

Anti-Corruption Education, Is It Important?

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ABSTRACT

The endless phenomenon of corruption proves that the level of public awareness of corruption is still low and anti-corruption education is needed as early as possible to mitigate the occurrence of corrupt practices in Indonesia, including at the higher education level. The urgency of implementing anti-corruption education also needs to begin with individual awareness of the importance of anti-corruption education. This is a preliminary study that aims to measure students' perception of anti-corruption education in higher education. This study conducted a survey of several students in all faculties at Universitas Kristen Satya Wacana (UKSW) to see the understanding and the importance of anti-corruption education in the university. The result showed that most of UKSW students understand about corruption and any matters related. The students mostly agree that the role of anticorruption education is very important in efforts to prevent corruption. Furthermore, the learning curriculum at UKSW has accommodated anti-corruption education even though it is not yet explicit and specific.

Keyword: Anti-corruption Education, Behavioral Learning Theory, Fraud.

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1. INTRODUCTION

Corruption has seemed to become an endless phenomenon in Indonesia. It is proven by the Corruption Perception Index Report 2022 issued by *Transparency International* Indonesia (2023) which reported that there was a significant decrease in scores and ultimately resulted in Indonesia's ranking decrease compared to previous years. In 2019, Indonesia's score was 40 and ranked 85th. Later in 2020, the score decreased to 37, and Indonesia was ranked 102nd. The following survey in 2021 showed that the score was 38 and ranked 96th. Another decrease occurred in 2022, Indonesia was ranked 110th out of 180 countries surveyed with a score of 34. The decrease happens because of the low supervision and weak strategies for eradicating corruption in Indonesia. This statement is supported by the opinion of Wawan Suyatmiko, Deputy Secretary General of Transparency International Indonesia, that the situation shows the slow response and lack of support from stakeholders regarding corrupt practices (Sulistyo, 2023).

According to data presented by *Indonesia Corruption Watch* (2023), there were 1,396 corruption cases in 2022 that law enforcement officials resolved. The losses experienced by the state have continued to increase from 2018 to 2022 with a value reaching IDR 42.747 trillion. One example of the biggest corruption case that is detrimental to the state is the case of Surya Darmadi, which reached a total loss of IDR 104.1 trillion by carrying out the practice of grabbing oil palm land and cultivating it without official permission from 2003 to 2022 (Akbar, 2022). Another major corruption case occurred in the aviation industry involving the Garuda Indonesia airline. It has occurred since 2005 and resulted in state losses amounting to IDR 8.8 trillion due to the value of aircraft procurement being too high, even exceeding the revenue (Binekasri, 2022). Most recently, the corruption case occurred in the 4G Base Transceiver Station (BTS) project with total losses by the state

amounting to IDR 8 trillion and involving many government officials (Saptohutomo, 2023).

The Association of Certified Fraud Examiners ACFE (2022) issued *Report to the Nation*, which is the result of a survey and shows that the percentage of corruption cases has increased from 33% in 2012 to 50% in 2022. Moreover, the survey also shows that the education sector is one of the places where corruption usually fraud occurs, with a weight of 49%. Other data presented also shows that 65% of fraud perpetrators are college graduates. Other sources support the survey results that the average perpetrators of corruption in Indonesia have a higher education background (well-educated) (LLDIKTI, 2020). This happening phenomenon proves that the level of public awareness of corruption is still low. It also proves that anti-corruption education is needed as early as possible to reduce corrupt practices in Indonesia, including at the higher education level. This is supported by Giri Suprapdiono's statement as Director of Education and Community Services at the Corruption Eradication Commission in an interview, one of the efforts that can be made to mitigate the occurrence of acts of corruption is anti-corruption education from an early age (LLDIKTI, 2020). According to Ayuningtyas (2018), teaching and instilling anti-corruption values and their integration into the educational environment is urgent and crucial to prevent and overcome the danger of corruption. Anti-corruption education should be embedded integratively from elementary to higher education (Sakinah & Bakhtiar, 2019).

