

# **From Campus to the Public Arena: Institutional Educational as the Vanguard of Anti-Corruption Efforts**

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## **Abstract**

Corruption remains a persistent and systemic problem in Indonesia, underscoring the urgency of preventive strategies that extend beyond law enforcement to the education sector. Law faculties play a strategic role in cultivating integrity and ethical awareness among students as future legal professionals. Nevertheless, the integration of anti-corruption values within legal education has yet to be implemented in a comprehensive and systematic manner. This article examines the integration of anti-corruption education in law higher education

institutions and identifies the principal obstacles to its effective implementation. This study adopts normative juridical research supported by conceptual and sociological perspectives, drawing on secondary legal materials to analyse the regulatory framework, theoretical foundations, and practical implementation of anti-corruption education within the academic environment. The findings demonstrate that the main challenges in anti-corruption education include weak curricular integration, the absence of consistent ethical role models among educators, a permissive academic culture, and limited institutional cooperation with law enforcement and anti-corruption agencies. To address these issues, the study proposes a comprehensive strategy encompassing the strengthening of an integrity-based curriculum, the institutionalisation of transparent and accountable academic governance, the development of ethical leadership among lecturers, and structured collaboration with anti-corruption institutions. The article concludes that law faculties can function as the vanguard of corruption prevention by systematically embedding integrity values within legal education, thereby contributing to the formation of a generation capable of promoting a clean, accountable, and just public order in Indonesia.

### **Keywords**

*Anti-Corruption Education; Academic Integrity; Higher Education Governance; Civic Responsibility; Legal Education.*

## I. Introduction

Corruption is a form of extraordinary crime that has a wide impact on the social, political, and economic life of the nation. Corruption has become a structural problem that penetrates various sectors, ranging from government bureaucracy, law enforcement agencies, to the world of education. Indonesia is one of the countries with a fairly high level of corruption. The Corruption Perceptions Index (CPI) released by Transparency International in recent years shows that Indonesia's score is still at an alarming level, which is below the average of ASEAN countries with a suspension of 40/100 in the ranking position of 85 out of 180 countries in 2019, the suspension of 37/100 is in the position of ranking 120 out of 180 countries.<sup>1</sup> The low score reflects the still strong practice of abuse of power, the weak public integrity system, and the lack of an anti-corruption culture in society. In other words, corruption is not only a legal problem, but also a moral and cultural problem of the nation.

Efforts to eradicate corruption in Indonesia have been carried out through various legal and institutional instruments, such as the establishment of the Corruption Eradication Commission (KPK), strengthening laws and regulations, and improving coordination between law enforcement officials.<sup>2</sup> However, the success of corruption eradication does not solely depend on the law enforcement aspect, but is also highly determined by prevention efforts through education and character building. In this context, educational institutions play a strategic role as the vanguard in instilling the values of integrity, honesty, and responsibility from an early age. Education has the transformative power to shape sustainable anti-corruption mindsets and behaviors. Therefore, educational institutions not only function as a means of knowledge transfer, but also as a vehicle for value formation oriented to public ethics and social justice.

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<sup>1</sup> Shinta Aulia, "Penerapan Pendidikan Antikorupsi Di Perguruan Tinggi," *Social, Humanities, and Educational Studies* 7, no. 3 (2024): 2.

<sup>2</sup> Muhammad Hafidh Isa Anshori, "Ananlisis Pengaruh Kebijakan Pendidikan Anti Korupsi Pada Pendidikan Tinggi Di Indonesia," *Ganesha Civic Education Journal* 7, no. 1 (2025): 2, <https://doi.org/https://doi.org/10.23887/gancej.v7i1>.

The role of educational institutions, especially universities, in eradicating corruption becomes increasingly important when it is seen that many corrupt actors come from higher educated circles.<sup>3</sup> This phenomenon shows that there is a gap between intellectual intelligence and moral integrity. Education that only emphasizes the cognitive aspect without instilling ethical values has the potential to produce individuals who are intelligent but lack integrity. Therefore, a holistic and transformative educational approach is needed, which not only teaches legal theory or state administration, but also internalizes the values of honesty, responsibility, and concern for the public interest. In this case, educational institutions must be a moral force<sup>4</sup> that is able to correct and direct social dynamics towards a clean and just social order.

Various previous studies support this argument by showing that corruption in education is not merely an individual issue but deeply rooted in institutional culture and structural weaknesses. Moata and Rabawati<sup>5</sup> found that campuses remain fertile ground for unethical behaviors such as cheating, absenteeism fraud, lecturer gratuities, and bribery in student admissions, while the integration of anti-corruption values into curricula has been ineffective due to its overly theoretical orientation. Similarly, Aulia, Fathurrizqoh and Wahyudi<sup>6</sup> emphasize that although anti-corruption education has been implemented through courses, seminars, and socialization programs, its execution is inconsistent and fails to develop strong ethical awareness among

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<sup>3</sup> Putra Perdana Ahmad Saifulloh, "Peran Perguruan Tinggi Dalam Menumbuhkan Budaya Anti Korupsi Di Indonesia," *Jurnal Hukum & Pembangunan* 47, no. 4 (2023): 446, <https://doi.org/https://doi.org/10.21143/jhp.vol47.no4.1591>.

<sup>4</sup> Inanna, "Peran Pendidikan Dalam Membangun Karakter Bangsa Yang Bermoral," *Jurnal Ekonomi Dan Pendidikan* 1, no. 1 (2018): 3, <https://doi.org/https://dx.doi.org/10.26858/jekpend.v1i1.5057>.

<sup>5</sup> Shelomita Firsty Moata and Dwityas Witarti Rabawati, "Analisis Implementasi Pembelajaran Anti Korupsi Di Lembaga Kampus : Kajian Studi Literatur," *Jurnal Pendidikan Tambusai* 9, no. 1 (2025): 4055, <https://doi.org/https://doi.org/10.31004/jptam.v9i1.24957>.

