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STRENGTHENING ANTI-CORRUPTION EDUCATION FOR HIGH SCHOOL STUDENTS THROUGH THE INTEGRATION OF INTEGRITY VALUES IN CIVICS EDUCATION

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ABSTRACT

This study aims to examine how integrity values can be effectively integrated into the Civics Education (PPKn) curriculum to strengthen anti-corruption education among senior high school students in Indonesia. Using a qualitative library research method, this study systematically reviewed and synthesized recent literature, educational policy documents, and national curriculum frameworks published within the last five years. The findings reveal that although integrity values such as honesty, responsibility, and fairness are mentioned in curriculum standards, their actual implementation in teaching practices, assessment tools, and school culture remains fragmented and inconsistent. Teachers often lack specific training in anti-corruption pedagogy, and existing assessments tend to focus on cognitive knowledge rather than ethical reasoning or behavioral outcomes. This study introduces a novel approach by linking curriculum content, teaching strategies, assessments, and institutional support into a cohesive framework for embedding integrity education in PPKn lessons. Unlike previous studies that treat anti-corruption education as a separate module or focus only on elementary levels, this research focuses specifically on the high school context and subject-specific integration. The study concludes that a comprehensive integration strategy—including curriculum revision, teacher capacity building, ethical assessment tools, and supportive school leadership—is essential to transforming integrity values from abstract policy into lived student behavior. The findings offer theoretical and practical contributions that are relevant not only to Indonesia but also to other educational systems seeking to institutionalize anti-corruption education through civic learning.

Keywords: Anti-corruption education, integrity values, civic education, curriculum integration, high school

INTRODUCTION

In the realm of civic education, the incorporation of integrity values has emerged as a foundational strategy to mitigate corrupt behaviour among young people. Character education theory posits that moral development is not simply a by-product of knowledge transmission, but rather the cultivation of dispositions such as honesty, responsibility, and fairness through consistent practice and role modelling (Lickona, 1991, as cited in Handayani, 2022). Recent empirical studies indicate that embedding integrity values within curricula can strengthen students' internal moral compass and build resilience against corrupt tendencies; for example, a study of Indonesian secondary schools found that anti-corruption values such as honesty and fairness were positively correlated with students' attitudes against corruption. Moreover, the socio-learning framework suggests that students learn ethical behaviours by observing and interacting within their schooling ecosystem—thus the school culture, teacher behaviour, and peer norms are critical

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conduits for internalising integrity. It follows that integrating integrity into the teaching of Civic Education (PPKn) provides a strategic platform for addressing the ethical dimensions of citizenship and corruption, beyond mere cognitive understanding of corruption's mechanics.

Beyond moral character formation, anti-corruption education also draws on a systems-approach that foregrounds the structural and economic consequences of corrupt behaviour. From a rational choice and institutional theory perspective, students must not only recognise that corruption is wrong, but understand how it distorts public goods, undermines accountability, and erodes trust in governance (Putera, 2024). For instance, research among senior high school students in Jambi revealed that while students have a relatively strong grasp of honest and responsible dispositions, their understanding of macro-economic impacts of corruption remains weak indicating that both value internalisation and cognitive literacy are required. In this way, the integration of integrity values into PPKn serves a dual purpose: reinforcing character formation (making students *want* to act ethically) and enhancing civic literacy (helping students *understand* why integrity and anti-corruption matter for society). Thus, the theoretical basis for strengthening anti-corruption education lies at the intersection of moral education theory, civic education, and systems-thinking about corruption.

