



Developing Civics Education Textbook Based on ICT-Integrated Anti-Corruption Education

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ABSTRACT

in order to develop the students' integrity, developing civics education textbook based on anticorruption insights and ICT integration is necessary. This study aimed at describing validity and practicality of civics education textbook based on ICT-integrated anticorruption education. It employed RnD (Research and Development) research method and 4D model (define, design, develop, and disseminate) approach. The subjects of this study were pre-service teachers from five different study programs. Then, some of them were chosen to be research participants through convenience sampling. Data was gathered through experts' validation, interviews, and questionnaires. The data was then analyzed both quantitatively and qualitatively. Validation test used evidence technique based on content test. The result of the validation test showed that the textbook declared valid, consisting of eight chapters and integrating comprehensive anticorruption content. The result of testing also showed that the textbook is practical when used in teaching and learning. The student participants could easily comprehend the materials and develop their critical thinking skills both verbally and written toward essential materials in the textbook. Finally yet importantly, the textbook is handy, readable, and easy to store.

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1. INTRODUCTION

In an effort to form good citizens who have a high spirit of patriotism and nationalism, students are required to take civics courses. However, along with the development of the times, the objectives in civics courses have also developed. This development is in terms of mastery of anti-corruption education for students.

The problem is that in order to teach anti-corruption education, textbooks are needed that not only teach the objectives of civics courses, but also the objectives of anti-corruption education which are coherently arranged. Composing a coherent textbook can make it easier for students to understand it (Bagus, et al., 2019).

Currently, the available civics textbooks prioritize the formation of good citizens, while the formation of citizens who have the character of integrity is not yet available. The book also does not involve the role of students as agents of change in campaigning for anti-corruption. Involvement of students as agents of change in anti-corruption education is still low [2]. Textbooks that involve active students in learning will provide effective results (Chen, 2018).

In addition, during the covid-19 pandemic, the use of technology has increased because work, school, religious activities and gatherings are carried out at home online or remotely. This is very appropriate if anti-corruption learning is carried out online and students are directly involved in anti-corruption campaigns. The campaign can be carried out through the website, whatsapp, facebook, instagram, twitter, and print and electronic media. Through the media, public opinion and benchmarking will be formed in conveying anti-corruption (Chen, 2018).

The effort to bridge this problem is to develop a civics textbook based on ict-integrated anti-corruption education. There are 6 main reasons underlying the development of the textbook, namely: (1) the main goal of forming good citizens will still be achieved even though civics courses are integrated with anti-corruption education (2) the goal of forming students who have insight into anti-corruption education and integrity characters will be achieved , without adding to the burden of credits already provided by the tertiary institution (3) efforts to form students to become good citizens and have the character of integrity can be carried out effectively and efficiently because it is carried out with an integrated approach (4) by using civics textbooks based on anti-corruption education in learning will realize the vision of stkip al-hikmah in forming prospective teachers who have a high honest character (5) students do not only play a passive role in education.

2. LITERATURE REVIEW

2.1 Civics Textbook 1

The results of a study in West Kalimantan show that there are still many tertiary institutions that have not integrated anti-corruption education into Civics courses, even though most of them have attended anti-corruption education training of trainers. Anti-corruption education-based Civics textbooks have been provided by Dikti (Higher Education). However, sometimes these textbooks are not suitable for the institutions of each tertiary institution. The reason is the difference in policy and vision of each campus. This is what drives the need for the development of anti-corruption-based Civics textbooks that adapt to each campus, so that students' understanding of anti-corruption is increasing. One of the factors that causes corruption is a lack of understanding about anti-corruption.

The development of textbooks carried out by lecturers pays attention to the needs and contexts that are in accordance with the culture of each campus. Lecturers play a role in teaching anti-corruption through Civics textbooks (Gormley, 2016). Currently, the textbook is focused on students, while a wider impact other than students has not been developed much. In fact, one of the ways to teach anti-corruption education is through the integration of courses (Hartati, 2019). Students can act as early detectives by teaching the public through anti-corruption campaigns (Hasanah, 2018).

2.2 ICT2 Integrated Anti-Corruption Education

Anti-corruption education that is integrated with ICT is able to meet needs while being able to adapt to technological developments. In addition, anti-corruption internalization can also be carried out in various daily activities.

