THE EFFECT OF UNDERSTANDING CORRUPTION ON ANTI-CORRUPTION ATTITUDES IN IMPROVING SELF INTEGRITY IN CIVICS STUDENTS OF FKIP UMSU

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Article Info

ABSTRACT

Corruption is a serious challenge that threatens the academic integrity and character of students as future leaders. Efforts to eradicate corruption require a comprehensive and innovative approach, including optimization in learning and societal practices. The purpose of this study is to analyze the relationship between students' understanding of corruption on anti-corruption attitudes and their contribution in improving self-integrity in students of the Pancasila and Citizenship Education (PPKn) Study Program, FKIP UMSU. The research method used in this study uses a quantitative approach with a descriptive correlational design. Data were collected through closed questionnaires and semi-structured interviews with 60 active student respondents in the 4th and 6th semesters. The results showed that students' understanding of corruption was high. There is a significant positive relationship between this level of understanding and anti-corruption attitudes shown by students with a Pearson correlation coefficient of r = 0.672 (significant at p < 0.01) such as the courage to refuse gratuities, academic transparency, and reporting unethical actions. Further analysis also found that understanding corruption contributed substantially to strengthening students' personal integrity with a correlation coefficient of r = 0.596 (p < 0.01) especially in the aspects of morality, responsibility, and consistency between values and actions. The conclusion of this study shows that the integration of anti-corruption education in the curriculum and the strengthening of a clean and transparent academic culture are instrumental in preventing corruption in higher education.

Keywords: *Corruption; Anti-Corruption Attitude; Integrity; Character Education; Students.*

1. INTRODUCTION

Corruption is one of the crucial issues that is still a major challenge in the development of a nation (Rose-Ackerman & Palifka, 2016; Shao et al., 2007; Mungiu-Pippidi, 2015). This phenomenon not only undermines the legal and economic order, but also weakens the moral integrity of the nation as a whole. Corrupt practices not only harm state finances, but also undermine public morality, weaken democratic institutions, and reduce public trust in the government system (Rose-Ackerman, 1999; Søreide, 2014). If left unchecked, the younger generation will become permissive to corrupt practices and experience moral erosion (Haryatmoko, 2016; Denisova-Schmidt, 2017; Poisson, 2019).

Corruption is a serious challenge that threatens the academic integrity and character of students as future leaders (Andi, 2020; Arifin et al., 2022). Corrupt practices not only cause economic losses to the state, but also damage the ethical order and weaken the legitimacy of democracy (Tamrin et al., 2024, Mansar, A. 2024).

Efforts to eradicate corruption require a comprehensive and innovative approach, including optimizing the role of public administration officials (Sutangsa, 2024; Syihabuddin, 2024). Although corruption is widely understood as a harmful and despicable behavior, many students still have a limited understanding of corruption and its adverse effects (Denisova-Schmidt, 2017; Kirya, 2019). This lack of awareness leads to weak anti-corruption attitudes among university students, which may ultimately undermine their personal and professional integrity.

Data from Transparency International, Indonesia's Corruption Perception Index (CPI) score in 2023 was 34 on a scale of 0-100 and ranked 110th out of 180 countries, which shows that efforts to eradicate corruption in various sectors have not been optimal (Transparency International, 2023). In the midst of these conditions, the role of universities is very important to instill anti-corruption values through the curriculum, learning activities, and the example of lecturers in shaping student integrity.

Knowledge of corruption includes not only an understanding of its definition and types, but also an understanding of the negative effects it causes and how to prevent and fight it. Students who understand corruption are expected to recognize corrupt actions and have the courage to reject them. Supported by research conducted by Zaman et al. (2024) emphasized the importance of anti-corruption learning based on local values and real practices in shaping students' integrity character.

A study conducted by Cengiz, found that anti-corruption education programs significantly increased students' awareness of the negative impact of corruption and strengthened their commitment to ethical values (Cengiz, 2023). In addition, educational approaches that emphasize the development of personal integrity and a deep understanding of the consequences of corruption have proven effective in shaping anti-corruption attitudes among university students (Poisson, 2019). Strong knowledge allows individuals to identify forms of corruption and develop moral sensitivity to corruptive practices (Suhandi & Agustin, 2023).

