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The effect of anti-corruption character education on educational integrity

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ABSTRACT

Anti-corruption character education is a strategic effort to create a generation with integrity. This study analyzes the outcomes of anti-corruption character education in formal education in Indonesia, focusing on honesty, responsibility, discipline, and independence. A survey conducted via WhatsApp Blast, CAWI, and CAPI, involving 57,611 students, university students, teachers, lecturers, and education personnel from 3,098 educational institutions, was carried out. The results indicate that students demonstrate a higher level of honesty in terms of not lying and cheating. In comparison, university students exhibit a higher level of honesty in terms of not falsifying data. Students display higher levels of responsibility and discipline compared to university students. Regarding independence, university students show lower results in terms of completing assignments without assistance, managing time effectively, and initiating tasks. This study highlights the crucial role of teachers, lecturers, school principals, and university leaders as role models in fostering these values. However, the role modeling of school principals and university leaders is relatively low, emphasizing the need for enhanced leadership integrity within educational institutions. This study underscores the importance of strengthening role modeling, integrating character values into the curriculum, improving the integrity of the education ecosystem, and promoting collaboration to create a generation with integrity.

ABSTRAK

Pendidikan karakter antikorupsi merupakan upaya strategis untuk menciptakan generasi yang berintegritas. Penelitian ini menganalisis outcome dari pendidikan karakter anti-korupsi pada pendidikan formal di Indonesia, dengan fokus pada kejujuran, tanggung jawab, kedisiplinan dan kemandirian. Survei melalui WhatsApp Blast, CAWI dan CAPI melibatkan 57.611 siswa, mahasiswa, guru, dosen dan tenaga kependidikan, dari 3.098 satuan pendidikan Hasilnya menunjukkan kejujuran siswa lebih baik pada aspek tidak berbohong dan tidak curang, sedangkan mahasiswa lebih baik pada aspek tidak memalsukan. Siswa memiliki tanggung jawab dan disiplin yang lebih tinggi dibandingkan mahasiswa. Terkait kemandirian, mahasiswa menunjukkan hasil lebih rendah dalam menyelesaikan tugas tanpa bantuan, mengatur waktu secara efektif, dan menunjukkan inisiatif dalam memulai pekerjaan. Penelitian ini menyoroti peran penting guru, dosen, kepala sekolah dan pimpinan universitas sebagai teladan dalam menumbuhkan nilai-nilai tersebut, namun, keteladanan kepala sekolah dan pimpinan universitas relatif rendah, menekankan perlunya peningkatan integritas kepemimpinan dalam lembaga pendidikan. Penelitian ini menggarisbawahi pentingnya memperkuat keteladanan, mengintegrasikan nilai-nilai karakter pada kurikulum, meningkatkan integritas ekosistem pendidikan, dan mendorong kolaborasi untuk menciptakan generasi berintegritas.

Kata Kunci: Antikorupsi; pendidikan karakter; integritas; keteladanan

INTRODUCTION

Indonesia will commemorate its centennial of independence in 2045. The nation's aspiration to stand on equal footing with developed countries within the next 15 years must be supported by a golden generation that masters science and technology, as outlined in the *Indonesia Emas 2045* vision. The improvement of human resource quality through quality education amid the rapid advancement of technology presents a unique challenge for the Indonesian nation. Therefore, character education—especially through formal education—serves as a critical point of intervention deemed essential to shaping the *Golden Generation of 2045* and achieving the national education goals as outlined in Undang-undang 20 Tahun 2023 (Hamdani et al., 2022; Izzati & Sumiyati, 2023; Maisaroh & Untari, 2024; Nurfadhilah, 2019).

The implementation of character education in the reform era began by integrating the dimensions of intellectual development (*literacy*), moral and spiritual growth (*ethics and spirituality*), emotional expression (*aesthetics*), and physical activity (*kinesthetics*) into the formal education curriculum. These dimensions serve as the foundation for building a dignified national character oriented toward sustainable development (Shofa, 2020). Currently, character education is being reinforced through the *Penguatan Pendidikan Karakter* (PPK) movement, which is also integrated into the curriculum to shape students' character (Ariandy, 2019). *Peraturan Presiden Tahun 2017 tentang Penguatan Pendidikan Karakter (PPK)* states that PPK is implemented by applying the values of *Pancasila*: religious devotion, honesty, tolerance, discipline, hard work, creativity, independence, democracy, curiosity, nationalism, patriotism, appreciation of achievement, communicativeness, love for peace, interest in reading, environmental and social awareness, and responsibility.