Students can still carry out campaigns by utilizing websites, Youtube, Facebook, Instagram, Twitter, and so on. Through the media, public opinion and benchmarking will be formed in conveying anti-corruption (Chen, 2018). The media can be used for massive anti-corruption campaigns (Holmes, 2021). It can even be claimed that using ICT can increase campaign effectiveness and efficiency so that it can minimize the required budget.

Student teacher candidates who will later enter the world of education can become role models for their students. This is due to the fact that the existence of a clear system and coordination can lead to a massive anti-corruption campaign being carried out (Hosseini, et al., 2012). Anti-corruption campaigns are carried out in a planned and systematic manner with informative, educative and persuasive content that can encourage the public to play an active role in anti-corruption activities (Ibrahim, 2004). Students will easily practice integrity in everyday life, because they can imitate directly from their teacher. This is in accordance with activities that involve outside students for anti-corruption socialization to become more active in learning (Junaedi, 2014).

The more people who practice the character of integrity, the more it will accumulate into a widespread culture. Corruption prevention will be maximized if it involves all parties. Anti-corruption learning that involves students will have an impact on direct practice (Kenyon, E., and Christoff, A. 2020). The hope is that by increasing the culture of integrity it will become a characteristic of the Indonesian nation.

3. RESEARCH METHODS

The type of research used in this research is research and development or RnD (Research and Development). This study uses the 4D model approach that was developed by Thiagarajan by producing Civics textbooks based on anti-corruption education.

The subjects of this study were prospective teacher students consisting of 5 study programs in the 1st semester of STKIP Al Hikmah. The development of Civics textbooks based on anti-corruption education will be carried out based on the following Figure 1.

The procedure in this study was carried out sequentially following the stages of 4D, namely: (1) Define. At the define stage, initial and final analysis (front-end analysis), student analysis (learner analysis), task analysis (task analysis), concept analysis (concept analysis) and learning objectives analysis for STKIP Al Hikmah teacher candidates are carried out. (2) Design. At the design stage, the contents of the textbook are arranged according to the needs containing material, content on Civics concepts, anti-corruption practices that are appropriate to the material, and integrity campaigns with ICT. (3) Develop. In the develop

stage, the process of developing a civics textbook based on anti-corruption education is carried out. (4) Disseminate. The disseminate stage is carried out by packaging at the final stage. The final packaging results will be printed and duplicated as many as 25 pieces according to the number of PGSD STKIP AI Hikmah students.

