

THE ROLE OF MORAL MESSAGES IN ANTI-CORRUPTION EDUCATION AMONG STUDENTS

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Abstract. *Corruption in Indonesia has evolved into a systemic problem that not only undermines governance but also erodes the fabric of social life in society. This behavior is no longer limited to the practice of bribery or abuse of authority at the elite level; it has also penetrated educational spaces and everyday life. In this context, anti-corruption Education becomes a strategic instrument to shape the character of the younger generation with integrity, especially in the university environment. This study aims to analyze the level of students' understanding of anti-corruption Education and explore the internalization of moral messages in their academic lives. The study employs a qualitative descriptive approach within a constructivist paradigm. Data collection techniques include in-depth interviews, observations, and literature studies, with informants selected through purposive sampling techniques, consisting of Vice Rector III, lecturers, and students of Islamic University 45 Bekasi. The results of the study indicate that students have a relatively good understanding of the substance of anti-corruption Education and have begun to apply the values of honesty, responsibility, and transparency in their daily behavior. One informant stated that this learning helped him understand that corruption encompasses various manipulative actions, not only the misuse of public funds but also small habits that deviate and have the potential to form a permissive mindset towards corruption.*

Keywords: Anti-Corruption Education; Moral Messages; Students.

1. INTRODUCTION

Corruption is a form of social disease that is invisible, yet its impact is deeply felt in the daily lives of people. It infiltrates the bureaucratic system and slowly destroys the foundation of an ideal government. When public policies and decisions are implemented based on personal interests rather than the interests of the people, the state's function is disrupted. This situation leads to a decline in public trust in government institutions. When the public loses confidence in the government, the impact extends not only to the relationship between the people and the state but also to the views of other countries regarding our nation's credibility. This situation indicates that corruption can no longer be considered a mere legal issue but has become a multidimensional challenge that must be addressed from multiple angles, including Education (Silalahi, 2018). Overcoming corruption requires a comprehensive strategy that involves not only law enforcement but also administrative policies and public Education. Therefore, serious efforts to educate the younger generation about the latent dangers of corruption must begin early because changes in character and values cannot be achieved in a short time. If there are no effective preventive measures, corruption will continue to grow and become ingrained in habits, even culture.

The phenomenon of corruption in Indonesia has reached a very worrying level. It is no longer limited to high-ranking state officials but has spread to the level of small bureaucracy; even the world of Education is not free from this practice. This indicates that corruption has become an ingrained part of our social system. To stop this spread, the strategy used must be more than just punishment. One of the most promising approaches is through Education. Elementary schools and universities must be places

where the values of honesty, responsibility, and integrity are instilled (Waluyo, 2022). Anti-corruption Education not only conveys information about what corruption is but also instils moral awareness to avoid getting involved in it. (Wibowo, 2013) . Therefore, the Education curriculum needs to be adjusted so that character Education becomes the core of the learning process. (Latifah, 2014) . The Ministry of Education has begun to commit to providing special anti-corruption Education modules, but its implementation needs to be continuously strengthened. Education must reach all levels of society and be carried out consistently so that behavioural changes can occur comprehensively and continuously. (Oktaviani et al., 2022) .

In fighting corruption, the world of Education plays a very vital role. It is not enough if only law enforcement is involved because they can only take action after violations have occurred. (Rosikah & Listianingsih, 2022). Education has the power to prevent violations before they occur. By forming students' character from the start, the potential for corruption can be significantly reduced. (Astuti et al., 2025). Schools are a strategic place to educate the next generation of the nation, providing a strong moral foundation. (Armini, 2024). Effective anti-corruption Education should not only be provided through lectures or seminars but also through activities that engage the emotional and intellectual aspects of students. (Muhaidir, 2019). For example, learning methods that involve case studies, simulations, or social projects enable students to understand the damaging effects of corruption in real life. Anti-corruption materials need to be directly linked to students' daily experiences so that they are not seen as mere discourse. Thus, Education is not only a tool for conveying information but also an instrument for transforming behaviour and forming strong integrity in students.

