

# PERSONALITY HABITUATION THROUGH ANTI-CORRUPTION EDUCATION IN HIGHER EDUCATION: FOSTERING INTEGRITY AND MORAL CHARACTER

Abdul Sakban<sup>1,2</sup>, Dasim Budimansyah<sup>3</sup>, Cecep Darmawan<sup>4</sup>, Syaifullah<sup>5</sup>, Dadang Sundawa<sup>6</sup>

<sup>1,3,4,5,6</sup>Civic Education, Universitas Pendidikan Indonesia, Indonesia

<sup>2</sup>Pancasila and Citizenship Education, Universitas Muhammadiyah Mataram, Indonesia

[abdul.sakban24@upi.edu](mailto:abdul.sakban24@upi.edu)<sup>1</sup>, [budimansyah@upi.edu](mailto:budimansyah@upi.edu)<sup>3</sup>, [cecepdarmawan@upi.edu](mailto:cecepdarmawan@upi.edu)<sup>4</sup>, [syaifullah@upi.edu](mailto:syaifullah@upi.edu)<sup>5</sup>,  
[dadang.sundawa@upi.edu](mailto:dadang.sundawa@upi.edu)<sup>6</sup>

## INFO ARTIKEL

### Riwayat Artikel:

Diterima: 16-01-2025  
Disetujui: 01-04-2025

### Kata Kunci:

Anti-Corruption  
Habituation  
Personality of the Nation  
Education  
Learning

## ABSTRAK

**Abstrak:** Kepribadian bangsa Indonesia adalah kepribadian yang tumbuh dalam nilai-nilai dasar Pancasila, nilai budaya, adat istiadat, norma dan kaidah yang berkembang di masyarakat, namun dalam prakteknya kepribadian ini masih menjadi problematika. Tujuan penelitian ini adalah untuk menjelaskan pembiasaan kepribadian melalui pendidikan anti korupsi di perguruan tinggi: membangun integritas dan karakter moral. Metode yang digunakan kualitatif dengan pendekatan deskriptif. Responden yang dilibatkan adalah sebanyak 7 orang dosen pengajar mata kuliah yang terdiri atas 2 ketua program studi dan 5 orang pengampu matakuliah pendidikan anti korupsi, kemudian pengumpulan data berupa observasi, interview mendalam dan analisis dokumen. Analisis data dilakukan secara mendalam dengan tahapan pengumpulan data, pengolahan data, verifikasi data dan menarik kesimpulan tentang habituasi kepribadian bangsa mahasiswa melalui pendidikan anti korupsi. Hasil penelitian ini menunjukkan bahwa pendidikan anti korupsi di perguruan tinggi berperan sebagai pembelajaran yang dapat memberikan pemahaman korupsi, anti korupsi melalui proses pembelajaran maupun proses pengembangan diri sebagai mahasiswa yang berintelektual, religious dan berkeadaban dalam rangka menyiapkan generasi yang taat hukum dan menjunjung tinggi integritas dan moralitas. Habituasi kepribadian mahasiswa merupakan upaya pembentukan karakter mahasiswa seperti kejujuran, disiplin, kerja keras, kesederhaan, kepemimpinan, pola hidup sehat, dan kemandirian serta kesadaran sosial politik. Jadi habituasi kepribadian bangsa sebagai sarana penguatan karakter mahasiswa pada pendidikan anti korupsi.

**Abstract:** The personality of the Indonesian nation is a personality that grows within the fundamental values of Pancasila, cultural values, customs, norms, and rules that develop in society. However, in practice, this personality still needs to be improved. This research aims to explain the habituation of personality through anti-corruption education in higher education: building integrity and moral character. The method used is qualitative with a descriptive approach. The respondents involved were seven lecturers who taught courses consisting of 2 heads of study programs and five who taught anti-corruption education courses; then, data was collected through observations, in-depth interviews, and document analysis. Data analysis was carried out in-depth, including the stages of data collection, data processing, data verification, and concluding the habituation of students' national personalities through anti-corruption education. The results of this research show that anti-corruption education in higher education plays a role in learning that can provide an understanding of corruption, anti-corruption through the learning process and the process of self-development as students who are intellectual, religious, and civilized to prepare a generation that obeys the law and upholds integrity and morality. The habituation of student personality is an effort to develop student characteristics such as honesty, discipline, hard work, simplicity, leadership, a healthy lifestyle, independence, and socio-political awareness. So, the habituation of national personality is a means of strengthening student character in anti-corruption education.

## A. INTRODUCTION

The personality of the Indonesian nation is a personality that grows in the fundamental values of Pancasila, cultural values, customs, norms, and rules that develop in society. However, in practice, this personality is still a problem because the current behavior of students deviates a lot from the rules and norms that apply in the campus, family, and community environment. Wawan (2021) reported that educational challenges in the 21st century had occurred character crises such as economic integration causing the emergence of free markets; economic behavior can justify all means, such as *riba* (unreasonable withdrawal of money), gambling, online fraud, brawls between students, young marriages, bullying, sexual violence, and theft. In addition, the issue of corruption for the younger generation has become a public discussion, human rights, and the politics of corruption (Demirgüç-Kunt et al., 2023; Suh, 2023; Zhu & Li, 2019). KPK Chairman Firli Bahuri gave the task of youth in the Youth Class event and Anti-Corruption NGOs the task of being agents of change with concrete actions in building an anti-corruption culture, becoming development agents who are also responsible for realizing the goals of the state (Republika, 2022). In the context of higher education, this crisis raises urgent questions about the role of educational institutions in fostering ethical leadership and character development.

