

Perception of college students on civic and anti-corruption education: Importance and relevance

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Abstract: Corruption is an extraordinary crime that requires extra effort to deal with. KPK takes extra steps in dealing with corrupt behavior, namely by taking preventive actions through educational institutions. In higher education, KPK collaborates with related stakeholders to implement anti-corruption education for college students. This study explores the initial perception of college students toward civic and anti-corruption education. Qualitative with a case study approach has been used as the method of this study. The findings show that the majority of college students perceive that civic and anti-corruption education is very important to study and relevant to the condition of the nation currently.

Keywords: Anti-Corruption Education; Civic Education; Importance of Anti-Corruption; Relevance of Anti-Corruption; Prevention of Corruption Act

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Introduction

Corruption is an extraordinary crime because it has robbed the people of their rights, especially in an effort to realize the general welfare. It is clearly stated in Law of the Republic of Indonesia, No. 31 of 1999, concerning the Eradication of Criminal Acts of Corruption, that corruption is a special crime that is very detrimental to state finances and the country's economy, and hinders national development.

Corruption has a critical impact on a country. Corruption causes a slowdown in a country's economic growth, undermines democracy, decreases investment, increases poverty, and increases income inequality (Dridi, 2013; Glaeser & Saks, 2006; Kubbe & Engelbert, 2018; Maiyaki, 2010) (Ugur & Dasgupta, 2011). Corruption can even reduce the level of happiness of the people in a country (Q. Li & An, 2020). In addition, corruption also has an impact on reducing public trust in state administrators and government (Rothstein, 2010; Rothstein & Eek, 2009; Tay et al., 2014). Corruption in Indonesia is classified as an extraordinary crime because it has damaged not only state finances and the country's economic potential, but has also destroyed the pillars of socio-cultural, moral, political, and legal order and national security (Isra et al., 2017).

In fighting and dealing with acts of corruption, it is not enough just to rely on the power of law. The Corruption Eradication Commission (known as KPK), as an independent institution that handles corruption cases, takes preventive action against corrupt behavior, namely by inserting or integrating anti-corruption education into the world of education, starting from elementary to the tertiary school level.

Preventive action against efforts to handle corrupt behavior in the world of education is supported by the government. This is clearly seen in several regulations, starting with Presidential Regulation Number 55 of 2012, concerning the National Strategy for Long-Term and Medium-Term Prevention and Eradication of Corruption, which is one of the anti-corruption education and cultural strategy action plans, involving public and private higher education institutions in its implementation (Presiden Republik Indonesia, 2012). Not only that, in the latest regulation about the KPK, Law of the Republic of Indonesia No. 19 of 2019, there are preventive actions or

prevention of corrupt behavior through the implementation of Anti-Corruption Education (known as Pendidikan Anti korupsi or PAK).

Anti-corruption education is an effort to prevent acts of corruption through an understanding of the crime of corruption and its impact on the life of the nation and the state (Arif et al., 2019). The implementation of the PAK has goals to form and prepare the next generation for a nation which is free from corrupt behavior. This is because the PAK is implemented from basic education to higher education. In enforcement, implementation of anti-corruption education in higher education could be specified in one PAK course, inserted into certain courses through a study of values, or in terms of adjacent content, for example, insertion through Pancasila (political philosophy) and Civic education courses.

Civic education as one of the courses that has a learning objective to make students smart and good citizens (Levinson, 2014), and create a well-being society (Jamieson, 2013), is considered appropriate for courses in which teaching materials are integrated about anti-corruption education because this course is a compulsory subject in all universities in Indonesia. Therefore, civic education is a strategic course in terms of conducting a cadre of students towards anti-corruption behavior and actions. Civic Education is a conscious effort of the government in instilling a multidimensional concept of nationality related to the basics of knowledge about the cultivation of civic or national values (Cuga, 2018). With the existence of civic and national values that are instilled through civic education, it is not surprising that this course is very relevant and in line with the insertion of anti-corruption values. In addition, corruption is also a behavior that is contrary to the values contained in civic education.

