

## Integration of Anti-Corruption Education in Civics Learning: A Case Study at SMPN 12 Makassar

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**Abstract.** This research departs from the urgency of education as a preventive tool to instill integrity values from an early age, amid the rampant corruption practices that are rooted in the social life of Indonesian society. The research aims to describe the integration of anti-corruption education in Pancasila and Civics Education (PPKn) learning, analyze the supporting and inhibiting factors in the process, and identify the impact on students at SMPN 12 Makassar. The approach used is qualitative with descriptive method. Data were collected through observation, in-depth interviews, and document analysis, then analyzed using the Miles and Huberman model, which includes data reduction, data presentation, and conclusion drawing. The results showed that anti-corruption values were integrated through active learning approaches such as discussions, case studies, and value-based projects, as well as through the example of educators. Supporting factors for this integration include educators' commitment, principal support, and flexibility in curriculum development. Meanwhile, the obstacles faced include limited learning time and lack of special training for teachers. The impact of this integration can be seen from changes in students' behavior, such as increased honesty, sense of responsibility, discipline, and courage to voice injustice in the school environment. The findings confirm that anti-corruption education integrated in Civics learning contributes significantly to shaping learners' character with integrity, if implemented consistently and collaboratively.

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**Keywords:** *Anti-Corruption; Education; Value Integration; Civics; Character*

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### INTRODUCTION

Corruption is one of the crucial issues that hamper development and undermine the foundational structures of national and state life (Amin, 2016). The widespread practice of corruption in various sectors not only reflects the weakness of the supervisory system, but also shows a crisis of character and moral integrity in society. According to Djamil, (2023), the Corruption Perception Index released by Transparency International Indonesia (TII) confirms that Indonesia is still in a concerning position and this illustrates that corruption is still a social disease that is difficult to eradicate thoroughly. To address this issue fundamentally, a sustainable preventive approach is needed, one of which is through education (Alfaqi, 2016; Saputri and Hasan, 2024; Suryani, 2015).

Education has a strategic role in shaping the character and moral values of students from an early age (Khaironi & Ramdhani, 2017; Sanur and Saripudin, 2022; Sanur, 2023; Lilawati,

2024). In this context, anti-corruption education is one of the important steps in instilling attitudes of integrity, honesty, responsibility, and social care (Faridli et al., 2024; Nurudin et al., 2024; Wati et al., 2025). Anti-corruption education does not have to stand as a separate subject (Kasim et al., 2022), but can be integrated into various subjects, one of the relevant subjects being Pancasila and Civic Education (PPKn). Because, substantially has a close relationship with the formation of national character and ethical values. This is corroborated by Tri's statement (2024) that Civics subjects at the Junior High School (SMP) level are a strategic vehicle for instilling anti-corruption values. This is because the curriculum and materials contain relevant basic values, such as justice, honesty, responsibility, and active participation as citizens. Thus, the integration of anti-corruption education in Civics needs to be done systematically and contextually so that these values are not only understood cognitively, but also internalized in the attitudes and behaviors embodied by students.

Some previous studies have highlighted the importance of integrating anti-corruption education in Civics, such as the one conducted by Mahira et al., (2013) in Malang City which showed an increase in students' understanding of the importance of integrity after the anticorruption educational program. Habib et al., (2022) stated that the models used to integrate anti-corruption values are Discovery Learning, PBL, and PJBL models, which are then implemented only in the introduction and closing activities of learning. Nevertheless, these studies predominantly emphasize the cognitive dimension of students' understanding and have yet to examine how teachers concretely implement the integration of anti-corruption education in daily instructional practices.

In addition, local studies on the practice of integrating anti-corruption education in eastern Indonesia, especially in Makassar City, are still very limited to certain levels of formal education. For example, Wahab's research (2022) conducted at the State Vocational School with an Accounting Expertise Program in Makassar revealed that teachers' comprehension of the concept of anti-corruption education was suboptimal and largely normative. This finding raises questions about the extent to which anti-corruption values have been effectively integrated in the learning process, especially at the junior high school level, which has different learner characteristics. Therefore, it is important to emphasize that character education, especially in terms of internalizing anti-corruption values, must be implemented consistently at every level of formal education.