Anti-corruption education is a course that emphasizes increasing knowledge about Corruption and anti-corruption in higher education, Mahmoudi & Bagheri Majd (2021) stated that universities can be used as educational institutions to prevent Corruption with a simple culture, anti-corruption prevention using the media, and anti-corruption campaigns (Huang et al., 2023; Li et al., 2024); (Cai et al., 2022), Corruption can also occur in universities, the media plays a role in covering corruption patterns in higher education institutions: bribery, academic fraud, nepotism, embezzlement, politicization, despotism, negligence and extortion (Feoktistova, 2014; Hajrullai, 2015; Osipian, 2017). In addition, the promotional impact of anti-corruption campaigns on institutional performance can be achieved through regulation, institutional profit-seeking, and innovation behavior (Chen et al., 2022).

Anti-corruption education in higher education has been contained in Ministerial Regulation No. 33 of 2019 Article 1, which states that anti-corruption education is a learning process and behavior formation held in universities to prevent corrupt behavior and corruption crimes. Furthermore, the Presidential Regulation of the Republic of Indonesia Number 08 of 2012 concerning the Indonesia Qualification Framework (IQF) was issued, and every study program in all universities must redesign its curriculum to the Indonesian National Curriculum Qualification (Suyadi, 2015). Likewise, Kemendikbud (2011) emphasized that corruption prevention can be carried out in two significant parts: enforcement and prevention by the government and the community, including students. However, corruption prevention continues to be carried out by the government, state officials, and the community through various ways, but the growth of corruption is increasing.

The Corruption Eradication Commission reports data on public complaints related to corruption in the campus environment, such as asset management, money management, student admission system, gratuity, and procurement, which includes project fees, procurement arrangements/engineering, and markups and conflicts of interest (Kompas, 2022b), Bribery Cases in New Student Admissions (Kompas, 2022a). He also stated that corrupt behavior in universities due to conflicts of interest and power, nepotism practices, and transactional patterns are the most frequent acts of corruption (Van FC et al., 2021), acts of bribery in non-government universities are classified as corruption by need (a corruption of basic needs), not corruption by greed (a corruption of consumer needs), corruption practices are still unlawful acts (Adhari, 2017).

Based on the above background, models, methods, and strategies are needed to increase students' understanding of corruption and anti-corruption prevention among university students. An effective way to do this is to habituate the personality of the student nation through anti-corruption education. The habituation of the personality of the student nation is an activity to habituate the attitude of honesty, fairness, courage, simple life, responsibility, discipline, hard work, thrift, and independence (Rosikah & Listianingsih, 2022). This habituation is implemented in learning

anti-corruption education or other materials also carried out in the development of the Student Creativity Program according to interests and talents.

Another solution is to instill anti-corruption values in universities as a preventive effort to prevent corruption (Suryani, 2017). These preventive measures are more humane than repressive actions. Because, after all, prevention is better than oppression or punishment. In addition, corruption can be eradicated through the anti-corruption movement (Widoyoko, 2016). Bribery prevention can be done by forming anti-corruption characters instilled through an anti-corruption culture, increasing legal awareness, and fostering student integrity in various universities. As the spearhead of student intellectuals, higher education is a forum for character and ethics formation. Can instill anti-corruption mindsets, attitudes, and behaviors through the learning process in higher education (Suryani, 2017). Student involvement as a bridge between the community and the government can make anti-corruption education in universities and the social strata of society.

The novelty of this study lies in its focus on the practical application of anti-corruption education as a tool for character building. Unlike previous studies that primarily emphasize theoretical frameworks, this research integrates practical strategies, such as the establishment of honesty canteens and the use of project-based learning, to foster values of integrity and accountability. By examining the impact of these interventions on student behavior, the study provides new insights into the potential of anti-corruption education as a preventive measure against corruption. Additionally, the study highlights the importance of collaboration between educators, policymakers, and communities in creating a supportive environment for character education.

This research aims to explain the habituation of personality through anti-corruption education in higher education: building integrity and moral character. The contribution of this study is to provide new insights into efforts to foster student personality through anti-corruption education in Indonesia as a means of education in preventing future corruption. Also, this study contributes to the existing literature by providing empirical evidence on the effectiveness of anti-corruption education in

shaping ethical behavior and promoting integrity among students. This study is particularly relevant in the Indonesian context, where higher education institutions play a critical role in preparing future leaders and addressing systemic corruption.

## **B. RESEARCH METHODS**

This study employed a qualitative research design with a descriptive approach to explore the habituation of student personalities through anti-corruption education in higher education. The qualitative approach was chosen for its ability to provide a rich, detailed understanding of human behavior and the contextual factors influencing the development of ethical values and integrity. This methodology aligns with the need to investigate the subjective experiences of participants and the mechanisms through which anti-corruption education fosters moral and ethical character in students. The descriptive approach further facilitated a comprehensive exploration of the processes, strategies, and outcomes of anti-corruption education, offering insights into its effectiveness in instilling values such as honesty, discipline, and socio-political awareness.