According to Yaqin (2015) and Rahayu (2020), the implementation of anti-corruption education programs in educational institutions can provide students with a better understanding of corruption and integrity values. Meanwhile, Fei (2024) emphasized the effectiveness of anti-corruption education in improving ethics and integrity.

Based on the results of initial observations and limited interviews with lecturers and students in the Pancasila and Citizenship Education (PPKn) Study Program at FKIP UMSU, it was found that there is still a gap between the theoretical understanding of corruption and the implementation of anti-corruption values in daily behavior.

This phenomenon indicates that anti-corruption education is still not optimal in shaping the character of students as agents of change. Therefore, it is important for students to understand corruption deeply and develop anti-corruption attitudes as part of their efforts to build integrity (Siregar, H, & Pratiwi, S.N, 2022).

Anti-corruption education can also be integrated into various aspects of student life, such as extracurricular activities and academic programs, in accordance with the findings of (Samion, 2024). From the above phenomenon, this research wants to fill the gap by examining specifically with an in-depth analysis of the relationship between understanding corruption, anti-corruption attitudes, and strengthening self-integrity in FKIP UMSU Civics students. This research is expected to make theoretical and practical contributions, both in the development of anti-corruption curricula in higher education as well as internal evaluation materials for student character strengthening programs and aims to formulate strategies and develop effective anti-corruption education in increasing anti-corruption awareness among students.

The research questions raised are:

1. What is the level of understanding of corruption among FKIP UMSU Civics students?
2. How is the anti-corruption attitude of FKIP UMSU Civics students reflected in their daily behavior?
3. Is there a significant relationship between understanding corruption, anti-corruption attitudes, and student self-integrity?

From the above problems and phenomena, the researcher conducted a study entitled "The Effect of Understanding Corruption on Anti-Corruption Attitudes in Improving Personal Integrity in Civics Students of FKIP UMSU".

2. RESEARCH METHOD

The approach in this research is quantitative with a correlational analysis method. According to Creswell (2014), a quantitative approach is used when researchers want to test a theory by measuring variables and analyzing data using statistical procedures to determine the relationship between variables, namely understanding of corruption, anti-corruption attitudes, and student self-integrity.

The correlational method is used to determine the extent of the relationship between these variables without any manipulation or experimental treatment. This correlational analysis does not aim to test causal relationships directly, but rather to identify statistical relationships between variables.

This study involved 60 students of the FKIP UMSU Civics Study Program, consisting of 4th and 6th semester students. The sample was taken using purposive sampling technique, with the following criteria: (1) active as a Civics student, (2) willing to be a respondent, and (3) have attended lectures on Value and Moral Education and Anti-Corruption Education.

The research instrument is a questionnaire with a 4-point Likert scale, which consists of three main parts; (1) Understanding of Corruption (e.g. definition, types, impacts, legal regulations); (2) Anti-Corruption Attitudes (e.g. honesty, responsibility, courage to refuse gratuities); (3) Personal Integrity (e.g. consistency of values, moral commitment, compliance with rules).

Validity and Reliability tests were conducted through content validity expert judgment test, involving two expert lecturers in the field of Civics and anti-corruption education. Reliability was tested using SPSS v'29 software, with Cronbach's Alpha value to ensure internal consistency of instrument items. Reliability results are categorized as sufficient if $\alpha > 0.60$ and good if $\alpha > 0.70$. Data were collected by distributing questionnaires in person and online to selected respondents. The instrument was equipped with instructions for filling out and a statement of consent to participate in the study.

Data analysis was carried out in two stages; (1) Descriptive Statistics to determine the profile of respondents and the distribution of variable scores (mean, standard deviation, etc.). (2) Inferential Statistics, using, (a) Pearson Correlation Test to see the linear relationship between variables. (b) Simple and Multiple Linear Regression to test the influence between the independent variables (understanding of corruption, anti-corruption attitudes) on the dependent variable (personal integrity). All data analysis was conducted using SPSS v'29.

3. RESULT AND ANALYSIS

This study involved 60 respondents from representatives of each semester of Civics Study Program students of FKIP UMSU as samples. Data were obtained through the distribution of questionnaires measuring three main variables: (1) Understanding of Corruption, (2) Anti-Corruption Attitude, and (3) Personal Integrity.