<sup>6</sup> Shinta Aulia, Uli Fathurrizqoh, and Wahyudi, "Penerapan Pendidikan Antikorupsi Di Perguruan Tinggi," *Social, Humanities, and Educational Studies (SHEs): Conference Series* 7, no. 3 (2024): 1700, <https://doi.org/https://dx.doi.org/10.20961/shes.v7i3.92180>.

students. Moreover, Permana and Setiawan<sup>7</sup> reveal that the education sector is among the most corruption-prone sectors in Indonesia, driven by permissive academic cultures, weak oversight and poor institutional governance. These findings reinforce the urgency of a holistic, institution-based, and character-oriented approach to anti-corruption education, aligning closely with the focus of this study on the strategic role of educational institutions in fostering a culture of integrity as a long-term preventive measure.

On the other hand, the world of education in Indonesia is not completely free from corrupt practices. Various forms of ethical violations such as illegal levies, value manipulation, plagiarism, buying and selling diplomas, and budget abuse are often found in the educational environment,<sup>8</sup> from elementary schools to universities. This phenomenon shows that educational institutions themselves have not fully become exemplary in upholding the principles of integrity and accountability. This condition creates a paradox that institutions that are supposed to be the pioneers of moral education have the potential to reproduce corrupt values. In the long run, this can give birth to a generation that is apathetic to the issue of corruption and permissive to ethical violations, because they are used to seeing such practices in their own academic environment.

In response to these problems, the government together with the Corruption Eradication Commission (KPK) have initiated the Anti-Corruption Education (PAK) program which aims to integrate integrity values into the national education system. This program emphasizes the importance of participatory, contextual, and behavior-change-oriented learning. At the university level, the implementation of anti-corruption education can be carried out through three main approaches, namely curriculum integration, extracurricular activities, and clean campus governance.<sup>9</sup> Through the curriculum, anti-corruption values can be

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<sup>7</sup> Sidik Permana and Mursyid Setiawan, "Korupsi Sektor Pendidikan Di Indonesia: Realitas, Penyebab, Dan Solusi," *Integritas: Jurnal Antikorupsi* 10, no. 2 (2024): 250, <https://doi.org/10.32697/integritas.v10i2.1326>.

<sup>8</sup> Prayogi Dwi Sulisty, "Dunia Pendidikan Masih Rawan Korupsi," *Kompas*, 2024.

<sup>9</sup> Ikbal Alfaruki, "Urgensi Pendidikan Antikorupsi Dan Pentingnya Nilai Integritas Di Indonesia," *Journal of Social Science and Multidisciplinary Analysis* 2, no. 2 (2025): 104, <https://doi.org/https://doi.org/10.59827/jossama.v2i2.83>.

inserted into various courses, both general ones such as Pancasila Education and Professional Ethics, as well as those that are specific according to their respective scientific fields. In student activities, the principles of integrity can be realized through leadership training, organizational activities, research, and community service that instill transparency and social responsibility. Meanwhile, clean campus governance is clear evidence of the application of these values in institutional practices.

However, the implementation of anti-corruption education in educational institutions still faces various obstacles. One of the main challenges is the lack of institutional commitment to make integrity part of the organization's culture. Many educational institutions consider anti-corruption education as just a formality program or ceremonial activity without continuous follow-up. In addition, the limited capacity of educators is also an obstacle in implementing integrity values effectively. Not all lecturers have an adequate understanding of the anti-corruption pedagogical approach, so teaching is still normative and cognitive, not transformative. Another challenge is the culture of permissiveness towards ethical violations that is still strong in society, including in the academic environment, which means that anti-corruption moral messages often do not receive adequate social support.

These challenges are even more complex when associated with Indonesia's socio-political conditions which are still loaded with pragmatic interests.<sup>10</sup> In this context, educational institutions need to take a more active role to bridge academic values with public spaces. Campuses must be agents of change that not only educate students in the classroom, but also encourage them to be directly involved in advocacy, social research, and community service activities that prioritize transparency, justice, and accountability. Through such activities, students can critically understand social realities and cultivate moral courage to reject corrupt practices in their environment. Thus, anti-corruption education is no longer theoretical, but becomes a process of real character formation in social action.

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<sup>10</sup> Miftah Faried Hadinatha, "Jejak Pragmatisme Dalam Politik Di Indonesia (Era 2009 – 2017)," *Kalimah: Jurnal Studi Agama-Agama Dan Pemikiran Islam* 16, no. 2 (2018): 192, <https://doi.org/http://dx.doi.org/10.21111/klm.v16i2.2872>.

In addition to internal improvements, educational institutions also need to strengthen partnerships with other institutions, both the government, civil society, and the private sector. This synergy is important to create an educational ecosystem that supports integrity. For example, cooperation between universities and the KPK in research, training, and development of anti-corruption curriculum based on best practices. In addition, the campus can also collaborate with non-governmental organizations to hold public campaigns, integrity innovation competitions, or activities that connect students with corruption issues at the local level. Through cross-sectoral collaboration, educational institutions can expand their influence from the academic space to the public sphere, so that the anti-corruption message becomes a social movement that involves the wider community.

By looking at these dynamics, it can be concluded that educational institutions have a fundamental role in building a society with integrity and free from corruption. However, this role will not be effective without a systematic strategy and strong institutional support. A joint commitment is needed between the government, educational institutions, educators, and the community to make education a moral fortress of the nation. Therefore, this study will examine two main questions: (1) What are the challenges faced by educational institutions in carrying out their role as the vanguard of efforts to eradicate corruption in Indonesia? and (2) What strategies can be implemented by educational institutions to integrate the values of integrity and anti-corruption into the learning process and campus activities?

This study is expected to make a theoretical and practical contribution to the development of a sustainable anti-corruption education model in Indonesia. Theoretically, this research strengthens the view that education is the main instrument in building social capital with integrity. Practically, this research can be considered for educational institutions in formulating more effective policies, programs, and learning methods in instilling anti-corruption values. Through the active role of educational institutions, it is hoped that the anti-corruption movement will not only live in the bureaucratic and law enforcement space, but also grow strong in campus spaces and public spaces as a real manifestation of the nation's moral education.

