

## INTERNALIZATION OF ANTI-CORRUPTION VALUES IN CHARACTER FORMATION OF STUDENTS IN HIGHER EDUCATION

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### ABSTRACT

Corruption is one of the fundamental problems that hinders the development process and progress of a nation. Efforts to prevent corruption cannot only depend on the aspect of law enforcement, but need to be balanced with the strengthening of character education based on anti-corruption values. This research aims to examine the process of internalization of anti-corruption values in the formation of student character in the university environment. The values that are the focus of the study include honesty, caring, discipline, independence, responsibility, simplicity, hard work, courage, and justice. This research uses a qualitative descriptive approach with data collection techniques through observation, interviews, and literature studies. Research results show that universities have a strategic role in shaping the character of students through academic activities, student organizations, and community service programs. The internalization of anti-corruption values is carried out through integration in the curriculum, academic community integrity, and the formation of a campus culture based on integrity. Thus, the implementation of anti-corruption education in universities needs to be carried out regularly and sustainably to realize a young generation with character, integrity, and high commitment to efforts to eradicate corruption.

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### INTRODUCTION

Corruption is the abuse of power or position for personal or group gain, resulting in losses for the state, society, and institutions. This phenomenon is a very serious national problem in Indonesia. According to a report by Transparency International, Indonesia remains among the countries with relatively high levels of corruption. The impact of corruption is not only felt in the form of financial losses to the state but also undermines morality, ethics, and public trust in government and social institutions.

In this context, higher education plays a strategic role in shaping students' character with integrity and based on the values of Pancasila. As the foundation of the

state, Pancasila embodies moral values that emphasize the importance of honesty, justice, responsibility, and integrity – values that fundamentally contradict corrupt practices. Students, as agents of change, are expected to have the understanding, awareness, and ability to reject and combat all forms of corruption. Therefore, the integration of anti-corruption values into the higher education system is a crucial aspect in the process of developing Pancasila-based and ethical student character.

By implementing anti-corruption values in the learning process and campus life, students can develop a deeper understanding of the importance of honesty, transparency, and accountability in both social and professional life. Pancasila, which upholds the principles of social justice and civilized humanity, aligns with the spirit of eradicating corruption. Education oriented toward these values aims to shape students who are not only intellectually superior but also possess a strong sense of moral awareness and social responsibility, enabling them to make positive contributions to the nation and state.

Thus, the implementation of anti-corruption education among students is a strategic and preventive step to strengthen national character in accordance with Pancasila values and minimize the negative impact of corruption on national development in the future.

## **METHODS**

This study employed a qualitative approach with a library research method. This method was chosen because the research focused on theoretical and conceptual analysis of the internalization of anti-corruption values in character formation for students in higher education. Data were obtained from various national and international scientific journals, academic books, and research reports addressing the topics of anti-corruption education, character formation, and moral values in higher education.

## **RESULTS AND DISCUSSION**

### **1. Integration of Anti-Corruption Values in the Curriculum**

The curriculum plays a central role in determining the direction and implementation of all educational activities in schools. Every activity within the school environment, from the beginning of learning to its conclusion, is based on the designed curriculum. Students participate in all learning activities in accordance with the applicable curriculum, which is dynamically adapted to developments in science and technology. Therefore, curriculum formulation must align with the nation's philosophy and ideals, take into account the developmental stages of students, and respond to the demands of societal progress.

According to Law Number 20 of 2003 concerning the National Education System, national education functions to develop abilities and shape the character and civilization of a dignified nation in order to educate the nation. Its goal is to develop the potential of students to become people who believe in and fear God Almighty, have noble morals, are healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens.

Conceptually, a curriculum can be defined as a set of plans and arrangements encompassing objectives, content, teaching materials, and learning methods used as

guidelines in the implementation of the educational process to achieve specific goals. Thus, the curriculum functions not only as a teaching instrument but also as a guideline for developing student character.