The belief that Education is the primary foundation of a nation's development is not just a slogan. Education is a long road that can change a person's perspective on the world and how they position themselves in society. In the context of eradicating corruption, Education must be able to form individuals who are not only intellectually intelligent but also morally resilient. (Manurung, 2012a) . Character building is one of the important steps in building an honest and responsible generation. Campuses of higher Education institutions have a strategic role in overseeing this character-building process. (Hamid, 2021) . Suppose anti-corruption Education is thoughtfully integrated into the curriculum and campus life. In that case, it is hoped that students, as future leaders of the nation, will develop into individuals with a high awareness of integrity and social responsibility. (Fortuna, 2024) . The exemplary behaviour of lecturers, transparent campus governance, and student activities that reflect anti-corruption values are also supporting aspects of the program's success. Character Education is not only the responsibility of schools but also of all parties involved in the world of Education. (Bhandesa et al., 2023).

The young generation today is the one that determines the nation's future, so it is crucial to equip them with anti-corruption awareness from an early age. With structured learning, students can be encouraged to understand the negative impacts of corruption, both in small-scale settings such as the school environment and on a national scale. (Muchsin et al., 2023) . Anti-corruption Education is not just about delivering technical information but must also address emotional aspects and life values. The paradigm shift from "knowing" to "applying" is a big step in creating a society free from corruption. (Efendi et al., 2022) . Knowledge about corruption should not stop at understanding the definition but how one can resist temptation, maintain integrity, and become an agent of change. If students are now equipped with strong moral principles, then they will not be easily tempted when they later occupy important positions in society. This is why anti-corruption Education must be made an integral part of the school curriculum and learning activities. Not only as a compliment but as a core value that is inherent in students' daily lives. (Wijayanti et al., 2024) .

A successful anti-corruption Education process should be comprehensive and ongoing. It is not a short-term program or a one-off project. (Suryani, 2013) . Value Education, such as honesty and responsibility, must be taught not only in Theory but

also practised in students' daily lives. For example, schools can foster a culture of transparency in student organization activities, such as managing activity funds or honestly selecting class leaders. This is a form of direct practice that demonstrates the importance of accountability. Additionally, anti-corruption Education must be carried out systematically at all levels of Education, from elementary school to university. (Sakinah & Bakhtiar, 2019) . The material must also be adjusted to the level of development of the student's age. For children, stories or games can be used, while for teenagers and adults, critical discussions and real case studies can be given. The hope is that this Education will not just be memorization but will be able to form a lifestyle that upholds noble values. Suppose the younger generation has been accustomed to living honestly since childhood. In that case, when they are adults and in strategic positions, they will most likely be braver in rejecting fraudulent actions. Thus, the nation's future can be directed towards a more just, open, and highly integrated society. (Raharjo et al., 2023)

Education cannot work alone in developing anti-corruption awareness, and it needs support from the surrounding environment. The family and community environment play a significant role in shaping the values embedded in children. If, at school, children are taught to be honest and not to bribe, but at home or in their environment, they see the habit of bribing officials or lying, then Education will lose its power. Therefore, anti-corruption Education must become a social movement, not just a formal program. Teachers, parents, community leaders, and local leaders must work together to instil anti-corruption values in everyday life. In addition, the mass media can also play a crucial role in educating the public, either through educational shows, short films, or digital campaigns that help shape healthy public opinion. Education based on values like this must be implemented in everyday life, not just in the classroom, because the values of honesty and responsibility will only become character if they are practised continuously. Therefore, the formation of an anti-corruption culture is not the task of one party alone but the shared responsibility of all elements of the nation. The more parties involved, the stronger the efforts to build a dignified and civilized society.

In anti-corruption Education, the learning process must be able to foster an emotional connection between students and the values of honesty. Values such as justice, responsibility, and integrity must not just be read in textbooks but lived in everyday behaviour and habits. For this reason, teachers need to adopt learning methods that are not monotonous. Inviting students to discuss, express opinions, and make decisions based on ethical values is an efficient step. In addition, assigning them roles in school organizations, social projects, or group work that involve transparency and honest evaluation can be a genuine means of developing an anti-corruption character. When students feel that honesty is appreciated and upheld, it will become an integral part of their identity. This will be an important provision when they later live in society and work in the public and private sectors. The culture of corruption that has taken root can only be fought with a strong character on the part of the individual. Therefore, Education must be a safe and supportive space for students to learn about morality without fear of being judged or criticized. Learning that humanizes humans and brings them closer to noble values is the path to significant change for this nation.

Anti-corruption Education also needs to take into account the socio-cultural context that exists in society. (Setiawan, 2023). In some areas, practices such as gratification or nepotism are often considered normal and do not violate ethics. (Azhary, 2019) . This is where the importance of an inclusive and adaptive approach in teaching anti-corruption values lies. Each region may require a different strategy, depending on the community's mindset and local customs. (Hidayat, 2021) . Learning materials need to be contextualized to be more relevant and readily accepted by students. For example, in areas where family culture is still strong, an understanding can be given that helping the family does not mean ignoring justice or applicable rules.