## II. Method

This research method uses a normative juridical approach with the support of a *conceptual approach* and a sociological approach. A normative juridical approach is used to analyze the legal framework that governs anti-corruption education in Indonesia, especially in the context of the role of law higher education institutions as implementers of public character and integrity education. A conceptual approach is used to examine theoretical ideas about integrity, public ethics, and the function of legal education in shaping anti-corruption behavior.

Meanwhile, a sociological approach is applied to understand the implementation of anti-corruption values in the campus environment and how the transformation of these values can be brought to the public space through educational activities, community service, and academic culture.

The data of this research is sourced from secondary data, in the form of primary legal materials (laws and regulations such as Law Number 30 of 2002 concerning the Corruption Eradication Commission, Law Number 20 of 2003 concerning the National Education System, and various derivative regulations on character education and anti-corruption), secondary legal materials (literature, journals, research results, and reports of anti-corruption institutions), and tertiary legal materials (legal dictionary, encyclopedia, and other supporting documents).

The data was analyzed qualitatively descriptively, by interpreting legal norms, anti-corruption education theory, and institutional practices in higher education to find the relationship between legal education and efforts to eradicate corruption. The results of the analysis are expected to provide a comprehensive understanding of how educational institutions can be at the forefront in forming a generation with integrity and playing an active role in eradicating corruption in the public sphere.



### **III. The Challenges of the Faculty of Law as the Vanguard of Corruption Eradication**

The involvement of education as an effort to prevent corruption is classified as a primary prevention strategy. Of the secondary and tertiary prevention strategies, this primary prevention is the most fundamental prevention strategy because it focuses on efforts to engineer the physical and social environment that has the potential to trigger criminal behaviors. This strategy is understood by Hughes as the reduction of criminal opportunities without reference to criminals, because it does not focus on perpetrators or potential perpetrators of crime at all. In criminological studies, weak social control is one of the criminogenic factors in the occurrence of corruption. This is expressed by Stephen D. Morris that at a very fundamental level, the occurrence of corruption in a country essentially represents the failure of the government to control society.

In the Indonesian context, the weak social control as stated by Travis Hirschi is reflected in the world of legal education that has not optimally instilled moral control over deviant behavior, including corruption. This failure of social control is caused by the weakening of social bonds that have been encouraging the process of socialization and self-adjustment in society, which includes four elements: attachment, commitment, involvement, and belief. In order to restore this social bond, several studies have shown that school or education plays an important role in binding children/students not to engage in deviant behavior now and in the future.

As an institution that produces prospective law enforcers, policymakers, and justice thinkers, the faculty of law has a strategic responsibility in strengthening the integrity of the nation and upholding the principle of the rule of law that is clean from corruption. In various national policies such as Law Number 20 of 2003 concerning the National Education System, Regulation of the Minister of Research, Technology and Higher Education of the Republic of Indonesia Number 33 of 2019 concerning the Implementation of Anti-Corruption Education in Higher Education and so on, legal education is recognized as an important element in building a legal system with

justice and integrity.<sup>11</sup> However, this idealism does not always go hand in hand with the reality on the ground. Efforts to make the law faculty the vanguard of corruption eradication are still faced with various challenges, both internal and external.

Conceptually, the faculty of law is expected not only to play the role of an academic institution that transfers legal knowledge, but also as a center for the formation of moral character and professional ethics. This is where the biggest challenge lies: how to change the paradigm of legal education that has tended to be theoretical and normative into an ethical, reflective, and transformative education, which instills the values of honesty, responsibility, and moral courage in students. Many law schools are still stuck in a classic teaching pattern that emphasizes memorization of articles and doctrines, without giving enough room for ethical reflection on corrupt legal practices.

In addition to methodological challenges, there are also structural and cultural challenges in the academic environment itself. Practices that are contrary to integrity values, such as nepotism in student admissions, conflicts of interest in academic assessments, or weak financial transparency, indirectly undermine the credibility of the campus as a pioneer of the anti-corruption movement. When the law faculty fails to be an example of a transparent and accountable institution, the moral message conveyed in the lecture hall loses legitimacy in the eyes of students.

On the other hand, the law faculty also faces external challenges, especially from the social and political system that is still corrupt.<sup>12</sup> Permissive culture of ethical violations, political pressure on educational institutions, and low policy support for integrity education are real obstacles. Students who learn about honesty and responsibility in the

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<sup>11</sup> Annisa Suci Rosana & Monika Dita Puspa Dewi & Muhammad and Baiquni Iqbal, "Dalam, Strategi Perguruan Tinggi Hukum Sebagai, Menghadapi Era Disrupsi Teknologi Yang, Upaya Membentuk Para Penegak Hukum Pancasila, Berintegritas Dan Berkarakter," in *Seminar Nasional Hukum Universitas Negeri Semarang* (Fakultas Hukum Universitas Negeri Semarang, Indonesia., 2021), 2, <https://doi.org/https://proceeding.unnes.ac.id/index.php/snh/article/view/731>.

<sup>12</sup> C Jawa, D., Malau, P., & Ciptono, "Tantangan Dalam Penegakan Hukum Tindak Pidana Korupsi Di Indonesia," *Jurnal USM Law Review* 7, no. 2 (2024): 3, <https://doi.org/https://doi.org/10.26623/julr.v7i2.9507>.

classroom are often faced with the fact that in the world of work, including in legal institutions, corruption is considered "normal" or even "normal".<sup>13</sup> This discrepancy between educational idealism and social reality often weakens the internalization of integrity values in the younger generation of law.

Other challenges arise from the aspect of limited human resources and curriculum. Not all law lecturers have adequate pedagogical capacity and ethical knowledge to teach anti-corruption education effectively. Meanwhile, the legal education curriculum at many universities is still not fully integrated with the values or character education approach. As a result, integrity strengthening efforts are often sporadic and ceremonial, rather than part of a sustainable and measurable education system.

