



The urgency of anti-corruption education as a local subject in secondary education in Lampung Province

Aida Ratna Zulaiha¹, Dinn Wahyudin²

^{1,2}Universitas Pendidikan Indonesia, Bandung, Indonesia
aida.zulaiha@gmail.com¹, dinn_wahyudin@upi.edu²

ABSTRACT

Anti-corruption education is a mandatory local content subject in formal secondary schools in Lampung Province based on the Governor's Regulation. Implementing anti-corruption subjects is carried out by strengthening anti-corruption behavior through a cycle of knowledge, skills, and attitudes to form an anti-corruption attitude in each individual based on their understanding and awareness. This study aimed to determine the implementation process and output of anti-corruption education in senior high schools and vocational high schools in Lampung and to analyze the urgency of anti-corruption education as a local content subject in relation to the objectives of anti-corruption education that have been set. The method used is a combination of analysis of legal documents, modules, and strategies related to anti-corruption education, followed by a survey conducted on schools implementing the program. In most senior high schools and vocational high schools in Lampung that have implemented anti-corruption education as a local content subject, the most dominant aspects taught are attitudes and knowledge, but less for the skills aspect. Based on the objectives of the anti-corruption education set, implementing anti-corruption education only in the form of anti-corruption subjects in local content is not enough. The effectiveness of anti-corruption education in educational units will be achieved if anti-corruption education is implemented comprehensively through curriculum implementation, a conducive ecosystem that supports the internalization of anti-corruption values, and the governance of secondary education units with integrity.

ARTICLE INFO

Article History:

Received: 13 May 2024
Revised: 29 Jul 2024
Accepted: 2 Aug 2024
Available online: 13 Aug 2024
Publish: 30 Aug 2024

Keyword:

anti-corruption education; local subjects; secondary schools; students



Open access
Inovasi Kurikulum is a peer-reviewed open-access journal.

ABSTRAK

Pendidikan Antikorupsi merupakan mata pelajaran muatan lokal wajib pada sekolah menengah formal di Provinsi Lampung yang didasarkan pada Peraturan Gubernur. Implementasi mata pelajaran antikorupsi dilakukan dalam bentuk penguatan perilaku antikorupsi, melalui siklus pengetahuan, keterampilan dan sikap, dengan tujuan terbentuknya sikap antikorupsi pada setiap individu yang didasarkan pada pemahaman dan kesadaran yang dimiliki. Tujuan dari penelitian untuk mengetahui proses implementasi dan output dari pendidikan antikorupsi di SMA dan SMK di Lampung serta menganalisis urgensi pendidikan antikorupsi sebagai mata pelajaran muatan lokal dikaitkan dengan tujuan pendidikan antikorupsi yang ditetapkan. Metode yang dilakukan merupakan kombinasi antara analisis terhadap dokumen hukum, modul dan strategi terkait pendidikan antikorupsi dengan survei yang dilakukan terhadap sekolah pelaksana program. Mayoritas SMA dan SMK di Lampung yang sudah mengimplementasikan pendidikan antikorupsi sebagai mata pelajaran muatan lokal, aspek yang paling dominan diajarkan adalah sikap dan pengetahuan, namun kurang untuk aspek keterampilan. Berdasarkan tujuan dari pendidikan antikorupsi yang ditetapkan, mengimplementasikan pendidikan antikorupsi hanya dalam bentuk mata pelajaran antikorupsi pada muatan lokal tidak cukup. Efektivitas pendidikan antikorupsi di satuan pendidikan akan tercapai jika pendidikan antikorupsi dilaksanakan secara komprehensif melalui implementasi kurikulum, ekosistem kondusif yang mendukung internalisasi nilai antikorupsi, serta tatakelola satuan pendidikan menengah yang berintegritas.

Kata Kunci: muatan lokal; pendidikan antikorupsi; peserta didik; sekolah menengah

How to cite (APA 7)

Aida, R. Z., & Wahyudin, D. (2024). The urgency of anti-corruption education as a local subject in secondary education in Lampung Province. *Inovasi Kurikulum*, 21(3), 1545-1562.

Peer review

This article has been peer-reviewed through the journal's standard double-blind peer review, where both the reviewers and authors are anonymised during review.

Copyright



2024, Aida Ratna Zulaiha, Dinn Wahyudin. This an open-access is article distributed under the terms of the Creative Commons Attribution-ShareAlike 4.0 International (CC BY-SA 4.0) <https://creativecommons.org/licenses/by-sa/4.0/>, which permits unrestricted use, distribution, and reproduction in any medium, provided the original author, and source are credited. *Corresponding author: aida.zulaiha@gmail.com

INTRODUCTION

Undang-undang Nomor 20 Tahun 2003 tentang Sistem Pendidikan Nasional states that national education is organized to develop students' potential so that they are faithful and pious, have noble character, are healthy, knowledgeable, skilled and creative, independent, and become democratic and responsible citizens. In order to achieve this, the curriculum in formal education is developed based on the principle of diversification that is adapted to the region's potential, conditions, and needs of schools and students. These principles form the basis for curriculum development, which not only focuses on enhancing noble character and regional diversity but also considers other equally important aspects, including strengthening faith and piety; enhancing students' potential, intelligence, and interests; addressing the needs and demands of development at both local and national levels; responding to market or workplace requirements; accommodating advancements in science, technology, and the arts; religious needs and demands; the dynamics of global development; and continuing to prioritize and promote unity and national values. To realize this, the primary and secondary education curriculum must also include 'local content' in addition to the 'mandatory content' that has been stipulated by law. In practice, the competence of teachers in teaching local content is a significant issue that must be addressed further (Nasir, 2013). Moreover, the final examination and certificate systems implemented in schools generally create a teaching climate emphasizing academic subjects (mandatory content).

In contrast, subjects that provide practical skills to students are considered optional. However, local content still helps broaden students' knowledge to suit the conditions of the area where they live or where their school is located (Juwari, 2022). Furthermore, local content also focuses on developing skills and potential for students and schools related to the culture of their region. Therefore, as explained in previous research, implementing the local content curriculum requires appropriate strategies, considering factors such as objectives, content, teachers, students, methods, media, and evaluation (Mansur, 2012).

Local Content (Mulok) is defined by Undang-undang Nomor 20 Tahun 2003 as study material aimed at helping students understand the potential of the area where they live. Therefore, according to the Curriculum Development Center of the Ministry of Education, Culture, Research, and Technology (Kemendikbudristek), the content of Mulok subjects can be determined or selected at the school level while considering each region's characteristics, strengths, and limitations. Local governments also have the authority to determine the subjects that will become local content in their regions. These authorities are relevant and aligned with the governance system of formal educational institutions, particularly at the elementary and secondary levels, which implement school-based management. School-based management is manifested in schools' autonomy, partnership, participation, openness, and accountability, as regulated in Peraturan Pemerintah Nomor 13 Tahun 2015 tentang Standar Nasional Pendidikan.