If Education can encourage students to think critically about social norms that are detrimental to justice, then society will gradually begin to change. In the long term, Education like this will help shape a new culture that upholds transparency and

meritocracy. Therefore, teachers and educators need to be agents of change, not only teaching but also providing real examples of how to be honest and fair in various situations. Values cannot be taught verbally alone but must be manifested in actions that can be emulated. (Hanafi et al., 2023).

Ultimately, if we want to build a nation free from corruption, then we must start from the most foundation: moral Education. (Widodo, 2014). Education that focuses solely on cognitive intelligence without considering character development will produce individuals who are intelligent but lacking in moral integrity. Therefore, the Education system in Indonesia needs to reorient its goals from merely producing outstanding graduates to forming a moral generation. (Lubis, 2018). Anti-corruption Education must be a priority, not just a complement to the curriculum. It must be integrated into the vision and mission of educational institutions and carried out with enthusiasm and exemplary behavior. (Habibi & AP, 2015). Teachers, lecturers, principals, and all elements of Education must work together to create a climate that supports the learning of noble values. If every Indonesian child grows up with the principles of honesty and responsibility, then in the next 10-20 years, we will have a more just society and a clean government. Corruption is not a destiny that cannot be fought. With the proper Education, we can form a future generation that dares to say no to all forms of cheating. Indonesia's hope to become a dignified nation lies in the hands of the young generation who are currently studying in classrooms. (Retnaningsih & Rosa, 2022).

Based on several research reviews and research backgrounds above, there are two problem formulations, namely 1) how is the students' understanding of anti-corruption Education? and 2) how do moral messages play a role in anti-corruption Education among students? Referring to these formulations, the purpose of this study is to examine in depth the students' understanding of anti-corruption Education and analyze the construction and effectiveness of moral messages conveyed in the Education process. This study is expected to produce not only conceptual descriptions and empirical findings but also provide fundamental contributions to the formation of critical awareness among the younger generation, especially students, in building resilience against corrupt practices. In addition, the results of this study are expected to encourage student involvement in achieving high moral standards and integrity values, as expected in the national Education system that is oriented towards character formation. Thus, this study has strategic relevance in supporting efforts to prevent corruption through a more participatory, reflective, and value-based Education path.

2. LITERATURE REVIEW

2.1 Message Moral

The word "morality" comes from the Latin word "mores." "More" comes from the word "mos," which means morality, kindness, character, or behaviour in demand. In general, etymology, or the study of the origin of words, means the values or norms adopted by individuals or groups in regulating their behaviour. Because of That, when someone is called 'amoral,' these words mean that their actions are considered to violate the ethical values and norms that apply in social life or a community (Alfarras, 2023).

Because of that, morality can be interpreted as the doctrine or teachings of morality. Moral also means teaching about right and wrong actions. From the origin, we can conclude that morality has meaning, which is the same as ethics, namely covering lessons about the right and wrong of an action. With this in mind, determine whether the action is good or bad. Evaluation: This covers actions that are done intentionally. Providing an evaluation of behaviour is referred to as offering an ethical or moral assessment (Kusuma, 2016).

According to Suseno (1987: 19), the word "moral" always refers to good. And the bad self, man. This means that morals are not only good and evil, for example, as a lecturer, interpreter, Cook, player, or hair parlour owner, but also a person who is responsible for their profession. The moral field is the field of human life seen from the perspective of

human Goodness. Moral norms are the benchmark that determines the right or wrong of human attitudes and actions, viewed from the perspective of human good and evil rather than as an actor who plays a specific limited role.

According to Soseno (2007: 142-149), message morals include:

1. Honest

Honesty means consistency; what is expressed is based on facts or reality. An honest or fair attitude increases trust between people. Attitude Honest is an attitude that is not contradictory to heart, conscience, or belief. An honest attitude does not look down on oneself or be afraid to be honest, but rather a firm belief that excludes bad things from our lives. The belief that life is contrary to the pure human heart is the basis of the fact that humans are ethical beings. A person is good from birth, so an honest attitude must be cultivated in everyday life.

