

## Strengthening the Value of Anti-Corruption Prevention in the Environment of SMA Muhammadiyah 10 Surabaya in Realizing a Superior Generation

Akhmad Qomaru Zaman <sup>1)</sup>, Irnawati <sup>2)</sup>, Trinah Asi Islami <sup>3)</sup>, Titis Nurrusama Nilakandi <sup>4)</sup>, Nurul Ainni <sup>5)</sup>, Risma Widia Ramadhanti <sup>6)</sup>

<sup>1,2,4,5,6)</sup> *Pancasila and Citizenship Education Study Program, Faculty of Teaching*

Universitas PGRI Adi Buana Surabaya, Jl. Dukuh Menanggal XII, Surabaya, Jawa Timur, Indonesia

<sup>3)</sup> *Islam Economic Law Study Program, Faculty of Islamic Religion*

Universitas Hasyim Asy'ari Tebuireng Jombang, Jl. Irian Jaya No.55, Jombang, Jawa Timur, Indonesia

Corresponding Author: Irnawati, Email: [irna15@unipasby.ac.id](mailto:irna15@unipasby.ac.id)

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**Abstract.** This study discusses the weak understanding and internalization of anti-corruption values among students who need character education efforts to prevent corrupt behavior from an early age. The purpose of this study is to evaluate the implementation of the anti-corruption value strengthening program at SMA Muhammadiyah 10 Surabaya as a step to form a generation with integrity. This study uses a qualitative descriptive method with data collection techniques through observation, interviews, and documentation of students, teachers, and principals. The results of the study show that the school has implemented various effective programs, such as honesty canteens, transparent management of student council funds, and habituation of the values of honesty and responsibility in learning activities. These programs have a positive impact in shaping the character of students who have integrity and anti-corruption attitudes. However, the study also found that the challenges in the form of anti-corruption materials presented are still conceptual and less relevant to students' daily lives. In conclusion, the anti-corruption value strengthening program in schools is effective, but it needs to be improved by adding simulation-based materials and real case studies to deepen students' understanding of the dangers of corruption and improve the application of values in their lives.

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**Keywords:** *Anti-Corruption Education; Anti-Corruption Prevention*

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### INTRODUCTION

Corruption is one of the main challenges that hinder the progress of the nation, especially the Indonesian nation. Corruption not only damages the economic order but can also cause social injustice and damage public trust in state institutions and worsen people's welfare (Kemendikbud Dikti, 2011; Waruwu, 2023). Based on Transparency International data, Indonesia's corruption perception index in 2023 was recorded at 34 on a scale of 0–100, indicating that the level of corruption in Indonesia is still relatively high compared to other countries. (Zaman et al., 2024). The role

of corruption prevention through the education system itself is still not fully optimal, even though education is an important foundation in realizing the character of the young generation with high integrity and free from corrupt behavior.

In the realm of education, the Indonesian government here has issued Regulation of the Minister of Education and Culture Number 20 of 2018 concerning the Strengthening of Character Education (PPK), which encourages the integration of the values of honesty, responsibility, and anti-corruption in the teaching and learning process (Ma'ruf, 2020;

Shafira, 2024). Anti-corruption education itself is one of the important policies which is expected to instill solid character values in students from an early age so that later they will be able to grow and develop into moral and character individuals and be able to strongly reject all forms of ethical deviations, one of which is corruption (Asmorojati, 2017; Rahmawati, 2023). SMA Muhammadiyah 10 Surabaya as one of the educational institutions in Indonesia based on the principles of Islam, which has enormous potential in supporting these efforts through various approaches to character education rooted in Islamic values.

The character education at SMA Muhammadiyah 10 Surabaya is based on Islamic values, which firmly reject corrupt behavior. Corruption in the teachings of Islam is one of the reprehensible acts which seriously violates the principles of honesty, justice, and social responsibility (Hilmin & Noviani, 2023; Rabain, 2014; Umam, 2013). Anti-corruption education at SMA Muhammadiyah 10 Surabaya integrated through regular religious activities, a form of developing an honest and fair attitude and the introduction of the concept of high social responsibility. As an institution dedicated to forming students with strong and superior character, SMA Muhammadiyah 10 Surabaya has an obligation to be able to ensure that these values are not only understood but also internalized by every student.

