

THE INFLUENCE OF ANTI-CORRUPTION EDUCATION ON STUDENTS' ATTITUDES AND INTEGRITY BEHAVIOR IN HIGHER EDUCATION INSTITUTIONS

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Abstract

This study aims to analyze the influence of anti-corruption education on students' attitudes and integrity behavior in higher education. A mixed methods approach was applied, combining questionnaires, surveys, interviews, and observations. A total of 104 students completed qualitative questionnaires, and 142 students participated in quantitative surveys. The findings reveal that most students understand the importance of anti-corruption education (94.4%) and consider it relevant to academic life (89.4%). Furthermore, 88.8% of students reject academic misconduct such as cheating and proxy attendance, while 85.9% expressed readiness to act as anti-corruption agents both on campus and in society. Qualitative data also highlight positive changes in honesty, discipline, and responsibility. This study concludes that anti-corruption education effectively raises awareness, shapes character, and encourages students to internalize integrity values in both academic and social contexts.

Keywords: Anti-Corruption Education; Integrity; Students; Higher Education; Behavior

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INTRODUCTION

Anti-corruption education is an integral part of character education that aims to instill moral values such as honesty, responsibility, courage to voice the truth, and integrity in both personal and professional life. Anti-corruption education does not only focus on providing information about the dangers of corruption but is also designed to shape students' character and personality with assertive attitudes and professional integrity behaviors [1]. The anti-corruption education approach becomes highly relevant for the younger generation in fostering legal awareness [2]. Moreover, this approach is crucial in the student context, considering that they will eventually enter the workforce, which demands strong commitment to ethics and social responsibility [3].

Effective anti-corruption education must cover three dimensions: the cognitive (knowledge of corruption and its impacts), the affective (critical attitudes toward corrupt practices), and the psychomotor (the ability to act ethically in real situations) [4]. Assertiveness, referring to the ability to express opinions honestly and firmly without harming others, is one of the essential competencies in preventing deviant behavior in professional settings [5] [6]. Therefore, this attitude needs to be cultivated during higher education through relevant curricula and learning practices. Kohlberg's moral development theory and Bandura's social learning theory serve as important foundations in anti-corruption education [7] [8]. Both theories emphasize that moral and ethical values are formed through learning processes, social interaction, and direct experiences [9] [10].

Higher education institutions hold a strategic position in this process, as they represent the initial stage in shaping students' professional identity. Previous studies have shown that integrating anti-corruption values into active and contextual learning can enhance students' ethical awareness and strengthen their professional integrity behavior [11].

Furthermore, extracurricular activities such as leadership training, ethics debates, decision-making simulations, and internships at anti-corruption institutions significantly contribute to fostering assertiveness and commitment to professional values. [12] notes that students actively engaged in social activities and anti-corruption campaigns tend to have higher moral sensitivity. Meanwhile, a campus environment that emphasizes transparency and accountability also creates a positive atmosphere in reinforcing a culture of integrity [13]. Based on this background, this study seeks to examine how the implementation of anti-corruption education at STKIP Harapan Bima influences the development of students' assertiveness and professional integrity behavior. The findings are expected to provide strategic input for curriculum design, teaching approaches, and campus culture development to better support the holistic internalization of anti-corruption values.

The specific research justification in this new initiative is framed by the following questions: How does anti-corruption education influence students' assertiveness and professional integrity behavior? What factors determine the effectiveness of anti-corruption education in shaping assertive attitudes and professional integrity among students?

This study employs a mixed-method approach with a sequential explanatory design, combining a quantitative phase followed by a qualitative phase to provide a more comprehensive understanding of the research problem. The problem-solving strategy is carried out in two stages. The first stage uses a quantitative approach by distributing closed-ended questionnaires to students as respondents, analyzed statistically to measure the influence of anti-corruption education on students' attitudes and integrity behavior. The second stage adopts a qualitative approach through in-depth interviews with selected informants such as students, lecturers, and anti-corruption education program managers, analyzed using thematic analysis techniques. This approach was chosen to obtain insights not only from numerical data but also from the context, experiences, and perceptions of educational stakeholders. The combination of both approaches is expected to yield comprehensive and relevant findings for strengthening character education and building student integrity in higher education institutions.

The strength of this study lies in its use of a mixed-method strategy that integrates both quantitative and qualitative analyses. Unlike previous studies that focused solely on statistical data, this research explores in depth the factors influencing the effectiveness of anti-corruption education through interviews and thematic analysis. Its novelty lies in the holistic and contextual approach to understanding the influence of anti-corruption education on student integrity, enabling more applicable recommendations for strengthening character education and preventing corruption in higher education settings.