2. Become Self Alone

Being yourself means not being easily influenced by fashion that is detrimental to yourself; it is about assessing and presenting yourself according to your authenticity, cultivating a strong and mature character based on the truth. The attitude of being yourself is a strong belief that remains unaffected by the development of times and fashion, which means we have a strong commitment to the truth.

3. Responsibility

Responsibility means the willingness to do what needs to be done to the best of one's ability. Responsibility is borne without the burden of fulfilling it in the name of the task itself. Responsible attitude in carrying out one's duties without feeling lazy, afraid, or ashamed in carrying out one's duties. A sense of responsibility is a significant part of our lives because it encompasses not only our actions towards ourselves but also our obligations to all groups that affect us and all parties that we must support. Take responsibility for all things.

4. Independence

Independence is the strength within to reach an objective moral norm and act accordingly. Strength Which We Do want to collude in problem or game What even Which We Understand is not justice Which is Honest, corrupt, or violate justice. Independence is a person who dares to act without giving up in the face of adversity. In life, this is us requires an independent attitude so that in the future, we can live in an environment without needing to rely on others for assistance. Essentially, an independent attitude teaches us to live in any environment in a way that fosters continuity in life, enabling us to become independent in our daily lives.

5. Courage Moral

Moral courage is the loyalty to conscience, the courage to defend established values that are considered obligations without violating moral principles, even if it means bearing the risk of conflict. The virtue of moral courage is the ability to do something without hesitation, even when it is difficult, selfless, and against one's interests, without violating the standards of life. Moral courage is needed today in the face of all the injustices in our lives, as well as in the government, whose actions we often use as an example for society.

6. Modesty

Humility is an attitude that is neither excessive nor arrogant. Instead, you see yourself in reality, but that does not mean you have to embarrass yourself. Being humble does not mean giving up; it means being brave enough to acknowledge that we humans have limited mental capacity, that all our efforts can fail, and that we do not always get what we want. We must strive to achieve our goals. With a humble attitude, we become less arrogant and haughty towards our interests, which precisely makes us proud. The reason we need a humble approach to life is to understand and be grateful that all our advantages are used for positive purposes rather than to show off.

7. Critical Attitude

Attitude is critical in taking action and providing advice that benefits all while avoiding power, authority, and institutions that can harm the lives of individuals and society. A

critical attitude involves offering helpful advice to others or ourselves, enabling us to function more effectively in everyday life in the future. The more critical we are of an attitude or something that violates morality, the more we have the right to criticize in order to improve things that conflict with living standards.

2.2 Understanding

Understanding is the ability to grasp the meaning and significance of the material being studied, which is expressed in explaining the main content of the reading or transforming the information presented in one form into another. Suppose understanding measures a person's ability to capture or comprehend the activities they engage in. In that case, the teacher must understand what is being taught to their students during the learning process. Good understanding occurs when students can connect new knowledge with existing knowledge they have previously acquired. Techniques for determining students' understanding of the material, according to Sudaryono (2009:50), involve understanding the values That Motivate someone to reject actions and behaviors that are corrupt. Values honesty, compassion, independence, discipline, responsibility, hard work, simplicity, courage, and justice. Anti-corruption Education is one form of prevention and control of corruption, implemented through both formal and informal training. The goal of anti-corruption Education is to develop anti-corruption character in students and to foster their competence and commitment as agents of change in social, national, and state life (Manurung, 2012b).

2.3 Education of Anti-Corruption

Education against corruption is a system of learning that aims to provide an understanding of wrongdoing, especially corruption. The challenge of anti-corruption Education is to increase public awareness and improve understanding of the risks and consequences associated with corrupt practices. According to (Anwar, 2021), corruption originates from the Latin "Corruption" or "Corruptus," which means detrimental. The term "corruption" can also refer to the misuse of government funds for personal gain.

Anti-corruption Education is a conscious and planned effort that aims to encourage young generations to develop an attitude against corruption, which is strengthened by incorporating anti-corruption values into educational activities. Anti-corruption Education should be introduced to elementary school children at an early age, as they typically develop their character during this stage. This child also has opportunities for negative (bad) behavior (Salistina, 2015).

Education against corruption is Wrong. One type of correct culture is where students are introduced to new ways of thinking and values. Anti-corruption Education is a conscious and organized effort to equip students with the knowledge, beliefs, attitudes, and skills required to prevent and eradicate corruption. Eradicating corruption is not enough to be resolved only by relying on the law enforcement process. Eliminating corruption also requires preventive action, and schools can play a strategic role in preventing corruption as early as possible. Through school, the value of anti-corruption has been introduced and practiced, and it will become a habit of avoiding corruption (Nestariana, 2023).