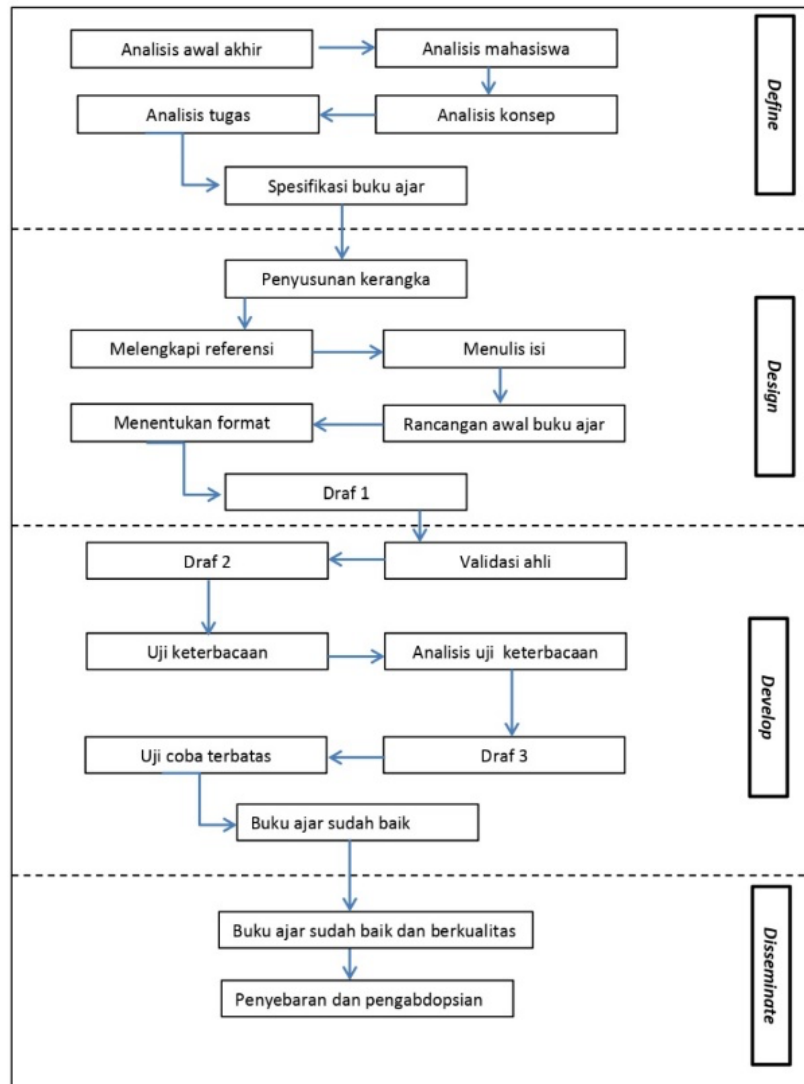


Figure 1. Development Research Procedures

Data analysis techniques using quantitative and qualitative data analysis techniques. The data analysis techniques are broken down into 3, namely: (1) Data from the results of review and validation, (2) Data from interviews, (3) Data from questionnaires. All of these data were analyzed using the following formula:

analyzed using the following formula:

$$Validation\ value = \frac{Total\ score\ obtained}{Total\ score} \times 100$$

The scoring category is classified into 4, among others namely:

- score 1 = very low value
- score 2 = moderate value
- score 3 = high value
- score 4 = very high value

The sampling technique used is convenience sampling. In this technique, the sample is selected based on the number of students who are willing to be used as the research sample. Through this sampling technique, 30 students were produced from a population of 150 students.

4. RESULTS AND DISCUSSION

The results of the initial and final analysis showed that several things were found including: (1) students need textbooks that not only contain pure Civics material but also contain anti-corruption material, (2) there are currently no Civics textbooks that integrate anti-corruption material, (3) not yet there are procedures or ways to practice being a good citizen with integrity.

Based on the results of student analysis conducted through interviews with 30 students showed that: (1) 25 students had never studied anti-corruption material, (2) 24 students did not know the terms and types of anti-corruption, (3) 30 students do not know textbooks that contain anti-corruption material, and (4) students feel learning Civics tends to be conceptual and boring.

Meanwhile, based on the analysis of the tasks that have been carried out through interviews, tests and observations, it shows that: (1) 90% of students are not yet accurate in understanding anti-corruption, (2) 85% of students are not yet able to show a concrete attitude when corrupt practices occur in their surroundings, and (3) 80% of students do not understand how to practice Civics and anti-corruption materials in realizing good citizens with integrity.

Finally, based on concept analysis from the results of interviews and tests, it shows that: (1) thinking skills are still evenly distributed because the achievement shows the level of student correctness in answering LOTS (Lower Order Thinking Skills) questions of 55%, MOTS (Middle Order Thinking Skills) of 47%, and HOTS (Higher Order Thinking Skills) 38%. (2) there are unstructured student explanations per concept when explaining Civics and anti-corruption material. (3) when the word problems are presented in full text form, students still tend to be confused.

Design 2

Based on the analysis process that has been carried out on hold define, then the framework of an anti-corruption-based Civics textbook is compiled. The preparation of the Civics textbook framework can be detailed in the following table.

From this table, the content material is arranged in a structured manner by following the rules of easy to difficult hierarchies. Each chapter of Civics material is integrated with anti-corruption material. Each material is supplemented with information on the latest scientific developments, such as the SDGs (Sustainable Development Goals), laws and regulations, and easy-to-do practices in life. In addition, each chapter is equipped with illustrations that make it easier for students to understand the context of each material. In each chapter there are objectives and evaluation questions that help students achieve clear and measurable learning outcomes.