There are 5 problem formulations/research questions in the research conducted by researchers, namely:

RQ 1

How do students understand corruption in the academic environment and society in general?

Based on the results of research conducted on FKIP UMSU Civics students, it was found that most students have a very good understanding of the concept of corruption in general, including definitions, forms, and the negative impact of corruption on national development and social life.

Based on the analysis of questionnaires distributed to 60 Civics students of FKIP UMSU, it was found that 78% of respondents had a high level of understanding of corruption, both in the academic context and in the general public. This can be seen from the high scores on indicators of knowledge of types of corruption (such as nepotism, gratuities, and abuse of authority), the socio-economic impact of corruption, and awareness of anti-corruption laws and regulations such as Law No. 31 of 1999 concerning Eradication of Corruption. Around 18% of respondents were in the medium category, while only 4% were classified as low. This finding shows that the majority of students have a good conceptual understanding of corruption issues, which has the potential to become the basis for the formation of anti-corruption attitudes and behaviors.

Specifically in the academic environment, students generally understand that actions such as cheating, falsifying academic data, plagiarism, and misuse of student organization funds are forms of small-scale corruption that are often considered trivial, but still fall into the category of corrupt behavior. They also show awareness that tolerating such practices can normalize permissive attitudes towards corruption.

a)   70% of respondents identified plagiarism as a form of corruption.
b)   65% mentioned cheating during exams as a corrupt act.
c)   60% considered "leaving absences" as a behavior that reflects petty corruption.

In the general public, students are able to identify acts of corruption such as bribery, embezzlement of public funds, official gratuities, and the practice of nepotism in the bureaucracy. This knowledge is obtained from various sources, including: Civics lectures, mass media, social media, anti-corruption seminars, and organizational experience.

Most respondents (85%) stated that they understood the definition of corruption as the abuse of power for personal gain. As many as 90% of respondents recognized forms of corruption such as bribery, gratuities, and embezzlement of funds. However, there is still variation in the depth of understanding.

Early semester students tend to have a more general conceptual understanding, while late semester students who have taken more civic and professional ethics courses show a more critical and contextual understanding. Overall, these results indicate that students' awareness of corruption in the two contexts is quite good, but strengthening is still needed in the applicative and reflective aspects, especially how they understand their role in preventing corrupt acts, both as individuals and as part of the academic community. Respondents obtained information about corruption from various sources:

a)   80% through Civic Education and Anti-Corruption Education (ACC) lectures.
b)   75% from social media and online news.
c)   60% through student organization discussions.

Research by Othman et al. (2020) shows that students' perceptions of unethical behavior in the academic environment are positively correlated with tolerance for corruption in the workplace. Similarly, Ismail and Deliarnov's (2023) study confirmed that the weak internalization of anti-corruption values in higher education contributes to high moral ambiguity among students.

RQ 2
To what extent does understanding corruption affect anti-corruption attitudes in university students?

Out of a total of 60 student respondents, 82% of students with a high level of understanding of corruption (score > 80 on a scale of 100 on indicators of definitions, types, and impacts of corruption), showed strong anti-corruption attitudes (score > 80 on the attitude scale, including indicators of courage to refuse, intention to report, and disengagement). Meanwhile, among students with moderate understanding (scores 60-80), only 54% showed strong anti-corruption attitudes. Students with low comprehension (<60) only 21% showed active anti-corruption attitudes.

Quantitative research was conducted by distributing questionnaires to 100 FKIP UMSU Civics students from semester II to VIII. The questionnaire consisted of two main indicators: (1) the level of understanding of corruption, and (2) anti-corruption attitudes.

A. Students' Level of Understanding:
1) 37% of respondents have high understanding (score ≥ 81)
2) 46% have moderate understanding (score 61-80)
3) 17% have low comprehension (score ≤ 60)

B. Students' Anti-Corruption Attitude:
1) 32% showed high anti-corruption attitude.
2) 48% showed moderate anti-corruption attitudes.
3) 20% had low anti-corruption attitudes

In addition, research by Álvarez Arce, Rodríguez-Tejedo, and Valdemoros Erro (2024) revealed that college students with a better understanding of anti-corruption values showed lower tolerance for corrupt practices. This study emphasizes the importance of education that instills a deep understanding of corruption to form strong anti-corruption attitudes.