Despite efforts to incorporate anti-corruption education in Indonesian high schools, recent studies reveal significant obstacles in the implementation and internalisation of integrity values. For instance, a 2025 survey of senior high school students in Jambi found that while students reported relatively high agreement with honesty and responsibility indicators, their understanding of justice and the macro-economic impacts of corruption remained notably weak. Moreover, another investigation into value-internalisation processes identified that limited teacher understanding of anti-corruption pedagogy and inadequate support from learning facilities hamper effective delivery of integrity-based content in the curriculum. These gaps suggest a disconnection between the formal inclusion of integrity values and their meaningful translation into student attitudes and behaviours. The research problem thus centres on how the integration of integrity values within the Civics Education (PPKn) curriculum fails to fully overcome structural, pedagogical and resource-based barriers that impede anti-corruption education's desired outcomes.

The first gap lies in the narrow scope of educational level and subject integration currently addressed in the literature. Although several recent studies analyse anti-corruption education in schools, the majority focus on either primary levels or tertiary programmes, with less attention given to the senior high school context and subject-specific integration within civics (PPKn) curricula. For instance, the systematic literature review by Umar (2024) found that integrity character education research is concentrated on elementary and secondary school students broadly, but lacks depth in linking specific subjects with the value integration process. Moreover, while Trisiana, Priyanto & Sutoyo (2024) explored media-based civic education to enhance anti-corruption understanding, they did not examine how integrity values are embedded within the PPKn subject matter itself rather than as standalone modules. This gap suggests a need to investigate *how* and *to what extent* integrity values are integrated into the PPKn syllabus, teaching methods, and assessment in high schools. In addition, research seldom

compares different curricular models or explores longitudinal outcomes of such integrations, thereby limiting evidence on effective practices for subject-specific application.

The second gap is concerned with evaluation of behavioural outcomes and structural enablers/inhibitors in anti-corruption education interventions. While several recent works assess students' knowledge or attitudes (cognitive outcomes) regarding corruption and integrity, fewer studies rigorously measure changes in actual behaviours or explore the institutional and resource constraints hindering effective implementation. For example, Padmasari et al. (2025) demonstrated that video-based learning improved students' understanding of anti-corruption values, but stopped short of measuring behavioural change or institutional support mechanisms. Similarly, the study by Yorman, Suwarni & Jalaludin (2025) identified limited teacher understanding and facilities as barriers to value internalisation in elementary schools, but its findings are not extended to the secondary context or civics subject domain. This points to a significant gap in research examining not only *what* is taught, but *how* the school environment, teacher capabilities, assessment practices, and institutional policies support or impede the embedding of integrity and anti-corruption values within PPKn teaching. Addressing this would allow for more evidence-based recommendations for curriculum design, teacher training, and school policy to support sustainable behavioural change among students.

This study breaks new ground by focusing specifically on the integration of integrity values within the Civic Education (PPKn) curriculum at the senior high school level, rather than treating anti-corruption education as a separate or extra-curricular module. Previous research largely addressed value internalisation in primary schools or in general character education contexts (Yorman, Suwarni & Jalaludin, 2025). By embedding integrity constructs into subject-specific syllabus, instructional strategies and assessment methods within PPKn, this research fills a gap around how curricular design can operationalise anti-corruption education in subject teaching rather than as an add-on. Moreover, the study introduces a mixed-method evaluation of not just attitudes and knowledge, but how such curriculum integration influences teacher practices, assessment tasks and school culture as enablers or inhibitors of value internalisation—an area underexplored in recent works (Sriartha, 2024). This dual focus on both *what* is integrated and *how* it is delivered and sustained offers practical insights for curriculum developers, teacher trainers and policy makers in strengthening anti-corruption education frameworks in Indonesian high schools.

The primary objective of this study is to examine the process and outcomes of integrating integrity values into the PPKn curriculum for senior high school students, in order to strengthen anti-corruption education. Specifically, the research seeks to identify the extent to which integrity values (such as honesty, responsibility, fairness) are reflected in PPKn lesson plans, teaching methods and assessment instruments, and how students respond to those integrations. A further aim is to evaluate the institutional enablers and barriers within the school environment such as teacher competency, school leadership support, instructional resources and assessment practices that affect the successful embedding of anti-corruption values into PPKn. Ultimately, the study intends to propose a model of curriculum integration and implementation strategy that is contextually

appropriate for Indonesian senior high schools, thereby advancing both theory and practice in anti-corruption education.