Implementing Anti-Corruption Education (*Pendidikan Antikorupsi*, or PAK), which is mandated for integration, is carried out through various methods, such as integration into the curriculum, as an independent subject, or in the form of habituation. This is by the *Dokumen Strategi Nasional Pendidikan Antikorupsi* (*Stranas PAK*), which emphasizes the internalization of integrity values and the creation of an integrity-based educational ecosystem (Zulaiha & Wahyudin, 2024). This initiative is an inseparable part of character education, as the values internalized and practiced through anti-corruption education align with and reinforce the core values of character education.

The integrity values to be internalized in Anti-Corruption Education (*PAK*), as outlined in the *Stranas PAK* document issued by the Komisi Pemberantasan Korups*i* (KPK) in 2023, include honesty, responsibility, fairness, respect, trustworthiness, discipline, empathy, perseverance, and independence. Several of these integrity values overlap with the character values instilled in students, such as honesty, discipline, responsibility, and independence. Meanwhile, other values like perseverance in PAK correspond with hard work in the *Penguatan Pendidikan Karakter* (PPK), and respect in PAK aligns with tolerance and appreciation of achievement in PPK. This illustrates an implicit harmony between the values promoted, even though they are expressed using different terminologies.

Character education and anti-corruption education implemented in formal education are expected to yield outcomes aligned with the goals outlined in the *Indonesia Emas 2045* vision and national education objectives. Therefore, it is necessary to conduct assessments at the educational unit level to evaluate how *Penguatan Pendidikan Karakter* (PPK) or *Pendidikan Antikorupsi* (PAK), when implemented in these units, produce outcomes that directly or indirectly contribute to the *Indonesia Emas 2045* vision and the nationally established educational objectives.

Research on the importance of character education and the effectiveness of its implementation was conducted by Harahap, who concluded that the success of character education in Curriculum 2013 is highly dependent on the harmonious collaboration between classroom learning processes. This school

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environment supports moral value development, extracurricular activities that encourage students to experiment, create, and innovate, and daily life practices at home and in the community (Harahap, 2016). Therefore, strong synergy between the school and family plays a crucial role.

Another study highlights that *Pendidikan Antikorupsi* (PAK) is a critical component of character education yet often receives limited attention in practice (Putra & Santosa, 2024). Research conducted within the K-13 framework shows that implementing PAK requires comprehensive preparation, including establishing a dedicated team of educators responsible for fostering anti-corruption values. Furthermore, there is a need to incorporate local content related to PAK through instruction accompanied by consistent motivation and moral-religious guidance, as well as integrating PAK into general subjects. A supportive social environment must also be established to ensure PAK's successful implementation in schools and students' everyday lives. Therefore, government and community support is essential in creating an environment conducive to internalizing anti-corruption values.

Research related to the assessment of curriculum implementation or the outputs of specific character education programs may already be abundant. However, studies that measure character education outcomes, especially considering the various implementation methods across schools, remain limited or even absent, particularly when examined on a regional or national scale. Therefore, this study focuses on the **outcomes** of *Penguatan Pendidikan Karakter* (PPK) or *Pendidikan Antikorupsi* (PAK) as implemented at the unit level of education. The aim of this study is to demonstrate how the implementation of PPK or PAK influences the improvement of integrity among members of the educational community at the **primary, secondary, and tertiary levels**.

LITERATURE REVIEW

Implementation of Character and Anti-Corruption Education in Indonesia

The implementation of character education within the framework of the *Merdeka Curriculum* can be optimized through the reinforcement of the *Profil Pelajar Pancasila* (Pancasila Student Profile). However, its execution still faces several challenges, such as limited in-depth understanding of the "independent learning" concept, time constraints in learning sessions, insufficient teaching materials, limited technological proficiency among educators, and students' lack of interest in certain subjects. Implementing a "stand-alone curriculum" is considered the most effective in developing students' character, particularly through project-based learning. This approach is expected to produce graduates with noble character and relevant skills that can support Indonesia in facing the challenges of global competition (Hamzah et al., 2024).

Furthermore, the implementation of character education in the *Merdeka Curriculum* in response to the Society 5.0 era has been examined, revealing that character development can be facilitated through integrated *intracurricular*, *extracurricular*, and *co-curricular* activities within the learning process. The focus is strengthening character and soft skills (Putri et al., 2023). This approach emphasizes the habituation and internalization of character values in students' daily lives through implementation strategies such as project-based learning, differentiated instruction, and consistent value reinforcement. In the Society 5.0 era, character education becomes increasingly critical in preparing students to face the challenges of technological advancement and globalization. The *Merdeka Curriculum* offers space for the utilization of technology, including independent learning platforms that support teachers in accessing training, practical tools, and learning resources.