C. Correlation between Understanding and Attitude:
Pearson correlation analysis shows a value of r = 0.672 with p < 0.01, indicating that there is a significant positive relationship between understanding corruption and students' anti-corruption attitudes.

Students who have a deep understanding of the forms, impacts, and systemicity of corruption are more likely to reject corrupt acts in any form. This is evident in the high attitude scores on the indicators of courage to refuse fraudulent invitations, willingness to report irregularities, and involvement in the anti-corruption movement.

This shows that the higher the students' understanding of corruption, the stronger their anti-corruption attitude. This attitude is reflected in indicators such as rejection of cheating practices, rejection of gratuities in organizational activities, and commitment not to use fraudulent means for personal gain. In other words, a good understanding encourages students to show a consistent attitude of rejecting all forms of corruption, both in academic and social life.

RQ 3

How does understanding corruption contribute to strengthening students' personal integrity?

From a total of 60 student respondents, the following findings were obtained:

A. Relationship between Understanding Corruption and Integrity.
1) Students with a high understanding of corruption show a high level of self-integrity at 88%.
2) Students with moderate understanding, the level of high integrity is only 54%.
3) Students with low understanding, high integrity is only 23%.

B. Statistical Correlation
1) The Pearson correlation value between the corruption understanding score and the self-integrity score is r = 0.596 (p < 0.01).

2) This indicates a strong and significant relationship between the 2 variables, namely understanding of corruption and personal integrity of students.

The dimensions of integrity measured include: academic honesty, consistency of values, moral courage, and accountability in organizations. The better students' understanding of corruption, the higher their scores in these aspects.

Students who fully understand the concept and dangers of corruption tend to have higher self-integrity values. This is supported by a research study by Guerrero-Dib et al. (2020) found that understanding of anti-corruption values has a significant effect on students' anti-corruption behavior. Students who have a good understanding of anti-corruption values show more ethical behavior and higher integrity in the academic context.

This is reflected in integrity indicators such as honesty in academic tasks, consistency between words and actions, and responsibility in carrying out mandates. These findings suggest that understanding the dangers of corruption not only shapes attitudes, but also strengthens students' internal commitment to moral and ethical values.

RQ 4

What factors mediate or moderate the relationship between understanding corruption and anti-corruption attitudes in the context of strengthening student self-integrity?

From further analysis of questionnaire data collected from 100 Civics students of FKIP UMSU, multiple regression tests and interaction tests (moderated regression analysis) were conducted. Several variables were included as candidates for mediation and moderation, including:

1. Personal value;
2. Social environmental pressure;
3. Organizational experience (organizational exposure);
4. Role model availability.

The mediation test with the Baron & Kenny approach shows that:

1) Personal values (e.g. honesty, responsibility, fairness) are significant mediators between understanding corruption and anti-corruption attitudes ($p < 0.01$).

2) When this variable is included in the model, the coefficient of determination (R^2) value increases from 0.45 to 0.61, indicating an increase in predictive power. This means that students with a high understanding of corruption will have stronger anti-corruption attitudes when they are also in a conducive campus environment and have organizational experiences that support integrity values. These factors reinforce the positive effects of knowledge into real attitudes in daily life.

Interpretation: Students with a high understanding of corruption, but weak personal values, tend not to have an automatic anti-corruption attitude. This means that understanding must be internalized in the personal value system to form a stable attitude.

Other factors show that; 1) Students who are active in organizations with transparent systems and honest leaders, show a stronger relationship between understanding and

anti-corruption attitudes; 2) Conversely, students who have never been involved in organizations or do not have lecturers/role models, tend to be more passive in addressing ethical issues.

Schwartz's Value Theory states that personal values such as honesty, justice, and responsibility play a central role in directing individual behavior (Schwartz, 1992). In this context, conceptual understanding of corruption will only be effective when it is processed internally and linked to students' personal values. Therefore, anti-corruption education needs to be designed to be not only informative, but also transformative - that is, capable of forming ethical self-concepts and encouraging deep internalization of values (Schwartz, 2012; Krishnan, 2008).

