

## Application of "Pepak Aksi" Media in Anti-Corruption Learning for Grade VII Students at SMPN 10 Malang City

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**Abstract.** Corruption remains a critical barrier to national development in Indonesia, particularly due to its systemic nature across public sectors. Despite anti-corruption programs mandated by law, including integration into civic and religious education, existing teaching approaches such as lectures often fail to actively engage students or effectively internalize ethical values. This study addresses the challenge by introducing "Pepak Aksi," a card-based learning media designed to enhance anti-corruption education in junior high school settings. The objective of this study is to analyze the application and effectiveness of "Pepak Aksi" in fostering students' understanding and internalization of anti-corruption values, specifically among Grade VII students at SMPN 10 Malang City. Employing a qualitative case study approach, data were collected through observations, in-depth interviews, and document analysis. The findings show that "Pepak Aksi" improves student engagement, enhances comprehension of anti-corruption concepts, and encourages the development of integrity, honesty, and discipline. Students demonstrated better performance in both academic tasks and behavioral indicators, while teachers reported improved instructional delivery and classroom dynamics. In conclusion, "Pepak Aksi" is an effective pedagogical tool for anti-corruption education, offering a participatory and values-oriented alternative to conventional methods. Its implementation contributes to the broader effort of character education and can be adapted for wider use in school curricula.

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**Keywords:** *Corruption; Anti-Corruption; Card Media; Pepak Aksi; Learning Media*

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### INTRODUCTION

Corruption has long been recognized as a pervasive challenge globally, impeding sustainable development, weakening public institutions, and eroding social trust (Fang, 2024; Garrido, 2025; Lehtinen et al., 2022; Reyes-Gonzalez et al., 2025; Shih et al., 2022). In developing countries, its systemic nature undermines governance structures and exacerbates inequality (Mattoni & Bratu, 2024; A. M. Omotoye & Holtzhausen, 2025; Vu & Cao, 2022). A growing consensus underscores the need for preventive strategies, particularly through education, to instill anti-corruption values from an early age (Casmana et al., 2022; Hidayat & Soleh, 2023; Nugroho et al., 2022; Santoso et al., 2024).

Education is increasingly recognized as a key driver in combating corruption by embedding ethical awareness and civic responsibility into learners (Arifin, 2021; Benawa et al., 2024; Yusuf & Putra, 2020). Citizenship and Pancasila education in Indonesia have become primary vehicles for instilling anti-corruption values such as honesty, integrity, and accountability (Casmana et al., 2022). Yet, conventional didactic approaches often fail to engage students actively or foster deeper moral reasoning (Dennen, 2024; Reigeluth & Honebein, 2024; Wilder et al., 2025).

To enhance learning efficacy and moral internalization, innovative instructional strategies such as game-based learning and critical media literacy are being adopted globally (Eva et al., 2022; Fabeku & Enyeasi, 2024; Gill & Stewart, 2024). Interactive media formats have shown substantial success in increasing student motivation, comprehension, and value formation in civic education (Herdianto et al., 2024; Hirumi et al., 2024; Sauermilch et al., 2025). For instance, simulations, educational games, and digital storytelling have been leveraged to facilitate ethical reflection and foster behavioral change (Gill & Stewart, 2024; Okumura et al., 2025; Reigeluth & Honebein, 2024).

Recent empirical studies highlight that integrating anti-corruption education within school curricula correlates with increased civic awareness and a reduction in corrupt tolerance behaviors among students (Almahasnah et al., 2024; Arifin, 2021; Reyes-Gonzalez et al., 2025; Santoso et al., 2024). Interdisciplinary and participatory methods such as case studies, collaborative projects, and digital portfolio assessments support the development of high-order thinking skills aligned with ethical reasoning (Arifin, 2021; Campbell & Danar, 2025; Hidayat & Soleh, 2023).

Globally, governments and international organizations have emphasized the role of education in long-term anti-corruption strategies (Lau, 2024; Paranata, 2022; Pertiwi & Ainsworth, 2021). In Indonesia, initiatives to institutionalize anti-corruption values in formal education are gaining traction, particularly within civic and religious education subjects (Casmana et al., 2022; Nugroho et al., 2022; Sari et al., 2021). However, implementation remains inconsistent due to limited instructional tools and pedagogical training (Benawa et al., 2024; Herdianto et al., 2024; Yusuf & Putra, 2020).

In this context, instructional media such as "Pepak Aksi" offer an engaging, contextualized approach to teaching anti-corruption. As an educational card game, it incorporates scenario-based tasks, collaborative decision-making, and reflection activities that simulate real-life ethical dilemmas and social consequences (Eva et al., 2022; Fabeku & Enyeasi, 2024). This method aligns with the constructivist paradigm and supports the holistic development of students' civic identity and ethical competencies (Dennen, 2024; Reigeluth & Honebein, 2024; Yusuf & Putra, 2020).