Based on data from the 2021 Anti-Corruption Behavior Index, people with higher

education have better anti-corruption behavior, with the value of the Anti-Corruption Behavior Index (IPAK) in the education group below high school at 3.83, high school at 3.92, and above high school reaching 3.99. In addition, urban communities showed a higher GPA score (3.92) than rural communities (3.83), indicating that access to information and education in urban areas plays a role in shaping anti-corruption behavior. In terms of age, the age group of 18-40 years has the highest GPA score, which is 3.89, compared to the age group of 40-59 years (3.88) and 60 years and above (3.87). This data emphasizes the importance of anti-corruption education among young people, including high school students who are in this age range. As the next generation, high school students have a great opportunity to become agents of change in preventing corruption if they are given a strong understanding through systematic education. The implementation of anti-corruption education in schools, such as at SMA Muhammadiyah 10 Surabaya, is a strategic step to build awareness and anti-corruption character. With the support of the school environment, students can be encouraged to develop a critical attitude, high integrity, and low tolerance for corrupt behavior, so that they are able to be part of the solution in eradicating corruption in the future.

The implementation of anti-corruption education in schools is still faced with various challenges and obstacles. At SMA

Muhammadiyah 10 Surabaya itself, the challenges it faces include the lack of integration of anti-corruption education in the formal curriculum and the limited number of teachers regarding effective teaching methods which aim to internalize these values. Existing anti-corruption education is often only in the form of theories conveyed in subjects such as one of them in the subject of Pancasila and Citizenship Education (PPKn) (Faridli, 2011; Muslich, 2022). It also lacks a form of concrete activities that hone students' ability to apply these values in daily life. From this, most students may only understand the concept of anti-corruption cognitively, but still do not have the importance of corruption prevention in daily life.

Based on the theory of character education, character formation cannot only rely on the provision of materials in the classroom, but also must be through holistic approaches (Yaumi, 2016; Zakariya, 2020). Through this, anti-corruption education needs to involve cognitive aspects (knowledge of corruption), effective (efforts to instill attitude and emotional values towards anti-corruption) and psychomotor (real practices that reflect rejection of corruption) (Kristiono et al., 2020, 2022). SMA Muhammadiyah 10 Surabaya can implement these theories through various activities at school, such as involving students with transparent management of student organization funds, participating in discussion activities that discuss anti-corruption, and the

habit of being honest in every daily interaction. This approach is believed to help students in living anti-corruption values in a more in-depth and sustainable way.

In addition, social learning theory is truly relevant in the realm of anti-corruption education. This theory reveals that students themselves learn through the process of observation and interaction with their social environment (Akers & Jennings, 2015; Mirdad, 2020). The role of role models from teachers, staff, and all residents in the school environment is also especially important in shaping the behavior of students (Ajmain & Marzuki, 2019; Pradina et al., 2021). At SMA Muhammadiyah 10 Surabaya, teachers who show integrity in their daily actions will be a strong example for their students. A school environment that emphasizes transparency, honesty, and fairness will reinforce this positive influence, and encourage students to imitate anti-corruption behavior and make it part of their character (Aureliam, 2024; Ilham, n.d.; Yaqin, 2015). Schools need character education in the process of educating students.

In the realm of the government itself, the Corruption Eradication Commission (KPK) has designed policies and collaborated with the Ministry of education to be able to encourage the implementation of anti-corruption education in all schools. The KPK launched a program in the form of pocketbooks, modules, socialization, public lectures, classes, and other programs which aim to integrate anti-

corruption education into the formal education system (Handoyo et al., 2010). SMA Muhammadiyah 10 Surabaya has a fantastic opportunity to implement these programs to strengthen anti-corruption values to achieve and run well and comprehensively. Through the anti-corruption education program in schools, it hoped that anti-corruption education can implemented in a structured and systematic manner and become an important part of the character education process in schools (Gunawan & Irnawati, 2016; Handoyo et al., 2010).