By focusing on cultural identity and local values, local content education helps shape students' character and identity and serves as a cornerstone in development (Dwi & Bradley, 2024). Character education is not merely teaching students what is right and wrong. However, more than that, character education instills habits (habituation) about what is good so that students understand, feel, and want to do what is good. So, it can be said that character education carries the same mission as moral education (Rio, 2023). Previous research has indicated that character education includes indicators of dedication, belief, honesty, discipline, tolerance, democracy, a sense of belonging, gratitude, and empathy, each of which statistically encompasses cognitive, affective, and behavioral aspects within the learning process and behavioral aspects outside the learning process (Hadiwinarto, 2014). With this, character development can be done through local content learning that includes cognitive, affective, and behavioral aspects in and outside the learning process.

Anti-corruption education (Pendidikan Anti Korupsi or PAK) is a requirement for formal education units, as agreed by the ministers in charge of education, namely the Ministry of Education and Culture, the Ministry of Research, Technology and Higher Education, the Ministry of Religious Affairs, the Ministry of Home Affairs, and the Corruption Eradication Commission (KPK) at the end of 2018. An appropriate strategy is needed to ensure that PAK is effectively implemented in educational institutions. Given the already very dense curriculum and the objectives of PAK, which are more focused on character building and the creation of an education ecosystem with integrity, several local governments have implemented PAK as part of the local content curriculum..

Research on local content, character education, and anti-corruption education has been conducted extensively. Previous studies have examined strengthening character education in local content subjects (Dwi & Bradley, 2024; Syaifuddin & Fahyuni, 2019). Additionally, a previous study also analyzed the importance of anti-corruption education as part of character development for students and efforts to prevent corruption through education that must be planned and implemented comprehensively in schools (Aziz, 2023; Sogian & Thomas, 2024; Widiartana & Setyawan, 2020). On the other hand, those studies have not specifically analyzed PAK as part of local content subjects in formal education. Therefore, this study focuses on the *output* or outcome of PAK as a local content subject and answers the question of how important PAK is as a local content subject. The study was conducted in secondary education, specifically senior high schools and vocational high schools in Lampung Province.

LITERATURE REVIEW

Local Content

Local content, as defined by Undang-Undang Nomor 20 Tahun 2003, refers to study materials designed to encourage students to understand the potential of the region in which they live. In the 2013 Curriculum, Ministry of Education and Culture Regulation No. 79 of 2014 defines local content as study materials or subjects in basic education institutions, including elementary schools (SD) or Islamic elementary schools (MI), and junior high schools (SMP) or Islamic junior high schools (MTS), as well as secondary education institutions, including senior high schools (SMA) or Islamic senior high schools (MA), and vocational high schools (SMK) or vocational Islamic high schools (MAK). Its content includes learning materials and processes related to the local area's potential and unique characteristics, aiming to foster students' understanding and appreciation of the strengths and wisdom of the region where they live.

In the 2013 curriculum, local content became a separate subject suggested by schools and must be approved by local policymakers. If the educational unit makes no suggestions, the local government may determine the type and name of the local content subject following the region's needs. In Kurikulum Merdeka, as indicated in Peraturan Mendikbudristek Nomor 12 Tahun 2024 tentang Kurikulum pada Pendidikan Anak Usia Dini, Jenjang Pendidikan Dasar, dan Jenjang Pendidikan Menengah, local content can be integrated through three methods, namely 1) Local content is integrated with other subjects; 2) Local content is integrated into the themes of the Pancasila Student Profile Strengthening Project (Proyek Penguatan Profil Pelajar Pancasila or P5); and 3) creating independent subjects named local content as part of the intraschool curriculum program..

Local content subjects as standalone subjects in schools prior to their inclusion in the 2013 curriculum were already mentioned by Mulyasa in his book entitled "*Implementasi Kurikulum Tingkat Satuan Pendidikan*" (Implementation of the Education Unit Level Curriculum); he states that the local content curriculum is a curricular activity carried out through activities separate from other subjects, developing competencies in line with the potential, characteristics, and strengths of the region, as its content cannot be grouped into existing subjects. As a consequence, the substance of local content is determined by each educational unit. Therefore, it is highly relevant for the local content curriculum to internalize local values,

ethics, and morality into the learning process. By focusing on cultural identity and local values, local content education helps shape students' character and identity (Dwi & Bradley, 2024).

Character Education

Character Education Strengthening program (Program Penguatan Karakter or PPK), as regulated by the Ministry of Education and Culture Regulation No. 20 of 2018, is implemented by optimizing the functions of the Tri-Center Education Partnership. Tri-Center Education is carried out through approaches based on the classroom, school culture, and community. One of the classroom-based approaches involves developing local content curricula tailored to the needs and characteristics of each region, educational institution, and student.

The school culture approach includes emphasizing and practicing good values in everyday school life, teachers setting an example for students and fellow teachers, and role modeling among school community members. Teachers, as educators, play a crucial role in shaping children's character. Teachers are not merely instructors but also educators of character, morality, and culture for their students. As educators, teachers must be able to set a good example by becoming role models, especially in terms of integrity, honesty, responsibility, and daily discipline. This method is expected to be more effective in producing students with good character in the future (Alfurkan & Marzuki, 2019; Cahyani & Dewi, 2021; Marzuki, 2013; Wau, 2022). Teachers' important role as role models is no different from what was conveyed in previous studies, which stated that teachers can be effective learners by setting an example of behavior and applying what they have learned from the learning process (Nurhada & Putri, 2023). To make the moral education curriculum explicit, teachers need to learn two-step pedagogical strategies related to ethical skills and self-regulation (Narvaez & Lapsley, 2008). It is important for teachers of civic education (PKn) to foster integrity and discipline through example and role modeling (Huda, 2020).

During its implementation, all stakeholders in the school must be involved. A community-based approach is carried out by strengthening the role of, involving, empowering, and synergizing PPK with parents, the community, the business world, community institutions, and all relevant stakeholders. Research findings related to the implementation of character or moral education policies and local content curricula in schools, as previously conducted, indicate that in order for local character education to develop, it is necessary to involve all elements at the educational unit level as implementers, including teachers, school principals, school/madrasah committees, and local governments, especially regional officials in the field of education, as well as families and the community in which students live (Luneto, 2020; Sahroni, 2017; Sudrajat, 2011). Because of this, parents and teachers are important components in character education, as are daily experiences in society, which also play an important role in the success of students' character education (Subiyono *et al.*, 2021).

Anti-Corruption Education

Anti-corruption education, as part of the Character Education Strengthening program, must be implemented in formal educational institutions based on regulations from the relevant education policymakers, including the Ministry of Education, the Ministry of Religious Affairs, the Ministry of Home Affairs, and local governments. The decision to teach PAK as part of local content subjects is due to the nature of local content subjects, which local governments and even schools can control. Unlike higher education institutions, which have greater autonomy, PAK can be made into an independent course based on the decision of the higher education institution itself.