By focusing on junior secondary students a pivotal developmental stage this research examines how the integration of "Pepak Aksi" enhances the understanding, internalization, and application of anti-corruption values in everyday student behavior (Benawa et al., 2024; Casmana et al., 2022; Eva et al., 2022). The study is situated within SMPN 10 Malang, an urban public school context that reflects diverse socio-cultural dynamics in Indonesia. Through a qualitative case study, it aims to explore the cognitive, affective, and behavioral outcomes of employing

innovative anti-corruption instructional media (Campbell & Danar, 2025; Casmana et al., 2022; Santoso et al., 2024).

Ultimately, this study seeks to contribute to the growing body of literature on value-based education and anti-corruption pedagogy by providing empirical insights and practical implications for curriculum design, teacher training, and education policy (Benawa et al., 2024; Fabeku & Enyeasi, 2024; Herdianto et al., 2024; Mattoni & Bratu, 2024; Reyes-Gonzalez et al., 2025).

## RESEARCH METHODS

This study adopts a qualitative approach using a case study method to explore the instructional effectiveness of the "Pepak Aksi" anti-corruption learning media among seventh-grade students in Indonesia (Fabeku & Enyeasi, 2024; Herdianto et al., 2024; Wilder et al., 2025). The qualitative case study design allows for an in-depth understanding of phenomena within real-life educational contexts, particularly in capturing participants' experiences, interpretations, and behavioral changes resulting from educational interventions (Dennen, 2024; Hirumi et al., 2024; Wilder et al., 2025).

### Research Design and Site

The research was conducted at SMPN 10 Malang, Indonesia, a public junior high school characterized by a diverse student population. The site selection was guided by the accessibility of the research subjects and the relevance of the school's existing civic education curriculum to the study objectives (Arifin, 2021; Hidayat & Soleh, 2023; Yusuf & Putra, 2020). As indicated in recent literature, contextual sensitivity in case selection is essential to ensure ecological validity in instructional media studies (Benawa et al., 2024; Reigeluth & Honebein, 2024; Sauermilch et al., 2025).

### Participants

Participants in this study included 32 students from class VII and one civic education teacher. Purposive sampling was employed to select participants with direct engagement in the use of "Pepak Aksi" media during civic education lessons (Benawa et al., 2024; Casmana et al., 2022; Santoso et al., 2024). This aligns with prior studies highlighting the efficacy of purposive strategies in educational intervention research involving specific instructional (Fabeku & Enyeasi, 2024; Karanfiloğlu & Akın Bulut, 2025; Okumura et al., 2025).

### **Instructional Intervention**

The intervention involved the structured use of "Pepak Aksi" media a set of educational cards designed to simulate moral dilemmas and promote anti-corruption values. This media engages students through collaborative gameplay, scenario analysis, and value reflection sessions. The structure was informed by game-based learning frameworks shown to foster moral reasoning and student engagement in value education (Arifin, 2021; Casmana et al., 2022; Eva et al., 2022; Yusuf & Putra, 2020).

### **Data Collection**

Data collection was conducted using triangulated techniques: (1) classroom observations, (2) semi-structured interviews with students and the civic teacher, and (3) documentation including lesson plans, student worksheets, and reflection journals. The use of multi-source data collection is crucial in ensuring construct validity in qualitative research (Dennen, 2024; Gill & Stewart, 2024; Herdianto et al., 2024).

### **Data Analysis**

The data were analyzed using thematic analysis, following Miles and Huberman's interactive model comprising data reduction, data display, and conclusion drawing. Coding was conducted both deductively, using predefined constructs from anti-corruption educational frameworks, and inductively, allowing themes to emerge from the data (Campbell & Danar, 2025; Hidayat & Soleh, 2023; Reigeluth & Honebein, 2024). The triangulation of data and coding reliability checks enhance the credibility and dependability of findings (Reyes-Gonzalez et al., 2025; Santoso et al., 2024).

### **Ethical Considerations**

Ethical clearance was obtained from the institution, and informed consent was secured from all participants and their guardians. Confidentiality was maintained through anonymized data processing. As previous studies have emphasized, ethical rigor is fundamental in education research involving minors and value-sensitive content (Alhaimer, 2024; Almahasnah et al., 2024; Mattoni & Bratu, 2024).

### **Limitations of Method**

While qualitative case studies offer depth and contextual richness, they present challenges in generalizability. However, the transferability of findings is supported through thick description and detailed documentation of the research context and procedures (Gill & Stewart, 2024; Reigeluth & Honebein, 2024; Wilder et al., 2025).