In the curriculum that applies at the Institute Agama Islam (IAI) Nusantara Batang Hari, the implementation of anti-corruption education is in the form of insertion in civic education courses, where there is one special course, specifically civic and anti-corruption education.

Reviewing the expected graduate competencies from civic and anti-corruption education, there are several competencies, which consist of three aspects, such as attitude, general and special skills, and knowledge. Attitude and general skill aspects are based on the National Higher Education Standards (Menteri Riset Teknologi dan Pendidikan Tinggi Republik Indonesia, 2015). Meanwhile, special skills and knowledge aspects are given authority to study programs at the university (Menteri Riset Teknologi dan Pendidikan Tinggi Republik Indonesia, 2018). Furthermore, the insertion of anti-corruption on civic education has three objectives, such as, exploring the potential of students in anti-corruption education as part of realizing the formation of good citizens; develop students' intellectual and social skills regarding Anti-Corruption Education in the formation of good citizens; and form student personality patterns that can instill anti-corruption values in higher education (Arif et al., 2019).

Judging from its implementation, civic and anti-corruption education is a new and compulsory course. This course is also available in the first semester, where the target is new students who have recently graduated from high school. In addition, this course is taught at the beginning of the semester in order to provide initial insight and instill anti-corruption attitudes in students from an early age.

The mindset and the understanding of new students, especially those who have just graduated from high school, of course, is different than that of advanced students. These thoughts and understandings are the formations of the patterns of life and learning possessed by these students from childhood education to high school. This thought is very interesting to study, which is the initial thought of students towards civic education and anti-corruption itself. Based on the explanation provided, this study focuses on exploring how the initial perception and mindset of college students towards the implementation of anti-corruption values on civic education, which is limited to the importance and the relevance of this course nowadays.

Methods

This study focuses on looking at the initial perceptions of college students toward civic and anti-corruption education. Based on that, qualitative methods with a case study approach have been used. A case study is usually used by researchers in social sciences (Thomas, 2011) and limits

their study to a particular area, so that it can focus on the emphasized area (Crowe et al., 2011). In addition, case studies can also be used to focus on looking at events, activities, and programs in a particular group (Baskarada, 2014; Simons, 2009). In this case, this study is limited to looking at first-year college students' perceptions of a new course that incorporates anti-corruption values, such as civic and anti-corruption education.

Participants

Sample selection in this study followed the purposive sampling technique, which was based on the criteria given by the researcher (Campbell et al., 2020; Etikan, 2017), such as: (1) new students, who have just entered the world of lectures or universities and; (2) students who are taking a civic and anti-corruption education course. Based on the criteria given, there were 23 first-semester students involved in this study. Table 1 shows the demographics of the participants.

Table 1. Demographics of participants

Demographics of participants	Frequency (%)
Gender	
• Female	23 (100%)
• Male	0 (0%)
Type of Senior High School	
• General	11 (47.83%)
• Islamic	7 (30.43%)
• Vocation	5 (21.74%)
Place of Origin	
• Batang Hari District	21
• Outside Batang Hari District	2

Data collection procedure

Open-ended questions have been used by researchers to collect research data. A list of open-ended questions was given by researchers to see the perceptions of the college students towards civic and anti-corruption education, which is one of the techniques used in qualitative study (McGuirk & O'Neill, 2016). Those open-ended questions give participants the flexibility to express their opinion and perception toward civic and anti-corruption. However, the researchers set limits on the questions given. These limitations focus on the importance and the relevance of civic and anti-corruption education.

In distributing the list of questions, the researcher used a google form, which asked about socio-demography such as gender, the origin of senior high school, and place of origin as well as several open-ended questions related to civic and anti-corruption education, but focused on the importance and the relevance. All open-ended questions were conducted in the Indonesian language or Bahasa Indonesia. The time taken to answer all open-ended questions was approximately 60 minutes for each participant. Informed consent was given to protect the rights of the participants. In the open-ended questions given, the researcher did not force the participants to answer, but it is the right of the participants themselves regarding whether or not to provide answers. After the data was collected, all participants agreed that all their statements could be reported as an academic manuscript. Researchers and participants agreed not to show their real names, so the researchers used pseudonyms as a form of protection for the identity of each participant. Therefore, researchers used S1, S2, S3, up to S23 as the codes of the participants.