Therefore, SMPN 12 Makassar as one of secondary educational institutes in Makassar city, plays an important roles in the effort to prevent from corruption using educational means. Nevertheless, the scope of implementing the integration of anti-corruption values in Civics

education, as well as the ways in which teachers develop appropriate instructional strategies, represents a critical area for further investigation. The findings from the preliminary observations indicate that the integration of anti-corruption education at SMPN 12 Makassar has not been running optimally and there has been no research that explores the process of integrating anti-corruption education to date, especially in Civics subjects. This indicates a deficiency in the efforts made by teachers at the school to incorporate anti-corruption values into the instructional content. This phenomenon is reinforced by several cases that occur in the SMPN 12 Makassar school environment, such as the frequent loss of personal items and reports from canteen workers regarding dishonest student behavior during transactions.

Referring to the previous explanation, this research will focus on comprehensively exploring the integration of anti-corruption education in Civics learning at SMPN 12 Makassar. Thus, the purpose of this study is to comprehensively describe the form of integrating anti-corruption education, and analyze the various supporting and inhibiting factors of educators. In addition, this study also aims to analyze the various supporting and inhibiting factors in integrating anti-corruption education in Civics learning, and explore the impact of integrating anti-corruption education in Civics learning on students at SMPN 12 Makassar.

## **RESEARCH METHODS**

This study uses a qualitative approach that requires researchers to engage in situations (Sanur et al., 2024; Suyitno et al., 2024) and phenomena that occur during the research process. The qualitative approach was chosen to capture the dynamics, meaning and complexity of the practice of integrating anti-corruption values in an educational context, which cannot be fully revealed through a quantitative approach. The researcher used a descriptive method because it only objectively describes existing variables, symptoms, or realities and phenomena that occur during the research process (Arikunto, 2006; Ibrahim et al., 2023; Sari et al., 2022). This was carried out to provide a thorough overview of the integration of anti-corruption education, as well as the factors that both support and hinder its integration within the Civics curriculum at SMPN 12 Makassar.

Data collection techniques were carried out through direct observation of Civics learning activities taking place in the classroom, in-depth interviews with one Civics teacher, the principal, and a learner at each grade level, as well as documentation in the form of lesson plans and teaching modules used in the learning process. Observation aims to capture the real dynamics in the process of integrating anti-corruption values in the classroom, while interviews explore the perspectives and experiences of the parties directly involved in the implementation of anti-corruption

education. Documentation was used to complement the empirical data and trace the correspondence between the lesson plan and its implementation in the field.

Data analysis is conducted using the Miles et al., (2014) model, which involves three key stages: data reduction, data presentation, and, ultimately, conclusion drawing/verification. To ensure the validity of the findings used by researchers is internal validity, namely testing the credibility of the research data presented by researchers, so that the results of this study have a high level of scientific trust (Susanto and Jailani, 2023; Sutopo, 2006), especially in the context of integrating anti-corruption education in Civics subjects at SMPN 12 Makassar.

## RESULT

Based on data obtained through in-depth interviews and observations, it has been revealed that the integration of anti-corruption education in Pancasila and Civic Education (PPKn) learning at SMPN 12 Makassar has been carried out systematically and continuously. Educators actively apply anti-corruption values through thematic and contextual approaches, which are tailored to the needs and real experiences of students. Values such as honesty, responsibility, discipline and integrity are integrated into relevant learning materials, such as norms and laws, through discussion, case study and simulation methods.

As for the implementation, educators facilitate learning activities that involve learners actively and reflectively, such as anti-corruption campaign poster-making projects, role plays, and class discussion forums. These strategies not only raise learners' awareness of corruption issues, but also strengthen their critical thinking skills and social responsibility. In addition, based on observations, educators also play the role of inspirational figures or moral role models, by demonstrating honesty, discipline and fairness in daily life, which indirectly shapes learners' behavior through example.

The integration of anti-corruption values is not only limited to the implementation of the learning process in the classroom, but also always applied in various school activities such as flag ceremonies, student organization activities, and scouting. In these activities, students are familiarized with practicing clean leadership, collective responsibility, and decision-making based on honesty.

The main supporting factor in the process of instilling anti-corruption values is through the high commitment of educators and principals in realizing a school culture based on integrity. A supportive learning environment, internal school policies that are aligned with the character strengthening program, and curriculum flexibility are also important elements that encourage the success of the integration.

However, some obstacles were also found, such as the limited time allocation for Civics learning which hampered the deepening of anti-corruption material, and the lack of optimal training for educators in designing and implementing special teaching methods related to anti-corruption values. In addition, the availability of learning resources that specifically discuss corruption issues in the context of students' lives is still limited, so educators must take the initiative to develop additional materials independently.