### **1. Research Context and Participants**

The study was conducted at universities in Indonesia that offer anti-corruption education as part of their curriculum, reflecting the mandate of Ministerial Regulation No. 33 of 2019. The participants consisted of seven lecturers who were directly involved in teaching anti-corruption courses. This group included one head of the Pancasila and Citizenship Education study program, one general education and character education lecturer, and five instructors responsible for teaching anti-corruption education courses. These participants were selected based on their expertise and active involvement in the development and delivery of anti-corruption education, ensuring the reliability and depth of the data collected.

The context of the study is rooted in the broader effort to address systemic corruption in Indonesia through educational interventions. Higher education institutions were chosen as the focus of this research due to their pivotal role in shaping the moral and ethical character of future leaders. By examining the experiences and practices of educators in this setting, the study aimed to uncover the strategies

used to instill anti-corruption values and assess their impact on student behavior.

## **2. Data Collection**

Data for this study were collected through three primary methods: observations, in-depth interviews, and document analysis. Observations were conducted in classroom settings to gain firsthand insights into the teaching practices, learning activities, and interactions between lecturers and students. This method allowed the researcher to identify the pedagogical approaches and strategies used to convey anti-corruption values, as well as to observe the students' engagement with the material and their behavioral responses.

In-depth interviews were conducted with the seven participating lecturers to explore their perspectives, experiences, and challenges in teaching anti-corruption education. The interviews were semi-structured, allowing for flexibility in probing specific topics while maintaining a consistent focus on the research objectives. Questions addressed the content of anti-corruption courses, the methods used to instill values, and the perceived outcomes of these efforts. The interviews also explored the lecturers' views on the effectiveness of anti-corruption education in shaping student personalities and their suggestions for improving the curriculum.

Document analysis was carried out to examine the content and structure of anti-corruption education materials, including course syllabi, lesson plans, and instructional resources such as the Anti-Corruption Education Module published by the Corruption Eradication Commission (KPK). This analysis provided a comprehensive understanding of the theoretical and practical components of the curriculum, as well as the alignment of these materials with the nine fundamental values emphasized in anti-corruption education, such as honesty, responsibility, and discipline (Rosikah & Listianingsih, 2022).

## **3. Data Analysis**

The collected data were analyzed using an iterative process that included data reduction, tabulation, and thematic analysis. Data reduction involved organizing and categorizing the raw data to identify patterns, themes, and relevant insights related to the research objectives. For example, observations and interview transcripts were coded

to extract recurring themes such as the integration of values in teaching, the role of contextual learning, and the impact of anti-corruption education on student behavior.

Tabulation was used to systematically organize the data, particularly for the document analysis. This method enabled the researcher to compare and contrast the content of different instructional materials, identify gaps in the curriculum, and highlight best practices in teaching anti-corruption education. The tabulated data also facilitated the identification of key competencies and outcomes associated with anti-corruption education, as outlined in Table 1, which describes the competency standards for anti-corruption education in higher education.

Thematic analysis was employed to interpret the data and generate findings that address the research questions. This method involved identifying, analyzing, and reporting patterns within the data, allowing for a nuanced understanding of the processes and outcomes of anti-corruption education. Themes such as the effectiveness of experiential learning, the role of character habituation, and the challenges of fostering integrity in a higher education context were explored in depth (Miles & Huberman & Saldana, 2014).

## **C. RESULTS AND DISCUSSION**

### **1. Anti-Corruption Education in Higher Education**

Anti-corruption education in higher education has been contained in Ministerial Regulation No. 33 of 2019 Article 1, which states that anti-corruption education is a learning process and the formation of behavior held in universities related to preventing corrupt behavior and corruption crimes. Furthermore, the Presidential Regulation of the Republic of Indonesia Number 08 of 2012 concerning the Indonesia Qualification Framework (IQF) was issued, and every study program in all universities must redesign its curriculum to reflect the Indonesian National Curriculum Qualification (Suyadi, 2015). The formation of a course must be done in an accountable manner by developing a matrix that connects learning outcomes with learning materials. This redesign must remain responsive to current issues in the field of science by taking into account national priorities, such as the

advancement of Islamic Education (Suyadi, 2019), neuroscience (Suyadi & Nur, 2017), and anti-corruption education (Suyadi et al., 2019). So, anti-corruption education in higher education has a normative legal basis, and educators can apply it.

The academic foundation of anti-corruption education is that it provides knowledge about corruption and its dangers, can give birth to a society with a high awareness of the law, and breaks the chain of corruption (ICW, 2008; Komalasari & Saripudin, 2015). Anti-corruption education through habituation and Civic Education effectively develops students' character (Gandamana, 2014). Also in anti-corruption education, there are nine values to strengthen anti-corruption education, based on the formulation set by the Corruption Eradication Commission (KPK), there are nine fundamental values that need to be instilled and strengthened through the implementation of anti-corruption education in universities, namely: the values of honesty, fairness, courage, simple life, responsibility, discipline, hard work, frugality, and independence (Rosikah & Listianingsih, 2022).