Implementing anti-corruption education in schools is quite appropriate for addressing educational challenges, which are currently too oriented towards formal intellectual aspects. In contrast, the orientation of moral action is no less important to students and the world of education (Asmorojati, 2017). Anti-corruption education through formal education is crucial in fostering an anti-corruption culture, especially given the negative perceptions toward the direction of national education, which has long been perceived as failing to reflect the nation's character and producing educational outcomes that do not align with anti-corruption values and principles (Dewi, 2023). Additionally, anti-corruption education can be integrated into specific subjects, such as Islamic religious education, which includes content related to legal norms or social and individual ethics, rather than being inserted into other subjects (Budiman, 2017; Mumtahanah & Suyuthi, 2021; Zulfatmi & Budiman, 2020)

Widodo and Apriana, in Wahyudin's book entitled "Manajemen Kurikulum," explain that evaluating products basically measures the results of programs in relation to whether or not the set objectives have been achieved. There are various variables that will be tested, depending on the program objectives, changes in attitudes, and improvements in abilities. Evaluation can be conducted on all or some variables, depending on the needs. Based on the evaluation, it is hoped that valid and reliable data and information can be obtained as an effort in decision-making and program improvement in the future.

The results obtained from implementing the PAK course are an increase in anti-corruption knowledge and commitment to not engaging in corruption by students who took the PAK course (Handoyo, 2021). Meanwhile, other studies also explain a significant increase in students' understanding before and after being given counseling or socialization about anti-corruption education by students through community service programs (Sukimin & Muryati, 2022). By understanding the importance of anti-corruption education, students are likely to avoid behavior classified as corruption. The importance of involving PAK stakeholders from an essentialist perspective, namely periodic review of materials, strengthening concepts and methodologies, formulating a hierarchy of values, strengthening the synergy of the four centers of education, formulating scientific fields, and reforming the culture of society (Sumaryati *et al.*, 2020). The Corruption Eradication Commission (KPK) and *stakeholders* must conduct periodic reviews of PAK materials; recommend their scientific content to the Ministry of Research, Technology, and Higher Education for implementation in higher education institutions; and each educational institution must strengthen its efforts through the Anti-Corruption Literacy Movement and/or the formation of extracurricular Anti-Corruption Student Communities.

METHODS

This research combines document analysis and surveys. Document analysis was conducted on legal products related to local content on anti-corruption education in senior high schools and vocational schools in Lampung, teaching modules and project modules containing anti-corruption education that were created, and the Anti-Corruption Education Strategy (Strategi Pendidikan Antikorupsi or Stranas PAK) document. Surveys were conducted to determine how PAK was implemented and the outputs produced in Lampung's senior high schools and vocational schools.

The Lampung Provincial Education Office initiated the regulation of PAK as a local subject. The teaching modules and project modules were developed by several teachers from various secondary education institutions (SMA, SMK, public and private MA) in Lampung, with assistance from the Head of the Curriculum and Empowerment Center of the Ministry of Education, Culture, Research, and Technology and the KPK. The KPK published Stranas' PAK documents due to discussions and agreements among formal education stakeholders. Primary data collection through surveys of principals and teachers at SMA and SMK in Lampung Province was conducted online through questionnaires in Google Forms distributed

to 1,032 SMA and SMK, with a response rate of 50 percent, or 518 educational institutions that completed the questionnaire.

Analyzing the urgency of PAK as a local content subject in senior high schools and vocational schools was done by analyzing the governor's regulation on PAK as a local content subject, as well as teaching modules and project modules containing PAK content. Both were then linked to the existing National Anti-Corruption Education Strategy and the results of data processing on PAK implementation from 518 senior high schools and vocational schools in the Lampung region. The document analysis and survey data processing results are presented in this article as descriptive analysis..

RESULTS AND DISCUSSION

Anti-Corruption Education Regulations as a Local Content Subject in Senior High Schools and Vocational Schools

Anti-corruption education, as an implementation of character education, is highly appropriate when conducted through an approach based on classroom settings, school culture, and community involvement. On the other hand, the characteristics of local content subjects, which are oriented toward local conditions and sufficiently flexible to be managed by local governments, are considered a solution for incorporating Anti-Corruption Education (PAK) as a local content subject.

Anti-corruption education was established as a local content subject in senior high schools and vocational schools in Lampung Province based on Lampung Governor Regulation No. 46 of 2020, which was preceded a year earlier by Lampung Governor Regulation No. 35 of 2019, which integrated anti-corruption education into relevant subjects. Lampung Provincial Government's objectives in making PAK a compulsory local content subject in senior high schools and vocational schools, as stated in Governor Regulation No. 46 of 2020, are: a) to provide students with knowledge and understanding of the forms and aspects of corruption; b) to equip students with new skills and competencies to combat corruption; c) to change students' perceptions and attitudes towards corruption.

In order to implement this policy, the Governor of Lampung appointed the Head of the Lampung Education and Culture Office to develop anti-corruption education learning methods for senior high schools and vocational schools in the Lampung region. The Governor also formed a team to evaluate the implementation of PAK learning in senior high schools and vocational schools, with a minimum of two evaluations per year. The budget for Anti-Corruption Education comes from the Provincial Budget and other budget sources that do not violate regulations. In addition, the local government has also set certain qualifications for educators who will teach PAK, i.e., a) a minimum of a bachelor's degree; b) have taught or are currently teaching subjects relevant to anti-corruption education, such as Civic Education, Religious Education, or Character Education, and/or other subjects with competencies in anti-corruption education; and c) prior to implementing anti-corruption education in their educational institutions, they must first undergo training in the form of orientation, socialization, or technical guidance on anti-corruption education.

Anti-corruption education characteristics lead to anti-corruption behavior in all individuals in Indonesia, thereby creating an Indonesia with strong integrity. In the Lampung Provincial Government, as stated in Governor Regulation No. 46 of 2020, anti-corruption education fundamentally applies the principles of character education, which are: a) Long-term in nature, as it begins when students enter school and continue until they leave or graduate from school, and may even begin before they enter school and continue after they graduate; b) Effectiveness of implementation is influenced by the stages of child development; c) The process is forward-looking, combining understanding, awareness, and consistent practice in all aspects of life, including within the family, school, community, and society; d) It is an integral part of character education development, whose success or failure depends heavily on individual

motivation to be integrity-driven or anti-corruption, supported by an environment or ecosystem that is also integrity-driven or anti-corruption.

The steps to strengthen anti-corruption behavior, which will be realized in the PAK, must be carried out sequentially and follow a cycle, focusing on three aspects, starting from knowledge, skills, and attitudes, all of which lead to the formation of anti-corruption attitudes in each individual based on a solid understanding and awareness. These three aspects are also the focus of the 2013 curriculum to balance the soft skills and hard skills of students in order to build the desired character (Ani *et al.*, 2020). That is why these three aspects need to be developed together to build anti-corruption character in students.

Aspects of knowledge are developed by creating conditions that enable students to learn about and understand anti-corruption. Knowledge and understanding can be obtained from various sources, including listening to certain persons in certain ways, seeing things directly or through the media, reading books, observing the natural environment, or experiencing things directly or indirectly. In terms of skills, students can implement, practice, and do what they have learned and understood in the knowledge aspect. Skills can be honed through continuous and consistent practice inside and outside school. Furthermore, attitudes are formed through consistent habits practiced inside and outside school.