With these complexities, it becomes clear that efforts to make law schools the vanguard of corruption eradication are not easy. Paradigm reform, institutional strengthening, and consistency of academic ethics are needed to ensure that anti-corruption values are truly alive and rooted in all campus activities. Therefore, the following section will elaborate in more depth on the main challenges faced by law schools in Indonesia in carrying out their role as pioneers of the anti-corruption movement, both in terms of internal institutions and the external socio-political factors that surround them:

1. Challenges of Academic Culture and Morality of the Campus Community

One of the most fundamental challenges is the weak academic culture with integrity within the law faculty.<sup>14</sup> The value of scientific honesty and academic responsibility is often not part of the daily habits among lecturers and students. Phenomena such as plagiarism, manipulation of research data, thesis jockeying, and nepotism in the

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<sup>13</sup> Irza Salsabila, "Strategi Anti Korupsi Untuk Membentuk Karakter Mahasiswa Sebagai Agen Perubahan Bangsa," *Jurnal Seumubeuet: Jurnal Pendidikan Islam* 5, no. 1 (2023): 22.

<sup>14</sup> Amanda Putri Evandra Zainudin Hasan, Fathaniah Ghaisani Putri, Cinta Jivara Riani, "Strategi Dan Tantangan Pendidikan Dalam Membangun Integritas Anti Korupsi Dan Pembentukan Karakter Generasi Penerus Bangsa," *Perkara : Jurnal Ilmu Hukum Dan Politik* 2, no. 2 (2024): 250, <https://doi.org/https://doi.org/10.51903/perkara.v2i2.1883>.

selection of academic activities reflect the existence of an integrity deficit in institutions that should be the moral fortress of the nation. The findings of the 2024 Education Integrity Assessment Survey (SPI), released by the Corruption Eradication Commission (KPK), found that 98% of cases of cheating were on campus.<sup>15</sup> In fact, Permenristekdikti Number 33 of 2019 has emphasized that anti-corruption education must be carried out through example and habituation in the university environment. Despite its progressive intent, this regulation exhibits several substantive limitations. First, Permenristekdikti No. 33 of 2019 places greater emphasis on normative provisions than on operational and measurable implementation mechanisms. The absence of clearly defined success indicators hampers the ability to assess whether anti-corruption education effectively contributes to the formation of students' character and ethical conduct. Consequently, institutional compliance is frequently assessed on the basis of formal curriculum adoption rather than demonstrable educational outcomes.

Moreover, the policy has yet to fully integrate anti-corruption education into the broader academic culture and governance structures of higher education institutions. In practice, anti-corruption education is often treated as a standalone course or an isolated curricular component, rather than as a cross-cutting value embedded across legal education and institutional practices. This disjunction generates a paradox in which anti-corruption principles are conveyed at the theoretical level, while governance practices within academic institutions do not consistently reflect standards of transparency and accountability. As a result, the transformative capacity of anti-corruption education remains significantly constrained. A permissive culture of minor transgressions such as punctuality, academic indiscipline, or inopenness in judgment, gradually fosters a compromising attitude toward larger deviations. If the campus environment fails to be an example in applying the principles of honesty and accountability, then anti-corruption education efforts will lose moral legitimacy. In other words, it will

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<sup>15</sup> Komisi Pemberantasan Korupsi, "Temuan Hasil SPI Pendidikan 2024: Menyontek Dan Plagiarisme Masih Merebak Di Sekolah Dan Kampus," 2025.

be difficult for law faculty to instill integrity in students if the institution itself does not reflect these values in daily practice.

## 2. Curriculum Challenges and Learning Methods

Although many law schools have recognized the importance of anti-corruption education, its implementation is often still a formality. The addition of one special course such as "Anti-Corruption Education" or "Professional Ethics" is not effective if it is not followed by a transformation of the learning approach. The legal curriculum at many universities is still dominated by a dogmatic-normative approach, in which students are taught only to read laws, memorize articles, and study doctrines, without being directed to develop ethical awareness and moral reflection on the law. It is evident that the KPK has developed a standard for insertion material in compulsory courses for anti-corruption prevention, even though it should not be an insertion but integration into the main curriculum. In addition, the lack of participatory and reflective learning methods such as case studies, problem-based learning, or clinical legal education makes law students tend to be passive and not used to thinking critically about corruption issues. As a result, legal education fails to shape students' moral reasoning and ethical sensitivity to the abuse of power.<sup>16</sup> Indonesia has actually integrated anti-corruption education at all levels of education, including universities. However, in practice, the implementation still faces various design problems. The curriculum used often overlaps with character education or general ethics, so the direction and priorities of learning become blurred. In fact, one of the conditions for the success of an education is that the plan and process that are carried out reflect the principles of simplicity, clarity and priority. This curriculum challenge requires a comprehensive reform in the design of legal education so that the values of integrity are truly internalized in every aspect of learning.

## 3. Challenges of Lecturer Exemplary and Academic Professional Ethics

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<sup>16</sup> Justine Rogers, "Legal Ethics Education: Seeking—and Creating—a Stronger Community of Practice," *The Georgetown Journal Of Legal Ethics* 36, no. 1 (2023): 73.

Integrity cannot be taught only through theory because integrity must be exemplified. In the context of the law faculty, lecturers are central figures who not only play the role of teachers, but also as moral and ethical models for students. Unfortunately, there is still a gap between what is taught in the lecture hall and the behavior shown by some educators. Practices such as academic discrimination, conflicts of interest in guidance, or even unprofessional attitudes, can erode students' trust in the values being taught.<sup>17</sup> The corruption case involving the Rector of Mitra Karya University (Umika) Bekasi, Sri Hari Jogja, who was sentenced to five years in prison at the appeal level, shows that ethical and integrity irregularities can occur even in higher education institutions. This phenomenon reinforces the fact that anti-corruption education will lose its meaning if educators themselves fail to display behavior that is in harmony with the values they teach.<sup>18</sup> If lecturers do not show moral consistency in carrying out their duties, then the anti-corruption messages conveyed will feel empty. Therefore, the law faculty faces a major challenge to ensure that every educator upholds the academic code of ethics<sup>19</sup> and is committed to being a tangible example of honesty, fairness, and public responsibility. Law faculty need to establish an ethical mentoring system and a reflective forum of lecturers to reinforce consistency between the values taught and the day-to-day professional behavior.