Anti-corruption education in Higher Education can provide coaching and mentoring to students' character through learning that can increase understanding, attitudes, and skills in preventing corruption in the educational environment. The several stages of Anti-Corruption Education in higher education are as follows:

a. Integration of contextual learning and value learning

In the context of anti-corruption education, learning can be implemented with six approaches:

- 1) Problem-based learning is a learning approach that uses real-world problems as a context for students to learn about critical thinking and problem-solving skills and gain knowledge and important concepts from the subject. In this case, students engage in inquiry to solve problems by integrating skills and concepts from different subject matter contents. This approach involves gathering information about the question and synthesizing and presenting the invention to others.
- 2) Project-based learning or structured assignments are comprehensive teaching. The student

learning environment (classroom) is designed so that students can conduct inquiries in an authentic direction, including deepening the subject matter and performing other meaningful tasks. This approach allows students to construct their learning independently and culminate in actual products.

- 3) Work-based learning is a teaching approach that allows students to use the context of the workplace to learn school-based subject matter and how it is reused in the workplace, and various activities are integrated with the subject matter for the benefit of students.
- 4) Service learning uses teaching methodologies integrating social services and school-based structures to mirror those services. Therefore, emphasis is placed on the correlation between service and academic learning. In other words, this approach presents the practical application of the new knowledge required and a variety of skills to meet the needs of society through structured projects/tasks and other activities.
- 5) Cooperative learning is a small group approach to work together in maximizing learning conditions to achieve learning objectives.
- 6) Value learning, such as value clarification techniques (value analysis, value lists, value games)
- b. Developing teaching materials for Project-based anti-corruption education

The Corruption Eradication Commission developed an anti-corruption education format intended for students in higher education. Students learn to be honest, hardworking, disciplined, courageous, responsible, independent, simple, fair, and caring. The nine noble values are expected to build an anti-corruption character. The Corruption Eradication Commission published the Anti-Corruption Education Module. The modules are easy for students to understand because they are presented in simple language.

The anti-corruption education module in higher education emphasizes the innovation and development of other learning materials in the form of comics, pocketbooks, movies, and board games so that anti-corruption learning teaching media becomes more interesting and varied.

**Table 1.** Competency Standards for Anti-Corruption Education in Higher Education

College	Semester	Competency Standards	Subject matter and sub-subject matter
University	II and IV	<ul style="list-style-type: none"> <li>• Students are able to explain the meaning of the word and definition of corruption accurately and correctly;</li> <li>• Students are able to explain the history of corruption and the eradication of corruption in Indonesia correctly;</li> <li>• Students are able to explain the forms of corruption and corrupt behavior correctly;</li> <li>• Students are able to distinguish between forms of corruption and corrupt behavior;</li> <li>• Students are able to analyze acts of corruption and corrupt behavior in society;</li> <li>• Students are able to evaluate and understand various forms of corruption and corrupt behavior.</li> </ul>	<p>Definition of Corruption:</p> <ul style="list-style-type: none"> <li>• Identifying the definition of corruption,</li> <li>• Forms of Corruption,</li> <li>• History of Corruption,</li> </ul>
		<ul style="list-style-type: none"> <li>• Students are able to explain the driving factors for corruption;</li> <li>• Students can distinguish between internal factors and external factors that cause corruption;</li> <li>• Students can conclude internal factors and external factors that drive corrupt behavior;</li> <li>• Students are able to eliminate their own attitudes that tend to encourage corrupt behavior;</li> <li>• Students can foster an anti-corruption attitude.</li> </ul>	<p>Factors Causing Corruption:</p> <ul style="list-style-type: none"> <li>• Factors Causing Corruption;</li> <li>• Causes of Corruption in a Theoretical Perspective;</li> <li>• Internal and External Factors Causing Corruption.</li> </ul>
		<ul style="list-style-type: none"> <li>• Students know the consequences of corruption;</li> <li>• Students can have empathy for corruption victims;</li> <li>• Students are able to avoid acts and behaviors of corruption.</li> </ul>	<p>Massive impact of corruption:</p> <ul style="list-style-type: none"> <li>• Economic Impact;</li> <li>• Social Impact and Community Poverty;</li> <li>• The Impact of Government Bureaucracy;</li> <li>• Impact on Politics and Democracy;</li> <li>• Impact on Law Enforcement;</li> <li>• Impact on Defense and Security;</li> <li>• Impact of Environmental Damage</li> </ul>
		<ul style="list-style-type: none"> <li>• Students are able to explain anti-corruption values to overcome internal factors that cause corruption;</li> <li>• Students are able to explain the principles of anti-corruption principles which are guided by anti-corruption values to overcome external factors that cause corruption so that corruption does not occur;</li> <li>• Students are able to provide examples of the application of anti-corruption principles and values in an organization/institution/society to prevent corruption in every activity.</li> </ul>	<p>Anti-corruption values and anti-corruption principles:</p> <ul style="list-style-type: none"> <li>• Anti-Corruption Values;</li> <li>• Anti-Corruption Principles</li> </ul>