Data analysis tool

In this study, the researchers used open-ended questions as an instrument to obtain data. In the answers given by participants, there was a lot of texts that were not patterned. Researchers used Microsoft Excel and Word as applications to make it easier in terms of coding the data obtained (Amozurrutia & Servós, 2011; McAlister et al., 2017). Microsoft Word was used for coding, while Microsoft Excel was used to present the data in the form of a pie chart.

Theoretical Framework

Corruption is an extraordinary crime, which has critical impact on the country. Based on (Transparency International, 2021), regarding the corruption perception index (CPI) of 2021, Indonesia ranks 96th out of 180 countries, which has increased compared to the previous year. Although Indonesia's ranking has increased, the CPI score of Indonesia (38) is still below the overall global average CPI score (43). This implies that the handling and prevention of corruption in Indonesia still needs to be done and has to be improved.

In an effort to prevent corruption, various actions have been carried out. The latest effort in the field of education is the collaboration between the KPK and the ministry of education and culture, by holding or inserting anti-corruption education in the Indonesian education curriculum (Law of the Republic of Indonesia No. 19, 2019). Consequently, it is very important to evaluate and reflect on the existence of this program.

Some previous studies have been done related to anti-corruption education, such as evaluation of anti-corruption education programs in learning through a formative evaluation approach in school (Hambali, 2020); evaluation of anti-corruption education in the PPKn (Pancasila and Civic Education) subject through honesty value (Halimah et al., 2021); and literature study related anti-corruption education in the family, community, school, and state (Rinenggo et al., 2022). Furthermore, as far as the researcher observes, there is no study that explicitly examines the insertion of anti-corruption education in higher education, especially related to students' perception. Based on that, we consider it necessary to conduct related research to see firsthand what students' perceptions are about the insertion of anti-corruption education through civic education courses.

Perception is the point of view or thought of a person towards others, objects, or events that exist. In looking at students' perceptions toward the insertion of anti-corruption education programs, we utilize Robbins and Judge (2010) framework, where, in the theory they developed, there are several factors that influence a person's perception, such as perceiver; target; and situations. First, the perceiver is an important factor in seeing a perception. The perceiver factor is closely related to how the person tries to interpret something he perceives, and this is influenced by individual characteristics like attitude, motives, interest, experience, concern, knowledge, and expectation. In this study, there are similarities in the character of each student, namely the equation for the level of education (first semester students), which can affect their thinking patterns. Second, the target of perception is considered to affect one's perception. The target of perception can be in the form of a person, thing, or event. In this study, the target of perception is the anti-corruption education program which is attended by students in university, through anti-corruption and civic education courses. Third, related to the situation, perception must be viewed contextually, which means the situation in which the perception arises and occurs. Some examples of situations are time, work, and social settings. In this study, the situation that occurs is focused on students who have just entered college and the implementation of the anti-corruption education program.

Results and Discussion

Results

Following the participants' perception, obtained through online open-ended questions, three main topics are reported in this study (Table 2). First topic, the importance, is divided into two parts based on participants' statements, such as importance of civic education and importance of anti-corruption education. Importance of civic education consists of if it can maintain the integrity of the Republic of Indonesia or NKRI; can grow the character; educate people to be good citizens; knowledge base; and commitment as an agent of change. The importance of anti-corruption education consists of, what can develop anti-corruption characteristics; reduce corrupt behavior; establish anti-corruption culture/knowledge base; and rejection of corrupt behavior. Second topic, relevance of civic and anti-corruption education, is also divided into two parts, including positive and negative mapping.