RESEARCH METHOD

Research Design – This study employs a mixed-methods approach with a sequential explanatory model, in which quantitative analysis is conducted first, followed by qualitative analysis to deepen the understanding of findings, particularly concerning the influence of anti-corruption education on students' attitudes and integrity behavior [14], [15].

Data Collection Methods – Data were collected using two methods: Secondary Data, obtained through literature review (document study) and comparative study, namely a series of efforts to collect data by reading, reviewing, classifying, identifying, and

understanding literature relevant to the research problem; Interviews, conducted directly with research informants.

Research Location, Population, and Sample – This study was conducted at STKIP Harapan Bima with a sample drawn from six (6) study programs, each consisting of 45 students, totaling 270 participants.

Data Analysis Techniques – The analysis was carried out in two stages: quantitative analysis using statistical techniques on questionnaire data, and qualitative analysis using thematic analysis on interview data. Both analyses were conducted sequentially and complementarily to understand the influence of anti-corruption education on students' attitudes and integrity behavior.

The research process was implemented in three main stages: planning, implementation, and completion. **Planning Stage:** The researcher first identified the problem, focusing on the low effectiveness of anti-corruption education in higher education, then formulated it into a research proposal. Research instruments, including questionnaires and interview guides, were developed to explore students' attitudes, integrity behavior, and influencing factors. These instruments were pilot-tested on a small group of students to ensure validity and reliability before being widely administered. Once deemed feasible, data collection was conducted through questionnaire distribution and interviews with selected respondents. **Implementation Stage:** This stage began with distributing questionnaires to students from various study programs who had participated in anti-corruption education. In addition, Focus Group Discussions (FGDs) were conducted with students and lecturers to further explore their experiences and perceptions of integrity values.

The collected data were initially analyzed using statistical approaches for quantitative data and thematic analysis for qualitative data to identify emerging patterns. A data completeness check was then performed to ensure all required information had been validly collected before proceeding to the final analysis. **Completion Stage:** At this stage, final data analysis was conducted using a mixed-method approach that integrated both quantitative and qualitative results through triangulation. All research findings were then comprehensively compiled into a final report containing conclusions and policy recommendations regarding the implementation of anti-corruption education in higher education. As research outputs, the findings were published in scientific articles in accredited journals and disseminated through seminars and academic forums. This process ensured that the study not only produced academic contributions but also provided practical benefits for developing strategies to strengthen anti-corruption education in higher education institutions.

RESEARCH RESULTS AND DISCUSSION

Research Results

To understand the characteristics of the respondents involved in this study, it is important to present the students' profiles based on gender, semester, and study program. This data provides a general overview of the distribution of respondents, which may influence their perspectives on anti-corruption education. Furthermore, the respondents' profiles serve as an essential foundation for interpreting the research findings more accurately.

Table 1.
Profile of Questionnaire Respondents (104 Students)

Category	Number	Percentage
Male	57	54.8%
Female	47	45.2%
Semester Ii	88	84.6%
Semester Iii–Vi	16	15.4%
Informatics Education	22	21.2%
Mathematics Education	30	28.8%
Other Study Programs	52	50.0%

The data in Table 1 present the distribution of questionnaire respondents based on gender, semester, and study program. Out of a total of 104 students, the majority were in the second semester, totaling 88 students or approximately 84.6 percent. This indicates that anti-corruption education is largely received by new students who are still in the early stages of their studies. The gender distribution is relatively balanced, with 54.8 percent male and 45.2 percent female respondents. This comparison shows that student participation in the study was not dominated by a single gender. Such composition provides a fairly representative basis for assessing the impact of anti-corruption education among students.

In terms of study programs, most respondents came from Mathematics Education, with 30 students or 28.8 percent, followed by Informatics Education with 22 students or 21.2 percent, while the rest were spread across other programs. This demonstrates that the implementation of anti-corruption education is not limited to social sciences but is also integrated into science and technology programs. The diversity of study programs reflects the wide scope of anti-corruption education across the campus. These data serve as an initial foundation for assessing the influence of anti-corruption education on students from different academic disciplines. Thus, the research is interdisciplinary and encompasses various academic backgrounds.

The distribution of respondents across different semesters and study programs allows for variation in their understanding of integrity values. Early-semester students may be more open to receiving new material, while senior students may already have more complex academic experiences. These differences are important to analyze further in relation to the effectiveness of anti-corruption education. Gender balance also provides an opportunity to examine whether there are differences in integrity attitudes between male and female students. Therefore, the respondent profile serves as an important basis for interpreting the research findings more comprehensively.