Another study examines the phenomenon of "regeneration" of corruption, where the youngest age of corruptors has decreased from 40 years old in 2011 to 24 years old in 2022 (Riska et al., 2023). This phenomenon reflects the failure of anti-corruption education, including in teaching Islamic Religious Education (PAI). In one vocational high school (SMK), anti-corruption education is integrated by incorporating anti-corruption values into PAI through training PAI teachers and designing lesson plans (RPP) that include anti-corruption fiqh. The findings emphasize the importance of making PAI material responsive to corruption cases, focusing on anti-corruption fiqh.

Anti-corruption education seems to primarily focus on the transfer of theoretical knowledge, which is integrated into various subjects, meaning that the content and anti-corruption behavior might not be discussed thoroughly across all courses (Subkhan, 2020). The findings of this study suggest that a critical pedagogy perspective should be used as a guide for anti-corruption education, organized collaboratively by involving multiple stakeholders both inside and outside the school, using a cross-curricular approach. Furthermore, anti-corruption education, as an implementation of character education, is most effectively conducted through an approach based on classroom teaching, school culture, and community engagement (Zulaiha & Wahyudin, 2024).

The measurement of character education and anti-corruption

Educational achievements are conducted using a quantitative approach on students at various educational levels, significantly impacting student behavior. For example, research in MI shows that a 1% increase in character education is followed by a 0.471 increase in student behavior (Halawati & Firdaus, 2020). A descriptive analysis at SMA also shows that the most dominant character trait is self-confidence (75%), followed by discipline (45%) and independence (21%) (Najib & Achadiyah, 2012). Additionally, another study at SMK revealed that the instillation of character values such as religiosity, honesty, responsibility, independence, love for the homeland, hard work, and care significantly influences students' self-concept, which in turn affects their positive behavior and character development (Riko et al., 2019).

The measurement of anti-corruption education (PAK) includes implementing PAK, identifying anti-corruption knowledge, attitudes, and behaviors, and determining the correlation among these factors, which was conducted at a health university. The results of mixed-method research and Pearson product-moment correlation testing showed a strong positive correlation between the variables, with a Pearson correlation of 0.739 (Bhandesa et al., 2023). The evaluation of the PAK program, driven by the KPK (Corruption Eradication Commission), using the Context, Input, Process, Product (CIPP) model, also occurred. Evaluation of the Product revealed that PAK has not been widely implemented by stakeholders in the regions. The differences between regions that have and have not implemented PAK are insignificant (Hambali, 2020). Meanwhile, the change in attitudes and anti-corruption behaviors in society after a community outreach program conducted by a university was measured based on the Theory of Planned Behavior. The results indicated the effectiveness of the outreach in shaping behavior belief (83.7%), normative belief (32.5%), and control belief (50%). This suggests that the outreach was effective and has the potential for sustainability in shaping anti-corruption attitudes in society (Wijanarko & Sajili, 2023).

METHODS

This research uses a quantitative approach to measure the achievements of four key values in anti-corruption character education: honesty, responsibility, discipline, and independence. It also measures the influence of role modeling on the effectiveness of internalizing these values (**Table 1**).

Table 1. *Outcome* and Assessment Indicators

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No	*Outcome*s	Indikator
1	Honesty	No lying, no cheating, no falsification
2	Responsibility	Sincere, taking risks, keeping promises
3	Discipline	Following rules, completing tasks, and keeping time
4	Independent	Initiative and proactive, managing time, not easily influenced, completing tasks without help.
5	Exemplary	Setting an example

Source: KPK Education Integrity Assessment Survey, 2023

The survey was conducted using three primary methods, namely: 1) Online self-filling, respondents filled out the questionnaire via personal devices with a link or access code sent via WhatsApp or email; 2) Computer-Assisted Web Interviewing (CAWI), a web-based survey with questionnaire access via a provided link and Computer-Assisted Personal Interview (CAPI); and 3) Offline survey involving enumerators directly at the location of the educational unit, used mainly in areas with limited internet connectivity. All outcomes related to honesty, responsibility, discipline, independence, and exemplary behavior were asked of students, while teachers and lecturers answered questions about exemplary behavior.

This research was conducted as part of the Education Integrity Assessment Survey (SPIPendidikan) by the Corruption Eradication Commission (KPK), aimed at all formal educational units at the primary, secondary, and tertiary levels, including public and private schools and madrasahs under the policies of the Indonesian government. The survey, conducted in 2023, was representative at the provincial level using random sampling methods. The study involved respondents from 34 provinces in Indonesia and several international clusters, including Malaysia, Saudi Arabia, and Myanmar. The respondents were divided into two groups: 1) Students from primary education units (SD/MI, SMP/MTs), secondary education (SMA/SMK/MA), and higher education; and 2) Teachers, lecturers, and educational staff.