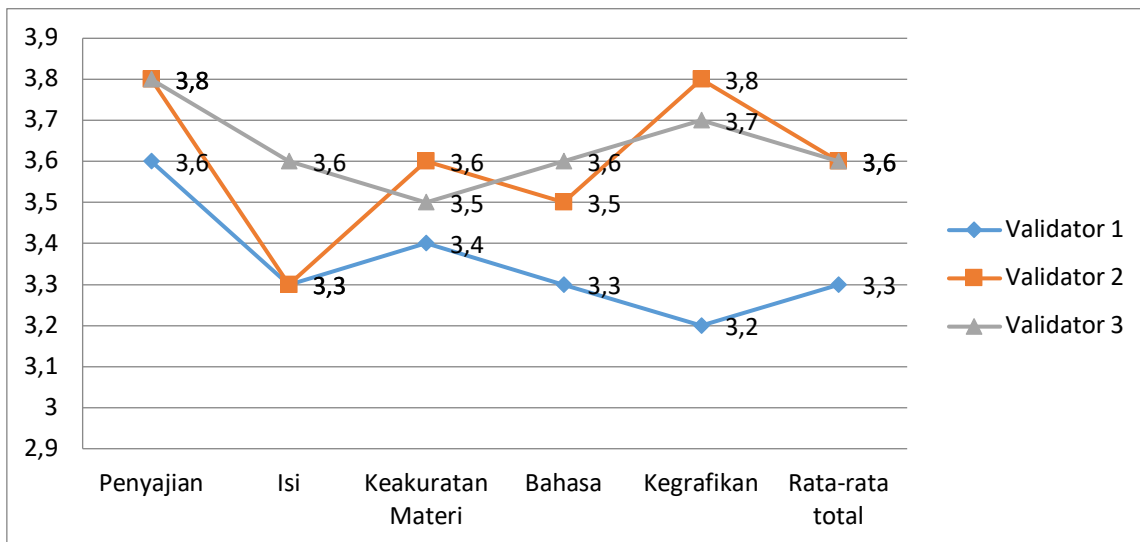
Bab 1	Bab 2	Bab 3	Bab 4	Bab 5	Bab 6	Bab 7	Bab 8
Civics essence	Country	National Identity	National Integration	Indonesian democracy	Indonesian State Institutions	NKRI	UUD 1945
Learning objectives	Learning objectives	Learning objectives	Learning objectives	Learning objectives	Learning objectives	Learning objectives	Learning objectives
The meaning of PKn	Country definition	Definition of national identity	The meaning of national integration	Makna demokrasi	Makna kelembagaan negara	Bentuk negara Indonesia	Definisi UUD 1945
Tujuan PKn	Ciri-ciri negara	Tujuan identitas nasional	Syarat integrasi nasional	Prinsip demokrasi	Klasifikasi kelembagaan negara	Bentuk negara secara yuridis	Sifat UUD 1945
Konsep manusia, masyarakat dan bangsa	Teori negara	Cara mengetahui identitas nasional	Tantangan integrasi nasional	Indikator demokrasi	Lembaga pemberantasan korupsi	Bentuk negara secara integralistik	Ciri-ciri UUD
Ruang lingkup PKn	Pembentukan negara	Faktor identitas nasional	Jenis integrasi nasional	Jenis demokrasi	Soal evaluasi	Makna NKRI	Definisi konstitusi
Fungsi PKn	Sifat negara	Unsur identitas nasional	Dimensi integrasi	Demokrasi pancasila		Makna terbentuknya NKRI	Syarat konstitusi
Manfaat PKn	Fungsi negara	Sifat identitas nasional	Model integrasi	Sejarah demokrasi Indonesia		Konsep nagara berdasarkan Pancasila	Nilai konstitusi
Makna warga negara	Tujuan negara	Urgensi identitas nasional	Cara melakukan integrasi	Pemberantasan korupsi		Konsep hubungan negara	UUD 1945 sebagai konstitusi NKRI
Indikator warga negara yang baik	Bentuk negara	Identitas nasional untuk membangun karakter	Strategi pengembangan integrasi nasional	Soal evaluasi		Peran negara dalam pemberantasan korupsi	Amandemen konstitusi
Makna antikorupsi	Negara menurut SDGs	Dampak korupsi	Konsep antikorupsi			Soal evaluasi	Amandemen UUD 1945
Soal evaluasi	Faktor korupsi	Soal evaluasi	Soal evaluasi				Penyelenggaraan negara menurut UUD 1945
	Soal evaluasi						UU tindak pidana korupsi
							Soal evaluasi