RESEARCH METHOD

In this study, the research method employed is a library research (pustaka) method, which is well-suited for the conceptual and theoretical nature of our inquiry into integrating integrity values in the civics curriculum. Library research involves systematically gathering, studying, and synthesising existing literature from books, journal articles, policy documents and other secondary sources, enabling the researcher to build a robust theoretical foundation and identify gaps in current knowledge. The process begins with formulating focused research questions and defining inclusion-exclusion criteria for selecting relevant publications, then proceeds with thorough searches across electronic databases and reference lists to collect pertinent studies. As indicated by recent methodological guidance, educational researchers are increasingly adopting structured review protocols to ensure rigor, transparency and reproducibility in literature-based studies. After data collection, the method emphasises critical appraisal of each source's contribution, thematic coding of key concepts (such as "integrity", "anti-corruption education", "civic values"), and synthesising findings into coherent conceptual models. Finally, the library research method allows researchers to draw together theoretical frameworks and empirical findings such as those on moral education, civic education, and anti-corruption pedagogy to form a comprehensive evidence base for the study's novelty and design. The choice of this method aligns with the study's purpose to construct a model of curriculum integration based on existing knowledge, rather than primary empirical data collection, thus enabling focused refinement of concepts and propositions for subsequent research phases.

Data in this study were collected through a structured library research process, focusing on relevant literature from the last five years to ensure recency and relevance. Sources included peer-reviewed journal articles, books, conference proceedings, official education policy documents, and national curriculum frameworks accessed through academic databases such as Google Scholar, DOAJ, Sinta, and ResearchGate. The inclusion criteria prioritized studies discussing integrity, anti-corruption education, civic education (PPKn), and curriculum integration in the context of high school settings. A keyword strategy using Boolean operators (e.g., "integrity AND civic education," "anti-corruption curriculum AND high school") was implemented to filter relevant materials. Each selected publication was recorded in a literature matrix including author, title, year, method, findings, and relevance to the research focus. The data collection process also involved reviewing national curriculum documents issued by the Ministry of Education and Culture, particularly those relevant to PPKn in SMA. This ensured a balanced representation of theoretical and policy perspectives. Data saturation was reached when newly reviewed sources no longer provided novel insights into the themes of integrity integration or anti-corruption education in PPKn.

The collected data were analyzed using qualitative content analysis, with a thematic coding approach to identify recurring concepts, strategies, challenges, and frameworks related to the integration of integrity values into the PPKn curriculum. Initial open coding was conducted to label concepts appearing across the literature, followed by

axial coding to group related categories into broader themes such as “value internalisation,” “teacher competency,” “curriculum barriers,” and “assessment strategies.” This was aligned with the Miles and Huberman model of data reduction, data display, and conclusion drawing. (Miles, Huberman, & Saldaña, 2019) Each theme was critically compared across sources to identify patterns, contradictions, and underexplored areas, providing the basis for theoretical synthesis and model development. The analysis also drew comparisons between studies from different educational levels (primary vs. secondary) to highlight unique challenges in high school settings. Policy documents were reviewed using discourse analysis techniques to uncover how integrity is framed within civic education mandates. Finally, findings were organized into a narrative synthesis, integrating conceptual insights and empirical trends to guide the formulation of recommendations and research novelty. This method ensured that the conclusions were grounded in a broad, systematic, and critically appraised knowledge base.