The total number of respondents was 57,611 individuals, consisting of 30,426 students and 27,185 teachers, lecturers, and educational staff. These respondents represented 2,889 primary and secondary education units (SD/MI, SMP/MTS, and SMA/SMK/MA) and 209 higher education institutions. The survey responses were collected through three data collection methods: 55% of the total questionnaires were obtained via the CAWI method, 36% through self-administered filling, and the remaining 7% were through CAPI. The survey results were processed statistically and analyzed descriptively. The data analysis method was modified from the 2023 KPK Education Integrity Assessment Survey, particularly in utilizing some of the outcome data generated by the KPK Education Integrity Assessment Survey 2023, focusing only on the data relevant to the needs of this research. Data processing was conducted on operational questions related to each outcome from the indicators of honesty, responsibility, discipline, independence, and supporting factors for role modeling. The analysis results were used to discuss the implications of anti-corruption character education, presenting findings in a format that reflects the effectiveness of each indicator based on respondent feedback.

RESULTS AND DISCUSSION

Honesty is the first outcome to be analyzed.

The indicators of honesty consist of not lying, cheating, or falsifying. The results show that university students demonstrate relatively lower levels of honesty compared to primary and secondary school students in the categories of not lying and not cheating. This is reflected in the percentage of university students who reported not lying (18.2%) and not cheating (12.6%), which is lower than that of school students who reported not lying (28.9%) and not cheating (18.6%). However, the opposite is true for the "not falsifying" category. The percentage of university students (42.8%) who claimed to have never falsified information is higher than that of school students (27.0%). As individuals grow older, there is a greater awareness that falsification, represented by the statement "I have asked someone else to complete my school/college assignments," is a behavior that should increasingly be avoided.
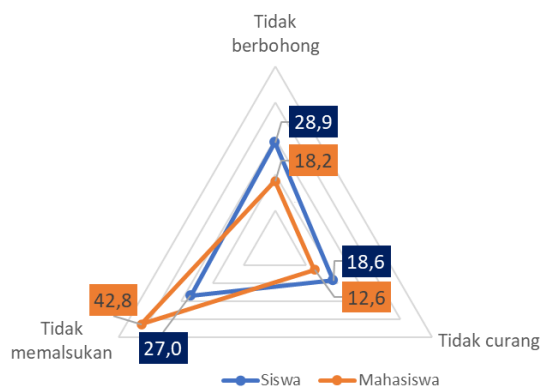
Lying: I have lied to cover up my mistakes (often = 11.7% of male and 11.8% of female students).

Cheating: I have cheated even though I know cheating is not good (corresponding = 31.3% of students and 45.6% of students)

Falsifying: I have asked someone else to do my school/college assignments (corresponding = 22.8% of students and 14.0% of college students)

Figure 1. Percentage of Honesty of Students and College Students
Sumber: Hasil Pengolahan Data 2023

The data shown in Figure 1 indicate that dishonest behavior in the form of cheating on exams, despite knowing that cheating is wrong, is acknowledged by over 45% of university students, as they responded "strongly agree," "agree," or "somewhat agree." This figure is higher than that of school students, which stands at 31% For the other honesty indicators—lying and falsifying—even though their percentages range only from 11% to 22%, they nonetheless serve as a warning that the implementation of anti-corruption character education has not yet produced significant outcomes in terms of honesty among either students or university students.

Academic dishonesty is an epidemic at all levels of education worldwide, spreading and attacking academic quality (Dirdjosumarto, 2016). As one type of academic dishonesty, students do not realize the influence and impact of cheating on their future, as they will become workers or officials. The fight against cheating must be a priority with the full involvement of lecturers, management (institutions), and students. The material includes providing values and ethics or codes of ethics and behavior, eliminating unethical behavior, and learning processes based on integrity and maintaining academic quality. All of these materials are part of Anti-Corruption Education. The results may not be enjoyed quickly; honesty is the most important characteristic in students, and its formation takes a long time and cannot be done instantly (Batubara, 2015). Therefore, honest character can be developed with behavioristic theory through conditioning with stimulus-response-reinforcement techniques. Teachers, counselors, other school personnel, parents, and the community are vital in developing student character through conditioning.

Anti-Corruption Character Education Outcome: Responsibility

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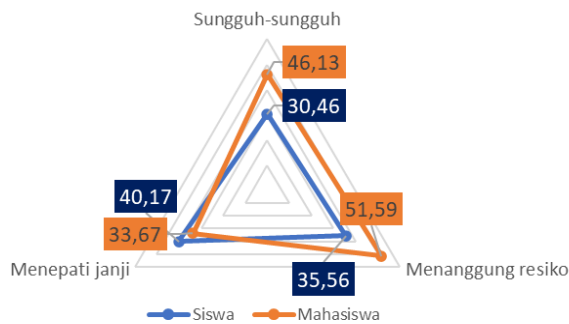
Seriously: I have not completed a group assignment that was my part, because I was sure that another friend would do it (according to = 12.43% of students and 9.96% of university students).