**Table 2.** Description of anti-corruption values and habituation patterns in higher education

Value Description	Habituation in Higher Education
Honesty: Behavior based on efforts to make students as individuals who always believe in words, actions and work.	Providing facilities for announcing found and lost items Financial transparency and assessment of learning outcomes Prohibition of cheating
Responsibility: A person's attitude and behavior in carrying out their duties towards themselves, society, the environment (natural, social and cultural), the state and God Almighty.	Setting up a canteen with the concept of honesty Implementation of routine postal duties Active participation in school activities Ask for troubleshooting advice
Simplicity: Understated (not excessive) attitude and behavior	Submit assignments on time Work tasks according to their role in the group Maintaining the cleanliness, neatness and beauty of the

Freedom:	school
Attitudes and behaviors that show independence according to the rules	Save on the use of school facilities (electricity, water, etc.)
Integrity:	not arrogant
Attitudes and behaviors that show upholding leadership principles	not carrying luxury equipment (cell phones, jewelry, gadgets, etc.)
Morality:	Democratic school atmosphere
Attitudes and behaviors that uphold ethics and moral values as human beings	Teachers provide opportunities for students to express their opinions freely and responsibly
	Students dare to express their ideas
	Set up a suggestion box

### c. Stop Corruption Movement

The Stop Corruption Movement is an initiative spearheaded by students aiming to raise awareness and promote anti-corruption values. By utilizing various media platforms and materials, such as social media campaigns, flyers, posters, and banners, the movement seeks to educate and inspire individuals, particularly the younger generation, to take a stand against corruption. The use of creative and engaging mediums ensures the message reaches a wide audience while emphasizing the importance of integrity and accountability.

Social media campaigns play a pivotal role in the movement's success, allowing students to share informative content, impactful stories, and real-time updates to a global audience. This approach amplifies their voices, creating a ripple effect that spreads awareness beyond local communities. Flyers and posters placed in schools, public spaces, and offices serve as constant reminders of the devastating effects of corruption and the need for a unified effort to combat it.

Additionally, banners displayed at public events and during demonstrations provide a visual representation of the movement's commitment to the cause. By actively involving students in these activities, the campaign fosters a sense of responsibility and empowerment among young individuals, inspiring them to contribute to a corruption-free society. This proactive approach highlights the crucial role of youth in shaping a more transparent and ethical future.

### d. Honesty Canteen

Fostering honest character, the Corruption Eradication Commission encourages the establishment of honesty shops on every campus. Honesty Canteen is a canteen that sells snacks and drinks. It has no sellers. It is not guarded. Snacks and drinks are displayed in the canteen. Through the

honesty canteen, students learn to be honest. Students learn to be obedient and loyal when no one is watching them. The point is that anti-corruption education directly touches the affective and psychomotor realms.

At the Campus level, an example of the implementation of the honesty canteen is the opening of the "Honesty Canteen" at the UPI Bandung Library, although it has not been maximized as the implementation of UPI Bandung's Motto: "Corruption-Free Integrity Area." The Honesty Canteen is an effort to educate students on morals and encourage them to behave honestly. In this canteen, student awareness is required to buy for a fee and take a fee if left unsupervised by the shopkeeper. One motto emphasized in this canteen is that God sees the Angel's notes. The Honesty Canteen is one of the activities in anti-corruption education.

## 2. Student Personality Habituation to Prevent Corruption

Elements of the nation's personality include religiosity, morality, intellectuality, high motivation, leadership, healthy lifestyle, independence, work ethic, and discipline, as well as socio-political awareness (Muchtarom et al., 2016). To habituate/habituate the nation's personality values, it can be integrated into the Anti-Corruption Education curriculum in universities. Furthermore, these values can be applied in student creativity programs, as well as learning in lectures, for example, by applying discipline, honesty, cooperation, and simplicity.

Character is a good behavior tool for citizens(Hoge, 2002). character for a person, such as honesty, responsibility, respect for others, and other values of kindness, can be embodied in actual actions in daily life (Mulyasa, 2013). The universal pillars of character consist of peace, cooperation, respect, happiness, honesty, humility, compassion,

responsibility, simplicity, tolerance, and unity (Ghufron, 2010). Character is a good attitude or behavior that includes honesty, courage, justice, and compassion possessed by humans.

To foster student personality in college, it is as follows:

1) Integrating religious values in daily life

In higher education, there are religious education courses that allow students to explore religious science, including Islam, Christianity, Hinduism, Buddhism, and Confucianism. In practice, students can apply a disciplined attitude in carrying out worship according to the teachings of their respective religions. If the student gets used to living a disciplined life, the possibility of running as a leader will be carried out well. Martos et al. (2011) state that the religious person will be motivated to do or not think before acting. Musa (2020), states that Christian religious teachings can be a fundamental element of citizenship responsible for the subversion of corrupt structures, networks, and values. Sajo (2020), stated that the Islamic approach to corruption can be seen holistically and called for the fear of Allah Almighty as one of the best approaches to solving the problem of corruption. The success of every society, both in this world and the hereafter, is built on the fear of God and the belief in accountability, which should be a pillar in controlling the threat of corruption.