Anti-corruption education aims to introduce the concept of corruption and anti-corruption values to students in an effort to form a generation that is aware of the danger of corrupt practices while at the same time having high integrity towards the nation and state (Harahap *et al.*, 2023). Anti-corruption education teaches important values to be developed in an effort to prevent acts of

corruption, including honesty, discipline, independence, justice, responsibility, simplicity, hard work, caring, and courage (Dirwan, 2019). However, implementing values and creating a generation that is aware of anti-corruption is not an easy thing to do. There must be a process that needs to be undergone to make it happen (Mazid et al., 2019). One of the processes that can be carried out is implementing anti-corruption education that can be framed through academic learning at the formal education level, self-development, and other general activities, which are designed in such a way as to provide an understanding of how bad corruption is (Sari et al., 2021).

According to empirical evidence conducted by Dewantara et al. (2021), anti-corruption education can be classified as one of the preventive measures that can be taken for someone to understand and learn about criminal acts. Other evidence is also supported by Sumaryati et al. (2020), anti-corruption education is one of several ways that can be done to create awareness about corruption through learning in educational institutions, organizations, and social environments. Arifiyanti & Permatasari (2020) explain that anti-corruption education can shape a person's character according to the values contained in Pancasila so that it becomes a habit that can be applied in the learning process inside and outside the campus.

Based on the study conducted by Kuswaty (2019), anti-corruption education carried out in elementary schools can be successful using the storytelling learning method. Furthermore, the study explains that storytelling can foster a child's mindset and empathy based on the values contained in anti-corruption education. The study on anti-corruption education was also carried out by Zelumewani & Suputra (2021) using the literature review method through several journals, theses, books, and information from the internet, stating consistent results that anti-corruption education is able to act

as a preventive effort to prevent acts of corruption. Dewantara et al. (2021) in their study using normative empirical research methods found that in reality, anti-corruption education is essential to shape a person's character and foster concern in the context of preventing corruption.

Not only in Indonesia, another study conducted in Malaysia by Mohammed et al. (2023) explain that anti-corruption education has been implemented in primary, secondary, and senior educational institutions. However, the implementation of anti-corruption education has not been adequate. The results of the study revealed by Anjaya & Novalina (2022) showed that there are various obstacles to implementing anti-corruption education, such as limited teacher abilities, limited time, and inadequate quality and capability of teachers. These obstacles cause the implementation of anti-corruption education in the educational realm to be less than optimal. The study conducted by Ratih et al. (2021) also describes that the implementation of anti-corruption education do not run optimally because teachers' understanding of this education is still inadequate. These obstacles of implementation of anti-corruption education become an interesting topic to be discuss.

The urgency of implementing anti-corruption education also needs to be initiated with individual awareness of the importance of anti-corruption education for each individual and institution. The role of many parties is necessary for implementing anti-corruption education as a form of effort to prevent corrupt practices and create a young generation with integrity so that the government's main goal of improving the welfare of Indonesian society can be achieved. This is a preliminary study that aims to measure students' perception of anti-corruption education in higher education. This study will conduct a survey of several students in all faculties at Satya Wacana Christian University (UKSW), Salatiga to see how far their understanding and the importance of

anti-corruption education in the higher education realm.

Practically, the results of this study are expected to be used as evaluation material for Satya Wacana Christian University in developing a curriculum that accommodates anti-corruption education through various activities, both formal and informal. For academics, this study can further develop the concept of corruption, along with efforts to prevent it, especially by implementing anti-corruption education that contains anti-corruption values and can also be a basis for developing other similar studies.

2. LITERATURE REVIEW AND HYPOTHESIS

Behavioral Learning Theory

Syawaludin & Marmoah (2018) explain that changes in a person's behavior occur because they have gone through a learning process. The learning process in individuals will form a stimulus which then develops into a response. This theory frames changes in student behavior because of the learning process (Clark, 2018). According to behavioral learning theory, this happens because human behavior depends on the stimulation they receive. Selten & Stoecker (1986) state that the main goal of this teaching is to change a person's behavior for the better. This is in line with the value of Anti-Corruption Education to instill values that have a good impact on a person's behavior, especially to prevent acts of corruption in the future. Therefore, if anti-corruption education is instilled, it will provide a good stimulus for a person's behavior. This good stimulus then forms a good response so that individual behavior will lead to good values and be free from acts of corruption.