Taking risks: Sometimes I am forced to blame my friends when I make mistakes, so that I do not get punished (appropriate = 9.04% of students and 4.63% of students)

Keeping promises: I have not kept promises to others for trivial reasons (often = 8.89% of students and 7.32% of students)

Figure 2. Percentage of Student and College Student Responsibilities
*Source: Data Processing Results 2023*

The results shown in Figure 2 indicate that when anti-corruption character education is taught up to the university level, the attitudes of earnestness and willingness to bear risk improve. Among university students, 46% report "never failing to complete my part of group assignments," the operational measure of earnestness, compared with 30% of school students. For the risk-bearing indicator, the statement "Sometimes I have to blame friends when I make a mistake" is rejected by over 50% of university students and 36% of school students. Unfortunately, the behavior of keeping promises among university students is only 33.67%, lower than the 40.17% observed among school students. Overall, the proportions of respondents exhibiting a lack of earnestness, an unwillingness to bear risk, and a failure to keep promises—key components of responsibility—range from 4% to 12% among both student groups. These figures must be driven toward zero to create an integrity-driven golden generation now and in the future.

Several studies indicate that responsibility can also be an output of targeted programs. One study demonstrated that a literacy culture positively influences students' sense of responsibility (Abustang et al., 2023). Leadership experiences—where students model promise-keeping, commitment, and risk-taking during campus activities—further cultivate a sense of responsibility among participants (Khayun & Ahmadi, 2022). Additionally, for primary school students, responsibility can be developed through regular habituation methods such as classroom duties, group work, communal service, charitable giving, and the practice of Duha prayer (Aprilia & Mustika, 2024).

Outcome Pendidikan Karakter Antikorupsi: Disiplin

Discipline is the third measured outcome of Anti-Corruption Character Education, comprising the indicators of obeying rules, completing tasks, and punctuality. The results show that among these indicators, university students most frequently violate punctuality compared to school students. Only 21.29% of university students absolutely report being punctual, as reflected in the statement, "I have never been late to arrive at school/campus or enter the classroom before the lecture starts." This percentage contrasts sharply with school students, 53.88% of whom report punctuality. The task-completion indicator also shows low achievement for both groups, with only 25.87% of school students and 33.44% of university students consistently completing assignments on time. The statement "I have ever been late in submitting school/college assignments" is affirmed by 13.62% of school students and 9.35% of university students.

Other discipline-related behaviors are acknowledged by 5–13% of respondents across both student groups as still being frequently violated.
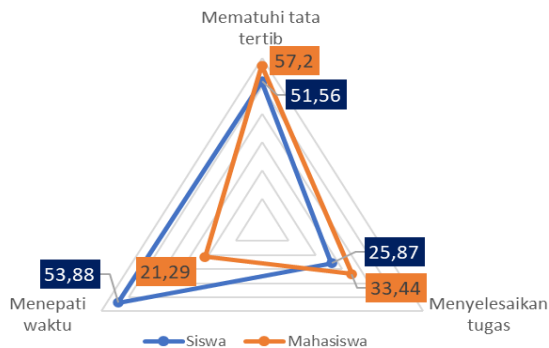
Obeying the rules: I have scribbled on things in the classroom even though it was just for fun/I have made the lecturer angry or disappointed because of my mistake, even though I did not do it on purpose (often = 9.75% of students and 5.76% of students)

Completing assignments: I have been late in submitting assignments for subjects/lectures given by teachers/lecturers (according to = 13.62% of students and 9.35% of university students)

Punctuality: I was late to school/campus and entered the classroom when the lesson/lecture had started. (often = 6.98% of students and 13.37% of university students)

Figure 3. Percentage of Student and College Student Discipline
*Source: Data Processing Results 2023*

The results displayed in Figure 3 underscore that discipline among school and university students is essential not only for their present lives but also for their futures. Discipline outcomes help students achieve happiness and adapt to their social and school environments. Its formation involves identifying the school culture, including artifacts, rules, rituals, or ceremonies, and the values or beliefs held by the school community (Sobri et al., 2019).

Guidance and counseling programs led by teachers, using reward and punishment strategies and emphasizing preventive and positive development approaches, are considered valuable tools for fostering and enhancing students' discipline outcomes (Jannah & Arifin, 2024).

Anti-Corruption Character Education Outcome: Independent

Independence is an outcome of Anti-Corruption Character Education that we will measure. It consists of four indicators: initiative and proactiveness, time management, resistance to influence, and completing tasks without assistance. The results are quite interesting, showing that all independence indicators for university students are lower than those for school students. Fewer university students (7.18%) demonstrated initiative and proactiveness than school students (12.6%). Similarly, only 9.84% of university students reported effective time management, compared with 13.54% of school students. The indicators of resistance to influence (13.75% of university students vs. 20.19% of school students) and completing tasks without assistance (27.54% of university students vs. 31.1% of school students) follow the same pattern.