Figure 2. Anti-Corruption-Based Civics Textbook Framework

Develop 3

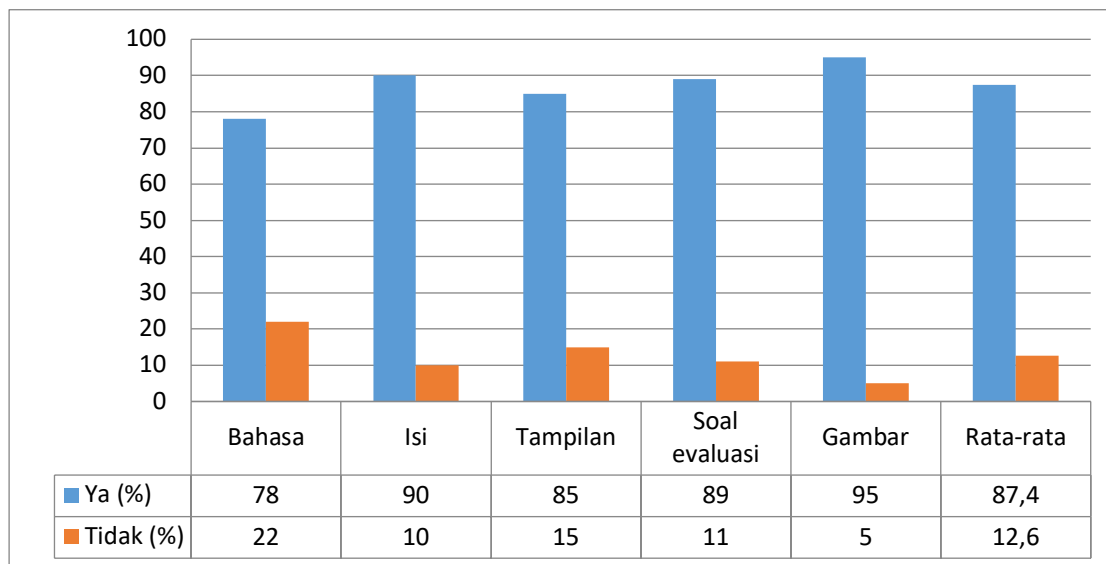
In the develop stage, textbooks that have been made into draft 1 are then subjected to expert validation tests, readability tests, and limited trials. The results of the 3 tests are presented in the following chart and table.

From the chart, the validation test of draft 1 of the anti-corruption-based Civics textbook involved 9 expert validators consisting of 3 content expert validators and material accuracy



Graph 1. Results of Civics Textbook Test

validator, 3 language validators, and 3 presentation and graphic validators. The validation test uses an instrument with a Likert scale of 1 to 4, meaning 1 = low, 2 = sufficient, 3 = good, and