Table 2. Topic and perception branches

Topic	Mapping of perception (f)	Pseudonyms
1. Importance		
a) Civic education	<ul style="list-style-type: none"> • Can it maintain the integrity of the Republic of Indonesia or <i>NKRI</i>(1) • Can grow character (2) • Educate to be good citizens (1) • Knowledge base (6) 	S2 S3; S12 S5 S9; S13; S21; S23; S22; S11
b) Anti-corruption education	<ul style="list-style-type: none"> • Commitment as an agent of change (1) • Can make anti-corruption characteristics (2) • Reduce corrupt behavior(4) • Establish anti-corruption culture (1) • Knowledge base(5) • Rejection of corrupt behavior (3) 	S17 S4; S17 S2; S5; S15; S20 S6 S9; S10; S13; S19; S23 S18; S22; S11
2. Relevance of civic and anti-corruption education		
a) Positive relevance	<ul style="list-style-type: none"> • Can improve morale and character (1) • Can be the guideline of the nation and the state (8) • Can develop character (2) • Growing awareness of the nation and the state (4) • Support anti-corruption behavior (1) • Anticipating reduced awareness of the nation and the state (2) 	S1 S2; S4;S5;S6; S8; S12; S17; S27 S3; S10 S14; S15; S16; S21 S18 S9; S22
b) Negative relevance	<ul style="list-style-type: none"> • Still a lot of corrupt behavior (2) 	S13; S23

Importance

Based on the open-ended questions, all of the participants explained civic and anti-corruption education is very important to learn. The importance of this learning can be explained into two parts based on the explanation of each participant. The explanation is categorized into two, such as the importance of civic education, and the importance of anti-corruption education.

Civic Education

The importance of civic education is assumed to be very important for each participant to learn and live up to. There are several categories of main-perception obtained based on participants' statements (Table 2). If mapped and presented, the diagram obtained from participants' perception of the importance of civic education is shown in Figure 1.

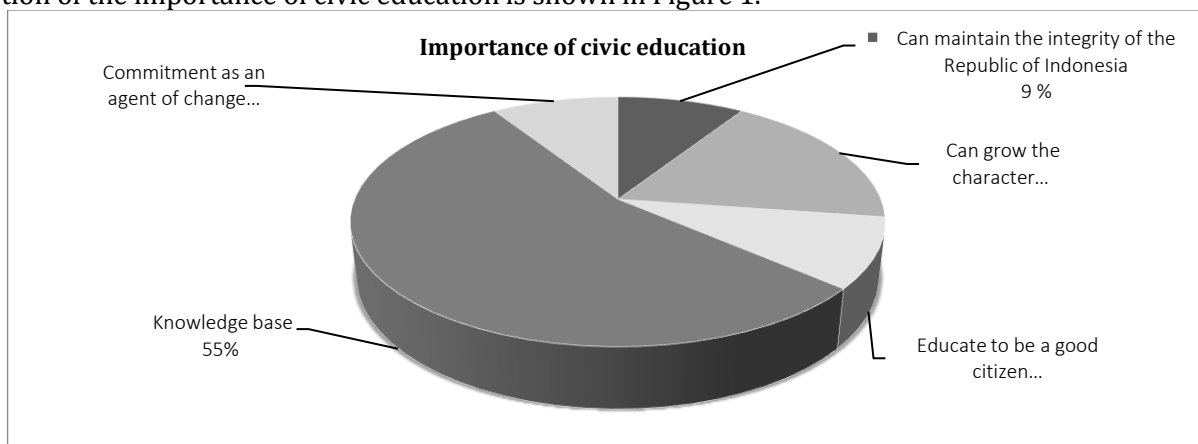


Figure 1. Participants' perception on importance of civic education

The importance of civic education is considered by most participants to be very important. Among them, there is a participant who stated that by studying civic education, we as Indonesian citizens can maintain the integrity of the Unitary Republic of Indonesia.

“In my opinion, civic and anti-corruption education is very important to learn because there are so many benefits in it, such as maintaining the integrity of the Republic of Indonesia” (S2).

Afterward, there were two participants (S3, S12) who think that civic education can shape the character of citizens. The character that can be formed can be in the form of respecting the rights of others and refraining from committing violations.

“It is very important because it can grow character so that we can respect the rights of others and can also refrain from any actions that are considered to violate the rules” (S12).