2) Cooperation between the campus, parents, and the community

Cooperation is an effort to ensure the continuity of the relationship between the school, family, and the community. To foster student personality, the involvement of both parents and students is significant, especially in supervising associations, establishing communication, and other activities. The campus facilitates the rights and obligations of parents, invites parents to social activities, academic activities, and parenting activities, and reports on the progress of children's studies. Establish relationships with the government and make the environment a means of education and learning. However, establishing cooperation between families, schools, and the community does not always go well. However, there are problems related to the breadth of their respective duties and roles in controlling children. Epstein and Sanders (2002), stated that the roles of the family and school have their

respective functions in carrying out shared roles and responsibilities in the learning and development of children that overlap. Schools should plan partnership programs allowing families to participate in their children's education each year. Parents should also take on more responsibility for communicating with their children, teachers, and administrators in schools, and other parents to understand and support their children as students

3) Integration of theory and practice, textual and contextual knowledge, and direct experience in anti-corruption education learning

The integration of theory and practice in anti-corruption education involves blending conceptual understanding with real-world applications. This approach ensures that learners not only grasp the fundamental principles of anti-corruption, such as ethics, integrity, and accountability, but also understand how to implement these values in daily life and professional settings. By connecting abstract ideas with practical scenarios, learners can better appreciate the relevance of anti-corruption measures and develop critical thinking skills to address corruption effectively.

Textual and contextual knowledge further enriches anti-corruption education. Textual knowledge includes the study of laws, policies, case studies, and ethical theories, which provide a solid foundation for understanding corruption's mechanisms and consequences. Contextual knowledge, on the other hand, involves analyzing specific cultural, social, and political factors that influence corruption in different environments. This dual perspective enables learners to adapt anti-corruption strategies to diverse contexts, ensuring they are both effective and culturally sensitive.

Direct experience plays a crucial role in reinforcing anti-corruption education. Experiential learning activities, such as role-playing, simulations, community projects, and internships, allow learners to apply theoretical knowledge in real-world situations. For example, engaging in community watchdog initiatives or participating in anti-corruption campaigns can provide hands-on insights into the challenges and strategies involved in combating corruption. This holistic approach to learning fosters a deeper understanding and empowers individuals to become proactive agents of change in their communities.



4) The learning process is described in intra-curricular, co-curricular and extracurricular activities as well as Student Creativity Programs.

Student activities to develop personality attitudes and self-development through extracurricular activities are carried out in the form of curriculum Islamization (objectives, methods, materials, media, tools, and learning evaluation); preparing learning that can develop cognitive, affective, and psychomotor abilities; and prepare learning activities that provide a theoretical-practical, textual and contextual foundation: knowledge and hands-on experience in students' lives.

Co-curricular activities include class outings, scientific visits, joint prayer activities, outing bonds, academic and non-academic competitions, Taqiyah activities, and others. Extracurricular activities are compulsory extracurricular activities (mentoring and scouting) and optional extracurricular activities (sports, cooking, scientific work, language, and others).

#### **D. FINDINGS**

Based on the discussion above it shows that anti-corruption education in higher education is a learning that can increase understanding, attitudes, and skills in learning that can have an impact on the understanding of material about the definition of corruption, forms of corruption, history of corruption, impacts of corruption, corruption values, and anti-corruption principles. This effort is a form of prevention against corrupt behavior that still occurs among the community, the national government, and the state. Because, in principle, anti-corruption education in higher education is the main factor in reducing corruption perpetrators in the future.

Corruption prevention can be habituated in daily life, for example, by practicing religiosity, morality, intellectuality, high motivation, leadership, healthy lifestyle, independence, work ethic, discipline, and socio-political awareness. This habituation should not be ignored because the personality of this nation is a fundamental value based on the characteristics of Indonesian citizens.

The results of this study are strengthened by the opinions of Piper (1993) Stating the function of education by both instructional and habituation approaches can encompass all aspects of the

"educational trilogy" (Piper, 1993) for ethical teaching, namely knowledge, attitudes, and skills. To prevent corruption, five policies must be carried out by the government towards youth (Enweremadu, 2015): 1) Design and implement programs that will instill in the younger generation the values of honesty, integrity, and transparency as early as possible in academic careers. 2) Design policies that will encourage the younger generation to participate more actively in the ongoing campaign against corruption and thus help complement the government's efforts, especially in the areas of advocacy, public enlightenment, and whistle-blowing. 3) Institutionalize efficient scholarship/grant/Loan schemes to support students from poor backgrounds and address the problem of inadequate funding in the education sector. 4) Take concrete steps to examine corrupt practices committed by the leadership of educational institutions, including financial and non-financial corruption. 5) Designing policies to regulate the relationship between students in college and politicians to protect students from the corrupt influence of politicians who may seek to exploit them for political gain. Also, Anazodo et al. (2015) emphasized that fundamental steps to eliminate corruption can be carried out through government transformation and patriotic, visionary, and missionary leadership.

#### **E. CONCLUSIONS AND SUGGESTIONS**

The results of this study show that anti-corruption education in higher education plays a role in learning that can provide an understanding of corruption, anti-corruption through the learning process and the process of self-development as intellectual, religious, and civilized students in order to prepare a generation that obeys the law and upholds integrity and morality. Student personality habituation is an effort to form student characteristics such as honesty, discipline, hard work, simplicity, leadership, healthy lifestyle, independence, and socio-political awareness. The impact of this research can provide insight into the development of knowledge related to anti-corruption education, integrity, and moral values as guidelines for preventing corruption in the university environment. The limitations of this research focus on the habituation of the nation's

personality to the anti-corruption movement in higher education in the aspect of cultivating integrity and moral character. Therefore, other researchers can integrate other variables that are more up-to-date.