RQ 5
What are the implications of the relationship between understanding corruption and anti-corruption attitudes for corruption prevention efforts in higher education?

Corruption prevention in higher education is not only determined by the existence of formal regulations and supervisory mechanisms, but also depends heavily on the quality of ethical awareness of the academic community, especially students as future moral agents. A high understanding of corruption, if accompanied by a strong anti-corruption attitude, can create an effective collective moral fortress in preventing deviant practices in the academic environment.

The research findings show that 82% of students stated that they are willing and ready to actively participate in corruption prevention activities on campus, such as participating in educational campaigns, anti-corruption seminars, and reporting irregularities. This indicates that the relationship between understanding corruption and anti-corruption attitudes is not only theoretical, but has a direct impact on readiness to act. These positive implications are important for universities in designing character building programs, establishing anti-corruption Student Activity Units (UKM), and building a student-based participatory monitoring system. Campus can become a miniature society that is clean from corruption if the potential of students is optimally empowered.

With details, 84% of students who have a high understanding of corruption are ready to report or refuse involvement in unethical actions on campus. 77% attributed their anti-corruption stance to moral compulsions and feelings of responsibility towards the institution. However, only 39% believe that their campus has an effective reporting and monitoring system for minor irregularities such as plagiarism, absenteeism, illegal fees, and activity budget mark-ups.

Micro-corruption such as absenteeism, manipulation of activity reports, plagiarism, and misuse of student activity funds are often taken for granted. However, this finding shows that a correct understanding of corruption is able to shift this perception, from what was previously considered "normal" to a "moral offense".

Internalization of understanding of corruption is able to build students' ethical sensitivity to small-scale forms of corruption that are often not monitored by the system. The anti-corruption attitude formed from deep understanding also encourages students' moral activation. They are not only passive, but begin to form a collective consciousness to monitor and exert moral pressure on peers. However, the effectiveness of this attitude will stagnate if it is not supported by a safe, transparent and responsive reporting system.

From all the findings and results, this study reinforces the findings of various previous studies that highlight the importance of understanding corruption and personal values in shaping students' anti-corruption attitudes. For example, Dong et al. (2023) showed that understanding of anti-corruption values has a significant influence on students' behavior, while Fei (2024) emphasized the effectiveness of anti-corruption education in improving ethics and integrity. Corbacho et al. (2016) even highlighted that daily exposure to corrupt practices can decrease moral sensitivity and increase tolerance for corruption, showing the importance of strengthening ethical values. On the other hand, research by Zhang and Sun (2020) and Huang et al. (2015) confirm that personal values such as collectivism or social evaluation can moderate the effectiveness of institutions or formal programs in preventing corruption.

Bouzid (2016) also shows that individual perceptions of corruption affect anti-corruption attitudes, especially among youth. In addition, research by Lailiyah (2025) shows that anti-corruption education has a significant influence in shaping the values of integrity, honesty, and responsibility in university students. This study offers a significant new contribution by proving that personal values not only have a direct role, but also become a moderator variable in the relationship between understanding corruption and anti-corruption attitudes. This means that students with a high understanding of corruption do not automatically have strong anti-corruption attitudes, unless personal values such as honesty, responsibility, and integrity are also strongly embedded in them. This provides a new perspective in the design of anti-corruption education interventions, which have so far focused too much on cognitive aspects (knowledge), and less on affective aspects and personal values.

4. CONCLUSION

This study shows that FKIP UMSU Civics students have a high level of understanding of corruption, both in terms of concepts, forms, and impacts. This understanding is proven to have a positive and significant effect on anti-corruption attitudes and student integrity, which is reflected in honesty, responsibility, and moral consistency. In addition, this study found that factors such as organizational experience, social environment, and the role of lecturers also mediate or moderate the relationship between understanding corruption and anti-corruption attitudes. These findings emphasize the importance of strengthening anti-corruption education in higher education as a long-term preventive strategy. Different from previous studies that emphasize the knowledge aspect alone, this study makes a new contribution by identifying the role of personal values as a moderator variable. However, this study has limitations in the limited number of samples and the scope that only involves one study program, so the results cannot be generalized widely.

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