Previous studies have revealed that anti-corruption education in the school environment can have a significant impact on students' attitudes and behaviors in the future (Dewantara et al., 2021; Komalasari & Saripudin, 2015). One of them is anti-corruption education that applied consistently from an early age and continues to give periodically, it will be able to reduce the potential for corrupt behavior in the future (Fajar & Muriman, 2018). To strengthen the values of corruption prevention at SMA Muhammadiyah 10 Surabaya, it hoped that it can produce a generation that is not only superior academically, but also has a solid anti-corruption character (Suhari et al., 2021).

Previous research shows that anti-corruption education that is applied consistently can have a positive impact on the formation of students' attitudes and behaviors. However, most of the research is still limited

to theoretical or implementation approaches that focus on cognitive aspects, such as the delivery of material in the classroom, without integrating affective and psychomotor aspects in depth. In addition, the lack of focus on cultural and religious contexts as the cornerstone of character education makes implementation results often less relevant at the local level. This study tries to overcome these limitations by exploring more comprehensive and integrated strategies in character education based on Islamic values, which is specially adapted for the environment of SMA Muhammadiyah 10 Surabaya.

This research aims to analyze and identify effective strategies in strengthening the values of corruption prevention in students at SMA Muhammadiyah 10 Surabaya. In addition, this study aims to evaluate the effectiveness of the anti-corruption education program that has been implemented and provide practical recommendations to improve the quality of its implementation. The novelty of this research lies in a holistic approach that not only includes strengthening cognitive aspects, but also affective and psychomotor aspects in an integrated manner, based on Islamic values as the main pillar. This approach is expected not only to form students' conceptual understanding of anti-corruption values, but also to be able to internalize them in the form of daily behavior, creating a generation that excels academically, has strong character, and has high integrity.

## RESEARCH METHODS

The research with the above title uses qualitative research with a research approach that is a case study (Anggito & Setiawan, 2018; Assyakurrohim et al., 2023). This method chosen because the research aims to explore in depth the strategies of strengthening anti-corruption prevention values at SMA Muhammadiyah 10 Surabaya which is contextual and requires an in-depth analysis process of the phenomenon that occurs in the school environment. A case study approach that allows researchers to comprehensively understand how the values of anti-corruption strengthened in the school environment through educational programs and the influence of the school environment on the formation of student character (Fetterman, 1988; Rukin, n.d.).

The subjects of this study include school principals, teachers, and students of SMA Muhammadiyah 10 Surabaya who participate in programs or activities related to anti-corruption education. The selection of this subject is based on their involvement in the educational process and character formation in schools, so that they expect to be able to provide relevant information related to the application of anti-corruption values in the school environment. The subject taking technique for this research data is purposive sampling, where the researcher selects informants based on elements of knowledge and experience that are in accordance with the

focus of the research (Campbell et al., 2020; Etikan et al., 2015; Tongco, 2007).

The procedure for conducting the research began with an initial observation at SMA Muhammadiyah 10 Surabaya to obtain general descriptions related to the situation and anti-corruption programs in the school. Furthermore, data collected through in-depth interview data with research subjects and there is documentation of programs or activities related to strengthening anti-corruption values. This interview conducted in a structured manner with guidance that focused on strategies to strengthen the values of corruption prevention, the challenges faced and their impact on students (Kusumastuti & Khoiron, 2019). Research instruments in the form of interview guidelines, observation guidelines and documentation formats developed to obtain valuable information systematically.

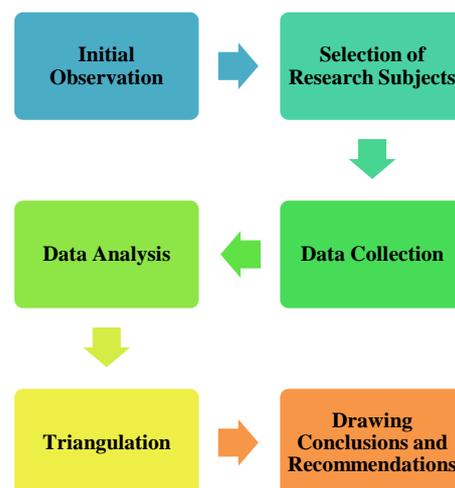


Figure 1. Research Process Flow

The data analysis technique in this study uses a descriptive analysis model, which aims