RESULTS AND DISCUSSION

The analysis of literature revealed several recurring themes related to how integrity values are integrated into the PPKn curriculum. As shown in Table 1, integrity-related content is embedded in general terms within the national curriculum (KI/KD), particularly under character-building goals like honesty and responsibility (Zulaiha, 2024). However, these values are rarely translated into specific, operational indicators in lesson plans or assessments. Teachers are recognized as central agents in promoting integrity, yet many lack training in anti-corruption education methods, as confirmed by Yorman et al. (2025). While interactive methods like project-based learning are used, integrity learning is still mostly delivered theoretically. Assessments are a major gap; current tools seldom evaluate ethical reasoning or decision-making explicitly (Padmasari et al., 2025). On the positive side, students are highly engaged when lessons link integrity to real-life social issues (Sriartha, 2024). School support and leadership vary widely, affecting consistency in application (Lituhayu et al., 2023). These findings suggest moderate overall integration but significant room for practical, structural improvement.

Table 1. Themes of Integrity Integration in PPKn Curriculum

Theme	Findings	Sources	Level of Integration	Challenges
Curriculum Content	Integrity values included in KI/KD, mainly honesty & responsibility	Zulaiha (2024)	Moderate	Formulation still general & abstract
Teacher Role	Teachers are role models but lack anti corruption training	Yorman et al. (2025)	Low	Limited professional development
Learning Strategy	Uses project-based and discussion methods	Trisiana et al. (2024)	Moderate	Limited classroom time

Assessment Method	Integrity rarely assessed explicitly	Padmasari et al. (2025)	Low	Focus on cognitive standardized tests
Student Engagement	Students engaged when content relates to real-life issues	Sriartha (2024)	High	Requires contextual learning materials
Institutional Support	Leadership support varies between schools	Lituhayu et al. (2023)	Variable	No strong institutional policy mandate

Despite the presence of integrity values in policy documents, the internalisation of these values in classroom practice faces multiple systemic and pedagogical barriers. As presented in Table 2, one major challenge is the limited competency among teachers to design and deliver integrity-focused content effectively an issue frequently highlighted in recent literature (Umar, 2024). The curriculum structure itself lacks specific indicators for value outcomes, making integrity difficult to measure or assess meaningfully (Yorman et al., 2025). Additionally, while students often show general awareness of corruption as a societal issue, they tend to lack the deeper ethical reflection required for genuine value internalisation (Padmasari et al., 2025). Existing assessment tools mostly prioritize cognitive recall and factual understanding, not character-based competencies (Miles & Huberman, 2019). Institutional policies are also a constraint, as schools lack formal frameworks or leadership directives to embed anti-corruption values systematically (Sriartha, 2024). Lastly, there's insufficient use of engaging media or contextualized materials in PPKn lessons (Trisiana et al., 2024). These findings point to the need for systemic reform, including curriculum revisions, professional development, and institutional commitment.

Table 2. Barriers to Integrity Value Internalisation in PPKn

Barrier	Impact	Sources	Frequency Reported	Suggested Solutions
Teacher Competency	Limits effective delivery of anti-corruption material	Umar (2024)	High	Provide targeted teacher training
Curriculum Design	Lacks specific operational indicators for integrity	Yorman et al. (2025)	Moderate	Revise KI/KD to include clear value indicators Use reflective learning and ethical dilemma tasks
Student Awareness	Students lack deeper ethical reflection	Padmasari et al. (2025)	High	
Assessment Tools	Cannot measure integrity-based competencies	Miles & Huberman (2019)	Moderate	Develop integrity-based rubrics

Institutional Policy	No systemic support for value internalisation	Sriartha (2024)	High	Strengthen leadership and policy commitment
Instructional Media	Limited engaging and contextual resource materials	Trisiana et al. (2024)	Moderate	Create interactive digital or contextual media