The outcome of independence in character is actualized through self-awareness, role models, and habits or habituation, while age and psychology can hinder developing students' independence (Yusutria & Febriana, 2019). The ability to manage finances, time, and social life represents the actualization of independence in the students' character.
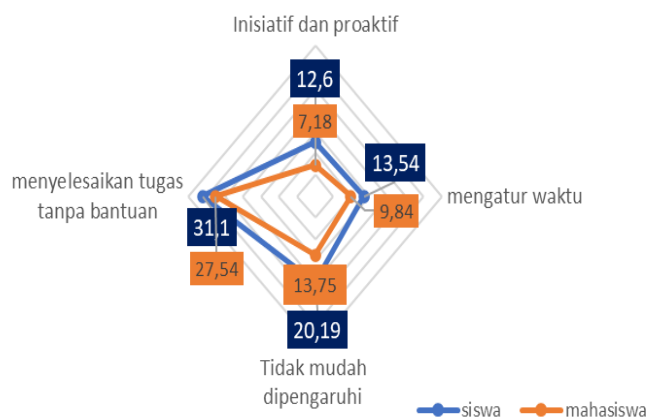
Initiative and proactive: Usually, I will only study when there is a test or exam (according = 34.86% of students and 52.48% of students)

Time management: I sometimes get so engrossed in playing that I forget to study/ I am not good at dividing my time well between studying and other activities (appropriate = 36.92% of students and 44.19% of university students)

Not easily influenced: I am often tempted to cheat/plagiarize when I see my friends doing it too (appropriate = 23.48% of students and 31.68% of students)

Completing assignments without help: No matter how difficult the assignment/exam is, I always try to do it on my own (not applicable = 8.66% of students and 9.08% of students)

Figure 4. Percentage of Independent Students and College Students
Source: Data Processing Results 2023

In practice, correlations between outcomes or outcome indicators can occur in both schools and universities. For instance, a study found a relationship between the culture of cheating and the development of children's independence (Suhandi & Lestari, 2021). The results displayed in Figure 4 show that all respondents surveyed had cheated during assignments or tests because they had not yet achieved independence, as evidenced by their inability to solve problems (test and exam questions). The solution lies in returning to character education on integrity, in the form of eliminating the culture of cheating through responsibility in creating a clean environment, involving oneself, parents, teachers, and the school community.

Supporting Factors for Independence

The realization of the four outcomes above cannot be separated from the important element of role modeling demonstrated by school or campus ecosystem members. Previous studies often mention that value instillation will be effective if it is followed by role modeling from adults in the environment. Research has shown that role modeling is an important and effective character education method, provided it is applied comprehensively by educators in every educational setting, combined with other educational methods, and covers three aspects: cognitive, affective, and psychomotor (Munawwaroh, 2019). Indeed, before fostering character in students, it is emphasized that teachers must first possess character themselves. A teacher with good character will positively impact students' character development, reflected in their speech, attitudes, behavior, appearance, and habits (Prasetyo et al., 2019).