3. RESEARCH METHODS

This research employs a qualitative method, a research approach that focuses on a phenomenon or symptom that nature experiences. This method is fundamental and naturalistic, and it cannot be conducted in a laboratory; instead, it must be conducted in the field. According to Habsy (2017), qualitative research is a research procedure that produces data in the form of people's experiences, which can be observed through an approach that is directed at the background and individuals holistically.

3.1 Paradigm Study

This research employs a constructivist paradigm, which posits that reality is a product

of human construction or design and that it is diverse, formed, and whole. The constructivist paradigm assumes that knowledge is not only the result of factual experience but also the product of constructing thinking about objects through study. Because of this, the constructivist paradigm is more concerned with the human perception of social reality, focusing on the subject rather than the object. Knowledge is not only based on experience but also the results of mental construction. The constructivist paradigm aims to rely as much as possible on participants' views of a particular situation (Gunawan, 2022).

3.2 Design Study

The research design used in this study is descriptive. According to Sugiyono (2005:21), as cited in Zellatifanny & Mudjiyanto (2018), the descriptive method is a method that describes or analyzes the findings of a study but is not used to draw broader conclusions. According to Whitney (1960:160), as cited in Ash-shidiqqi (n.d.), the descriptive method is a search for facts with proper interpretation. Descriptive research can be defined as research that aims to describe symptoms, current events, or actual problems.

3.3 Technique Collection Data

1. A study library is all the effort a researcher puts into collecting information obtained from books, journals, documents, and regulations relating to a topic or problem that is being or will be researched.

2. In-depth interviews are a research process that involves obtaining information through personal questions and answers between the interviewer and the informant or respondent, often without the use of interview guidelines. Interviews are deeply marked by their integration into the informant's life. In this study, the informants were students who joined organizations with high membership frequencies. Passive, however, my understanding of Education and anti-corruption stems from my role as a Lecturer in the Faculty of Social and Political Science at UNISMA Bekasi, as well as Representative of the Rector at UNISMA Bekasi.

Table 1. Criteria Determination Informant

Element	Criteria
Students of the Faculty of Social and Political Sciences, Islamic University 45	A student Who follows an organization with membership frequency passive However own understanding related to Education anti-corruption
Lecturer at the Faculty of Social and Political Sciences, Islamic University 45	A lecturer who understands anti-corruption Education And can know techniques for preventive action against corruption among students in a campus environment
Vice Chancellor 3 of Islamic University 45	A functional rectorate official who has an understanding and is able to provide analysis through his authority in regulations regarding students who do act corrupt in the environment campus

(Source: Processed By Researcher)

4. RESULTS AND DISCUSSION

4.1 Understanding Students About Education Anti-Corruption

The results of the study showed that The first informant, a student from Universitas Islam 45 Bekasi (UNISMA), Faculty of Teacher Training and Education, already has a relatively good understanding of the basic concept of anti-corruption Education. One informant stated that through this learning, he came to understand that corruption is not limited to bribery practices or the misuse of state funds but also includes manipulative

actions in various aspects of life. Previously, his understanding tended to be limited to only forms of monetary corruption. However, after receiving systematic anti-corruption Education materials, the student was able to recognize other forms of corruption that are covert and have systemic impacts. Thus, anti-corruption Education has made an important contribution in broadening students' insight into the meaning of integrity and the importance of instilling honesty values from an early age.

In the implementation context, students stated that they had tried to internalize anti-corruption values in academic and organizational activities. For example, when involved in campus activities that require financial management, students strive to prepare transparent financial reports without manipulating the budget. In addition, students also demonstrate a commitment not to exploit system loopholes, such as rewarding lecturers for grades, and strive to complete academic obligations honestly and independently. These practices demonstrate that anti-corruption Education extends beyond the cognitive aspect, as it begins to be internalized in real behaviour that reflects the values of integrity and responsibility.

Students also demonstrated critical awareness of the negative impacts of corruption, especially in public sectors such as infrastructure and Education. They understood that corruption hinders development, leads to low-quality public services, and erodes public trust in the state. Several factors are cited as the leading causes of corruption in Indonesia, including weak law enforcement, a complex bureaucracy, and the prevalence of a permissive culture within state institutions. Students criticized that light legal sanctions do not have a deterrent effect, and there is still compromise between the authorities and perpetrators of corruption. On the other hand, there is also a spiritual factor that is of concern, where religious values are often not practised in real terms by perpetrators of corruption despite living in a culture considered religious.