Fraud

Fraud is defined as a deviant act that violates the law and is committed intentionally to achieve a certain goal that can harm other parties (Rajagukguk, 2017). Deliema (2018) explains that fraud is defined as an action carried out by individuals or groups, and leads to acts of fraud in the form of

false promises or threats. Based on the explanation above, fraud can be defined as a deliberate act that can harm many parties and is carried out by certain individuals or groups using certain assets or resources.

ACFE (2022) in *Report to the Nation*, explains that fraud has several types: asset misappropriation, fraudulent financial report, and corruption. Tuanakotta (2007) also reveals that fraud can be divided into theft of assets, fraudulent financial statements, and corruption. Klitgaard (1988) describes that corruption is identified as an ongoing disease. Furthermore, corruption is described as the abuse of a position that aims to obtain profit alone. In his theory, Klitgaard (1988) explains that corruption occurs due to monopoly factors (monopoly of power), power (discretion of officials), and the absence of accountability (accountability).

Fraud in the form of corruption clearly has a bad and detrimental impact on an institution, and the running of the economy in a country is no exception (Akimova et al., 2020; Seligson, 2002). Other negative impacts of corruption can be felt in the political realm, namely causing the development of the country's democratic system and economy to be hindered and reducing the effectiveness of state strategies (Khan & Krishnan, 2019; Kulish et al., 2018).

Anti-Corruption Education to Mitigate Corruption

Corruption is defined by Klitgaard (1988) as a disease that continues to grow and never stops. However, Harahap et al. (2023) state that the efforts to eradicate corruption can be divided into two broad lines, enforcement and prevention. This prevention will be optimal if all parties take part in it. One of the prevention efforts that can be done as early as possible is through anti-corruption education (Zelamewani & Suputra, 2021). The study from Handoyo (2021) assesses that anti-corruption education is useful in increasing knowledge about corruption and how to eradicate it. Furthermore, anti-corruption

education can be instilled through anti-corruption values in the young generation. The anti-corruption values contained can be described in several ways, namely honesty, justice, responsibility, discipline, caring, courage, simplicity, confidence, hard work, and independence (Cahyani et al., 2020; Dewantara et al., 2021; Kristiono, 2018).

In the realm of education, these values can be expressed on various occasions, either through extracurricular activities or by embedding them in courses. As empirical evidence was found by Sari et al. (2021), the standard for applying these values can be implemented through local content, subjects, and self-development. Another finding also explains a similar thing where anti-corruption values can be implemented in subjects, for example, Civic Education (Zulqarnain et al., 2022). Basically, anti-corruption education can also be applied to the higher education realm through character development in lectures which will be distributed to the environment (Widhiyaastuti & Ariawan, 2018). The study from Rawanoko (2019) explains that anti-corruption education is not only carried out through lectures but can be through the implementation of an honesty canteen. Anti-corruption education in the higher education sector is considered very important because the study from ACFE (2022); LLDIKTI (2020) found that most of the perpetrators of corruption are college graduates.

3. METHODS

Types of Research and Data Collection Techniques

This is descriptive research with the quantitative approach that attempts to see the urgency of anti-corruption education for students at Satya Wacana Christian University, Salatiga. This study was conducted with a survey model involving undergraduate students as respondents. Then, it was explored further through interviews with several selected respondents. Furthermore, data was

obtained by distributing questionnaires in the form of a Google form to respondents who are the students at Satya Wacana Christian University, Salatiga. This study used simple random sampling as a sample selection technique. It means that sampling from the population does not pay attention to existing strata and the entire population has the same opportunity to be a sample. After the results of the questionnaire were tabulated, the interviews were conducted with several selected respondents, such as student representatives from the Faculty Student Representative Body (BPMF) or the Faculty Student Senate (SMF). BPMF or SMF students were chosen because these two organizations are the executors and supervisors of student activities at the Faculty level. Apart from that, BPMF or SMF as a forum for student aspirations is assumed to understand the relevant conditions in the student environment so that the picture regarding the need for implementing Anti-Corruption Education can be seen clearly.