Types of Teacher Role Modeling include speech, personality traits, everyday attitudes, religious attitudes, discipline, maintaining success, fairness, wisdom, politeness, setting examples in both words and actions, and having a religious or appropriate appearance, such as dressing neatly and politely (Sukmawati et al., 2020; Triwantoro & Anih, 2019). Furthermore, there is the concept of intentional role modeling, which includes being disciplined by arriving on time, being responsible, caring for the environment, and showing social concern (Mais et al., 2021). On the other hand, unintentional role modeling, such as a teacher applying modern learning technologies, being polite and courteous, also plays a key role (Mais et al., 2021). The impact of teacher role modeling followed by students in the form of habituation will result in the creation of students with creative character traits, who are easier to guide and shape, who enhance their faith, change their attitudes, become more diligent in learning and achieve better results, making the school environment more conducive, increasing reading habits, and fostering environmental awareness (Badruddin & Shidiq, 2022; Sukmawati et al., 2020).
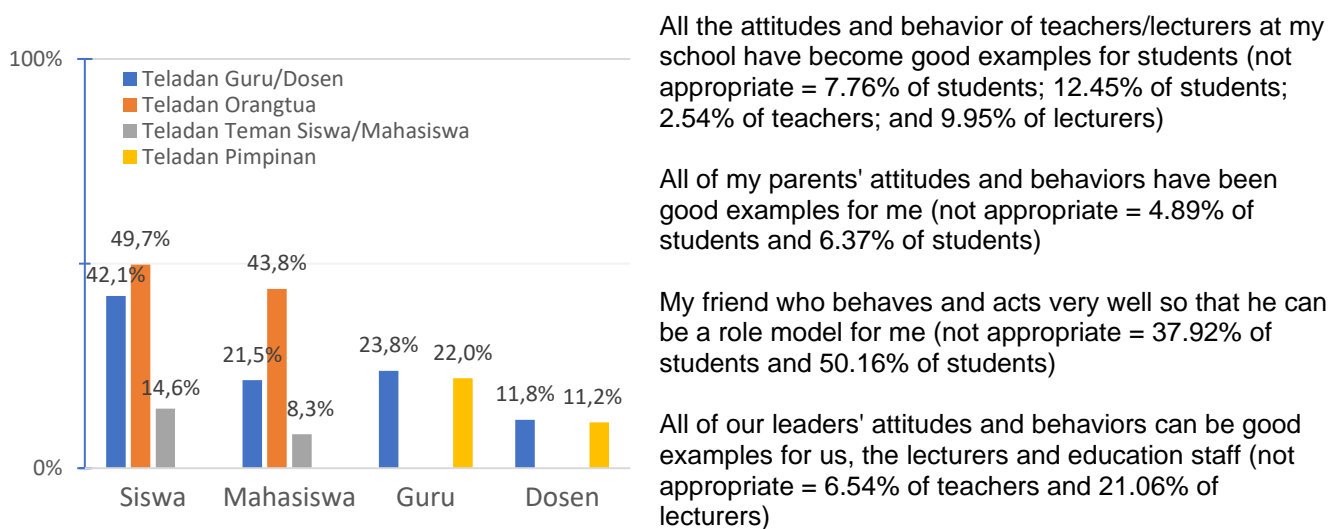

All the attitudes and behavior of teachers/lecturers at my school have become good examples for students (not appropriate = 7.76% of students; 12.45% of students; 2.54% of teachers; and 9.95% of lecturers)

All of my parents' attitudes and behaviors have been good examples for me (not appropriate = 4.89% of students and 6.37% of students)

My friend who behaves and acts very well so that he can be a role model for me (not appropriate = 37.92% of students and 50.16% of students)

All of our leaders' attitudes and behaviors can be good examples for us, the lecturers and education staff (not appropriate = 6.54% of teachers and 21.06% of lecturers)

Figure 5. Role Model in School and Campus Environment
Source: Data Processing Results 2023

The analysis of the importance of role modeling as a driving factor for the effectiveness of achieving the four character traits—honesty, responsibility, discipline, and independence is reflected by two indicators: Providing Role Models and Adhering to Rules. Role modeling demonstrated by teachers and lecturers will be assessed by students, university students, and the teachers and lecturers themselves. Teachers or lecturers will evaluate the role modeling of the school principal or university leader. Students and university students will also observe the role models of their teachers, lecturers, parents, and peers. The percentage of respondents who answered with "very appropriate" indicates that teachers and lecturers are, in principle, the main sources of role models, followed by students (42.1%) and university students (21.5%). However, parents still outdid them (49.7% and 43.8%). School principals and university rectors, who should ideally serve as role models for teachers and lecturers, still need greater effort to demonstrate role modeling, as only about 22% of teachers and 11.2% of lecturers consider the principal's and rector's attitudes and behaviors to be absolute role models for them.

It is further explained that among all the attitudes and behaviors of role modeling present in the school and campus environment, there are still instances of non-role modeling behaviors (responses indicating

"inappropriate"), such as peers (students or university students) evaluating their friends' attitudes and behaviors as not in line with role models. This was found to be around 37.92% (students) and 50.16% (university students). This means that peers have not yet become role models for each other, and students' or university students' orientation toward role modeling is more influenced by their parents' and teachers' attitudes and behaviors. Similarly, in the higher education environment, 21.06% of lecturers assess university leadership as not exhibiting the attitudes and behaviors of role models they expect.

Discussion

This study highlights the importance of the key outcome indicators from implementing anti-corruption education, which include honesty, responsibility, discipline, and independence, in shaping the integrity of the educational community at the elementary, secondary, and higher education levels. The outcomes of these indicators reflect the success of character education in anti-corruption through the internalization of values to students, carried out together with the development of integrity within the educational ecosystem, involving all members of the ecosystem, from students, teachers, lecturers, education staff, school principals, to parents.

Honesty, the analysis results show that the level of honesty among elementary and secondary education students is higher than that of university students, particularly in aspects such as not lying and not cheating. This indicates that honesty tends to be more deeply instilled at a younger age, but declines as the complexity of challenges increases at the higher education level. Honesty is a key indicator influencing integrity-related behaviors, particularly in avoiding manipulative actions such as academic plagiarism and ethical violations. Therefore, effective anti-corruption education (PAK) in higher education prepares honest and non-manipulative graduates. This is emphasized by the fact that through education prioritizing honesty, students can develop a responsible, integrity-driven character that rejects corrupt behavior (Abdullah, 2023). Honesty also has a positive impact on their social development and professional growth. Anti-corruption education for university students should give adequate attention to the value of honesty and ensure its application in their daily lives.