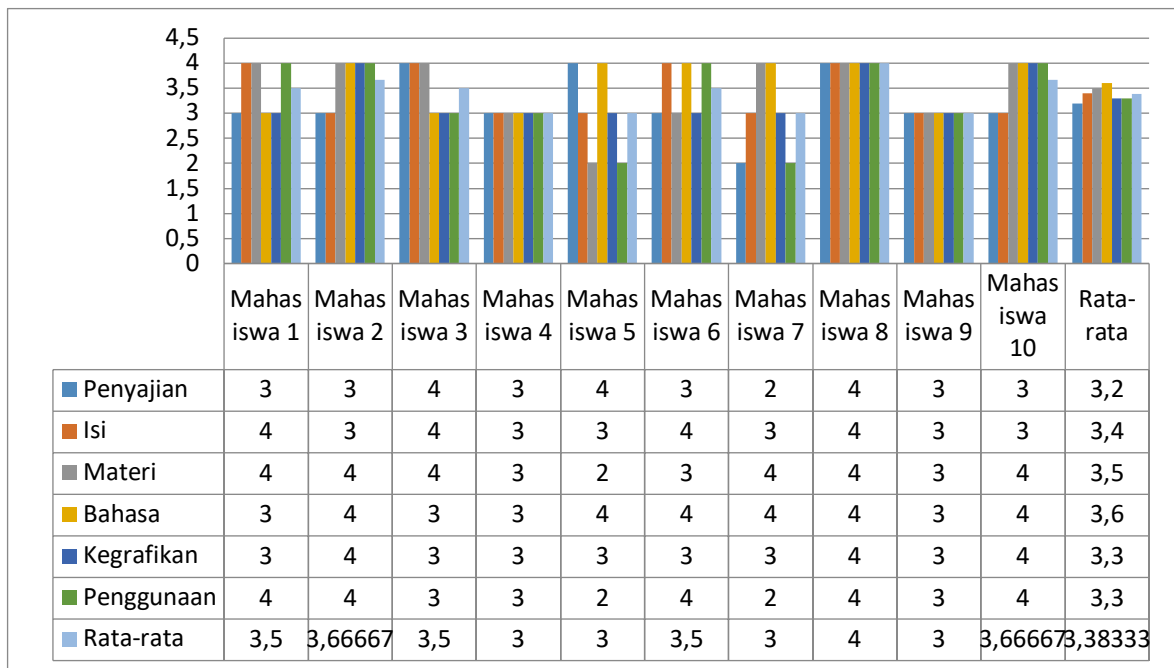


Graph 2. Readability Test Results for Civics Textbooks

4 is superior. The total average of expert validation results for presentation, content, accuracy of material, language, and graphics by validator 1 obtained a score of 3.3 with a good meaning. The total average of expert validation results for presentation, content, accuracy of material, language, and graphics by validators 2 and 3 each obtained a score of 3.6 with a good meaning. The results of the readability test are detailed in the following chart.

Based on the chart, the readability test was conducted on 15 students by distributing printed books and readability instruments. Students are given 1 month to read and examine the book, then fill out the readability instrument. The results of the readability test based on the chart show that on average all aspects answered "yes" by 87.4% in the superior category and "no" by 12.6% in the low category. The results of the limited trial are presented in the following chart.

Based on the chart, the results of the trial were limited to all aspects and all students were 3.38 in the superior category. For a more detailed acquisition, the average for all aspects of student 1 is 3.5 in the superior category. The average acquisition of all aspects of student 2 is 3.6 in the superior category. The average acquisition of all aspects of student 3 is 3.5 in the superior category. The average acquisition of all aspects from students 4 to 10 respectively is 3., 3., 3.5., 3., 4., 3., and 3, 6 with all getting the superior category.



Graph 3. Readability Test Results for Civics Textbooks

Disseminate 4

The results of the initial and final analysis showed 3 main results, namely: student needs, textbooks were not available, and practical procedures were not available. This means that when viewed from the student aspect and the availability of textbooks, it is very urgent to develop teaching materials. From the user factor, namely students need it and from learning facilities there is none, so it is very appropriate to develop teaching materials. Teaching materials that are made based on user needs and provision will have an impact on learning outcomes (Kilanowski, 2020).

Based on the results of statistical tests on research data, this correlates with the low level of student understanding of mastery of student knowledge. Students who need textbooks but textbooks are not available, the learning outcomes in the aspect of knowledge are low. Evidence of low student learning outcomes is the high percentage of ignorance of the concepts of Civics and anti-corruption. This achievement is broken down based on the results

of the percentage of students who have not studied anti-corruption by 83%, students who do not know the term anti-corruption 80%, and students who do not know textbooks that contain anti-corruption by 100%.

The three aspects, namely anti-corruption understanding, anti-corruption practices, and integration of Civics with anti-corruption, the results are $\geq 80\%$. Books have an impact on student knowledge, (Martín-Gutiérrez, et al., 2010).

After classifying the results of students' answers in 3 aspects namely LOTS, MOTS, and HOTS, it was found that the distribution was even with each order of 55%, 47%, and 38%. Books that contain learning objectives can improve thinking skills, (Mukti, 2019).

From the define stage it was decided to specify the Civics textbook with the aim of supporting the analysis that had been carried out (Nurhayati, 2013). After the study aspects of Civics have been determined, the framework of the book is then written. The framework of the book is written in a structured table to make it easier to write textbooks coherently, (Nurul, 2018). The framework has been made, the next stage is the process of writing textbooks. Through this procedure, textbook writing can be carried out in a timely manner, (Park, et al., 2019).

During writing, there were inconsistent obstacles in writing because outside of this research there were many responsibilities that had to be completed by the researcher. However, with the commitment of researchers to complete this textbook, the writing of textbooks can be completed on time, (Pentimonti, et al., 2021).

The finished textbook draft was written, that is, after writing the contents and accessories, 9 copies were printed for expert validation. Validation is carried out online and offline according to the development of Covid-19. Based on the results of content validation and the accuracy of the material, all results were above 3 on a scale of 4. The difference between validators was also not too far, namely 0.2, while validators 2 and 3 had the same average score, namely 3.8 in the good category. Judging from the value, the average result is 3.8 close to 4 with the superior category and if it is rounded up it can be 4. Thus the content and accuracy aspects of the material are stated to be valid, because the validation result value is $3.73 \geq 3$, (Permana, 2017). Based on the validator's notes, it shows that the content and accuracy of the material is comprehensive. This is shown by the structure of the contents of the chapters, sub-chapters, and sub-points made in detail per aspect of the discussion from simple to difficult.