Research Stages

The research stage after the data were collected via Google form was to carry out a tabulation process per research indicator. There are two indicators in this study. The first indicator is a measurement of students' understanding of acts of corruption and their impacts. The second indicator is to measure students' views on the implementation of anti-corruption education at Satya Wacana Christian University. After the tabulation process, analysis of the survey results was conducted to answer questions about this research problem. The next stage is to carry out an interview process with several selected sources from some different faculties. The interview was conducted to provide a more in-depth explanation. Finally, conclusions were drawn to answer the research questions, determining the level of students' understanding of acts of corruption and students' assessment of the importance of implementing anti-

corruption education in universities to support the prevention of acts of corruption.

4. RESULTS AND DISCUSSION

Research Object Profiles

This study used the object of students at Satya Wacana Christian University (UKSW), Salatiga City, Central Java Province, Indonesia. UKSW is one of the private universities with Excellent accreditation. UKSW was chosen because its implemented educational curriculum focuses on anti-corruption education even though it does not explicitly present specific

courses for anti-corruption education. These reasons can result in students' lack of understanding and knowledge about anti-corruption education. Thus, further study needs to be carried out to see the urgency of anti-corruption education from the perspective of students at UKSW. UKSW has 18,944 active students divided into 14 faculties and 66 study programs. The questionnaire was distributed over a relatively narrow period so that only 254 respondents out of the total population who completed the questionnaire. The characteristics of the respondents in this study can be seen in Table 1.

Table 1. Respondent Characteristics

| Description | Total | Percentage |
|--|-------|------------|
| Gender | | |
| Male | 89 | 35% |
| Female | 165 | 65% |
| Semester | | |
| 1-2 | 33 | 13% |
| 3-4 | 70 | 27.5% |
| 5-6 | 87 | 34.3% |
| 7-8 | 64 | 25.2% |
| Faculty | | |
| Language and Arts | 7 | 2.8% |
| Biology | 12 | 4.7% |
| Economics and Business | 44 | 17.3% |
| Law | 15 | 5.9% |
| Social Sciences and Communication | 18 | 7.1% |
| Interdisciplinary | 6 | 2.4% |
| Medicine and Health Sciences | 9 | 3.5% |
| Teacher Training and Education Science | 29 | 11.4% |
| Agriculture and Business | 11 | 4.3% |
| Psychology | 27 | 10.6% |
| Science and Mathematics | 9 | 3.5% |
| Electronics and Computer Engineering | 8 | 3.1% |
| Information Technology | 37 | 14.6% |
| Theology | 22 | 8.7% |

Source: Processed Data, 2023

Table 1 shows that the respondents from all faculties who have filled out the questionnaires in this study are 65% female (165 students) and 35% male (89 students). The respondents in this study are in semesters 5-6 with a total of 87 students (34.3%), semesters 3-4 with 70 students (27.5%), semesters 7-8 with 64 students (25.2%), and semesters 1-2 with a total of 33 students (13%). As seen from the respondent characteristics in each faculty category, the highest number of respondents is from the Faculty of Economics and Business with a total of 44 students (17.3%) and the lowest is from the Faculty of Interdisciplinary with a total of 6 students (2.4%).