In order to operationalize these steps and consider the importance of PAK as a continuous process in strengthening students' anti-corruption attitudes, Governor Regulation 46 of 2020 also guides the steps and actions that teachers must take in educational units. Teachers' actions are expected to stem from their individual awareness and desire to be genuinely involved in building a better and corruption-free society, which includes: a) Preparing themselves to make the next generation much better through concrete actions. Teachers must be role models for students in their daily lives, setting good examples and demonstrating a strong spirit in achieving goals; b) Planning in detail the learning activities to be conducted, tailored to the developmental level and needs of students, and planning the use of available resources and teaching materials in nature and the surrounding environment. Planning learning as an enjoyable and effective activity; c) Creating a learning atmosphere according to what has been planned, taking into account the level of development and needs of students during the learning process, and practicing the use of teaching resources and materials available in the surrounding environment; d) Evaluating the achievement of predetermined learning objectives, including students' knowledge, skills, and attitudes. Teachers must also consistently practice and apply these attitudes at and outside of school, continuously and sustainably improving the process.

Descriptions of the characteristics and principles of anti-corruption education, which are similar to those characteristics and principles of character education, as well as an overview of the steps to strengthen anti-corruption behavior and actions that teachers must take in implementing PAK, should be important considerations when deciding on the appropriateness of PAK as a mandatory local content subject (Mulok). Could making PAK a local content subject address the long-term needs of PAK, which are influenced by children's moral development in its implementation, require the involvement of the entire educational ecosystem, and have a scope that runs in accordance with a cycle covering knowledge, skills, and attitudes?

Curriculum for Local Content Subjects on Anti-Corruption Education

The implementation of the Anti-Corruption Education Curriculum (PAK) as a mandatory local content subject in senior high schools (SMA) and vocational high schools (SMK) by the Lampung Provincial Government is based on the 2013 Curriculum. In Governor Regulation No. 46 of 2020, the annex specifies that the PAK in SMA and SMK must include core competencies, the structure of the local content curriculum for PAK, and the learning load. A detailed description of these three components is provided below:

1. **Core Competencies (Kompetensi Inti or KI):** consisting of Spiritual Attitudes, Social Attitudes, Knowledge, and Skills in grades X, XI, and XII, which include: a) Basic Competencies (Kompetensi Dasar or KD), with nine anti-corruption values namely honesty, independence, fairness, responsibility, courage, simplicity, caring, discipline, and hard work, along with indicators for each value; b) Content Analysis, for each basic competency and indicator; c) Analysis of Learning Models, including class hours (jam pembelajaran or JP), based on themes, basic competencies, and indicators; d) Analysis of the relationship between SKL, KI, and KD in the PAK; e) PAK Syllabus, which includes information on: basic competencies, content, learning, assessment, time allocation, and learning resources;
2. **Structure of the Local Content Curriculum for PAK:** included in group B (mandatory), with 1 JP per week. Educational units may add hours per week according to the needs of the educational unit
3. **PAK Subjects**, applicable to grades X, XI, and XII, with 16 hours per semester allocated for PAK subjects in the curriculum. The structured assignment and independent activity workload consists of 40% knowledge and 60% practice and habit formation.
4. **Learning load: PAK learning time is set at 1 JP/week, 16 weeks per semester. SMA/SMK, which implements the Semester Credit System (SKS),** is regulated in the SKS guidelines with a weight of 1 SKS.

Implementation of PAK as a mandatory local content subject in senior high schools (SMA) and vocational schools (SMK) in the Lampung region currently refers to core competencies, curriculum structure, class hours, and learning load as stipulated in Lampung Governor Regulation No. 46 of 2020. The educational institutions themselves will prepare teaching modules. For example, a Local Content Teaching Module for PAK was developed by SMAN 1 Bandar Lampung, with the theme of discipline as one of the anti-corruption values. The learning objective is to describe the outcomes of PAK, such as students being able to analyze self-control over daily behavior to remain disciplined with planning, design, and life goals so that they can apply and develop a disciplined attitude in school, family, and community settings.

All steps taken by students and teachers to achieve the objectives of anti-corruption activities are outlined in the learning process in the following order: 1) Write down life plans and goals. In this activity, students are asked questions such as “*What are your dreams?*”; 2) Identifying examples of disciplined behavior in daily life. The questions asked in this activity are “*Give examples of disciplined behavior*” and “*What are the benefits of discipline for yourself?*” These questions are part of the initial assessment; 3) Explaining the impact of disciplined behavior on one's life. Those who can correctly identify examples of disciplined behavior continue the activity by writing down the impact of disciplined behavior on their lives. Each group discusses the impact of disciplined behavior, and then the students present or explain the results of their discussion; 4) Making a personal commitment to behave in a disciplined manner. In this case, differentiated learning is carried out with different learning processes. Students are asked who likes to draw, write, speak, compose songs, or do other activities. Learning activities can be differentiated, for example, by making personal commitments through drawings, written pledges, or verbal pledges; 5) Practicing disciplined behavior consistently in daily life. Students create a daily schedule of activities related to their personal commitments, which they then report to their teacher.

At the end of the lesson, teachers reflect on various questions to evaluate themselves and the impact of the lesson. The reflection questions include “*What are the effects of disciplined behavior on oneself?*” “*Are we consistent with our commitment to always be disciplined?*” Then, teachers convey the next lesson plan with various activities and pray in a language that students understand. Throughout the learning activities, teachers follow the anti-corruption education protocol, in which every step of the activity incorporates anti-corruption values and behaviors. Throughout the learning process, teachers must also check students' abilities at each stage of the learning steps.

Teachers also conduct learning assessments throughout the learning process using various oral, written, or movement assessment techniques. An example of an assessment sheet is usually filled in with

explanations related to the student's learning steps, assessment techniques, weight (which is cumulative, added up in sequence, with steps that must be in order and cannot be skipped), and total weight. The teaching materials prepared consist of disciplinary behavior and the benefits and impacts of discipline on life, which are compiled from various sources, texts, audio, and video. Learning media include news articles, A5-sized paper, and other appropriate materials.

Learning assessment sheets must aim to achieve learning objectives, namely that students can analyze self-control over daily behavior to remain disciplined with planning, design, and life goals, and apply and develop disciplined attitudes in school, family, and community environments. Therefore, the achievement assessment includes writing down life plans and goals, identifying examples of disciplined behavior in daily life, correctly explaining the impact of disciplined behavior on one's life, making a commitment to behave in a disciplined manner, and consistently practicing disciplined behavior in life. Each student must be measured at each stage of achievement. With learning assessments, teachers will know the needs and achievements of students toward learning objectives (Budiono & Hatip, 2023). Therefore, the development of assessments must align with the achievement of learning objectives.

Output of Anti-Corruption Education Implementation in Local Content Subjects

The implementation of PAK as a local content subject in senior high schools (SMA) and vocational high schools (SMK) in Lampung, based on the established regulations, has been running for about three years. If previous regulations were included where implementation was integrated/inserted into the curriculum, then it has been running for about four years. Therefore, evaluating and measuring the *output* or results/products of PAK subject implementation in SMA and SMK in the Lampung region is appropriate.