The results of the language validation show a value above 3, with a difference in values between validators of only 0.1 and 0.2. These results are averaged to be 3.4 in the good category. According to the validator's notes, the language used is formal, easy to understand, and interactive. The aspect of language that becomes a reinforcer is a simple and easy-to-understand sentence structure, (Pizzutilo, and Venezia., 2021). Sentences used include subject, predicate, and object. Each paragraph contains 1 main sentence which is supported by supporting sentences. In addition, the paragraph structure between paragraphs is also considered coherent.

The results of presentation and graphic validation show results above 3 as well with an average of 3.61 in the good category. The values between validators are also not too far apart, namely 0.2., 0.1., and 0.5. Based on the validator's notes, it shows that the presentation used makes it easier for readers to find the main ideas in each chapter because they are made

point by point. In addition, the development of knowledge related to the topic of discussion is shown as an expansion of the reader's knowledge, (Pratama, 2017). Whereas in the graphical aspect, according to the validator, it is good with illustrations, tables, and chart so that it not only facilitates students who are strong in reading skills but also students who learn visually.

The validation results by all validators can be concluded well from all aspects consisting of content, accuracy of material, language, presentation, and graphics. All validators show good scores with a difference in values that are not far adrift. Likewise, the average value of all aspects also shows good results, so that the validation textbook draft can be continued with a readability test by students.

The results of the readability test for all aspects showed an average score of 87.4% answering good legibility, while 12.6% answering bad readability. Therefore, the readability value is in the superior category, namely $\geq 80\%$. The highest legibility aspect is obtained in the image, namely 95% superior legibility. Meanwhile, the lowest readability aspect was found in the language aspect, which was 78 in the good category. Based on the opinion of the students who are the reinforcement of this textbook, both the readability aspect is the structure of the language. The language used is easy to understand because the sub chapters and explanations are explained point by point. In addition, the contents of each topic are described in a coherent manner. While the lowest aspect, there are still some explanations that are difficult to understand. Likewise, varied diction that is not equipped with explanatory pages or a glossary makes it difficult for the reader to understand the contents.

Textbooks that have been revised after validation tests and readability tests, the next step is limited trials. Limited trials were conducted on 10 students. The results of the limited trial obtained an average value for all aspects, namely presentation, content, material, language, graphics, and use of 3.38 in the good category. The language aspect received the highest score, which was 3.6, while the presentation aspect received the smallest score, which was 3.2. Even though there are aspects that have the lowest value, in terms of category they are still good or ≥ 3 .

According to students, the textbooks developed are practical to use, with sizes according to Unesco standards, books can be easily carried, read, and put in bags. In addition, students also feel guided in their learning by having learning objectives and evaluation questions in each chapter. Students are also seen marking important points based on the important points presented in the textbook. The concepts and practices displayed in textbooks are proven to increase student understanding. This is evidenced by students' ideas and answers during the lesson which lead to the essential Civics and anti-corruption material in textbooks. While the aspect of deficiencies according to students lies in the presentation. Concept maps need to be added so students can easily memorize the core material in each chapter (Wilkins, 2021). After fulfilling expert validation tests, readability tests, and trials, Civics Teaching Books are disseminated to students and those who need them by being published through publishers.

4. CONCLUSION

Based on the results of expert validation, readability tests, and limited trials showed that ICT-integrated anti-corruption-based Civics textbooks were declared valid. The results of the initial and final analysis, student needs, assignments, and field rationale produced an

appropriate Civics textbook specification. Expert validators in all aspects consider that this Civics textbook meets the required standards.

Anti-corruption-based Civics textbooks are practically used by students and lecturers. During learning using the textbook, it shows that students and lecturers use it easily both from the aspects of readability, storage, and use.

5. RECOMMENDATIONS

Suggestions that can be submitted to readers or people who will develop textbooks include: the development of a good textbook must be carried out with the right procedures from analysis, design, development, and testing. The language used in the development of textbooks should follow the language of the user and the purpose for which the book is made. Textbooks should contain charts, illustrations, tables, and the like so that they can facilitate various aspects of student learning styles. Books that are developed with lots of varied terms and diction should be equipped with a glossary so that readers can easily understand the contents.

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