The Perception of Satya Wacana Christian University Students On Corruption

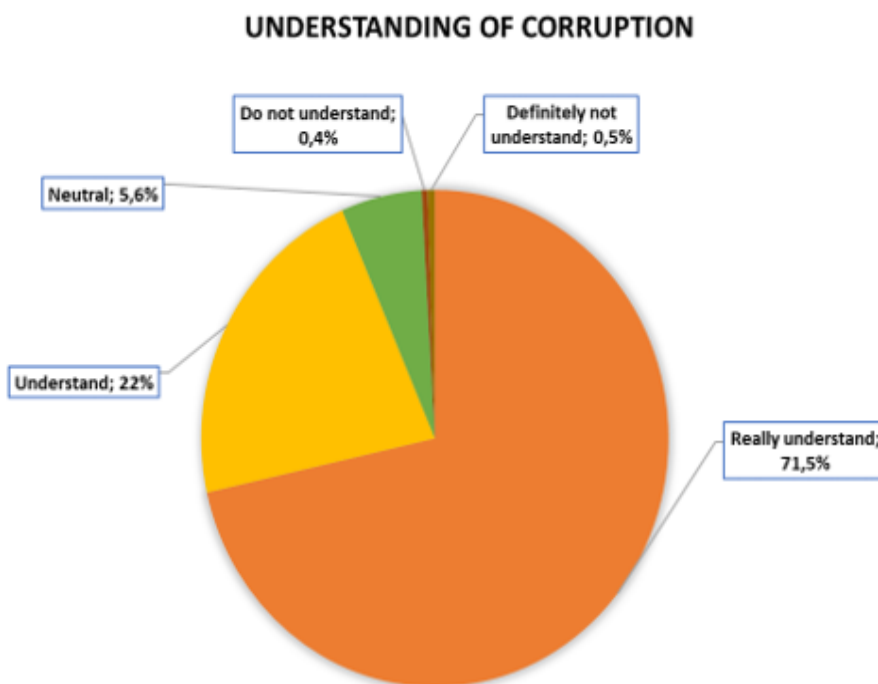
The results of questionnaire data processing showed that the majority of Satya Wacana Christian University students from various faculties understand the definition of corruption, examples of acts of corruption, and the dangers of corruption. 71.5% of the total number of respondents stated that they really understand the meaning of

corruption, while 22% admitted that they only understand the concept of corruption, and another 5.6% chose to be neutral. It can be seen in Figure 1.

The matters related to the concept of corruption are well understood by the majority of UKSW students, such as the view that corruption is a bad act, has a negative impact, is very detrimental to oneself and others, and that there are many factors that cause corruption. UKSW students also understand that corruption is strongly opposed in Indonesia, so anyone who conducts it is considered to be breaking the law and deserves punishment. In fact, the views regarding the need for anti-corruption institutions and student participation in efforts to prevent and eradicate corruption are also well understood by the majority of UKSW students.

Students' understanding of the definition of corruption, the matters related to acts of corruption, and how to prevent corruption is supported by the results of interviews with several respondents, such as the definition of corruption conveyed

Figure 1. Understanding of Corruption



Source: Processed Data, 2023

by Ezekiel who is a member of the BPMF at the Faculty of Economics and Business:

"Corruption is an action that takes away other people's rights. When someone commits corruption, it means he has committed dishonesty or a criminal act that harms other individuals or groups."

In line with the statement above, Irene, who is one of the student respondents from the Faculty of Theology, also expressed her opinion regarding the definition of corruption:

"Taking someone else's rights for one's own benefit"

Corruption is an action that has a negative impact on the perpetrator, other people, and the surrounding environment. Corruption can decrease trust and quality of life, and even hinder economic growth. Growing acts of corruption also give a bad example in society. If this bad example is not handled further, it can develop into a bad culture because of rationalization. This is in accordance with Ronella from the Faculty of Language and Arts who said:

"In my opinion, it (corruption) is definitely detrimental. For example, someone takes something that may be small, but for the victim, the thing that is corrupted can help him survive in life or something else. So it's detrimental to people, right? Then, this will later become a habit for this person and even become an example for other people too. They definitely have a view, if he can do it, how can I not? It could be contagious."

The Perception of Satya Wacana Christian University Students on Anti-Corruption Education

The results of questionnaire data processing showed that the majority of students at Satya Wacana Christian University agree that anti-corruption education is important for universities to implement. The results showed that 38.13% of the respondents stated that they strongly agree with the importance of implementing anti-corruption education in universities, 42.63% stated that they

agree with the implementation of anti-corruption education, while 17.11% chose to be neutral, and 1.33% said they disagree. Based on these results, the majority of UKSW students see that anti-corruption education is important to be implemented in the learning curriculum as a mandatory university/faculty subject and activities out of the lectures. It can be seen in Figure 2.

The implementation of anti-corruption education in courses can be presented as an "Anti-Corruption Education" course or in other courses that teach anti-corruption values. At Satya Wacana Christian University, courses that teach anti-corruption values are accommodated in mandatory university courses such as Pancasila, Civic Education, and Religion, as well as mandatory or elective courses at the faculty level such as Political Science, Pathology and Social Rehabilitation, and Ethics and Professions. As stated by Christian, one of the students from the Faculty of Interdisciplinary:

"Talking about the course at FID itself, we have Ethics and Professions. It's more like preparing for our internship later, although not really explicit, there are a few leadership values that are also instilled during this semester, starting from being responsible, disciplined, and also honest."