#### 4. Structural Challenges and Institutional Support

In addition to individual factors, there are also institutional challenges that are structural. Many law schools face limited human resources, funds, and infrastructure in implementing sustainable

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<sup>17</sup> Brett J. Holt, "Conflicts of Interest and the Unsolicited Influence on Academic Freedoms," in *IICE 2024 October Conference Papers Index* (Dún Laoghaire, Ireland: Ireland International Conference on Education (IICE-2024), 2024), 4987, <https://doi.org/10.20533/IICE.2024.10.0001>.

<sup>18</sup> Rifat Alhamidi, "Kejati Jabar Terima Pengembalian Duit Korupsi Kampus Di Bekasi Rp 7 M," *DetikJabar*, 2024.

<sup>19</sup> Sarah Elaine Eaton, ed., *Handbook of Academic Integrity* (Springer Singapore, 2023), <https://doi.org/https://doi.org/10.1007/978-981-287-079-7>.

anti-corruption education programs.<sup>20</sup> Not all universities have study centers, legal clinics, or ethics laboratories that can be a forum for integrity practicum for students. The hierarchical and centralistic governance pattern in many universities makes it difficult for anti-corruption education innovations<sup>21</sup> to grow because curriculum policies often do not provide space for faculty to innovate independently. Structural challenges are also related to weak coordination between the law faculty and external institutions such as the KPK, the Ombudsman, the Judicial Commission, or civil society organizations. In fact, collaboration with these institutions can be a source of practical learning for students and strengthen the social relevance of legal education. Without strong institutional support and university policies that favor transparency, integrity education will be difficult to take root systemically.

#### 5. Social Challenges and Corrupt External Environment

The external challenges faced by the law faculty are no less severe. The socio-political reality in Indonesia is still colored by a culture of patronage, nepotism, and tolerance of corrupt practices in various forms. Students who learn about justice and integrity on campus often face moral dissonance when they see the fact that public officials or even law enforcement officials are involved in corruption scandals. This condition can cause cynicism and apathy towards the values taught, especially when campus idealism is not in line with legal practice in the field. In addition, political pressure on educational institutions<sup>22</sup>, low government support for legal

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<sup>20</sup> Septinus Arui Donny Eddy Sam Karauwan2 Achmad Junaedy, "Evaluasi Kinerja Lembaga Anti-Korupsi Dalam Mengatasi Korupsi Di Indonesia," *Delictum: Jurnal Hukum Pidana Dan Hukum Pidana Islam* 3, no. 2 (2024), <https://doi.org/10.35905/delictum.v3i1.10737>.

<sup>21</sup> Alike Faza Qinthara & Handoyo Prasetyo, "Penguatan Rancangan Good University Governance Dalam Pencegahan Korupsi Di Perguruan Tinggi," *Rechtidee* 18, no. 2 (2023): 94, <https://doi.org/https://doi.org/10.21107/ri.v18i2.22002>.

<sup>22</sup> Eko Sudarmanto Ria Puspitasari Iti Septi Nicholas Renaldo Annuridya Rosyidta Pratiwi Octasyilva, "Bagaimana Hubungan Budaya Korupsi Dengan Kegagalan Sistem Pendidikan?," *Journal of Artificial Intelligence and Digital Business (RIGGS)* 4, no. 1 (2025): 29, <https://doi.org/https://doi.org/10.31004/riggs.v4i1.36>.

ethics research, and lack of incentives for campuses that are active in the anti-corruption movement are also significant obstacles.<sup>23</sup> The permissive social environment towards deviance makes the struggle of the law faculty to instill integrity have to face directly with the great currents of pragmatism and dishonesty.

From the various challenges above, it is clear that efforts to make the faculty of law and anti-corruption. From the various challenges that have been described, it can be concluded that making the law faculty at the forefront of corruption eradication requires a comprehensive transformation both in terms of paradigm, governance, and academic culture. This effort is not enough only through technical or administrative reforms, but must be accompanied by cultural and moral changes in values. The Faculty of Law as a law higher education institution must reflect and self-correct, ensure that all academic and institutional activities are in line with the principles of integrity, transparency, and accountability as mandated in Permenristekdikti Number 33 of 2019 concerning the Implementation of Anti-Corruption Education in Higher Education.

Through value-based curriculum reform, strengthening the role of lecturers as ethical figures, and institutional synergy with law enforcement agencies and the Corruption Eradication Commission (KPK), the law faculty can strengthen its role as a moral and intellectual fortress of the nation. More than just a place to learn legal theory, the faculty of law should be a space for the formation of juridical character with integrity and oriented towards social justice as idealized in Article 3 of Law Number 20 of 2003 concerning the National Education System.

Thus, the pessimistic view as once expressed by Muhammad Fatahillah Akbar, a lecturer at the Department of Criminal Law, Faculty of Law, Gadjah Mada University who stated that "the faculty of law should be dissolved" because it is considered to have failed to uphold

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<sup>23</sup> Angel Nikhio Cindy Sekarwati Amalia Zain Irawan, "Penegakan Hukum Di Indonesia : Peran Pemerintah Dalam Mewujudkannya," *Indigenous Knowledge* 2, no. 6 (2023): 417.



the values of justice and integrity<sup>24</sup> should be responded to constructively. Precisely through the process of internal reform and revitalization of academic ethical values, the faculty of law can prove its strategic role in building a clean, fair, and anti-corruption national legal system (*rechtstaat*).