In the context of anti-corruption education, curriculum management can be implemented through several approaches, namely: (1) modifying the content or learning materials, (2) modifying the teaching-learning process, (3) adjusting the learning environment, and (4) modifying classroom management. The integration of anti-corruption education into the learning system does not have to be realized through the addition of a special subject on "Anti-Corruption Education", but rather through the process of internalizing anti-corruption values into each teaching material. Therefore, it is necessary to adjust and develop teaching materials and learning strategies that are able to instill the values of honesty, responsibility, and integrity in students effectively.

## 2. Lecturer Leadership in Building Student Character

Based on the results of the literature study analysis, there are several main findings that show the importance of the role of lecturers in forming student character. First, the role of lecturers as role models has a significant influence in the context of higher education. Lecturers' duties extend beyond delivering learning materials to serving as behavioral models reflecting the values of integrity, professionalism, and dedication. Lecturers' exemplary behavior, reflected through their attitudes, words, and daily actions, contributes to the development of students' character and morals. Positive interpersonal relationships between lecturers and students, both inside and outside the classroom, strengthen students' trust and respect for lecturers as role models.

Second, the role of lecturers as mentors and advisors plays a crucial role in supporting students' academic success and career development. At the ISLAMIC UNIVERSITY OF NORTH SUMATRA, lecturers are responsible for providing relevant and contextual guidance related to course selection, competency development, and academic problem-solving. A strong mentor-student relationship fosters trust and motivation, ultimately encouraging students to reach their full potential.

Third, the role of lecturers as learning facilitators requires the ability to create a conducive and interactive learning environment. Lecturers are expected to implement innovative and participatory teaching methods to increase student motivation. Through discussions, collaborative projects, and problem-based assignments, students are encouraged to develop critical, analytical, and creative thinking skills. Thus, lecturers serve not only as transmitters of knowledge but also as mentors in developing the independent thinking skills needed in professional life.

Fourth, the role of lecturers in developing student skills includes strengthening both academic and soft skills. Lecturers at UISU expect students to ensure mastery of not only the material taught, but also to foster the development of communication, leadership, teamwork, and problem-solving skills. Through active learning approaches and collaborative projects, students can hone these skills and be better prepared to face the challenges of the workplace.

By optimally implementing these four roles, they significantly contribute to shaping students' character, integrity, and professional readiness. Therefore, institutional support for improving lecturers' competence and professionalism is a crucial factor in the success of character education. Lecturers, as academic leaders, serve not only as teachers but also as mentors, role models, and facilitators, influencing the creation of a learning environment that supports students' personal and moral development.

### 3. Academic Culture and Student Organizations

Anti-corruption education plays a crucial role in building a culture of integrity within higher education institutions. By increasing awareness, knowledge, and understanding of corruption issues, this education serves as a means of fostering anti-corruption attitudes and behaviors among students and educators. Furthermore, anti-corruption education focuses on instilling moral values such as honesty, responsibility, discipline, and integrity in academic and social life.

Leadership with integrity is a crucial factor in implementing anti-corruption values in higher education. He consistently reminds all academics to maintain personal integrity and professionalism. Through various forums, both structural meetings and lecturer meetings, he emphasized the importance of upholding integrity values and implementing the Tri Dharma of Higher Education as a form of moral and academic responsibility.

In addition to instilling the value of integrity, anti-corruption education also serves to increase students' active participation in eradicating corruption. Students are expected to become agents of change who not only understand anti-corruption concepts theoretically but also apply them in real life and transmit these values to the wider community. Thus, anti-corruption education is a crucial instrument in developing a young generation with a high moral awareness of the dangers of corruption.

Anti-corruption education is also in line with the National Mental Revolution Movement program, which focuses on the formation of national character with integrity and noble morals. The implementation of anti-corruption education from an early age is considered important so that the community and the younger generation have a deep understanding of the negative impacts of corruption on national development, students are encouraged to apply the values of honesty, discipline, and academic responsibility as a form of implementing an anti-corruption culture in the campus environment.