The suggestion in this study is to provide recommendations for educators who teach anti-corruption education courses to be able to integrate the attitude of the nation's personality to students as a form of character education, for future researchers to be able to study more broadly, especially connecting anti-corruption education in higher education to the aspects of content, psychology, and law as material for the development of legal education theories.

## ACKNOWLEDGMENTS

The author would like to thank the Center for Educational Services, Indonesian Education Scholarships of the Ministry of Education, Research, Technology and Higher Education of the Republic of Indonesia, who have contributed to the research.

## LIST OF REFERENCES

- Adhari, A. (2017). Pola Korupsi di Perguruan Tinggi Swasta. *Al-Ijtimai: International Journal of Government and Social Science*, 2(2), 161–172.
- Anazodo, R., Igbokwe-Ibeto, C., & Nkahi, B. (2015). Leadership, Corruption and Governance in Nigeria: Issues and Categorical Imperatives. *African Research Review*, 9(2), 41. <https://doi.org/10.4314/afrrev.v9i2.4>
- Cai, W., Hu, F., Xu, F., & Zheng, L. (2022). Anti-corruption campaign and corporate cash holdings: Evidence from China. *Emerging Markets Review*, 51. <https://doi.org/10.1016/j.ememar.2021.100843>
- Chen, Z., Zhou, M., & Ma, C. (2022). Anti-corruption and corporate environmental responsibility: Evidence from China's anti-corruption campaign. *Global Environmental Change*, 72. <https://doi.org/10.1016/j.gloenvcha.2021.102449>
- Demirgüç-Kunt, A., Lokshin, M., & Kolchin, V. (2023). Effects of public sector wages on corruption: Wage inequality matters. *Journal of Comparative Economics*, 51(3), 941–959. <https://doi.org/10.1016/j.jce.2023.03.005>
- Enweremadu, D. U. (2015). The Youth and Education Sector Corruption in Nigeria. *Paper Delivered at the National Conference on Youth against Corruption, Organized by the Independent Corrupt Practices and Other Related Offences Commission (ICPC), at the International Conference Centre, Abuja.*
- Epstein, J. L., & Sanders, M. G. (2002). Family, school, and community partnerships. In *Handbook of parenting: Vol. 5. Practical issues in parenting* (pp. 407–437). Erlbaum Mahwah, NJ.
- Feoktistova, Y. (2014). Corruption in Higher Education and Government Measures for its Prevention. *Procedia - Social and Behavioral Sciences*, 112, 167–172. <https://doi.org/10.1016/j.sbspro.2014.01.1152>
- Gandamana, A. (2014). *The implementation of anticorruption education through habituation and learning civics to build student's character (descriptive study in SMP 1 Cianjur, West Java).*
- Ghufron, A. (2010). Integrasi nilai-nilai karakter bangsa pada kegiatan pembelajaran. *Jurnal Cakrawala Pendidikan*, 1(3).
- Hajrullai, H. (2015). What do Media, Corruption and Higher Education Have in Common in Macedonia? *Procedia - Social and Behavioral Sciences*, 197, 1188–1194. <https://doi.org/10.1016/j.sbspro.2015.07.377>
- Hoge, J. D. (2002). Character education, citizenship education, and the social studies. *The Social Studies*, 93(3), 103.
- Huang, C., Jin, Z., Tian, S., & Wu, E. (2023). The real effects of corruption on M&A flows: Evidence from China's anti-corruption campaign. *Journal of Banking and Finance*, 150. <https://doi.org/10.1016/j.jbankfin.2023.106815>
- ICW. (2008). Corruption and Culture. *Indonesia Corruption Watch, Jakarta.*
- Kemendikbud, R. I. (2011). Buku Pendidikan Anti-Korupsi Untuk Perguruan Tinggi. In *Kementerian Pendidikan dan Kebudayaan RI Direktorat Jenderal Pendidikan Tinggi Bagian Hukum Kepegawaian*. Kemendikbud.
- Komalasari, K., & Saripudin, D. (2015). Integration of anti-corruption education in school's activities. *American Journal of Applied Sciences*, 12(6), 445.
- Kompas. (2022a). Kasus Suap Unila Bukan Korupsi Pertama di Lingkungan Perguruan Tinggi Tanah Air, Ini Faktanya. *Kompasiana.Com, Artikel [Online] Di Akses Pada* <https://nasional.kompas.com/read/2022/08/21/16103601/Kasus-Suap-Unila-Bukan-Korupsi-Pertama-Di-Lingkungan-Perguruan-Tinggi-Tanah?Page=all> 23 Desember 2023.
- Kompas. (2022b). Perguruan Tinggi Rawan Jadi Ladang Korupsi. *Kompas.Com. Artikel [Online] Diakses Pada* <https://www.kompas.id/baca/polhuk/2022/11/16/23-Desember-2023>.
- Li, X., Pan, W., & Xu, G. (2024). A "leaner" government? The effect of China's anti-corruption campaign on the body weight and health of public sector employees. *Journal of Economic Behavior & Organization*, 217, 141–169. <https://doi.org/10.1016/j.jebo.2023.11.002>
- Mahmoudi, F., & Bagheri Majd, R. (2021). The effect of lean culture on the reduction of academic corruption by the mediating role of positive organizational politics in higher education. *International Journal of Educational Development*, 80. <https://doi.org/10.1016/j.ijedudev.2020.102319>
- Martos, T., Kézdy, A., & Horváth-Szabó, K. (2011). Religious motivations for everyday goals: Their religious context and potential consequences. *Motivation and Emotion*, 35, 75–88.