According to students and lecturers interviewed, anti-corruption Education is a strategic instrument in preventing the emergence of corrupt behaviour among the younger generation. Students consider this program as a long-term investment that can foster public moral and ethical awareness from an early age. Meanwhile, from the lecturer's perspective, students' understanding of anti-corruption material can be evaluated comprehensively through exam results, written assignments, and class discussions. This demonstrates that the effectiveness of anti-corruption Education can be observed not only from a theoretical perspective but also from students' ability to apply these principles in their everyday academic life. This effort is considered crucial in forming a sustainable anti-corruption culture that is relevant to Indonesia's current socio-political challenges.

4.2 Message morals play a role in anti-corruption Education among students

The study's results showed that the first informant, a student from the Islamic University of 45 Bekasi (UNISMA), Faculty of Teacher Training and Education, had internalized moral values within the context of anti-corruption Education. In everyday life, the informant consistently conveyed information by objective reality, particularly in simple aspects that reflect personal integrity. Honesty is understood as a form of commitment to the truth, even if the truth is small or seems trivial. In more sensitive situations, such as those involving personal secrets, family matters, or special requests from other individuals, the informant admitted to withholding information in order to maintain dignity or avoid greater social losses. This indicates a complex ethical dilemma but remains within the framework of morality. The informant also has clear life principles, such as avoiding involvement with people who have the potential to cause value conflicts and preferring solitude in certain situations as a form of self-control. Thus, the integrity approach applied by informants is personal and contextual, not merely a response to external norms, but rather an internal awareness of the importance of maintaining credibility and moral responsibility in social and academic interactions, which ultimately becomes part of a corruption prevention strategy through strengthening the value of honesty in campus and social life.

The informant admitted to having been in a situation that required a compromise on the value of honesty, especially when the context was personal or involved another individual who entrusted a secret. However, the informant did not view the action as a violation of principle but rather as an effort to maintain social ethics and consider the feelings of others. In his view, the principle of integrity is maintained by choosing the right time and space to convey the truth. The value of honesty that he holds is more than just conveying facts; it also involves social sensitivity and empathy for the conditions of others. The strategies used reflect reflective and spiritual awareness, such as the belief that every action is under God's supervision and the understanding that avoiding unnecessary interactions can help maintain consistent ethical behaviour. The informant also holds the principle that being an honest individual does not mean revealing everything openly but instead placing honesty in a position that does not harm others, especially in the context of social relationships that are vulnerable to gossip or slander. Therefore, the application of the value of honesty by the informant is not only a cognitive norm but also a moral practice that is adapted to the social and cultural context he faces in both academic and family life.

Regarding corrupt behaviour, the informant demonstrated a fairly in-depth understanding of the forms of corruption that frequently occur in student environments, particularly in organizational activities. He shared his personal experience as a member and chairman of a student organization, where the practice of mark-ups in activity proposals was once considered commonplace. However, as his understanding of the essence of integrity increased, the informant realized that this action was an early form of systemic corruption. He also mentioned that this habit was initially passed down informally by seniors, indicating an organizational culture that did not fully understand the ethics of transparent financial management. The informant's attitude transformation occurred when he began to understand the moral and social consequences of the practice. This awareness was obtained through reflection on personal experience and normative learning, as well as spiritual encouragement that every action has a moral impact. The informant recognized that this paradigm shift was crucial in promoting organizational culture reform on campus. Therefore, even though he had been involved in deviant practices, his ability to identify mistakes and his desire to correct them demonstrated a progressive ethical learning process, making him a worthy case study for strengthening anti-corruption Education among students.

In protecting himself from deviant behaviour, the informant emphasized the importance of maintaining personal integrity through a spiritual approach and frugal behaviour. He realized that an excessively consumptive lifestyle is often the primary trigger for corruption, even on a small scale. Therefore, he emphasized that awareness of one's financial limits is the key to protecting oneself from the urge to deviate. The principle of living simply and not forcing oneself always to follow trends is an important part of the anti-corruption strategy he implements. The informant also instils the value that every action, including those that seem trivial, will have consequences in the future, both socially and spiritually. This awareness fosters a preventive mindset in the face of potential temptation to commit corruption.