Another opinion was also conveyed by Irene, who is a student from the Faculty of Language and Arts:

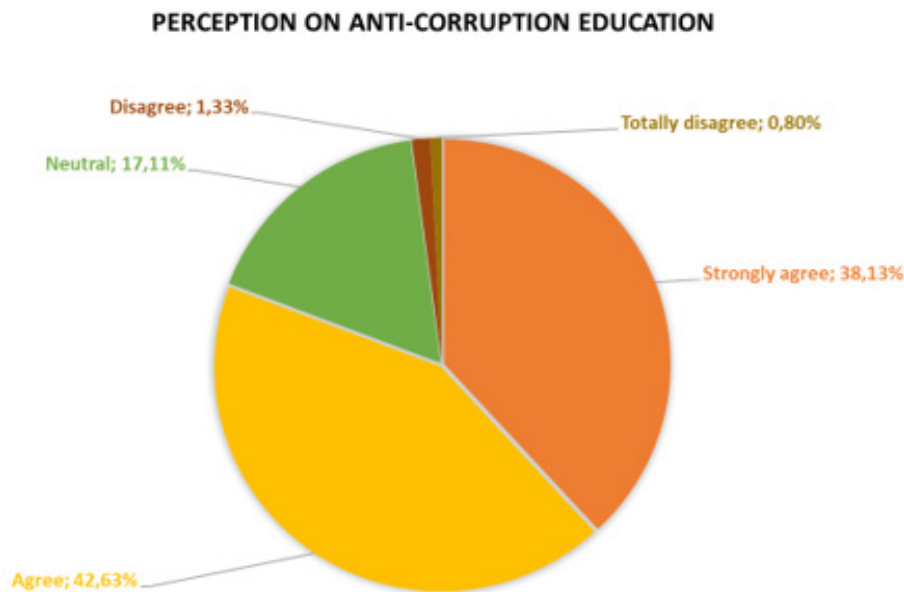
"As for me, I once took a political science course. I think it is one of the courses that can be related to anti-corruption itself because politics also discusses a little about corruption."

Another opinion expressed by Cindy from the Faculty of Psychology who also explained that:

"At the Faculty of Psychology, there is an elective course, namely pathology and social rehabilitation, which discusses corruption within its content."

Erika, who is part of the SMF at the Faculty of Medicine and Health Sciences, also expressed her perspective:

Figure 2. Perception on Anti-Corruption Education



Source: Processed Data, 2023

"In MKDU (General Basic Course), there is civic education but the topic (about anti-corruption) is only mentioned and not really discussed in deep."

However, the Anti-Corruption Education course is not explicitly presented yet in the curriculum at the university and faculty levels. In fact, according to the students' opinions, it is important to present this course at the university or faculty levels. This is supported by Beverly's statement from the Faculty of Teacher Training and Education Science stating that:

"The fact is that currently there is no course that specifically explains anti-corruption. It would be better to provide this learning so that acts of corruption can be minimized in the future."

Besides, the activities out of the lectures such as guest lectures, webinars, workshops, and Student Affairs activities are also considered to play an important role in supporting the implementation of anti-corruption education. These activities will be good for anti-corruption education if they are carried out regularly at the university and faculty levels. This is supported by Ellen's opinion from the Faculty of Law:

"Personally, I would prefer the webinar because there was one held by KPK in Faculty of Law."

If anti-corruption education is implemented optimally on campus, it considerably can shape the character of students for the better. Moreover, anti-corruption education is believed to be able to prevent acts of corruption in the future because anti-corruption values have been instilled from an early age. Thus, the values always recall that corruption is a crime and detrimental to oneself and others.