- Muchtarom, M., Budimansyah, D., & Suryadi, A. (2016). The implementation of integrated education to develop the intact personality of students. *The New Educational Review*, 43, 147–156.
- Mulyasa, H. E. (2013). Manajemen pendidikan karakter. *Jakarta: Bumi Aksara*.
- Musa, H. (2020). Christian Activism as Responsible Citizenship: Towards an Anti-Corruption. *Fighting Corruption in African Contexts: Our Collective Responsibility: Cambridge Scholars Publishing*, 214.
- Osipian, A. L. (2017). University autonomy in Ukraine: Higher education corruption and the state. *Communist and Post-Communist Studies*, 50(3), 233–243.  
<https://doi.org/10.1016/j.postcomstud.2017.06.004>
- Piper, T. R. (1993). Rediscovery of purpose: The genesis of the leadership, ethics, and corporate responsibility initiative. *Can Ethics Be Taught*, 1–12.
- Republika. (2022, July 19). Ketua KPK Dorong Pemuda dan LSM Daerah Jadi Aktor Pemberantasan Korupsi. *Republika [Online] Diakses Dari* <https://News.Republika.Co.Id/Berita/Rf9wiw456/Ketua-Kpk-Dorong-Pemuda-Dan-Lsm-Daerah-Jadi-Aktor-Pemberantasan-Korupsi>.
- Rosikah, C. D., & Listianingsih, D. M. (2022). Pendidikan Anti Korupsi: Kajian Anti Korupsi Teori dan Praktik. *Sinar Grafika*.
- Sajo, A. M. (2020). Islamic Perspective on Corruption Control in Nigeria. *Fighting Corruption in African Contexts: Our Collective Responsibility: Cambridge Scholars Publishing*, 224.
- Suh, J. (2023). Human Rights and Corruption in Settling the Accounts of the Past. *Bijdragen Tot de Taal-, Land- En Volkenkunde*, 179(1), 61–89.  
<https://doi.org/10.1163/22134379-bja10049>
- Suryani, I. (2017). Penanaman nilai anti korupsi di perguruan tinggi sebagai upaya preventif pencegahan korupsi. *Jurnal Visi Komunikasi*, 12(2).  
<https://doi.org/10.22441/jvk.v12i2.413>
- Suyadi, S. (2015). Desain Kurikulum Pendidikan Tinggi Mengacu KKNl. *Bandung: Rosda Karya*.
- Suyadi, S. (2019). Mainstreaming The Knowledge of Islamic Education With Progress And of Islam Nusantara Education. *AKADEMIKA: Jurnal Pemikiran Islam*, 24(1), 39–66.  
<https://doi.org/10.32332/akademika.v24i1.1613>
- Suyadi, S., & Nur, N. (2017). Teori Pembelajaran Anak Usia Dini Dalam Kajian Neurosains. *PT. Remaja Rosda Karya*.
- Suyadi, S., Sumaryati, S., Hastuti, D., Yusmaliana, D., & Rahmah MZ, R. D. (2019). Constitutional Piety: The Integration of Anti-Corruption Education into Islamic Religious Learning Based on Neuroscience. *J-PAI: Jurnal Pendidikan Agama Islam*, 6(1).  
<https://doi.org/10.18860/jpai.v6i1.8307>
- Van FC, L. L., Suci, A., Simabura, C., Yandra, A., Sadjati, E., Faridhi, A., & Widayat, P. (2021). Politisasi Senat Akademik dan Relasinya dengan Konflik Kepentingan dan Perilaku Korupsi di Perguruan Tinggi. *Integritas: Jurnal Antikorupsi*, 7(2), 373–391.  
<https://doi.org/10.32697/integritas.v7i2.840>
- Wawan, I. D. (2021). Character Education to Respond to The 21st Century Skills Challenges: A Review. *Jurnal Evaluasi Pendidikan*, 12(2), 51–59.
- Widoyoko, J. D. (2016). Menimbang peluang Jokowi memberantas korupsi: Catatan untuk gerakan anti korupsi. *INTEGRITAS: Jurnal Antikorupsi*, 2(1), 269–297.  
<https://doi.org/10.32697/integritas.v2i1.134>
- Zhu, M., & Li, A. (2019). Political Attitudes of the Chinese Young People: An Empirical Study Based on Anti-Corruption Issue. *Procedia Computer Science*, 162, 449–457.  
<https://doi.org/10.1016/j.procs.2019.12.010>