Additionally, the informant acknowledged that maintaining a healthy relationship with one's religious values strengthens internal motivation to remain honest and responsible. With this approach, he developed a robust self-defence system against the temptation of corruption, which encompasses not only formal and legal aspects but also moral and spiritual considerations. Therefore, an integrative approach between spiritual awareness, rational lifestyle, and honest social practices is a key strategy that the informant relies on in maintaining a commitment to anti-corruption values in everyday life.

The informant acknowledged that students, as an intellectual generation and agents of change, have a vital role in shaping an anti-corruption culture in their social environment. According to him, although students do not have formal authority to take action against corrupt practices, they can still contribute significantly through their daily

attitudes and behaviours that reflect integrity and responsibility. The informant believes that eradicating corruption is the domain of formal institutions such as the Corruption Eradication Commission, the police, or the courts, but preventing corruption is a collective task of all citizens, including students. He applied this concept by showing an honest attitude on various occasions, carrying out mandates with full responsibility, and treating every form of responsibility as a form of trust that must be maintained. He also emphasized that student contributions do not have to be large but rather relatively consistent and can serve as role models for the surrounding environment. In this context, students serve as catalysts for an anti-corruption culture by promoting moral values within their social sphere. This approach demonstrates that developing an anti-corruption character can begin with small, sustainable actions, ultimately creating a lasting impact in fostering a society that is more aware and critical of corrupt practices across various sectors of life.

In response to campus policies considered less student-friendly, the informant demonstrated a rational and data-driven approach. He stated that he had never been directly involved in campus demonstrations because, in his opinion, the substance of the demands put forward in demonstrations often did not address the root of the problem. However, he stated that he was ready to take critical action if a policy was truly proven to be detrimental to students after a comprehensive investigation process. The approach he proposed was to conduct studies and focus group discussions (FGDs) to discuss the policy's impact more objectively with the academic community. If dialogical steps do not produce results, then larger actions, such as demonstrations, are considered the last option. This opinion demonstrates that the informant adopts a pragmatic approach, prioritizing problem-solving based on analysis rather than reactive action. He also linked past experiences in demonstrations at the high school level, which were triggered by budget transparency, as a form of learning in voicing injustice. This attitude reflects a good understanding of the role of students in campus democracy, specifically as responsible policy controllers, informed by data and a comprehensive understanding of the policy context.

Regarding the strategies used to prevent corruption in his environment, the informant prioritizes an educational and role model-based approach. He actively encourages those around him to speak honestly and openly and educates them about the importance of transparency in all activities, especially those related to finances. In the context of the family, he also encourages the habituation of honesty values from an early age, including in the use of children's pocket money. He believes that moral Education in the smallest environment is a crucial foundation for forming an anti-corruption generation. In addition, the informant internalizes religious teachings as a moral basis for rejecting all forms of deviant behaviour, including petty corruption that is often considered trivial. He also believes that spiritual reminders of the consequences of every action can serve as a strong moral foundation. However, in the broader context of eradicating corruption, the informant is aware of the limitations of his role and authority as a student. Therefore, he chose to focus on prevention and awareness of moral values as the primary strategy that can be consistently carried out. This approach emphasizes that fighting corruption can start from small actions based on personal commitment, character Education, and collective awareness at the community level.

4.3 Findings Other in Study

4.3.1 Lecturer's Perspective on Anti-Corruption Education Among Students

Based on the research results, it was found that the second informant, who is a lecturer at the Faculty of Social and Political Sciences (FISIP) UNISMA, said that students are future leaders, so students have a tremendous responsibility to shape their personalities so that later when they work, they will become people with integrity. When someone is on campus, they are given trust, so they will later be tested to see if they have integrity or not. When the teaching and learning process is limited to interaction between lecturers in class, during assignment submission, and exams, one way to

assess whether someone has integrity can be observed in their work—whether they cheat or not, as evidenced by their exam results. Then, when Collecting papers to see whether they are plagiarized or not, these are media to train students on whether They Have integrity or Not. Besides That, the informant second says that students who can be in the classroom must be active so that discussions or interactions can happen between students and lecturers. When a student is not active in class, a lecturer can assess whether the student has an understanding of anti-corruption Education or not; in addition, the lecturer sees the student from how much the student understands the learning given by the lecturer, when students stay silent in class, only listen to the lecturer, without any interaction or response. The lecturer will not know during the class whether the student is or not. Because when there is no interaction in the classroom, the lecturer only receives the student's data at the exam. However, once the exam has occurred, the lecturer cannot reprimand the student because the assessment has already taken place.