In addition to the questionnaire, the study also employed a structured survey to measure students' attitudes and behaviors more systematically. The survey results illustrate the extent to which students understand anti-corruption education, reject dishonest practices, and are prepared to become anti-corruption agents. Presenting the data in tables helps readers easily identify the general trends of student attitudes based on the percentage of their responses.

Table 2.
Summary of Questionnaire Results (142 Students)

Indicators	Agree & Strongly Agree
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Understanding The Importance Of Anti-Corruption Education	94.4%
Materials Are Easy To Understand	90.8%
Relevance To Students' Lives	89.4%
New Knowledge About Types Of Corruption	92.3%

Rejecting Cheating/Attendance Manipulation/Data Falsification	88.8%
Courage To Reprimand Dishonest Peers	79.0%
Applying Integrity In Student Organizations	89.4%
Readiness To Become Anti-Corruption Agents On Campus/In Society	85.9%
Supporting Integration Into All Courses	92.3%

Table 2 shows that the majority of students have a positive perception of anti-corruption education. A total of 94.4 percent of respondents stated that they understood the importance of anti-corruption education from campus socialization activities. This figure indicates that anti-corruption education programs have successfully raised students' awareness from the early stages of their studies. In addition, 90.8 percent of respondents reported that the material was easy to understand. This serves as an important indicator that the methods of delivering anti-corruption content are quite effective. Thus, anti-corruption education has had a significant impact on students' comprehension.

From the perspective of behavioral change indicators, 88.8 percent of students reported rejecting cheating, proxy attendance, and data manipulation. This result confirms that anti-corruption education not only enhances knowledge but also fosters real behavioral changes in the academic environment. Furthermore, 79 percent of respondents stated that they were willing to reprimand peers engaged in dishonest practices. Although this percentage is slightly lower compared to other indicators, it still reflects students' moral courage in upholding integrity. This suggests that the internalization of values requires consistent environmental support.

Other indicators revealed that 85.9 percent of students expressed readiness to become anti-corruption agents both on campus and in society. This finding aligns with the high level of support (92.3 percent) for integrating anti-corruption education into all courses. These data indicate that students not only accept anti-corruption education formally but also desire its comprehensive implementation. In other words, anti-corruption education in higher education has fostered a sense of collective commitment. This is crucial as social capital for building a culture of integrity on campus.

To strengthen the analysis, the results of the questionnaire and survey were compared and visualized in the form of graphs. The visualizations aim to demonstrate the consistency of both qualitative and quantitative data in describing changes in students' attitudes. The bar charts presented highlight the key aspects of anti-corruption education, such as changes in attitudes, rejection of dishonest practices, application of integrity, and readiness to serve as anti-corruption agents.

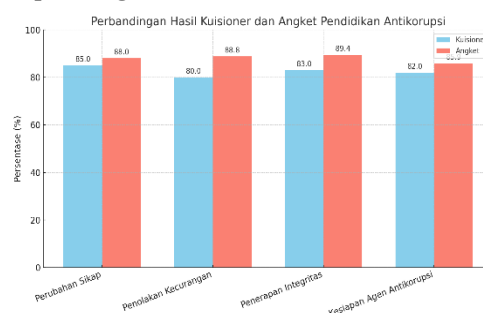


Figure 2. Comparison Between Questionnaire and Survey Results?

Figure 2 illustrates a comparison between the results of the questionnaire and the survey, which show consistent findings. The qualitative questionnaire revealed that many students felt more honest, disciplined, and responsible after participating in anti-corruption education. Meanwhile, the quantitative survey reinforced this data with high percentages on indicators related to rejecting academic dishonesty. The alignment of these results

indicates that anti-corruption education has had a tangible impact on students' attitudes. Thus, the triangulation of qualitative and quantitative data provides strong validity.

When compared, the questionnaire emphasized students' subjective experiences, while the survey presented more measurable response percentages. Despite the different formats, both highlighted a positive shift among students. This suggests that the internalization of integrity values occurs not only at the cognitive level but also influences actual behavior. Therefore, anti-corruption education can be considered successful in shaping student character. This consistency strengthens the argument that integrating character education based on anti-corruption values is effective in higher education.

Overall, the findings from both the questionnaire and the survey demonstrate significant changes in students' attitudes and behaviors. In terms of knowledge, students gained a broader understanding of the various forms of corruption. In terms of attitude, they became more willing to reject academic dishonesty. In terms of behavior, they committed to applying integrity in campus life and organizational activities. Hence, anti-corruption education has proven effective in developing students with integrity. These results align with the initial objective of the study, which was to measure the influence of anti-corruption education on students' attitudes and integrity-related behaviors.