## RESULT

The application of “Pepak Aksi” as an instructional medium for anti-corruption education demonstrated measurable improvements in cognitive understanding, affective engagement, and behavioral transformation among students. Observational data revealed significant increases in student participation and attentiveness during sessions where the card-based media was utilized, in comparison to traditional lecture-based instruction. These results align with findings that interactive and participatory media tools contribute to improved student focus and motivation (Dennen, 2024; Fabeku & Enyeasi, 2024; Reigeluth & Honebein, 2024; Wilder et al., 2025).

Qualitative analysis of student worksheets and reflection journals indicated a marked enhancement in students’ conceptual grasp of core anti-corruption values such as honesty, responsibility, and accountability. This supports prior research asserting the efficacy of scenario-based media in internalizing moral principles (Arifin, 2021; Casmana et al., 2022; Herdianto et al., 2024). The collaborative nature of the “Pepak Aksi” gameplay fostered an environment of peer learning, ethical dialogue, and critical thinking, paralleling findings on social-constructivist pedagogies in civic education (Benawa et al., 2024; Okumura et al., 2025; Yusuf & Putra, 2020).

Teacher interviews corroborated the utility of the media in delivering abstract anti-corruption concepts in concrete and relatable ways. Educators noted increased classroom dynamics and student initiative during lessons, echoing earlier evidence that media-supported instruction enhances both teacher effectiveness and instructional clarity (Hidayat & Soleh, 2023; Hirumi et al., 2024; Karanfiloğlu & Akın Bulut, 2025). Furthermore, students expressed greater enjoyment and retention of lesson content, which previous studies have tied to the affective dimension of learning via media-based interventions (Eva et al., 2022; Gill & Stewart, 2024; Sauermilch et al., 2025).

Document analysis showed that after exposure to the “Pepak Aksi” media, students were able to identify corruption-related behaviors more precisely and articulate responses aligned with ethical norms. Their responses to card scenarios reflected thoughtful moral reasoning and showed increasing consistency with institutional anti-corruption principles (Almahasnah et al., 2024; Reyes-Gonzalez et al., 2025; Santoso et al., 2024). This outcome is consistent with international trends emphasizing the role of critical media in shaping anti-corruption literacy from a young age (Alhaimer, 2024; Fang, 2024; Mattoni & Bratu, 2024).

These results were also visible in behavioral changes within the classroom context. Teachers observed more consistent adherence to school rules and greater student initiative in peer monitoring of dishonest behavior. This behavioral shift resonates with the theoretical premise that participatory ethics education when facilitated through immersive and relatable tools has the

capacity to reform habits and promote value alignment (Arifin, 2021; Campbell & Danar, 2025; Eva et al., 2022).

Taken together, the results indicate that “Pepak Aksi” significantly enhances the effectiveness of anti-corruption instruction by making abstract civic values tangible, relatable, and actionable. These findings strengthen the evidence base for integrating innovative, student-centered media into civic education curricula and affirm the pedagogical promise of game-based learning approaches in fostering long-term ethical consciousness among adolescents (Reigeluth & Honebein, 2024; Wilder et al., 2025; Yusuf & Putra, 2020).

## DISCUSSION

The findings of this study demonstrate the effectiveness of “Pepak Aksi” as an instructional medium in cultivating anti-corruption values among junior high school students (Eva et al., 2022; Nugroho et al., 2022; Zhang & Sun, 2025). This is particularly relevant in light of recent scholarship that emphasizes the transformative potential of interactive media and experiential learning in citizenship and ethics education (Fabeku & Enyeasi, 2024; Gao et al., 2024; Reigeluth & Honebein, 2024; Wilder et al., 2025; Xu & Yang, 2024; Zhang, 2024). The results also resonate with global efforts highlighting the role of early educational interventions in shaping ethical dispositions and long-term civic responsibility (Al-Okaily, 2023; Al-Okaily & Naueihed, 2024; Casmana et al., 2022; Herdianto et al., 2024; Mattoni & Bratu, 2024; Odilla, 2024; Reyes-Gonzalez et al., 2025).

The use of media in learning, particularly game-based strategies, facilitates affective engagement and cognitive retention (Fabeku & Enyeasi, 2024; Gill & Stewart, 2024; Reigeluth & Honebein, 2024). Scholars have noted that students exposed to ethical dilemmas through interactive simulations develop deeper moral reasoning and are more likely to demonstrate pro-social behaviors (Chen et al., 2022; Eva et al., 2022; Gill & Stewart, 2024; G. Kong et al., 2023; Nie et al., 2023; Yusuf & Putra, 2020). This study's outcomes confirm these claims, as students not only showed increased comprehension of anti-corruption principles but also began to reflect such values in their daily classroom conduct.