Aspek PAK yang diajarkan/dilaksanakan di sekolah anda? (Dapat memilih lebih dari satu jawaban)
518 responses

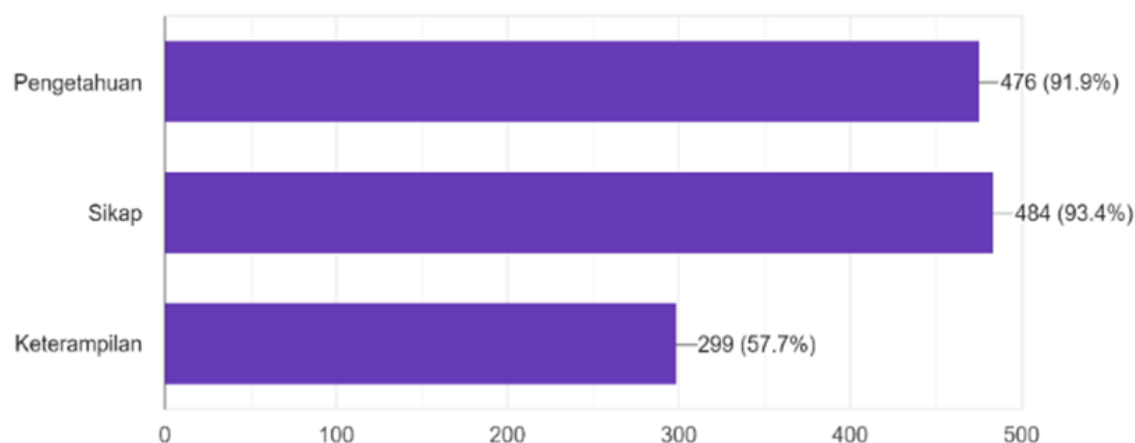


Figure 1. Anti-corruption education aspects taught in schools
Source: Data compiled, 2024

Results from a survey of 518 senior high schools and vocational schools in Lampung (**Figure 1**) show that PAK, as a local content subject, has been implemented in 444 (85.7%) schools. PAK aspects taught in senior high schools and vocational schools, as acknowledged by 518 schools through their principals/teachers, are still predominantly in the form of knowledge (91.9%) and attitudes (93.4%). Meanwhile, the skill or behavioral aspects, which are essentially part of the PAK implementation cycle and should also be taught in schools, are acknowledged as being implemented by only 57.7% of respondents.

Skills should be cultivated through anti-corruption behavioral practices through various activities at and outside school. These aspects of anti-corruption education refer to the focus of the 2013 Curriculum, which also pays attention to knowledge, attitudes, and skills for student character development. These three aspects are also the objectives of anti-corruption education in general, which include 1) the formation of knowledge and understanding related to corruption, including the forms and aspects of corruption itself; 2) changing views or perceptions and character towards corruption; and 3) developing skills and abilities in fighting corruption. Providing anti-corruption education that includes these three aspects will achieve the learning objectives, thereby forming the character of anti-corruption students who can fight corruption (Pasya, 2023).

The main results reported by school principals or teachers representing their schools through questionnaires were the inclusion of scores/grades in student report cards (79.2%). These report card grades are the *output* of PAK, which can be instantly claimed as measurable results of PAK implementation if it is part of the subjects taught in schools. According to explanations from education policymakers in Lampung, the need for scores or grades in students' report cards is one of the reasons why the PAK policy in Lampung Province was changed from being integrated into the curriculum to becoming a mandatory local content subject

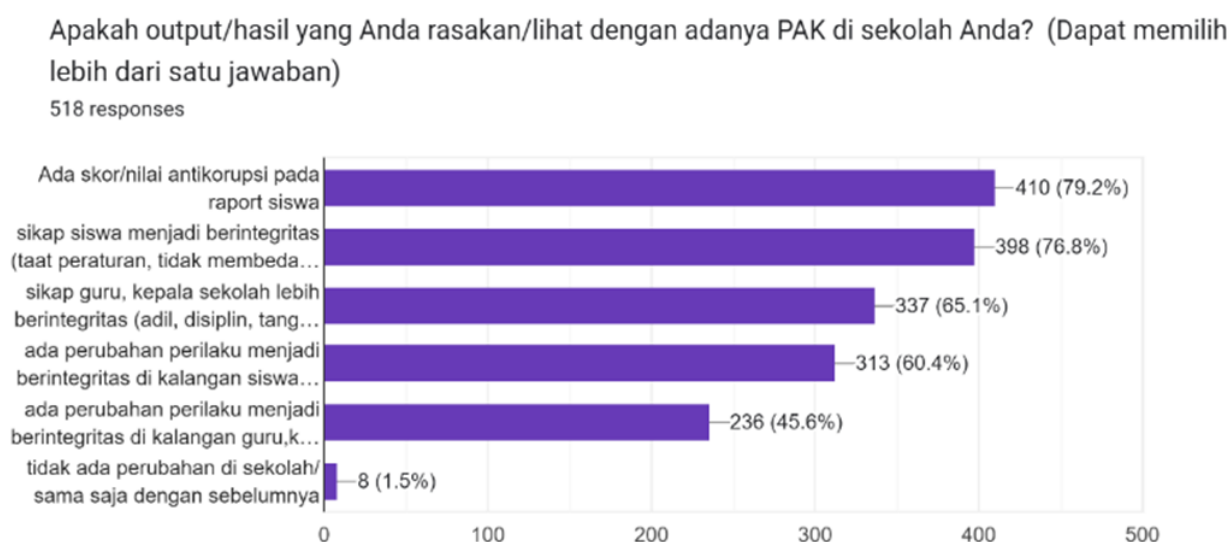


Figure 2. Anti-Corruption Education Aspects Taught in Schools

Source: Survey Results from 518 Senior High Schools and Vocational Schools in Lampung, 2024

Beyond the main results in scores/grades in student report cards, there are quite good follow-up results (Figure 2). With the implementation of PAK in local content subjects, teachers/principals feel and see that students have become more obedient, do not discriminate against their friends, etc. (76.8%), and there has been a change in student behavior towards greater integrity (60.4%). Moreover, PAK outcomes are demonstrated by students; 65.1% of respondents assessed that including PAK subjects also led to more fair, disciplined, responsible, and anti-corruption attitudes among teachers and school principals. Additionally, questionnaire results indicated a change in behavior toward greater integrity among teachers and school principals (45.6%). However, 1.5% (8 schools) reported no changes in their schools after implementing PAK in local content subjects. Overall, implementing PAK in local content can change students' character in line with the education objectives. Anti-corruption education integrated through formal learning is one of the strategies that provides benefits in fostering an anti-corruption mindset among students (Pasya, 2023). Therefore, integrating anti-corruption education into local content learning will help the country build an anti-corruption society and become a long-term investment (Riza et al., 2022).