DISCUSSION

Overall data processing results show that the majority of UKSW students (71,5%) understand the definition of corruption and other related matters. It is proven by the large percentage of respondents who feel they understand the matters related to corrupt practices. This condition is in line with the study result of Mufarizuddin et al. (2021) showing that almost the majority of students have a good understanding of corruption. Today, acts of fraud such as corruption become an everyday phenomenon that is closely related to the lives of Indonesian people. With the reporting in mass media, social media, and other platforms in

this digital era, students can easily find news about corrupt practices in various sectors, including the perpetrators and the sentences imposed. This is ultimately what makes students, including those at UKSW, easily understand the concept of corruption and other things contained therein. Corruption is not only the focus of learning for students at the Faculty of Economics and Business who specifically discuss financial management. Now, it has become the focus of all students at UKSW because this fraud is potentially committed by anyone, anywhere, and in any way. Thus, a good understanding of the concept of corruption can then be used as a basis or foundation regarding the urgency of implementing anti-corruption education in an educational institution, including at UKSW, to produce a generation that has integrity and avoids all forms of fraud.

Starting from a good understanding of the concept of corruption, students are also able to perceive the role of anti-corruption education as an effort to prevent acts of corruption. Almost the majority of UKSW students feel that there is a need for anti-corruption education in the learning curriculum, both formally in courses and outside of lectures. Seeing the phenomenon of corruption cases which have been increasing recently and mostly committed by university graduates makes students aware of the importance of corruption education from an early age, at least at the higher education level. Students are the young generation who are ready to be developed in the world of work when they have completed their education, so it is considered necessary to have an education that really teaches them to have more character and high integrity, especially in the world of work later. The findings regarding the importance of anti-corruption education are in line with the study conducted by Widhiyaastuti & Ariawan, 2018. However, it turns out that there are still some students who do not agree with the implementation of anti-corruption education or instead choose to be neutral because of their slight

knowledge of the anti-corruption education model. What might come to mind about the implementation of anti-corruption education is that it will further lengthen and increase the burden on students, especially if the courses containing anti-corruption values are made into specific and mandatory courses.

Further investigation has been conducted by looking at the UKSW learning curriculum which does not yet explicitly present courses that specifically study anti-corruption values. However, several things aimed at the implementation of anti-corruption education have started to be conducted, including introducing and trying to integrate anti-corruption values, such as honesty, caring, independence, discipline, responsibility, hard work, simplicity, courage, and justice into university mandatory courses, such as Pancasila Education, Civic Education, Religious Education, and Indonesian. Apart from the mandatory university courses, the faculty is also given the responsibility to implement this anti-corruption education into courses that have anti-corruption values. For example, in the Undergraduate Accounting Study Program, Faculty of Economics and Business, the Professional Ethics course is presented to learn about the meaning of being a professional accountant, its relationship to law, ethics, and culture in the world of work, as well as its impact and contribution to society. Professional Ethics becomes an important provision behind the skills that professionals have in order to work well and not get involved in any form of fraud, including corruption. In addition to formal courses, several general activities have been held at UKSW, such as seminars or webinars which include anti-corruption education by inviting resource persons and experts who really study this matter, although the events are still quite infrequent. Follow-up action is needed to focus more on developing anti-corruption education, not just teaching anti-corruption values, but developing courses and other informal activities that really lead to the

importance of anti-corruption education in the realm of higher education. Students need to be involved further in efforts to prevent acts of corruption so that the graduates produced have high integrity and honorable goals for the progress of this country.

5. CONCLUSION

This study shows that Satya Wacana Christian University (UKSW) students understand corruption and various things related to this concept. Apart from that, this study also shows that the majority of UKSW students agree that the role of anti-corruption education is very important as the efforts to prevent corruption. Furthermore, the learning curriculum at UKSW accommodates anti-corruption education even though it has not been explicitly and specifically demonstrated in courses at university, faculty, or study program levels. An evaluation is necessary to assess the urgency of implementing anti-corruption education in the learning curriculum at UKSW so that the graduates from this university can be examples of graduates with integrity.

The limitations of this study are that the respondents were only at the undergraduate level and the period for distributing the questionnaire was short when students took the final semester exams resulting in low response and return rates. Suggestions for future study are to conduct this survey consistently with more respondents and expand it not only to undergraduate students but also to other strata. Moreover, it is also necessary to carry out in-depth exploration and interviews with parties other than students, such as the Quality Assurance Institute, the Head of Study Programs, the Vice Chancellor for Academic Affairs and other related parties.

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