## IV. Integration of Integrity and Anti-Corruption Values in Education at the Faculty of Law

The effectiveness of corruption prevention strategies also lies in the role and involvement of the education sector as a prevention effort Primary.<sup>25</sup> This role is also recognized by the United Nations in Article 13 Paragraph (1) Letter (c) of the United Nations Convention against Corruption which reads as follows:

*"Each State Party shall take appropriate measures, within its means and in accordance with fundamental principles of its domestic law, to promote the active participation of individuals and groups outside the public sector, such as civil society, non-governmental organizations and community-based organizations, in the prevention of and the fight against corruption and to raise public awareness regarding the existence, causes and gravity of and the threat posed by corruption. This participation should be strengthened by such measures as: (a) Enhancing the transparency of and promoting the contribution of the public to decision-making processes; (b) Ensuring that the public has effective access to information; (c) Undertaking public information activities that contribute to nontolerance of corruption, as well as public education programmes, including school and university curricula;...".*

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<sup>24</sup> Muhammad Fatahillah Akbar, "Bubarkan Fakultas Hukum," *Kompas*, 2024.

<sup>25</sup> Steven E. Barkan & Michael Rocque, *Crime Prevention: Programs, Policies, and Practices* (Los Angeles: SAGE Publications, 2020).

In the article, the UN calls on each participating country to encourage schools, universities, or other public education programs to participate in combating corruption. The involvement of education in efforts to combat corruption is known as the anti-corruption education program. The program, which was initiated by the United Nations through the United Nations on Drugs and Crimes (hereinafter abbreviated as UNODC), is urged to be held at all levels of education, both primary education, namely elementary school, secondary education including junior and senior secondary schools, and tertiary education, namely the college or university level.<sup>26</sup>

The Faculty of Law has a great moral and intellectual responsibility in forming prospective law enforcement officers with integrity and justice.<sup>27</sup> In the midst of increasing corruption cases involving law enforcement officials, public officials, and even academics, the world of legal education is faced with the demand to not only produce graduates who master legal theory and techniques,<sup>28</sup> but also have ethical awareness and commitment to integrity values. This is in line with the essence of ideal legal education, which is to build a legal mind that not only thinks rationally and analytically, but also acts based on morality and social responsibility.

Corruption as an extraordinary crime cannot be eradicated only through positive legal mechanisms and repressive law enforcement.<sup>29</sup> The root of the problem stems from the crisis of values and a permissive

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<sup>26</sup> Tolib Effendi & Rusmilawati Windari & Demi Ar Tha, *Korupsi Sejarah, Bentuk Dan Instrumen Pencegahan Melalui Lembaga Pendidikan* (Malang: Setara Press, 2021).

<sup>27</sup> Jagad Aditya Dewantara et al., "Anti-Corruption Education as an Effort to Form Students with Character Humanist and Law-Compliant," *Jurnal Civics: Media Kajian Kewarganegaraan* 18, no. 1 (2021): 70–81, <https://doi.org/10.21831/jc.v18i1.38432>.

<sup>28</sup> Anton Diary S. Surbakti Aldira Ardiansyah Lubis Johan Teguh Zebua, "Pengaruh Budaya Hukum Terhadap Penegakan Hukum Tindak Pidana Korupsi Dalam Dunia Pendidikan Di Indonesia," *Jurnal Ilmu Sosial Dan Pendidikan (JISIP)* 5, no. 3 (2021): 257, <https://doi.org/http://dx.doi.org/10.36312/jisip.v5i3.2090>.

<sup>29</sup> Dewi Asri Puanandini Vita Suci Maharani Putri Anasela, "Korupsi Sebagai Kejahatan Luar Biasa: Analisis Dampak Dan Upaya Penegakan Hukum," *Jurnal Sosial Politik, Pemerintahan Dan Hukum* 4, no. 1 (2025): 50, <https://doi.org/10.59818/jps.v3i3.1173>.

culture against the abuse of power. Therefore, the eradication of corruption must start from the educational process, including legal education, which has a strategic role in building the character and ethics of the legal profession. The faculty of law is at the forefront of shaping a new paradigm of prospective law enforcement that places honesty, accountability, and fairness as the main foundation of legal practice.

In this context, the integration of integrity and anti-corruption values into the learning process in the faculty of law must not stop at the level of discourse or rhetoric. Real steps are needed that internalize these values through curriculum design, learning methods, evaluation systems, and academic culture that support the creation of a clean and ethical campus environment. Legal education that only emphasizes the cognitive aspects and memorization of articles will not be enough to form the moral consciousness of students. A contextual and transformative approach is needed for law students to understand that integrity is not only a professional demand, but also part of a humanitarian and social responsibility.

In addition to the formal curriculum, strengthening integrity and anti-corruption values can also be carried out through non-academic activities such as legal clinics, ethics debates, moot courts, community service programs, and collaboration with anti-corruption institutions such as the Corruption Eradication Commission (KPK), Legal Aid Institute (LBH), or Transparency International Indonesia (TII).<sup>30</sup> These activities provide a space for students to directly understand the relationship between legal theory, legal practice, and ethical issues in real life. Thus, the values of integrity are not only learned, but also experienced and lived.

However, this integration process is not free from challenges. There is still a gap between the idealism of legal education and the social reality colored by the practice of structural corruption. Other challenges arise from the weak culture of integrity in the campus environment itself, for example in terms of administrative transparency, lecturer neutrality, and student academic behavior. If the law faculty is not able

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<sup>30</sup> Ade Paranata, "A Systematic Literature Review of Anti-Corruption Policy: A Future Research Agenda in Indonesia," *Public Organization Review*, 2025, <https://doi.org/10.1007/s11115-025-00847-8>.

to be an example in clean governance and integrity, then efforts to instill anti-corruption values in students will lose their moral legitimacy.

Therefore, the faculty of law must position itself as a moral agent as well as an agent of change in the fight against corruption. These changes must start from within through a more ethical, reflective, and value-oriented paradigm transformation of legal education. The law faculty needs to develop a planned and comprehensive strategy to integrate the values of integrity and anti-corruption into all aspects of academic and student activities.