As previously explained, students internalize nine values in PAK subjects. In this case, the study also reviewed the success of instilling anti-corruption values. The following are the results of a survey of 518 senior high schools and vocational schools in the Lampung region regarding PAK learning changes or impacts. On average, respondents answered that anti-corruption values were already visible among students or graduates of senior high schools (SMA) and vocational schools (SMK) in the Lampung region. Based on data from all the values studied, three central values scored higher than the others, although the differences were slight: honesty, independence, and compassion. Other integrity values followed were responsibility, simplicity, discipline, courage, fairness, and hard work, which also had relatively high scores.

Apakah siswa di sekolah ini menunjukkan sikap dan perilaku yang lebih berintegritas dibanding sebelum mendapat pelajaran PAK?

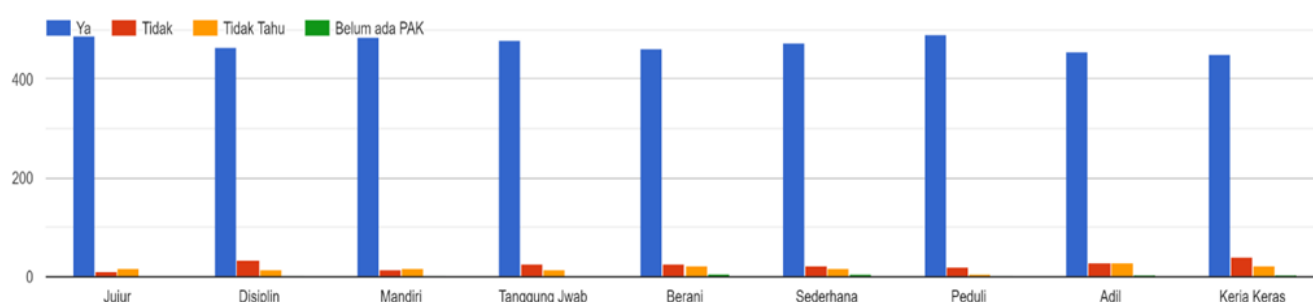


Figure 3. Anti-Corruption Education Aspects Taught in Schools

Source: Survey Results from 518 Senior High Schools and Vocational Schools in Lampung, 2024

Those results (**Figure 3**) show that mandating PAK as a local content subject has begun to show results in Lampung Province, mainly in grades in student report cards, more integrity in student attitudes and behavior, and demonstrating nine anti-corruption values in students. This aligns with the idea that anti-corruption education will shape students' character to resist corrupt behavior in themselves and their surroundings (Luckyto *et al.*, 2021). However, the data analysis reveals that the aspects taught are predominantly knowledge and attitudes, with insufficient focus on skill development. This is likely due to the limited number of PAK lessons, which are only 1 hour per week, so the internalization of anti-corruption values is mostly conveyed through teacher lectures, textbook discussions, and some assignments, and there is not enough time to practice students' skills. On the other hand, Setiyowati in "*Pendidikan Antikorupsi Dalam Sistem Boarding School*" (Anti-Corruption Education in Boarding Schools) explains that one of the considerations for making anti-corruption education a subject is the addition of class hours. This will be a challenge for teachers and students to readjust their schedules and curriculum. Even so, it appears that lessons integrated with formal learning are one of the effective strategies in anti-corruption education (Luckyto *et al.*, 2021; Wirabhakti, 2020).

Realizing an Anti-Corruption Generation through Anti-Corruption Education

As mentioned earlier, PAK is only implemented for one JP per week. This raises the question of whether implementing PAK in the form of a local content subject for one JP per week can guarantee the objectives of PAK itself, which are to shape the character of students and graduates and create an education sector with integrity. There is also a question regarding the impact of implementing PAK as a local content subject on reducing corruption rates. Can PAK ultimately guarantee a decrease in corruption rates by the golden year of 2045? The answer depends not only on the results of evaluations related to PAK implementation, which have shown low outcomes in terms of skills, but also on the National PAK Strategy (Strategi Nasional PAK or Stranas PAK) of the Corruption Eradication Commission, which considers that PAK implementation is much broader than just implementation in school subjects.

The Corruption Eradication Commission (KPK), through the Stranas PAK document published in 2023, explains that PAK has two main strategies. The first strategy is the internalization of anti-corruption values or integrity among students. The second strategy is to create an integrity-based educational ecosystem. From the strategies outlined, it is evident that PAK will not yield optimal results if it is implemented as part of the local curriculum with one hour of weekly lessons.

Strategy development for PAK, as outlined in the National Strategy Document for PAK, is based on the five principles of PAK itself, which are: **1) Substantive**, meaning that the value of integrity must permeate all aspects of learning as outlined in each material, whether formal/structured or informal/abstract; **2) Tiered and Sustainable**, where the materials compiled must be tailored to the abilities of the students and the stages of moral development of children. The content and delivery of the material must also be sustainable, where the delivery of the material must be present at every level of education so that the learning material is continuous and uninterrupted; **3) Comprehensive**, meaning that the material presented can take various forms of learning, such as intracurricular, extracurricular, and habits that are part of character education; **4) Creative and Relevant**, referring to the preparation of material and delivery strategies that must be carried out creatively in order to attract, motivate, and encourage students to develop awareness, understanding, and new good habits. In addition, the development process must also be relevant in terms of material and delivery, prioritizing learning effectiveness over sophistication or uniqueness of technique; **5) Collaborative**, carried out in order to build an integrity-based learning ecosystem by involving stakeholders in the development and utilization of anti-corruption materials, including collaboration in PAK innovations. These five principles illustrate that the implementation of PAK is a long-term endeavor within the formal education sector, with a broad scope and involving multiple stakeholders. Therefore, the implementation of PAK in formal education must be comprehensive, not limited to individual subjects but encompassing the entire educational program and school ecosystem. This aligns with previous research highlighting the importance of anti-corruption education as an integral part of student character development, which must be planned and implemented comprehensively in schools (Aziz, 2023; Sogian & Thomas, 2024).

Strategi Implementasi Pendidikan Antikorupsi pada Sekolah Menengah

Regulations regarding the obligation to implement PAK in high schools in Lampung changed from being integrated into relevant subjects in Governor Regulation No. 35 of 2019 to becoming a mandatory local content subject of 1 JP per week in Governor Regulation No. 46 of 2020. This change has successfully ensured that PAK is implemented by almost all senior high schools and vocational schools in the Lampung region and has produced measurable output in the form of scores or grades for the PAK subject in student learning evaluations. The operationalization of PAK as a local content subject further refers to the competencies established in existing regulations through the preparation of materials independently by schools, bare references from the Education Office, or material sources or modules from relevant institutions such as the Ministry of Education, Culture, Research, and Technology (Kemendikbudristek) and the Corruption Eradication Commission (KPK). The content of the modules or materials discussed in this study generally focused on instilling one anti-corruption value, with the implementation stages carried out gradually to fulfill the elements of understanding to practice in schools. The modules were implemented for 1 JP per week, with a total of only 16 JP per semester. Although the survey results from school principals/teachers indicate changes in the attitudes and behavior of students and teachers toward greater integrity compared to before receiving PAK education, most of them also acknowledge that the primary outcome of PAK education is the inclusion of PAK values in students' report cards. Due to the minimal number of instructional hours, the skills outcomes expected from local PAK education remain limited compared to knowledge and attitudes.