to identify and analyze the data that emerges from the results of interviews, observations, and documentation and then studied into a descriptive discussion or theoretical sentences (Subandi, 2011). The data that has been collected analyzed systematically with stages including data reduction, data presentation, and drawing conclusions. The validity of the data in this study was obtained through source triangulation techniques and method triangulation. Source triangulation conducted by comparing data obtained from various informants ranging from (principals, teachers, and students), while method triangulation conducted by combining the results of interviews, observations, and documentation to ensure the consistency and validity of the information obtained (Octaviani & Sutriani, 2019). Through this method, it is hoped that this research can produce accurate and comprehensive findings regarding efforts to strengthen the values of corruption prevention at SMA Muhammadiyah 10 Surabaya.

In this study, the method used also directed to identify specific anti-corruption values that need to strengthen in students, including honesty, integrity, responsibility, and transparency (Djamil, 2023; M. Jannah et al., 2024; Warahmah et al., 2023). These values are chosen because they are related to students' ability to recognize and reject corrupt behavior, both in the school environment and in everyday life. Observation conducted by monitoring how these values reflected in

students' daily behavior, such as in group learning activities, managing student organization funds and social interactions with friends and teachers. In-depth interviews that will delve further into students' perceptions of these anti-corruption values, while the documentation itself which is related to school activities related to corruption prevention will be analyzed to see if these values have integrated in the character education program. By focusing on these specific values, the research expected to be able to provide concrete and relevant recommendations in shaping the character of students who are resilient to corruption and support discussions about the effectiveness of strategies implemented by schools in realizing a superior generation (Sriwijayanti et al., 2022).

The validity of the data in this study is guaranteed through the application of triangulation techniques involving source triangulation and method triangulation. This triangulation was carried out by comparing data from various informants, namely school principals as policy makers, teachers who implement programs, and students as subjects of the application of anti-corruption values. This ensures that the data includes diverse and complementary perspectives. Meanwhile, method triangulation is carried out by combining the results of in-depth interviews, direct observation, and documentation analysis, so that each information is tested and validated through different approaches. To

maintain the integrity of the research, the researcher adheres to the ethical principles of the research, including asking for informed consent from all existing informants by explaining the objectives, procedures, and use of research data transparently. The confidentiality of participants' identities is also maintained by using initials or just the name of the informant, while for personal data such as names and full initials of names that are not published in order to protect their privacy. The research process is also designed to be able to prioritize the well-being of participants, by ensuring that the interview questions cannot cause discomfort or emotional distress. In addition, researchers are committed to reporting data honestly without manipulation or manipulation to maintain the validity of research results. This research is carried out with official permission from the school and follows applicable research guidelines, so that the results can be accounted for scientifically and ethically.

## DISCUSSION

The research that has conducted has obtained that SMA Muhammadiyah 10 Surabaya has implemented various kinds and strategies to strengthen anti-corruption values among students as an effort to realize a generation that is upright and has integrity. Based on observations, schools have been active in integrating corruption prevention values, such as honesty, responsibility,

transparency, and integrity through various approaches, both formal and non-formal. In the process of formal activities, these values applied in subjects that have the potential to strengthen character, such as Pancasila and Citizenship Education (PPKn), Islamic Religious Education (PAI) and in extracurricular activities that are practical (A. Jannah, 2023; Kiloona & Srinarwati, 2023; Widyatama, Agustin, et al., 2024). This is in line with the theory of character education which emphasizes that the formation of character with integrity requires a periodic and consistent teaching process (Pritchard, 1988; Walker et al., 2015).

One of the real implementations that has been found during this study is the habit of being honest in every task that has been given. This observation shows that teachers consistently remind students not to cheat in every assignment or evaluation (test, exam, test). Teachers even give direct consequences if any student proven to have committed a form of cheating. An interviewed student admitted that the firm attitude given by his teachers was to deal with cheating which made them to be cautious in their actions and encouraged them to do their assignments and exams honestly according to their respective abilities. This attitude expected to form the character of students who uphold honesty, which is the most important basis in efforts to prevent corruption (Amelia et al., 2017; Muhyatun, 2019).