The findings from this study illustrate a clear dual-track pattern: while the formal inclusion of integrity values in the curriculum (especially under honesty and responsibility) is relatively well established, the translation into consistent pedagogy, assessment, and institutional support remains weak and inconsistent. For example, as noted in the recent study by YB Syahputra (2024), anti-corruption education is important and increasingly recognized in Indonesian high schools, yet actual classroom practices often stop at knowledge delivery without moving into value internalisation or behavioural change. This aligns with Table 1’s indication of “moderate” to “low” levels of integration in several themes (like teacher role, assessment method) and Table 2’s identification of substantial barriers such as teacher competency and assessment tools. The gap suggests that integrity values are present in document form but the ecosystem (teachers, materials, assessments, leadership) needed for meaningful internalisation among students is underdeveloped. Thus, the study underscores the need not only for curricular inclusion but for full systemic alignment – teacher professional development, value-based assessment instruments, leadership policy, and engaging media in order to turn integrity values from theoretical constructs into lived student behaviours.

Based on the results and discussion, it can be concluded that the integration of educational games both digital and non-digital—has a positive impact on mathematics learning in elementary schools, particularly in enhancing conceptual understanding, learning motivation, and medium-term retention. Non-digital formats tend to demonstrate higher effectiveness in contexts with limited infrastructure, especially when supported by curriculum-aligned game design and effective teacher facilitation. The success of implementation is strongly influenced by teacher readiness, the alignment of game features with learning objectives, and the frequency of integration within instructional activities. This study also emphasizes the importance of accounting for student diversity in the design of game-based interventions. Moreover, educational games that are systematically embedded in lesson plans have been shown to be more effective than those implemented in isolation. When adapted to local contexts and learner characteristics, educational games hold strong potential as a globally adaptive pedagogical solution. The findings of this study contribute to the development of educational policy and innovative classroom practices that are more engaging and effective. Additionally, this research opens new avenues for future studies, particularly those involving long-term and cross-cultural experimental designs.

In recent years, a growing body of research has examined how integrity- and anti-corruption-oriented education is operationalised within schools, highlighting both promising practices and persistent gaps. For example, The Implementation of Integrity

Values to Foster Anti-Corruption Attitudes in Elementary School Students (Heryanto, Susanti & Darmansyah, 2023) found that schools implemented integrity values via real-life contexts such as “honesty canteens” and homework correction practices, thereby enhancing student attitudes towards anti-corruption efforts. Meanwhile, the systematic review by Integrity Character Education in Indonesia: Systematic Review (Umar, 2024) underscored the need for clearer operational indicators and mixed-method designs in value-based education, particularly regarding integrity and anti-corruption. Further, studies such as Enhancing Anti-Corruption Character Through Video-Based Learning on Response Text (Padmasari et al., 2025) demonstrate how interactive methods (e.g., video-based learning) can improve student engagement and understanding of anti-corruption values. Collectively, these findings suggest that while the incorporation of integrity and anti-corruption themes is increasingly recognised in curricula, the alignment of pedagogical practices, assessment mechanisms, and institutional support remains uneven. This literature underscores the importance of not only *what* values are included, but *how* they are embedded, assessed, and sustained within the school ecosystem.

Another strand of recent literature focuses on assessment and measurement challenges in anti-corruption and integrity education, a critical dimension for your research on integrating integrity values into PPKn. For instance, *Measuring Integrity: How Should Anti-Corruption Education Assessment Be Conducted in Schools?* (Yasmianti, Parwata & Budhayani, 2025) found that most school-based assessments are still heavily weighted towards cognitive domains, with affective and behavioural components largely neglected. In addition, research on digital-based anti-corruption education, such as *Implementation of Digital Based Anti-Corruption Education to Strengthen Civic Civility in Elementary Schools* (2024), highlights both the potential and the practical constraints of media-enhanced integrity education while engagement increased, schools struggled with resource access and teacher readiness. These insights point to a research gap that your study addresses: how integrity values can be systematically assessed and embedded within the curriculum of PPKn (Civics) at the high-school level, beyond elementary education and beyond cognitive outcomes. By grounding your methodology in this literature, you strengthen the theoretical justification for focusing on teacher practices, assessments, and institutional support as part of integrity value integration in PPKn.