Furthermore, anti-corruption education in higher education aims not only to shape students' character but also to strengthen institutional governance by instilling the values of honesty, responsibility, and discipline. Through a learning process integrated with these values, it is hoped that students and educators will have a comprehensive understanding of the dangers of corruption and its impact on society and the nation. This effort is realized through learning activities, socialization of codes of ethics, and concrete actions rejecting all forms of bribery or gratuities. A more constructive approach is also needed, namely by fostering student participation in social and academic activities that support corruption prevention. One form of this is the implementation of a code of ethics for lecturers and students that is explicitly

published on campus as a reminder of the importance of honest and responsible behavior.

Various studies have shown that the implementation of anti-corruption education has a positive impact on improving the quality of education in higher education. One study emphasized that anti-corruption education contributes to improving the integrity, morality, and academic quality of students and lecturers. Trisnawati and Rizalia echoed this sentiment, stating that student involvement in anti-corruption social activities can shape character and behavior consistent with values of integrity. In addition to improving individual quality, anti-corruption education also strengthens the institution's reputation in the eyes of the public.

Research shows that universities that implement effective corruption prevention systems tend to have more transparent governance, a better reputation, and a higher attractiveness to prospective students and academic staff. Therefore, implementing anti-corruption education is a crucial investment in creating a generation of integrity and improving the quality of higher education institutions in the future.

However, significant challenges remain in the form of intellectual corruption within the academic environment. It was noted that approximately 86% of corruptors in Indonesia are university graduates, indicating a crisis of integrity among intellectuals. This is reinforced by Illahi's (2019) findings, which state that corrupt practices also occur at the institutional level, such as in the process of accepting new students through unofficial channels. Such practices erode the credibility and integrity of higher education institutions.

Furthermore, cases of academic ethics violations such as plagiarism, manipulation of research data, and the inclusion of the names of non-contributing authors are concrete forms of intellectual corruption that damage the credibility of the educational world. Therefore, the integration of anti-corruption education into the curriculum is a strategic step to prevent and address these deviations. The formation of an academic culture that upholds integrity needs to be strengthened to prevent plagiarism practices and maintain the reputation of higher education.

By strengthening anti-corruption education, universities are expected to achieve optimal performance in academic and financial management, as well as improve educational quality and student achievement. Pangesti and Pramudyastuti noted that misuse of university operational funds can hamper scientific development and harm the institution. Therefore, more effective and sustainable strategies are needed to strengthen institutional integrity.

As a solution, Lailiyah (2022) emphasized the importance of a systematic, science-based approach to addressing various forms of intellectual corruption. This approach includes improving the quality of anti-corruption education, optimizing internal oversight systems, and establishing an academic culture that upholds the values of integrity and responsibility.

#### 4. Implementation Challenges

Anti-corruption education plays a strategic role in shaping individual character and moral awareness from an early age, making it crucial for its implementation at all levels of education, from elementary school to university. At the university level, anti-corruption education aims to instill the values of integrity, honesty, and responsibility,

as well as to enhance students' understanding of the dynamics of corruption and efforts to eradicate it in social and academic settings. Anti-corruption education can be implemented through various activities, such as outreach, seminars, campaigns, and formal classroom learning.

Of these various efforts, anti-corruption learning integrated into lectures is considered the most effective and sustainable. This aligns with the Presidential Instruction (Inpres) on the Anti-Corruption Education and Culture Strategy, which involves both public and private universities. The primary objectives of anti-corruption learning in universities encompass three aspects:

1. Increase students' knowledge and understanding of various forms and aspects of corruption.
2. Encourage changes in perceptions and attitudes towards corrupt practices.
3. Develop the skills and abilities needed to participate in anti-corruption efforts.

Based on these objectives, it can be concluded that anti-corruption learning encompasses three important domains: cognitive, affective, and psychomotor. The cognitive domain focuses on students' ability to understand and process information related to corruption, including analyzing its forms and impacts. The affective domain emphasizes the formation of attitudes, values, and moral commitment to honest and responsible behavior. Meanwhile, the psychomotor domain is directed at developing anti-corruption skills and habits in real life. These three domains must be synergistically integrated so that anti-corruption learning can produce real and sustainable behavioral changes.