Based on Lampung Governor Regulation Number 46 of 2020 concerning Anti-Corruption Education as a Mandatory Local Content Subject in Senior High Schools and Vocational Schools, as well as Teaching Modules and Project Modules with Anti-Corruption Education Content for Secondary Education compiled by several secondary school teachers in Lampung, the PAK currently taught in senior high schools (SMA) and vocational schools (SMK) as a local content subject in Lampung is essentially character education. These are relevant to the Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 20 of 2018 concerning Strengthening Character Education in Formal Education Units. Article 2, paragraph 1 states that the first relevance is reflected in the values instilled in PAK, which are part of the Pancasila values built into character education: honesty, discipline, hard work, independence, care, and responsibility. Furthermore, in Article 1, paragraph 1, the second relevance is mentioned, which is the character education movement that strengthens students' character through harmonizing heart, mind, and body with the PAK, which emphasizes knowledge, skills, and attitudes.

With these characteristics of PAK, it generally takes a long time to achieve *output*. Besides the long time frame for achieving *output*, anti-corruption education as part of character education cannot be implemented solely through school subjects. This aligns with the National Anti-Corruption Strategy Document, which states that two strategies are needed for implementing PAK: first, internalizing anti-corruption values or integrity among students, and second, creating an integrity-driven educational ecosystem. From the strategies outlined, it is clear that PAK cannot achieve optimal results if it is limited to academic subjects, especially when it is only included in the local curriculum with one hour of instruction per week. This is supported by previous research, which states that the characteristics of anti-corruption education, which require synergy between the utilization of information and knowledge and moral reasoning skills, mean that anti-corruption learning must be designed in such a way that students' cognitive, affective, and conative aspects can be developed to their fullest potential and in a sustainable manner (Azis, 2023). Earlier explanations also mention that anti-corruption education in educational institutions is a process of cultural inheritance that must be carried out consciously and systematically, with classroom implementation through integration into academic subjects (Anam, 2014). This can be implemented through anti-corruption education in the curriculum, while out-of-class implementation can take the form of extracurricular activities. In line with this, anti-corruption education can be incorporated into student character-building, extracurricular activities, and academic programs that build a foundation for integrity values (Sogian & Thomas, 2024).

Based on the strategies and principles of PAK as outlined in the Stranas PAK document, the ideal steps that can be discussed to ensure that PAK can provide optimal results when implemented in schools are as follows.

1. PAK should be implemented comprehensively in the curriculum by integrating it into subjects, making it part of the local content, and incorporating it into the habits and student activities of senior high schools and vocational schools. One strategy for implementing national character and cultural education in senior high schools can be integrated into subjects, self-development, and school culture (Supranoto, 2015). In this way, students will learn a subject and the values of national character and culture simultaneously and directly.
2. Building an integrity-based ecosystem that ensures the internalization of anti-corruption values in effective learning, namely through anti-corruption role modeling by teachers and school principals, clarity in educational service performance (honesty, transparency), support in the form of appreciation and sanctions as a means of enforcing integrity violations, creating spaces for communication and discussion, and openness in the form of socializing the concrete consequences of dishonest and irresponsible actions. As educators, teachers must be able to set a good example by becoming role models and examples (Alfurkan & Marzuki, 2019; Cahyani & Dewi, 2021; Marzuki, 2013; Wau, 2022).

This is especially true for anti-corruption attitudes about integrity, honesty, responsibility, and daily discipline. This method will be more effective in producing students with good character in the future.

3. Improving or ensuring school governance with integrity, which is transparent, accountable, and participatory (Sumual, 2024). This refers to all activities in the school being conducted with integrity, such as the school accreditation process, the admission of new students, the procurement of goods and services in the school, the rotation/transfer of school principals/teachers, the supervision process free from conflicts of interest, the anti-gratification learning process, and other processes. Creating an academically integrated environment is very important for the entire educational community so that the educational environment contains the components of integrity, namely honesty, trust, respect, fairness, and a sense of responsibility (Hafizha, 2021). Therefore, schools must strive to create an integrated school environment to shape a generation resistant to corruption.

Anti-corruption education is not a program whose results can be seen in the short term. Instilling anti-corruption values or integrity is a long-term civilizational project whose results will only be felt by future generations. However, even though we cannot see the results shortly, building a generation with integrity and anti-corruption values must still be done in order to create a better Indonesia in the future.

CONCLUSION

Implementing anti-corruption education as a local content subject is a practical strategy to introduce integrity and anti-corruption values into formal education amid the current crowded compulsory curriculum in educational institutions. Making PAK a local content subject while directing anti-corruption is part of local potential and wisdom that needs to be preserved and implemented in students' daily behavior. However, implementing PAK solely as a local content subject is insufficient to achieve the goal of anti-corruption education: to produce graduates or generations with integrity and create an integrity-based educational ecosystem. Implementing PAK through intraschool, co-curricular, and extracurricular activities; teachers and school principals as role models of integrity for students; and creating an integrity-based school management system are comprehensive strategies that can be implemented to foster an integrity-driven generation and education sector in the future.

AUTHOR'S NOTE

The author declares that there are no conflicts of interest related to the publication of this article and confirms that the data and content of the article are free from plagiarism.