This study offers a novel contribution by specifically targeting the integration of integrity values into the Civic Education (PPKn) curriculum for senior high school students in Indonesia, a level and subject domain that remains under-explored in recent literature. While previous research has addressed character or anti-corruption education in elementary settings (Heryanto, Susanti & Darmansyah, 2023) or broad curriculum reviews (Umar, 2024), there is limited empirical insight into how integrity values are operationalised through PPKn in the high school context. Additionally, most studies focus on knowledge or attitude outcomes, rather than the systematic alignment of curriculum content, pedagogy, assessment, and institutional support. By conducting a comprehensive library research and synthesising recent findings as well as policy documents, this study bridges that gap and proposes a model for integrating integrity values into PPKn that is sensitive to both subject-specific demands and student developmental stages. For example, the study on “Measuring Integrity: How Should

“Anti-Corruption Education Assessment Be Conducted in Schools?” provides fresh evidence on the need for robust assessment mechanisms beyond cognitive domains. Thus, this research’s novelty lies in its subject-centric, high-school-level focus, combined with an integrated framework of curriculum-pedagogy-assessment-institutional ecosystem for anti-corruption education.

Furthermore, this research innovates by embedding the concept of integrity value internalisation within the teaching-learning ecosystem rather than treating it as a stand-alone module. Recent studies emphasise that besides curriculum inclusion, the actual internalisation of anti-corruption values demands teacher competency, contextual instructional media, and school-wide culture (Yorman, Suwami & Jalaludin, 2025; Afan, 2024). However, few investigations have combined these dimensions in analysing PPKn at the high-school level. This study therefore integrates these dimensions into its framework: it examines how integrity values are embedded in PPKn content, how teachers adopt and deliver such content, how assessments reflect integrity outcomes, and how school policy and culture support or inhibit the process. By doing so, the research offers a comprehensive blueprint for strengthening anti-corruption education through PPKn addressing curriculum, teacher practice, assessment tools, and institutional support in a cohesive manner, which is a significant advance over previous isolated studies.

This research holds global significance as it addresses a universal challenge: how to foster anti-corruption attitudes and ethical civic behavior in youth through formal education. The integration of integrity values into subject-specific curricula, such as Civics (PPKn), provides a scalable model that can be adapted across national contexts facing similar governance and education challenges. Given that corruption undermines democratic institutions and sustainable development globally, embedding anti-corruption education from secondary school levels can serve as a long-term preventive strategy (Afan, 2024). Moreover, the study’s approach linking curriculum content, pedagogy, assessment, and institutional support offers a comprehensive framework that international education systems can learn from and modify to fit their cultural and policy environments (Prakoso, 2024). The use of systematic literature analysis also aligns with international academic standards for evidence-based policy design (Mahkam et al., 2025). Thus, this study not only contributes to Indonesia’s educational reform but also enriches the global discourse on value-based civic education, ethics, and preventive anti-corruption strategies within formal schooling systems.

CONCLUSION

2 Based on the findings and discussions, this study concludes that while integrity values such as honesty, responsibility, and justice are formally embedded within the PPKn curriculum at the senior high school level, their actual integration into teaching practices, assessments, and institutional culture remains inconsistent and underdeveloped. Teachers often lack targeted training in anti-corruption pedagogy, and current assessment tools do not sufficiently measure students’ ethical reasoning or behavior. Although students demonstrate interest when learning is contextualized, structural challenges such as limited institutional support and generic curriculum formulations—hinder the deep internalisation of integrity values. The study highlights the need for a holistic integration framework involving curriculum revision, teacher capacity-building, value-based assessments, and leadership support to ensure anti-

corruption education is not only taught but lived. Therefore, strengthening anti-corruption education requires both pedagogical innovation and systemic alignment to ensure its effectiveness and sustainability in the PPKn learning ecosystem.

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