In general, based on the data obtained, it shows that the integration of anti-corruption education has had a positive impact on the character building of students at SMPN 12 Makassar. There is an increase in the domain of awareness, attitudes, and behavior of students related to the importance of honesty, responsibility, and ethics in everyday life, both inside and outside the school environment. This shows that anti-corruption education implemented in a contextual, participatory and sustainable manner has great potential in forming a generation with high integrity.

## **DISCUSSION**

### **Forms of Integrating Anti-Corruption Education in Civics Learning**

The observation results show that Civics educators at SMPN 12 Makassar have integrated anti-corruption values in learning through thematic and contextual approaches. This approach is supported by Nanggala (2020) who emphasizes the importance of value-based and contextual learning in anti-corruption education. In an interview, the PPkn educator initials SI (2025) said that "they use discussion methods, case studies, and simulations to discuss corruption issues that are relevant to students' lives". As well as during the implementation of learning, Civics Educators explicitly instill values such as honesty, responsibility, and discipline in relevant learning materials, such as on topics about norms and laws. This is in line with the findings of Murdiono (2016) who stated that Civics educators can integrate anti-corruption education by inserting these values in relevant learning materials.

In addition, in an interview with the Principal of SMPN 12 Makassar, According to LS (2025), "the incorporation of anti-corruption education plays a crucial role in the school's initiatives to foster the development of students' character". He emphasized that values such as integrity, commitment, and discipline must be instilled early on through various school activities, including in Civics learning. This is in line with Wijaya's (2020) point of view that anti-corruption education must be instilled early and adapted to children's cognitive development (Anwar, 2021; Darmayani et al., 2022; Syahrizal, 2024).

The educators' strategy in integrating anti-corruption education in Civics learning is by using active learning methods, such as collaborative discussion, simulations, and role plays, to

instill anti-corruption values. Educators also give students project assignments, such as making anti-corruption posters or campaigns, which aim to increase students' awareness and participation in corruption prevention efforts. This strategy is in line with the opinion of Marunduri and Harefa (2022) who asserted that the application of active learning methods can enhance students' comprehension of anti-corruption values. This is also consistent with (Fajar et al., 2017) view that anti-corruption education incorporated into civic education is implemented in junior high school/middle school level education units on an ongoing basis, with an emphasis on shaping attitudes and behaviors without leaving behind knowledge and skills.

In addition, Civics Educators at SMPN 12 Makassar always act as role models by showing an honest and responsible attitude in every daily activity, which is part of the learning strategy through exemplary. This is supported by (Yuliani, 2016) who emphasizes the importance of the role of educators as models in instilling anti-corruption values to students.

In practice, the process of integrating anti-corruption values in Civics learning does not only occur in the classroom, but also extends to various extracurricular activities and other school activities. For example, in flag ceremony activities, educators insert moral messages related to integrity and responsibility to students. In addition, in student council and scouting activities, learners are encouraged to apply the principles of honesty and clean leadership. This demonstrates that anti-corruption education is not merely viewed as the transmission of knowledge, but rather as a comprehensive process of character development (Setiawan, 2022). In accordance with Ismail's view (2021), successful character education is one that is able to touch the cognitive, affective, and behavioral aspects of students in a balanced manner.

Furthermore, observations in several classes showed that educators not only delivered anti-corruption materials explicitly, but also used a reflective approach by engaging learners in moral dialogue. In one learning session, educators asked learners to share their personal experiences related to honesty and then related them to Pancasila values and anti-corruption principles. This kind of activity has proven to be effective in building learners' critical awareness of corruptive behaviors that they may encounter in their daily lives. According to (Gunawan, 2022), reflective learning strategies allow learners to not only know what is right, but also internalize the value in themselves.

In addition, the exemplary strategy implemented by Civics educators at SMPN 12 Makassar has also been key in strengthening the integration of anti-corruption education. Educators consistently exhibit integrity, discipline, and accountability in a range of school activities, both within and beyond the classroom setting. According to Yuliani (2016), "educators as role models have a strategic role in instilling anti-corruption values through exemplary attitudes



and behaviors in daily life.” This role model creates a conducive learning environment for the internalization of moral values and strengthens learners' character in the face of various temptations of unethical behavior in their social environment.

The results of interviews with several students at SMPN 12 Makassar show that they have understood the importance of anti-corruption values taught in Civics learning. One of the students in class VIII, initials AR (2025), said that "I understand better that corruption is not only about money, but also about dishonesty and irresponsibility. Now I try not to cheat and be more disciplined." This statement shows the internalization of the values of Integrity and accountability as part of anti-corruption education.