Discussion

The research findings indicate that anti-corruption education successfully enhanced students' understanding of the values of integrity and honesty. This result aligns with Kohlberg's theory of moral development, which emphasizes the importance of instilling ethical values from an early age. Students involved in the program demonstrated higher moral awareness compared to before participating in the activities. Questionnaire data revealed that more than 90 percent of students recognized the urgency of anti-corruption education. This underscores that value-based education can be effectively internalized through contextual learning methods. These findings are supported by previous studies highlighting the effectiveness of character education in shaping ethical behavior [16], [17].

Changes in students' attitudes were also evident in their increased courage to reject academic dishonesty. A significant 88.8 percent of students declared their refusal to engage in cheating, proxy attendance, and data manipulation. This result is consistent with Bandura's social learning theory, which posits that individuals imitate positive behaviors reinforced socially. Through training, students learned that integrity is a principle that must be upheld in academic life. Their willingness to reject dishonesty reflects the internalization of honesty into concrete actions. Similar research also demonstrated that ethics-based education can reduce deviant behavior among students [18], [19].

Despite the high level of understanding, challenges remain regarding students' willingness to confront peers who cheat, with only 79 percent expressing readiness to do so. This can be understood, as confronting peers often causes social discomfort. This phenomenon highlights a gap between the comprehension of values and their application in social interactions. Nevertheless, such participation still reflects students' moral commitment. Strong academic environmental support is essential to build students' confidence in upholding integrity. Previous studies confirmed that a conducive campus environment influences students' courage to internalize moral values [20], [21].

Another finding showed that 85.9 percent of students were ready to become anti-corruption agents both on campus and in the community. This demonstrates that anti-corruption education not only impacts the cognitive level but also encourages students to play an active role in society. Their willingness to act as anti-corruption agents proves that students perceive integrity as an identity worth upholding. A key factor behind this outcome is the integration of theory and practice in coursework. As a result, students can better

understand the importance of implementing anti-corruption principles in real life. Previous studies also affirmed that students hold great potential to become pioneers of social change through ethical education [22], [23].

Student support for integrating anti-corruption education across all courses reached 92.3 percent. This indicates that they regard anti-corruption education not merely as an additional subject, but as an essential component of the overall learning process. Such integration can strengthen students' character across various disciplines. With cross-curricular application, the value of integrity can become a habit embedded in all academic activities. These findings support the view that character education must be implemented holistically to be effective. Earlier studies also emphasized the importance of value-based education integrated into the curriculum [24], [25].

A comparative analysis of questionnaires and surveys demonstrated consistent findings, both confirming changes in students' attitudes after receiving anti-corruption education. Questionnaires reflected subjective experiences, while surveys provided measurable percentages. This consistency validates the research results through data triangulation. Qualitative data showed that students felt more honest, disciplined, and responsible. Quantitative data reinforced these outcomes with significant figures. The alignment strengthens the argument for the effectiveness of mixed-methods approaches in educational research [26], [27].

Overall, this research confirms that anti-corruption education has a significant impact on shaping students' attitudes and behaviors of integrity. The results are consistent with previous studies emphasizing the importance of ethical education in higher education institutions. Tangible impacts are evident in increased moral awareness, changes in attitudes toward dishonesty, and students' readiness to become agents of change. Therefore, anti-corruption education serves not only as knowledge transfer but also as character formation. This highlights the urgency of making anti-corruption education an integral part of the national curriculum. These findings are consistent with international studies on the role of value-based education in nation-building [28], [29].

CONCLUSION

The research findings show that anti-corruption education has a significant influence on students' attitudes and integrity-related behavior in higher education. Students who participated in this program experienced an increased understanding of the values of honesty, responsibility, and integrity. These changes were reflected in their courage to reject academic dishonesty, the application of ethical values in organizational contexts, and their readiness to become anti-corruption agents within both campus and community environments. Thus, anti-corruption education has proven to deliver tangible positive impacts on strengthening students' character.

In addition to raising awareness, anti-corruption education also succeeded in encouraging real behavioral changes among students. They not only understood the concept of anti-corruption cognitively but were also able to implement it in their daily lives. Students' support for integrating anti-corruption education into all courses indicates the need for a more holistic learning approach. With consistent implementation, the value of integrity can become an academic culture embedded in campus life.

Overall, this study affirms that anti-corruption education should be made an integral part of the higher education curriculum. Comprehensive implementation will help shape a young generation that is principled, integrity-driven, and prepared to face moral challenges in the future. Through anti-corruption education, higher education institutions play a vital role in fostering a society that is more honest, just, and free from corrupt practices.

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