Responsibility encompasses the ability to complete tasks, keep promises, and take on risks. The results show that university students have a lower level of responsibility in terms of keeping promises compared to students at the elementary and secondary levels. This highlights the need for educational programs encouraging active participation through collaborative activities that foster a sense of responsibility in individual and group tasks. The ability to collaborate is essential for students to work together despite group differences, preparing them for the challenges of the 21st-century globalized era and enabling them to work professionally (Dewi et al., 2024; Khaira et al., 2023). One teaching method that facilitates collaborative activities for students is the case method.

Discipline is the foundation for creating members of the educational ecosystem who consistently adhere to time, complete tasks, and follow rules. However, the results show that the level of discipline, particularly among university students, still requires serious attention. The low consistency in completing academic tasks and adhering to time can hinder the development of an integrity culture in the educational environment. Students' and society's disregard for time, as research suggests, is often due to deeply ingrained cultural factors, such as misunderstandings regarding each person's schedule and position, a lack of appreciation, reluctance to correct others, and the generally indifferent attitude of Indonesian society (Parhan et al., 2022). Addressing this issue can be achieved by raising self-awareness, respecting others, and promoting good time management.

Independence, which includes initiative, time management, and task completion without assistance, shows better results in students compared to university students. This reflects the need for more intensive interventions at the university level to develop individuals capable of facing challenges with independent

and adaptive solutions. First-year university students most commonly face independence-related issues (Kalamika, 2020). Universities can implement a systematic intervention through guidance and counseling programs, including basic counseling stages, responsive strategies, assistance in individual planning, and collaborative work between counselors and students.

A key part of the analysis of the outcomes of anti-corruption education, especially with regard to the four indicators directly linked to character education, is the importance of role modeling within educational institutions. The role modeling from teachers, lecturers, and parents plays a significant role in shaping students' honesty, responsibility, discipline, and independence. Consistent role modeling, whether intentional (such as adhering to schedules and professional ethics) or unintentional (such as everyday interactions), is the main driving force in creating an educational ecosystem with integrity. However, the low level of role modeling from school principals and rectors indicates the need for strengthening leadership at the educational leadership level.

CONCLUSION

The implementation of anti-corruption character education is expected to produce students who are honest (not lying, not cheating, not falsifying), responsible (diligent, willing to take risks, keeping promises), disciplined (following rules, completing tasks, punctual), and independent (initiating and being proactive, managing time, not easily influenced, completing tasks without assistance). Students show better achievements in honesty and independence, while university students need improvement, especially in independence. The indicators of honesty, independence, responsibility, and discipline are essential for university students during their studies and are critical requirements to enter and thrive in the workforce. The role modeling from teachers, lecturers, and educational leaders has proven to be a key factor in ensuring character education outcomes. However, the low level of role modeling from school principals and university leaders requires attention and improvement. With the habituation of integrity-based character and consistent role modeling, the integrity of the educational community can be enhanced, forming a generation with strong character and high integrity.

The implications of this research result in notes and recommendations that policymakers and stakeholders can consider. First, there is a need to strengthen and actualize role models, where teachers, lecturers, school principals, and university leaders must consciously and actively demonstrate and exemplify anti-corruption behaviors. Second, integrating anti-corruption character values into the curriculum is necessary, where values such as honesty, responsibility, discipline, and independence need to be explicitly integrated into all subjects at every educational level. Third, creating an environment supporting integrity-driven character formation is essential. Finally, collaboration between multiple parties is crucial, as the synergy between families, schools, and communities plays a vital role in supporting students' character development.

Recommendations for higher education indicate that important indicators such as honesty, specifically not lying and not cheating; responsibility, specifically keeping promises; discipline, particularly adhering to time; and all aspects of independence, including initiative and proactivity, time management, resistance to being influenced, and completing tasks without assistance, are still lacking. These indicators, however, are essential prerequisites in the workforce. Therefore, implementing Anti-Corruption Character Education within higher education institutions is a necessity. This can be done by integrating it into courses, making it a standalone subject, through research activities such as theses or research institutions, community service programs like the Student Community Service Program (KKN), or similar activities, including student activities on campus. In addition to integrating these values into the tri dharma of higher education,

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implementing anti-corruption character education must also involve improving integrity in governance and among members of the higher education ecosystem.

AUTHOR'S NOTE

The author declares that there is no conflict of interest regarding the publication of this article and confirms that the data and content of the article are free from plagiarism.

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