With this in mind, the following sections will outline concrete strategies that can be applied by the law faculty to instill and internalize the values of integrity and anti-corruption into the learning process and campus life, both through the dimensions of curriculum, institutional, and academic culture:

1. Integration of Integrity and Anti-Corruption Values in the Legal Education Curriculum

The most basic first step is to integrate the values of integrity and anti-corruption into the formal curriculum of the law school. This effort not only means adding "Anti-Corruption Education" courses as a complement, but also inserting the principles of honesty, responsibility, and public ethics in each core course, such as Criminal Law, Constitutional Law, Administrative Law, and Legal Professional Ethics. The United Nations also recommends the insertion of this anti-corruption education into the curriculum.<sup>31</sup> In Hungary, the concepts of integrity and anti-corruption are integrated into the ethics curriculum. Officials at the Ministry of Public Administration and Justice, in collaboration with stakeholders, developed the first modules for high school students, and a few years later for junior high school students.<sup>32</sup> This integrative approach will make students understand that the issue of corruption is cross-sectoral and inherent in almost all fields of law. For example, in the Criminal Law course, lecturers can relate the

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<sup>31</sup> Tolib Effendi & Rusmilawati Windari & Demi Ar Tha, *Korupsi Sejarah, Bentuk Dan Instrumen Pencegahan Melalui Lembaga Pendidikan*.

<sup>32</sup> Carissa Munro and Monica Kirya, "Values Education for Public Integrity: What Works and What Doesn't" (Bergen, 2020).

discussion of corruption crimes with the theory of abuse of authority and criminal responsibility of public officials. Meanwhile, in Constitutional Law, students can be invited to analyze how corruption can weaken the principles of the state of law and democracy. In addition, the law faculty needs to encourage the application of case-based learning methods and reflective approaches, where students not only memorize legal norms, but are also invited to think critically about the reality of law enforcement which is often corrupt and unfair. Through this approach, students can internalize the values of integrity as part of ethical and rational legal analysis.

## 2. Exemplary Academic Ethics and Lecturer Professionalism

The value of integrity cannot be instilled only through lectures or theories, but must be shown through real role models from lecturers and educators. Law faculty lecturers have a strategic position in shaping the character of students<sup>33</sup> because they are not only teachers, but also moral and intellectual role models. The faculty of law needs to enforce a strict academic code of ethics, ensuring that every lecturer upholds the principles of scientific honesty, free from the practice of plagiarism, manipulation of grades, or abuse of academic authority. This example will create a campus environment that is consistent between speech and action. In addition, lecturers can also integrate integrity values in academic guidance activities, student research, and discussions outside the classroom. The ethos of honesty and responsibility practiced by lecturers on a daily basis will form a moral habitus in the law faculty environment. Thus, students not only learn about integrity as a concept, but also experience it as a living academic culture. The concept of anti-corruption education includes the intention of anti-corruption behavior, namely efforts to consciously and intentionally raise and strengthen anti-corruption behavior and attitudes in

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<sup>33</sup> Jean Gabriel Guerrero-Dib Luis Portales dan Yolanda Heredia-Escorza, "Impact Of Academic Integrity On Workplace Ethical Behaviour," *International Journal for Educational Integrity* 16, no. 2 (2020): 11, <https://doi.org/https://doi.org/10.1007/s40979-020-0051-3>.

students, which includes the affective, cognitive and psychomotoric realms.

### 3. Strengthening Integrity and Anti-Corruption Values through Legal Laboratory Based Education

One of the strategic approaches in modern legal education is legal laboratory-based education, which functions as an institutionalized pedagogical model bridging legal theory, practice, and ethical formation. Legal laboratories provide a structured academic space in which students are not only trained to understand legal norms and doctrines, but are also systematically guided to simulate, analyze, and critically engage with real or quasi-real legal problems. As such, legal laboratories integrate doctrinal learning, experiential practice, ethical reflection, and public service orientation within a controlled and accountable educational framework.

When oriented toward integrity and anti-corruption values, legal laboratory-based education enables students to gain concrete experience regarding the importance of honesty, fairness, transparency, and social responsibility in legal practice. Activities within Legal Aid Laboratories, Anti-Corruption Law Laboratories, or Public Law and Governance Laboratories may include drafting legal opinions on corruption-related cases, conducting socio-legal research on village budget transparency, preparing policy briefs on public accountability, and designing public education initiatives aimed at preventing gratuities and abuse of power. This approach reorients legal education from a predominantly case-driven model toward an integrity-based experiential learning paradigm, thereby strengthening the preventive and ethical dimensions of legal training. Through such laboratory-based activities, students not only comprehend the normative and doctrinal dimensions of law, but also develop ethical sensitivity, social empathy, and professional integrity as prospective legal practitioners and public servants. Compared to conventional clinical models, legal laboratories offer greater pedagogical flexibility to integrate policy analysis, governance studies, and corruption prevention strategies in a systematic and measurable manner, while maintaining academic rigor.

Despite their pedagogical potential, legal laboratories in Indonesia remain institutionally marginalized within legal education curricula. Empirical observations from the Faculty of Law, Universitas Indonesia (FHUI), as articulated by Febby Mutiara, Chair of the Legal Laboratory and Legal Clinic, indicate that in several law faculties laboratory courses are still assigned zero academic credit,<sup>34</sup> reflecting their limited recognition within formal curricular structures. She identifies three recurrent institutional constraints: (i) a persistent curricular mindset that equates legal laboratories with campus-based legal aid institutions, thereby narrowing their pedagogical scope; (ii) inadequate funding and infrastructure to support laboratory operations; and (iii) weak integration of laboratory activities into the core legal education curriculum. These concerns are further reinforced by Topo Santoso, Dean of FHUI, who argues that legal laboratories should function as an integral component of skills-based legal education, particularly within *Pendidikan dan Latihan Kemahiran Hukum (PLKH)*, including procedural law practice. Moreover, he emphasizes that student internships and externships should be academically managed through legal laboratories to ensure pedagogical coherence and accountability. This perspective highlights the need to reconceptualize legal laboratories not as ancillary facilities, but as central academic institutions within legal education.