According to Informant 2, the existence of an eye study on Education and anti-corruption is one of the efforts that can help eradicate the potential for corruption, as Education is something that is imparted to students. Not just knowledge but also attitude. Through Education, it is hoped that students will develop an understanding of anti-corruption and form attitudes that promote it. As for the sciences that must be implanted in order to instil an anti-corruption spirit in students, one of them is listening. Listening here is an explanation of why corruption occurs, including the factors that contribute to it, as well as its impact on the country, society, and the people. This information needs to be conveyed. As students later acquire knowledge about the factors and impacts of anti-corruption Education, it is hoped that they will have a reason to reject corruption.

4.3.2 Perspective Power Educator About Education Anti-Corruption in Student Circle

Based on the research results, it was found that the third informant, who is Vice Chancellor III of UNISMA, does not provide direct Education on anti-corruption to students unless it has been incorporated into a Special Course. However, Anti-Corruption Education can also be done in some eye-opening studies. To effectively convey Education Anti-Corruption through methodical lecture materials that illustrate deviant behaviour, the provision of Anti-Corruption Education materials can be implicitly integrated into specific courses. In providing knowledge about Anti-Corruption Education to students, educational staff must also be able to instil a sense of honesty in each student by assigning individual or group tasks. Informants also believe that the responsibility of students in implementing anti-corruption behaviour is still low. Because sometimes pragmatism can beat idealism, this is influenced by the style of life of children in the young era now, which tends to be consumptive. If the mindset of students remains pragmatic, then their sensitivity to behaviour that violates or is corrupt will tend to be low.

4.3.3 Actions of Educational Institutions in Addressing Corrupt Behavior in the University Environment

Based on the research results, it was found that the third informant, Vice Chancellor III of UNISMA, was identified. If corrupt behaviour occurs in the workplace, employees and lecturers are bound by work regulations. The Maa mechanism works, which, of course, must be tightened for a more secure return. The university certainly has a Student Organization that will be pretty sensitive when it comes to the budget. If there are students who are active in an organization and commit actions of corruption, then the organization will be opened. If, Indeed, students or organizations make the subsequent budget disbursement despite the level of violation committed being considered very severe, then the organization will be frozen. The institution must also have a strategy for preventing and eradicating corruption on campus. Of course, in preventing corruption, the supervisory function involves the use of a budget. In this matter, existence planning will be the basis for monitoring the flow of funds. Secondly, the institution must have annual spending standards to minimize the occurrence of... personal behaviour that leads to corruption. Third, in this case, accountability can take

the form of an Accountability Report or LPJ. If a person who already uses a budget does not yet or does not report accountability, then they cannot use the next budget.

CONCLUSION

Students' understanding of anti-corruption Education has a positive impact on their comprehension of the forms of corruption, how to apply it, and the realization of its adverse impacts on development. Students involved in anti-corruption Education, such as those enrolled in special courses, demonstrate an increase in their understanding of corruption problems. The importance of moral Education in combating corruption is also reflected in the interviews, where students emphasized the values of honesty, integrity, and awareness of the negative impact of corruption. The existence of awareness encourages students to take a firm attitude towards action against corruption that they encounter on campus, as well as set an example of integrity in their daily lives.

In general, students are expected to become agents of change in eradicating corruption. By practising anti-corruption values and teaching the next generation, students contribute to creating a more just and clean society free from corrupt practices. Anti-corruption Education plays an important role in shaping attitudes and understanding among students about corruption. Moral message: Honesty and integrity are the main foundations in efforts to prevent and eradicate corruption among students as part of the formation of a national character.

Education against corruption is not only limited to eye-catching special studies but can also be integrated into other courses by illustrating lecture material with examples of deviant behaviour. Vice Rector III highlighted the importance of forming character through individual or group tasks and emphasized that students' responsibility in implementing anti-corruption behaviour needs to be increased. In overcoming corrupt behaviour in the university environment, institutions should develop their own mechanisms and prevention strategies, which involve budget monitoring, setting spending standards, and accountability mechanisms through Accountability Reports (LPJ). The existence of sanctions, such as freezing the assets of an organization, also becomes an institutional action to eradicate the criminal acts of corruption. Overall, anti-corruption Education in educational institutions has a positive impact on shaping character, integrity, and awareness in students of the dangers of corruption. Effort This needs to be continuously improved to create a clean educational environment and produce the next generation of the nation with integrity.

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