In addition to integrating the value of honesty in the teaching process, the school develops a sense of student responsibility through various organizational programs, such as intra-school student organizations (OSIS) and other extracurriculars (Bantam, 2022). Based on an interview with one of the student council supervisors, students who are members of this organization trained to be able to manage activity funds responsibly and transparently. For fund management, which conducted with neat and structured records, and every proposal, final report, and financial report presented in an open meeting. This not only trains management skills, but also instills the principles of transparency, which is one of the important values in preventing corruption in students.

From the results of the data, it is obtained that every student council member involved in the management of activity funds is required to prepare a written report containing details of the use of the budget. This report then presented in front of other student council members and approved by the Student Council Supervisor. The principal stated that this policy is a form of fiscal responsibility training which is expected to prepare students to face the real world where transparency in fund management is especially important. The results of the interviews showed that students felt responsible for the funds they managed and tried their best to avoid unnecessary expenses, which from this is an indication of

the success of this anti-corruption program (Septiyaningrum & Listyaningsih, 2020).

Apart from student council activities and extracurricular activities, another program that has elements in supporting the strengthening of anti-corruption values is the honesty canteen created by the student council and approved by the school (Anam & Sakiyati, 2019; Martanti, 2017). This honesty canteen is a concept where the principle of buying and selling goods is carried out by students themselves, who are expected to be fully responsible for their own actions and decisions, starting from shopping for goods needs to purchasing goods in the honesty canteen on a self-service basis and for payments to be made independently using the right money or when you need money back, you can take your own money in the money box that has been provided on the storefront from the canteen honesty (Hidayat, 2024). In the honesty canteen program, students are given various simulated situations that require decision-making and from there an evaluation will be conducted on how they are able to maintain an honest and responsible attitude to resolve the situation independently. Teachers and school principals also play their role by conducting periodic checks related to actions that occur in line with the procurement of honesty canteens. This program shows that students not only gain a theoretical understanding of corruption, but also learn to be able to apply honesty and responsibility in

a practical way. This is in line with the theory of social learning where learning can be effective when students observe and internalize the examples that exist around their environment (Rotter, 2021; Rumjaun & Narod, 2020).

In interviews with several students who felt the form of the honesty canteen program, they admitted that the situation was very helpful for them in understanding the situation where the temptation to commit dishonest actions could arise. One of the students even stated that the program encourages being honest in small things such as taking money back in a box that matches the amount of the purchase, which slowly forms a better sense of habit and character. From the brief statements that have been obtained, these programs are effective in forming anti-corruption attitudes in students.

SMA Muhammadiyah 10 Surabaya also has a character development program based on Islamic values which integrated into routine activities at school. On the scheduled day before starting learning activities, students participate in *tausiyah* activities and short lectures delivered by religious teachers or religious leaders who are specially invited, there is even a *dai* program where students give *tausiyah* to their peers regarding life values. This *tausiyah* material is related to moral values such as honesty, responsibility, and staying away from acts of corruption. Based on the theory of internalization in

character education, this routine activity is effective in forming students' moral awareness gradually (Marzuqi, 2022; Munif, 2017).

Although the programs and actions found have shown that anti-corruption values well implemented, it found that there are still challenges in the implementation of anti-corruption education programs in the SMA Muhammadiyah 10 Surabaya. The teachers stated that the anti-corruption education materials in the curriculum are still inadequate in terms of depth. Students only gain general knowledge and understanding of corruption without any examples of cases that are close to their daily lives. A PPKn teacher suggested that schools could add programs that are more relevant to students' situations, such as case simulations or more real discussions of small corruption case studies (Anfar et al., 2024; Widyatama, Uyun, et al., 2024). The group embodies students' criticism of problems.

In the practical realm, SMA Muhammadiyah 10 Surabaya has shown concrete steps in the form of implementing anti-corruption policies through transparent reporting policies in the school environment. Based on interviews with school principals, school financial reports regarding extracurricular activity funds are disseminated openly to all teachers and students, so that there is openness in fund management. This is in line with the concept of transparency in corruption prevention which requires information disclosure so that later there is no

potential for fraud or embezzlement of funds in the fund management system.