Another learner, NH from class IX (2025), added that the discussions and case studies conducted in class helped him understand the real situation about corruption. He said, "when discussing officials who abuse their positions, I realized that power can be abused if the person does not have integrity. I thought that when I work, I have to be honest." This proves that anti-corruption learning through case studies can hone students' critical and moral awareness of social issues.

Meanwhile, one of students from class VII, RN (2025), highlighted the role of educators in providing real examples. She said, "My teacher always comes on time and is honest in grading. So I am also embarrassed if I cheat." This statement reinforces the previous finding that educators' exemplary work has a direct impact on learners' behavior. This is in line with Lickona's (1992) statement that effective character learning requires figures who are consistent in action, not just in speech.

In light of the aforementioned, It can be inferred that anti-corruption education should not be viewed merely as supplementary content within Civics education, but is the main foundation in building a culture of integrity from an early age. Schools, as a miniature society, have a strategic responsibility in shaping the attitudes and behaviors of students to have moral resilience against unethical practices. Thus, integrating anti-corruption values in learning should be seen as a long-term process involving the entire school ecosystem-educators, principals, students, and the learning environment. In this context, educators not only deliver the material, but also become agents of social change who instill basic national values. If this process is carried out consistently and continuously and supported by institutional policies, then anti-corruption education will not only be part of the curriculum, but will become a living and growing school culture.

## **Supporting and inhibiting factors in integrating anti-corruption education in Civics Learning**

A key factor facilitating the integration of anti-corruption education into Civics instruction is the dedication of educators in embedding anti-corruption values through innovative teaching methods and approaches. Civics educators at SMPN 12 Makassar consistently apply value-based learning strategies, such as reflective discussions, case studies, and project assignments related to integrity behavior. This commitment is evident not only in the classroom learning process but also in the behavior of educators, who serve as role models within the school environment. In accordance with (Suyanto 2010) view, educators are key figures in the process of character building of students because they have a dual role as teachers as well as personality formers. The success of the integration of anti-corruption education in Civics learning is highly dependent on the consistency and dedication of educators in carrying out a morally nuanced learning process.

In addition to the above, support from the school principal is also a structural aspect that strengthens the sustainability of the anti-corruption values integration program in Civics learning. The principal of SMPN 12 Makassar sets policies that support character education programs, including anti-corruption education, through strengthening the school vision, preparing annual work programs that contain honesty values, and providing room for innovation for educators in developing ATP, Teaching Modules and relevant learning media. This finding is in line with Maryani's research (2024) which emphasizes that the role of school principals is crucial in providing an environment and policies conducive to the development of integrity values in schools. In connection with what was revealed by Murni (2024) that the transformational leadership of the principal becomes a catalyst in encouraging all forms of positive changes to character education-oriented learning practices.

Another factor that enhances the integration of anticorruption education in Civics instruction is the availability of pertinent and contextually relevant learning materials. Textbooks, learning modules, and digital resources containing anti-corruption content are important instruments in supporting meaningful learning. Civics educators at SMPN 12 Makassar utilize these various sources to link the subject matter with social realities that are close to the lives of students. According to Winataputra and Budimansyah (2012), contextualized learning materials can increase students' understanding of national values, including anti-corruption values, because students are able to connect lessons with their personal experiences and surrounding phenomena. In addition, the existence of flexible curriculum tools such as the Merdeka Curriculum allows Civics Educators to be more flexible in designing and manifesting a lesson that integrates integrity values into civic topics.



The most prominent obstacle in the process of integrating anti-corruption education is the limited time available in the curriculum structure. Civics subjects have a relatively limited time allocation, so educators often find it difficult to convey anti-corruption issues in a comprehensive and in-depth manner. Discussions on values such as uprightness, truthfulness, and accountability often have to be inserted in a short time amidst the dense cognitive material. This is consistent with the findings of (Sahrur and Mahfudi, 2024) who argued that the primary challenge in integrating character education into formal learning is the limited time allocation, particularly when addressing topics that necessitate a reflective and discursive approach, such as the issue of corruption.

In addition, limited training and professional development for educators related to anti-corruption education is a serious obstacle in the implementation process in the field. Many Civics educators have not received specialized training that equips them with relevant methods, pedagogical approaches and evaluation tools for anticorruption education. In interviews, Civics educators mentioned that “we only rely on our own initiative and personal experience, there has been no official training from the office or educational institutions that focus on this material.” This statement is in line with (Siregar and Chastanti’s research (2022) which found that the low intensity of training and lack of attention to strengthening the capacity of educators. These represent the primary challenges in the implementation of anti-corruption values within educational institutions.