REFERENCES

- Alfurkan, A., & Marzuki, M. (2020). Penguatan nilai kejujuran melalui pendidikan antikorupsi di sekolah. *Jurnal Ilmiah Pendidikan Pancasila dan Kewarganegaraan*, 4(2), 221-231.
- Anam, N. (2014). Membedakan karakter antikorupsi melalui integrasi kurikulum. *Al-Adalah* 17(1), 91-118.
- Ani, D. F., Putri, W. S., & Khoiriyah, Z. H. (2020). Implementasi pengembangan kurikulum 2013 dalam meningkatkan mutu pengetahuan, sikap, dan keterampilan siswa. *Islamic Management: Jurnal Manajemen Pendidikan Islam*, 3(1), 29-43.
- Asmorojati, A. W. (2017). Urgensi pendidikan antikorupsi dan KPK dalam pemberantasan tindak pidana korupsi di Indonesia. *University Research Colloquium*, 6, 491-497.
- Aziz, A. (2023). Pendidikan antikorupsi sebagai pendidikan karakter bagi peserta didik di madrasah. *Garuda: Jurnal Pendidikan Kewarganegaraan dan Filsafat*, 1(2), 214-225.
- Budiman, A. (2017). Pendidikan antikorupsi sebagai pendidikan akhlak dalam pendidikan agama Islam. *Jurnal Pigur* 1(1), 1-13.
- Budiono, A. N., & Hatip, M. (2023). Asesmen pembelajaran pada kurikulum merdeka. *Jurnal Axioma: Jurnal Matematika dan Pembelajaran*, 8(1), 109-123.
- Cahyani, K., & Dewi, D. A. (2021). Peran guru pendidikan kewarganegaraan dalam membentuk karakter peserta didik agar menciptakan siswa yang berkualitas. *Jurnal Pendidikan Kewarganegaraan Undiksha* 9(2), 268-281.
- Dewi, N. K. (2023). Pentingnya pendidikan antikorupsi dalam menumbuhkan budaya antikorupsi. *Jurnal Ilmu Hukum Sui Generis* 3(1), 26-32.
- Dwi, F. E., & Bradley, S. (2024). Kurikulum muatan lokal dalam pembangunan karakter bangsa. *Inover: Journal Innovation in Education*, 2(2), 116-124.
- Hadiwinarto, H. (2014). Analisis faktor hasil penilaian budi pekerti. *Jurnal Psikologi* 41(2), 229-240.
- Hafizha, R. (2021). Pentingnya integritas akademik. *Journal of Education and Counseling (JECO)*, 1(2), 115-124.
- Handoyo, E. (2021). Anti corruption education at Universitas Negeri Semarang: What benefits can students get?. *Turkish Journal of Computer and Mathematics Education*, 12(6), 2672-2685.
- Huda, S. (2020). Penanaman pendidikan karakter peserta didik guru pendidikan kewarganegaraan dan guru pendidikan jasmani. *Muaddib: Jurnal Kajian Ilmu Kependidikan* 2(1), 42-70.
- Juwari, J. (2022). Implementasi kurikulum muatan lokal berbasis pesantren. *Taklimuna: Journal of Education and Teaching*, 1(1), 61-74.
- Luckyto, M., Rahmawati, A., & Sadiyah, K. (2021). Peran pendidikan antikorupsi sebagai upaya pencegahan dan pemberantasan korupsi. *Jurnal Pendidikan Ilmu Pengetahuan Sosial*, 13(1), 8-12.
- Luneto, B. (2020). Kebijakan penerapan muatan lokal kurikulum 2013 pada pembelajaran pendidikan agama Islam (studi kasus tentang pengajaran kearifan lokal di SMA Kabupaten Boalemo). *Jurnal Irfani*, 16(2), 70-87.
- Mansur, N. (2012). Urgensi kurikulum muatan lokal dalam pendidikan. *Jurnal Ilmiah Didaktika* 13(1), 68-79.

- Mumtahanah, N., & Suyuthi, A. (2021). Pendidikan Islam dan spirit antikorupsi: Analisis desain pembelajaran PAI berwawasan antikorupsi di sekolah. *Indonesian Journal of Islamic Education Studies (IJIES)*, 4(2), 197-213.
- Marzuki, M. (2013). Revitalisasi pendidikan agama di sekolah dalam pembangunan karakter bangsa di masa depan. *Jurnal Pendidikan Karakter* 3(1), 64-76.
- Narvaez, D., & Lapsley, D. (2008). Teaching moral character: Two strategies for teacher education. *Teacher Educator*, 43(2), 156-172.
- Nasir, M. (2013). Penegembangan kurikulum muatan lokal dalam konteks pendidikan islam di madrasah. *Hunafa: Jurnal Studia Islamika*, 10(1), 1-18.
- Nurhuda, A., & Putri, Y. (2023). The urgency of teacher's example for student education in school. *Journal Corner of Education, Linguistics, and Literature*, 2(3), 250-257.
- Rio, A. (2023). Relevansi pendidikan karakter dengan pendidikan akhlak dalam Islam di sekolah. *Edu-riligia: Jurnal Ilmu Pendidikan Islam dan Keagamaan*, 7(1), 57-72.
- Riza, M., Maskuri, M., & Mistar, J. (2022). The articulation of Islamic multicultural education of Dayah Mudi Mesra Al-Aziziyah network in Aceh Peace. *International Journal of Islamic Education, Research and Multiculturalism (IJIERM)*, 4(2), 119-134.
- Pasya, E. A. (2023). Pendidikan anti korupsi penanaman karakter anti korupsi dari usia dini di sekolah dasar Al-Faiz Kota Medan. *Adabiyah Islamic Journal*, 1(2), 56-72.
- Sahroni, D. (2017). Pentingnya pendidikan karakter dalam pembelajaran. *Prosiding Seminar Bimbingan dan Konseling*, 1(1), 115-124.
- Sogian, P., & Thomas, S. (2024). Pendidikan antikorupsi sebagai landasan nilai integritas yang baik bagi mahasiswa. *Sostech: Jurnal Sosial dan Teknologi*, 4(1), 96-100.
- Subiyono, S., Mulyani, A. S., Nurishlah, L., & Damayanti, G. (2021). Pendidikan karakter berbasis cinta damai di SD/MI. *Jurnal Ilmiah Wahana Pendidikan*, 7(4), 801-807.
- Sudrajat, A. (2011). Mengapa pendidikan karakter?. *Jurnal Pendidikan Karakter*, 1(1), 47-58.
- Sukimin & Muryati, D.T. (2022). Pendidikan antikorupsi bagi siswa upaya pencegahan dini tindak pidana korupsi. *Kadarkum: Jurnal Pengabdian Kepada Masyarakat*, 3(1), 84-92.
- Sumaryati, S., Murtiningsih, S., & Maharani, S.D.P. (2020). Penguatan pendidikan antikorupsi perspektif esensialisme. *Integritas: Jurnal Antikorupsi*, 6(1), 1-14.
- Sumual, S. D., Rambitani, B. F., Sadsuitubun, M., Wakur, N., & Sumual, S. Y. (2024). Meninjau strategi kepengawasan dalam meningkatkan akuntabilitas dan transparansi tata kelola pendidikan. *Didaktik: Jurnal Ilmiah PGSD STKIP Subang*, 10(2), 1092-1112.
- Supranoto, H. (2015). Implementasi pendidikan karakter bangsa dalam pembelajaran SMA. *Jurnal Promosi*, 3(1), 36-49.
- Syaifuddin, M. A., & Fahyuni, E. F. (2019). Penguatan pendidikan karakter melalui kurikulum muatan lokal di SMP Muhammadiyah 2 Taman. *Palapa*, 7(2), 267-285.
- Wau, Y. (2022). Peran guru dalam membentuk karakter siswa di SMA Swasta Katolik Bintang Laut. *Educativo: Jurnal Pendidikan*, 1(1), 16-21.

- Widiartana, G., & Setyawan, V. P. (2020). Urgensi pendidikan antikorupsi terhadap pencegahan korupsi dalam pendidikan dasar. *Jurnal Hukum Mimbar Justitia*, 6(2), 173-189.
- Wirabhakti, A. (2020). Integrasi nilai anti korupsi dalam kurikulum sekolah dengan pendekatan komisi pemberantasan korupsi. *Jurnal At-Tadbir: Media Hukum dan Pendidikan*, 30(2), 173-183.
- Zulfatmi & Budiman, M.N. (2020). Integrasi nilai karakter dalam pembelajaran berbasis kurtilas. kajian peran keteladanan guru PAI Madrasah Aliyah di Aceh. *Jurnal Mudarrisuna* 10(4), 696-714.