value of honesty can be seen according to the items that have been formulated. When children buy and sell, children who are buyers can convey what objects the child wants to buy. For example, on food sales posts. There are several types of food, namely doughnuts, wet pastries, and various other foods. When children and other parents want to buy the food, the child who plays the role of a buyer can convey what food to take (for example: "I want to buy doughnuts, brown doughnuts"). This child's ability shows that the child can describe the goods sold according to the original situation.

In addition, market day activities are also definitely closely related to buying and selling transactions and of course, children need to transact using money. When the child plays the role of buyer, the value of honesty is seen when the child can identify the amount to be paid according to the goods that have been taken. Children can adjust the amount of money brought so that it can fit and match the child's total shopping. Because in this market day children are allowed to take their chance of money, the value of honesty is also seen when the child can take change as it should. Children also know that the money brought is right and does not need to make a change.

• **Fair**

Fairness is not only important for anti-corruption attitudes but also important for daily life. With the existence of a fair nature in the child, the child is able to be equal to everyone, without considering the position or status of the person he is facing. The fair attitude observed in the implementation of the market day is as follows:

No	Aspects	Items
1.	Fair	a. Children can take care of themselves during market day b. Children can take care of friends during market day c. The child takes change as it should d. Children pick up items/food as spoken e. Children want to help friends

In the implementation of market day activities, a fair attitude is seen when the market day is held. To be able to enter the market day area, the space provided is not enough to be able to accommodate all children who want to shop at the same time. Therefore, teachers have a solution by giving each class their turn to enter alternately to the market day location. To enter the market day location, children must line up and make a train so that they are not crowded on the road.

When queuing to enter the market day location, it can be seen that children can take care of themselves and their friends during the queuing process. Even though children have a great desire to be able to come in and shop, children can suppress these desires temporarily because they are waiting for their turn. In addition, children who shop on a market day can maintain order and not squeeze each other so that other children are not injured or disturbed.

As long as the child has the opportunity to go shopping, there is a child who helps his friend to pick up the desired item. In addition, children also are fair by only taking things that they child only want to buy and can afford to pay for. So, the money that the child brings is following the total amount of the price of the goods that the child has taken.

• **Discipline**

Teaching discipline to children is an aspect that needs to be instilled early. Discipline is needed for children so that later children can grow into more organized people. In addition, a disciplined attitude is needed to develop the child's ability to make good choices for himself in the future.

The market day activities that have been carried out are expected to be able to instil a disciplined attitude in children. The disciplinary values observed in the implementation of the market day are as follows:

No	Aspects	Items
1.	Discipline	a. The child arrives on time b. The child sits in the space provided c. Children can maintain the cleanliness of the market day environment d. Children patiently wait for their turn when carrying out market day tasks e. Children patiently wait for their turn when accepting tasks f. Children can do market day tasks until the completion

The market day will be held on Saturday, September 10, 2022. All the children and parents who participated in the activity arrived on time and no one was late. This behaviour indicates that the child has a disciplined attitude by being able to arrive on time.

Before the market day activity was carried out, the teacher invited the children to look at the location of the market day implementation, the teacher explained what was sold on the market day and also the technicalities of playing. Not to forget, the teacher also gives directions to the children to be able to enter alternately according to the class, to avoid children crowding and fighting over each other during the activity.

After the teacher explains to the child what needs to be done and what are the rules in play, the child is allowed to wait in their respective classes. While waiting for their turn, the teacher invited the children to sing and do light activities. Children who are waiting in class are also still able to participate in activities in the classroom in an orderly manner.

Until it arrives in turn, the children form a line of trains and slowly walk to the market day implementation area. One by one the child looked at and selected the things the child wanted to buy. After the child pays or receives the change, the child finds a comfortable place to eat the food they have bought. For children who buy vegetables, they are put in a bag first so that they can be processed by parents shortly after arriving home.

Following the description submitted above, it can be seen that the values of discipline have been seen in children during the implementation of market day. Children can wait their turn patiently, can carry out market day activities (tasks) properly and in an orderly manner, children can wait in class while waiting for their turn to enter the market day area, children are also able to be patient and queue for shopping. In addition, children can maintain cleanliness during market day activities.

Before the market day activity was held, the teacher had divided and explained about the seats or places where each child was selling. Without the need to be given further direction on the day of implementation, children can place themselves according to the place prepared by the teacher. This behaviour shows that the child is already able to place himself according to the direction of the previous teacher.

After the children have placed themselves, the implementation of the market day begins. Many children and parents spread out towards the stand where they sell. Children and parents lined up to be able to buy the desired item. It was observed that no children tried to hurry or cut the queue. This shows that children can show a patient attitude in queuing during market day implementation.

• **Responsibility**

Responsibility is very important and instilled in early childhood. This ability will help the child to always understand the consequences that will be received for the behaviour that the child performs. The responsibilities observed in the implementation of this market day are:

No	Ability	Items
1.	Responsibility	a. Children do not do other things when carrying out market day b. Children complete the market day according to the specified time c. Children carry out market days following the regulations that have been conveyed by educators d. Children cooperate in carrying out market day e. The child uses tools and materials with care

During the process of implementing market day, the attitude of responsibility is very visible in the behaviour of the child. During the implementation of market day, children focus on buying and selling in the selling stand that children want.

In addition, to be able to see the child's attitude of responsibility, the teacher allows each class to be able to carry out buying and selling for 30 minutes. This time agreement can eventually be carried out properly, seeing when the child is warned about the time that is about to end, the child rushes to complete the activity.

The regulations made by teachers and children related to the implementation of the market day can be obeyed by children properly. Children can wait in line, wait their turn, pick up objects that they want and can afford, be honest, and take care of each other's friends during market day.

The tools and shopping materials in the market day area can be taken care of by children properly so that during the market day activities the selling location is still neatly arranged even though many items are reduced because they are bought by children.

Anti-corruption attitudes are very important to instil in early childhood. Considering that early childhood will become the next generation of the nation, anti-corruption values need to be instilled to create a corruption-free country in the future. One of the activities that can be carried out to instil anti-corruption values in early childhood is to carry out market day activities.

This market day activity is made and adapted to the development of children. Tools and materials and objects sold on a market day are objects that are relevant and also interesting for children, in addition to providing understanding for children, can also be a means to see if children have anti-corruption values when dealing with objects that children like (sweets, fruits, biscuits, etc.).

During the implementation of market day, it can be seen that anti-corruption values are very strongly felt. In addition, teachers also provide strengthening of values related to anti-corruption. The teacher in this case gives initial direction regarding the importance of an attitude of responsibility, fairness, discipline, and also honesty to the child. In addition, teachers also provide knowledge about the use of money and also the value of money.

The collaboration process between teachers and researchers in this lesson study is under the definition of lesson study proposed by Mulyana (2007) which states that lesson study is one of the models of professional development of educators through collaborative and sustainable learning studies based on the principles of legality and mutual learning to build learning communities. By collaborating between teachers and researchers, an anti-corruption ecosystem is created in early childhood education.

Conclusion

Anti-corruption values are very important to instil in early childhood. From the results of the research and discussions that have been carried out, it is concluded that the implementation of the market day project to instil anti-corruption values in early childhood can be carried out using a lesson study model.

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