The lack of learning resources that specifically address anti-corruption issues is also an inhibiting factor. Learning resources used by education in general are still general in nature and have not explicitly raised real contexts about corrupt practices and their impact on social life. Civics educators often have to find and compile additional material themselves from the internet or other unofficial references, which of course requires time and adequate digital literacy skills. According to (Sumaryati, 2021), the limitations of specific teaching materials on anti-corruption education make it difficult for educators to provide applicable and meaningful learning for students. Therefore, it is important for related parties, especially the government and educational institutions, to provide learning resources that are structured and in accordance with the needs of anti-corruption learning in the junior high school level.

### **Impact of Integrating Anticorruption Education in Civics Learning**

The incorporation of anti-corruption education into Civics instruction at SMPN 12 Makassar has a profound influence on the development of students' character and their attitudes. The results of interviews with educators and students showed that after the consistent application of anti-corruption values in the learning process, students showed improvement in the aspects of

honesty, responsibility, and concern for the social environment. Thus, Civics Educator initials SI (2025) stated that, “through discussions, simulations, and case studies raised from corruption issues in society, students become more aware of the importance of integrity in everyday life”. The statement shows that contextual and participatory learning approaches can shape learners' moral awareness more effectively. And this is relevant to the statement of Wahab and Sapriya (2011), that meaningful Civics learning is learning that is able to transform values into action.

More broadly, the integration of anti-corruption education also had an impact on increasing learners' participation in character-based school activities, such as anti-corruption poster competitions, class discussion forums, and involvement in student organization activities. Civics educators observed that learners who were previously passive began to engage more actively in expressing one view, and showed a critical attitude towards unethical behavior both in the school environment and society. This is in line with Mahmud's (2019) opinion that anti-corruption education can increase learners' social consciousness and moral courage in rejecting corrupt practices (Muda, 2025). Furthermore, this finding is further supported by the research conducted by Dari et al., (2025) which shows that Civics learning that integrates anti-corruption values can increase students' understanding of the importance of ethics and responsibility as citizens.

Another positive impact can be seen from changes in classroom culture, where students begin to uphold the value of honesty in academic activities, such as not cheating on exams or not plagiarizing in assignments. Civics educators said that the anti-corruption values that are instilled in a sustainable manner encourage the creation of a learning environment that is honest, disciplined, and appreciates hard work. A learner also revealed that they became more careful in their behavior because they understood that corruption is not only about money, but also about responsibility, justice, and exemplary behavior. This opinion is in line with Rahmayanti's (2024) idea that anti-corruption education needs to target the affective aspects of students so that attitudinal changes can be formed as a whole.

Therefore, it can be understood that the incorporation of anti-corruption education into Civics instruction is evident not only affects the cognitive aspects of students, but also shapes their affective and psychomotor dimensions. The impact is evident in the increase in anti-corruption awareness, attitudes and behaviors that are embodied in the daily lives of students in the school environment. This shows that anti-corruption education, if implemented contextually, consistently and relevant to learners' life experiences, will have great potential in shaping the character of young generations with high integrity

## CONCLUSION

The integration of anti-corruption education in Pancasila and Civic Education (PPKn) learning at SMPN 12 Makassar is realized through thematic, contextual, and value-based approaches, with the support of active learning methods such as group discussions, case studies, simulations, and value-based projects. The application of values such as honesty, responsibility, and integrity is not only cognitively instilled, but also internalized through exemplary and reflective activities applied by educators. This process has proven to be effective in shaping the affective and psychomotor aspects of students, as reflected in the manifestation of disciplined behavior, academic honesty, and courage in behaving ethically.

The implementation of anti-corruption values is also expanded through extracurricular activities such as flag ceremonies, scouting, and student organizations, which collectively strengthen the culture of integrity in the school environment. The success of this integration is supported by the commitment of educators, policy support from school principals, the availability of contextual learning resources, and the flexibility of Merdeka Curriculum that allows pedagogical innovation. However, structural barriers such as limited time allocation and lack of professional training are still a challenge. Therefore, a systemic and collaborative approach is needed throughout the school ecosystem so that anti-corruption values are not only temporary, but are continuously and fully internalized in the character of students.

The findings of this study contribute to an integrative character education model relevant to the local context, which can be replicated in other education units as part of strengthening an anti-corruption culture from an early age. The findings also imply the need for educational policies that strengthen the integration of anti-corruption values holistically. It is recommended that future research investigate the effectiveness of this integration at different levels of education and its impact on learners' character in the long term.

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