In pedagogical terms, the approach used aligns well with the constructivist paradigm, where students construct knowledge through active participation and critical dialogue (Arifin, 2021; Hidayat & Soleh, 2023; Hirumi et al., 2024). The social learning context fostered by the media especially through peer interaction and collaborative decision-making mirrors the cooperative models emphasized in civic education theory (Benawa et al., 2024; Dennen, 2024; Karanfiloğlu & Akın Bulut, 2025).



Furthermore, this study reinforces the growing body of research that promotes localized, culturally responsive instructional designs in addressing corruption education (Campbell & Danar, 2025; A. M. Omotoye & Holtzhausen, 2025; A. M. T. Omotoye & Holtzhausen, 2025; Quan, 2024; Santoso et al., 2024; Zhang & Sun, 2025). Context-sensitive pedagogy allows students to connect moral principles to lived experiences, increasing the likelihood of value internalization. The tangible scenarios presented in “Pepak Aksi” mirror real-life social contexts that resonate with students’ realities, a factor emphasized by prior anti-corruption curriculum studies (Nugroho et al., 2022; Okumura et al., 2025; Sari et al., 2021).

It is also important to position these findings within broader global anti-corruption discourses (Mattoni & Bratu, 2024; Odilla, 2024; Reyes-Gonzalez et al., 2025). The emphasis on prevention via education is echoed across various contexts, from Southeast Asia to Sub-Saharan Africa, where pedagogical innovation is seen as a viable complement to legal and institutional mechanisms (Alhaimer, 2024; Boubaker et al., 2024; Hoang et al., 2022; D. Kong et al., 2025; Mattoni & Bratu, 2024; A. M. Omotoye & Holtzhausen, 2025). Education-based approaches address corruption not merely as a legal violation but as a moral and societal failure, thereby shifting the locus of intervention from punishment to values formation (Lau, 2024; Maletova & Utkina, 2025; Reyes-Gonzalez et al., 2025; Zhao & Su, 2024).

However, the integration of such media tools still faces systemic barriers such as limited teacher training, infrastructural gaps, and policy-level inertia (Campbell & Danar, 2025; Herdianto et al., 2024; Hidayat & Soleh, 2023). These constraints mirror challenges observed in other education systems implementing anti-corruption education (Benawa et al., 2024; Campbell & Danar, 2025; Casmana et al., 2022; Deng & Lu, 2024; M. Ghazwani, 2025; M. H. Ghazwani et al., 2023; Santoso et al., 2024). Thus, while micro-level interventions like “Pepak Aksi” demonstrate effectiveness, their scalability requires alignment with national education standards and institutional support structures.

Additionally, the digitalization of anti-corruption education media has been proposed as a strategy to enhance accessibility and interactivity. Studies on media-enhanced instruction consistently advocate for digital adaptations to promote student autonomy and personalized learning (Eva et al., 2022; Herdianto et al., 2024; Lu et al., 2024; Odilla, 2024; Okumura et al., 2025; Sauermilch et al., 2025). In this regard, future iterations of “Pepak Aksi” could integrate online platforms or augmented reality simulations to extend their reach and impact.

In conclusion, this study adds to the empirical validation of anti-corruption media as an instructional tool and confirms previous findings that interactive (Dennen, 2024; Herdianto et al., 2024; A. M. Omotoye & Holtzhausen, 2025), value-oriented pedagogy effectively fosters

ethical awareness and action among adolescents (Almahasnah et al., 2024; Dennen, 2024; Fabeku & Enyeasi, 2024; Fubini & Lo Piccolo, 2024; Gill & Stewart, 2024; Oprea, 2024; Reigeluth & Honebein, 2024). The results offer practical insights for curriculum developers, educators, and policymakers seeking to strengthen civic education frameworks through media-supported, student-centered approaches.

## CONCLUSION

This study confirms the pedagogical effectiveness of the “Pepak Aksi” media as a contextual and interactive tool for enhancing students’ understanding and internalization of anti-corruption values. The integration of game-based learning into civic education significantly improves cognitive engagement, moral reasoning, and ethical behavior among junior high school students. Through structured card-based scenarios and peer collaboration, the medium fosters active learning and value reflection in a manner aligned with constructivist and participatory educational frameworks. The findings provide empirical evidence that supports the inclusion of localized and student-centered media in anti-corruption education, complementing broader legal and institutional efforts. Furthermore, the media’s success highlights the importance of culturally relevant instructional strategies in promoting civic character development.

Despite its effectiveness, scalability of this intervention remains contingent upon teacher training, policy support, and digital adaptation. Future research should explore longitudinal impacts, digital innovations, and cross-regional applications of such media to further validate its relevance in diverse educational settings. This study contributes to the discourse on preventive anti-corruption strategies through education and underscores the transformative potential of instructional media in fostering integrity, accountability, and democratic citizenship among the younger generation.

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