In higher education, anti-corruption learning is generally implemented through integration into relevant courses, such as Civics, Pancasila, Religious Education, and character and humanities courses. This approach positions anti-corruption education not as a separate course but as part of the strengthening of academic values and ethics. Lecturers in charge of the courses play a crucial role in designing interactive and reflective learning models, for example by using a three-stage learning cycle:

1. Exploration, which includes question and answer activities, initial tests, demonstrations, or simple case studies.
2. Introduction of concepts, through discussion, presentation of theory, and conclusion of anti-corruption values.
3. Application of concepts, with activities that encourage students to apply these values through projects, reflection, or real-world problem solving.

The integration of anti-corruption learning into the university curriculum serves to strengthen students' theoretical and practical understanding of the values of honesty, responsibility, and transparency. Through lecture materials, students not only learn the definition and forms of corruption but also examine its social, economic, and moral impacts. As a follow-up, lecturers can use a case study approach to connect theory with real-world practice, enabling students to analyze corruption issues and understand the consequences of such actions. Thus, anti-corruption learning in universities is expected to produce a young generation with critical awareness, high integrity, and a strong commitment to the values of honesty and social responsibility.

Based on Law Number 31 of 1999 concerning the Eradication of Criminal Acts of Corruption, corruption is categorized as a special crime that has a serious impact on

the state's finances and economy and is an obstacle to the implementation of national development. If the crime of corruption is not immediately addressed through a targeted and systematic strategy as a preventive effort, the nation's struggle to eradicate corruption will not achieve optimal results. Therefore, strategic steps are needed to internalize anti-corruption values at all levels of society, especially students as the nation's next generation.

These preventive efforts can be implemented through education, which plays a crucial role in shaping the character of Indonesian citizens based on the values of Pancasila. Education serves not only as a means of transferring knowledge but also as a medium for developing morals and ethics, enabling students to cultivate honesty, responsibility, and integrity in their social lives. Thus, education serves as the primary foundation for building a strong and sustainable anti-corruption culture among the younger generation.

### CONCLUSION

Anti-corruption education in higher education plays a strategic role in shaping students with integrity, ethics, and a strong commitment to the values of honesty, responsibility, and justice. Corruption prevention efforts cannot rely solely on law enforcement; they must be balanced with an educational process that internalizes moral and spiritual values within students. Higher education, as institutions for developing knowledge and shaping the character of the younger generation, plays a crucial role in integrating anti-corruption values through the curriculum, academic culture, and the exemplary behavior of its academic community.

The research results show that the implementation of anti-corruption education can be carried out through three main domains: cognitive, affective, and psychomotor. The cognitive domain focuses on students' conceptual understanding of corruption and its impacts; the affective domain emphasizes the formation of attitudes, morals, and ethical awareness; while the psychomotor domain is directed at developing concrete skills and behaviors that reflect integrity. These three domains must be synergistically integrated so that anti-corruption learning can produce sustainable behavioral changes.

Furthermore, the role of lecturers as role models and learning facilitators is crucial to the success of internalizing anti-corruption values. Lecturers serve not only as teachers but also as moral mentors, instilling honesty, discipline, and academic responsibility in students. Academic culture and student organizations also contribute significantly to strengthening anti-corruption commitment through social, academic, and community service activities.

However, universities still face challenges in the form of intellectual corruption, such as plagiarism, data manipulation, and other unethical practices. Therefore, the implementation of anti-corruption education must be accompanied by strong internal oversight, the development of an academic code of ethics, and an institutional commitment to transparency and accountability.

Overall, the implementation of anti-corruption education in higher education institutions needs to be systematic, planned, and sustainable. Through curriculum strengthening, exemplary academic performance, and the development of an integrity-based campus culture, universities can be at the forefront of producing a

young generation with character and integrity, ready to actively contribute to efforts to eradicate corruption in Indonesia.

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