This character development program is also supported by the Regulation of the Minister of Education and Culture Number 20 of 2018 concerning the Strengthening of Character Education which mandates that schools must be able to integrate corruption prevention values such as honesty and responsibility in every activity or program in the district education system. Based on the theory of character education, the implementation of good character-based education must involve all aspects of education that are expected to be able to strengthen the cognitive, affective, and psychomotor aspects of students (Zaman et al., 2023). The programs of this school based on practical activities show that this approach is in line with relevant theories where character values can internalize in depth (Widyatama & Suhari, 2023).

The findings show that SMA Muhammadiyah 10 Surabaya is trying to involve parents in strengthening anti-corruption values at home. The principal stated that there are periodic meetings between teachers, principals, and parents of students to discuss student development in the school, including behaviors and attitudes related to honesty and responsibility (Prabhawani, 2016; Saefullah et al., 2023). This aimed at ensuring that the anti-corruption education provided in

schools is also implemented and supported in the student's family environment.

Overall, the data shows that the programs implemented at SMA Muhammadiyah 10 Surabaya in strengthening anti-corruption values have been effective. This program prioritizes firsthand experience, including fund management by students, honesty canteen programs, daily habits that form student character that uphold honesty, responsibility, and integrity. However, it is also still necessary to add depth of material and more activities that allow students to see firsthand the impact of corrupt actions in the real environment.

The results of this research are in line with literature that highlights the importance of strengthening anti-corruption values through character-based education. For example, social learning theory emphasizes that positive behaviors can be formed through the process of observation and direct experience in a supportive educational environment. Programs such as the honesty canteen and fund management by the Student Council provide students with practical experience to internalize the values of honesty and responsibility. This is consistent with the findings in the literature that experiential learning is effective in building students' moral integrity because students not only learn values theoretically, but also implement them in real-life situations. However, weaknesses in the depth of curriculum material as found in

this study highlight the gap between theory and practice. A previous study showed that real-life case-based learning, such as simulation of corruption cases, can improve students' critical understanding and their ability to recognize and reject corrupt practices early on. Therefore, integrating this approach into the curriculum can provide more optimal results.

The implications of this finding for education policy are very significant. To increase the effectiveness of anti-corruption education programs, the government and educational institutions need to consider curriculum revisions to include more materials relevant to the context of students' lives. Policies that support teacher training in anti-corruption value-based teaching are also very important, given their role as the main agents in shaping the character of students. In addition, collaboration with anti-corruption agencies or community-based organizations can enrich educational approaches through the provision of resources, training, or even direct participation in school activities. In a broader context, the success of this approach can serve as a model for other schools to adopt similar strategies, thus strengthening national efforts to build a young generation with integrity and free from corruption. With the right policies, schools are not only a place to teach anti-corruption values, but also an ethical laboratory where students experience and practice these principles in their daily lives. The existence of a policy that provides

incentives for outstanding schools in anti-corruption programs can also motivate other schools to actively innovate in better character education. This combination of educational strategies, curriculum strengthening, and policy support has the potential to create a more adaptive education system to fight corruption in the future. Because corruption has an extraordinary impact if not addressed properly and will harm all aspects of life.

## CONCLUSION

Based on the results of the research, the anti-corruption strengthening program of SMA Muhammadiyah 10 Surabaya has implemented effectively through various activities that emphasize honesty, responsibility, transparency, and integrity both in formal activities such as classroom learning and non-formal activities such as student council fund management and honesty canteens. This program, which is supported by school policies and parental involvement, has shown a positive impact in shaping the character of students who are anti-corrupt and have high integrity. However, there are challenges in the depth of anti-corruption related materials provided, of which are still conceptual. For this reason, it is recommended that schools add simulation-based programs or case studies that are more relevant to students' lives and can strengthen synergy with parents and the community in supporting anti-corruption education in a sustainable manner

so that anti-corruption values can be deeply internalized in the daily lives of students in the surrounding environment.

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