More fundamentally, the marginalization of legal laboratories reflects a broader regulatory and epistemic bias in higher education policy, which continues to privilege laboratories in the natural and exact sciences while overlooking laboratories in the social sciences and humanities, including law. As a result, legal laboratories remain underregulated and under-supported in existing higher education frameworks. Against this backdrop, the integrity-oriented legal laboratory model proposed in this article constitutes a conceptual and regulatory novelty. To date, legal education regulations in Indonesia have not explicitly articulated legal laboratories as a core pedagogical instrument for integrity-building and anti-corruption education. By positioning legal laboratories as an institutional

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<sup>34</sup> HUMAS UI, “Membedah Perbedaan Laboratorium Dan Klinik Hukum,” 2025.

mechanism for integrating experiential learning, ethical formation, and public accountability, this model addresses a significant normative gap in contemporary legal education policy.

Furthermore, law faculties may strengthen the public service orientation of legal laboratories through institutional collaboration with external stakeholders such as the Corruption Eradication Commission (KPK), the Ombudsman of the Republic of Indonesia, Legal Aid Institutions (LBH), and Indonesia Corruption Watch (ICW). Such collaboration is normatively supported by Article 7 paragraph (1) letter c of Law Number 19 of 2019 on the Corruption Eradication Commission, which mandates the KPK to organize anti-corruption education across educational networks. Semarang State University (Unnes) is one of the universities in Indonesia that has consistently shown a commitment to strengthening integrity values and eradicating corruption through collaboration with the Corruption Eradication Commission (KPK). This form of cooperation is not just symbolic, but part of a systematic strategy to integrate anti-corruption values into all aspects of higher education.<sup>35</sup>

#### 4. Strengthening Transparent and Accountable Academic Governance and Culture

The next strategy is to ensure that the internal governance of the law faculty reflects the values of integrity taught. The campus will not be able to be a pioneer of the anti-corruption movement if there are still practices of collusion, nepotism, or abuse of authority in terms of recruitment, financial management, and academic services. The Faculty of Law must implement a transparent administrative and financial system, open public access to academic information, and implement an objective performance evaluation system for lecturers and students. The principles of good governance in the academic environment not only strengthen public trust, but also become a real laboratory for students to learn how integrity is applied in institutional practices. In addition, the establishment of a faculty ethics committee or campus ombudsman can be an

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<sup>35</sup> Universitas Negeri Semarang, "Perguruan Tinggi Strategis Lakukan Pendidikan Antikorupsi," 2014.



internal mechanism for supervision of integrity violations, both carried out by lecturers, students, and administrative staff. This step is important to show that the law faculty has a concrete commitment to upholding the values of fairness and transparency.

#### 5. Collaboration and Student-Based Anti-Corruption Movement

Law faculty students have great potential as agents of change in the anti-corruption movement. Therefore, the faculty needs to encourage the birth of integrity-based student movements, such as legal ethics debate communities, social justice reflection forums, and public advocacy movements that highlight corrupt practices at the local level. Activities such as Integrity Campaigns, Professional Ethics Training, or Anti-Corruption Moot Court Competitions can be used as media to build collective awareness about the importance of honesty and responsibility in the legal profession. In addition to instilling moral values, this activity also trains the ability to think critically, make ethical arguments, and have the courage to behave in the face of legal injustice. Through synergy between lecturers, students, and external institutions, the faculty of law can become a living space for the development of a culture of academic integrity that rejects all forms of deviation and upholds the values of justice.

The integration of integrity and anti-corruption values in legal education is a long process that requires the collective commitment of the entire academic community. The Faculty of Law not only functions as a legal power-producing institution, but also as a moral and intellectual fortress of the nation. With the right strategy through a reflective curriculum, lecturer examples, humanist clinical education, transparent governance, and a progressive student movement, the faculty of law can truly be at the forefront of building a generation of law with integrity and justice.

## V. Conclusion

The faculty of law has a strategic role in shaping a generation with integrity and a strong commitment to combating corruption. However, this role has not been fully optimized due to several persistent challenges, including the limited internalization of anti-corruption values in teaching and learning processes, the weak culture of honesty and transparency within academic institutions, and the insufficient presence of lecturers as ethical role models. These conditions indicate that anti-corruption education in law faculties often remains normative and symbolic, rather than transformative. To address these challenges, law faculties must strengthen integrity-based curricula that systematically integrate anti-corruption values across courses, supported by the creation of an honest, transparent, and accountable academic culture. This effort should be reinforced through structured collaboration with anti-corruption institutions, particularly the Corruption Eradication Commission (KPK), in curriculum development, capacity building for lecturers, and evaluation mechanisms. In addition, student activities and academic research should be deliberately oriented toward fostering critical awareness and active participation in anti-corruption efforts.

At the policy level, this strategy requires a revision and strengthening of Permenristekdikti No. 33 of 2019, especially by introducing clear and measurable indicators for evaluating the success of anti-corruption education based on changes in students' attitudes and behaviors, rather than merely on formal curriculum implementation. Furthermore, the regulation should explicitly mandate the use of participatory and contextual learning methods, including real-case analysis, project-based learning, and experiential learning approaches that reflect the actual dynamics of corruption in society. Importantly, the regulation should also require every faculty of law to establish a legal laboratory as an institutional platform for experiential learning, ethical training, and integrity-based legal practice. Legal laboratories can function as spaces where students engage directly with simulated or real legal problems, practice ethical decision-making, and internalize anti-corruption values through concrete experience rather than abstract

instruction. If these strategies are implemented consistently and supported by a strengthened regulatory framework, law faculties can become pioneers in cultivating a young generation that is honest, responsible, and courageous in rejecting all forms of corruption. From the academic environment, the spirit of anti-corruption can extend to the broader society, contributing to the realization of a clean, accountable, and just Indonesia.

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