Civic education is also considered important because it can educate participants to become good citizens. Being a good citizen is known to be the main goal of holding civic education learning.

“Yes, it is very important, because civic education is a foundation for educating someone to become a good citizen as our country wants us to be” (S5).

After that, most of the participants gave reasons for the importance of civic education, specifically as a knowledge base. The basic knowledge meant here is knowledge about how to be a good Indonesian citizen. Some examples of knowledge gained from civic education learning is that participants can know the rights and obligations of citizens, understand ethics, and know what is right and wrong.

“Because we have to know what's right and what's wrong, understand ethics, and study it so we know what other people's rights are and what our rights are...” (S21).

Another reason why civic education is considered important, is as a commitment from agents of change. College students as learners certainly have the power to take part in filling civilization and this can be done with the role of college students as agents of change.

“It is very important, because it can build competence and commitment as an agent of change in the life of society, nation, and state...” (S17).

Anti-corruption education

Anti-corruption education, was perceived as very important by each participant, and several categories were found that were considered as main-perceptions, such as: can develop anti-corruption character, reduce corrupt behavior, establish anti-corruption culture, create a knowledge base, and rejection of corrupt behavior (Table 2). Figure 2 shows the mapping results and the percentage of each main perception on the importance of anti-corruption education.

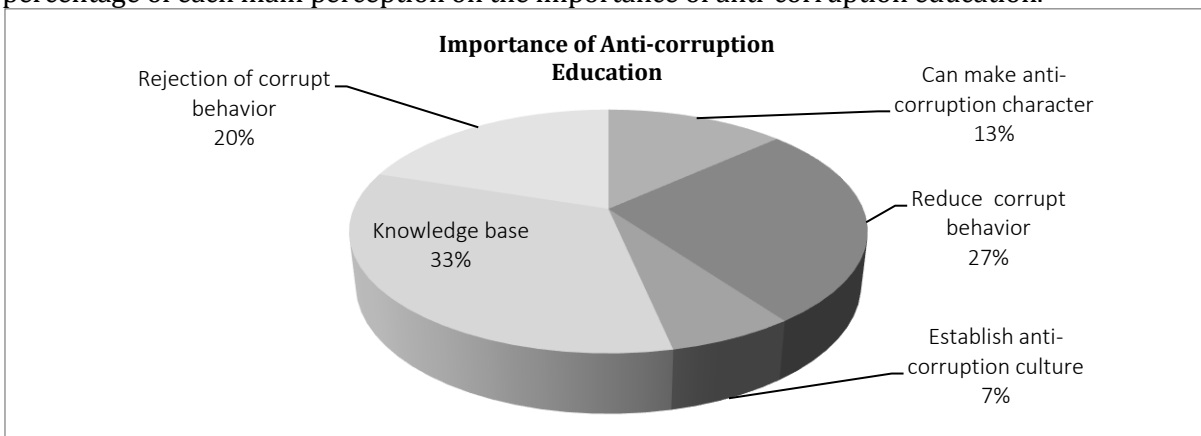


Figure 2. Participants’ perception on importance of anti-corruption education

Based on the result of the open-ended question provided, most of the participants thought that anti-corruption education was very important. Of the various reasons for the importance of learning anti-corruption education, researchers categorized them into several sub-perceptions. First, there are four participants who think that studying anti-corruption can reduce corrupt behavior.

Reducing this corrupt behavior is very important for future generations because anti-corruption education could be a good asset for future generations on the rejection of corruption behavior.

"... anti-corruption education is also an action to control and reduce corruption in the form of an overall effort to encourage future generations to develop a firm rejection attitude towards every form of corruption" (S2).

Furthermore, there are two participants that state anti-corruption education could help develop anti-corruption character.

"Important, because it can build an anti-corruption character in oneself or in a new generation" (S4).

"It is very important to build an anti-corruption personality in each individual student..." (S17).

After, there was a student which stated that anti-corruption education, can establish anti-corruption culture. The anti-corruption culture that is formed is expected to develop in the college student environment, where college students are the future generation of Indonesia.

"It is very important because we as the nation's successors are to build an anti-corruption culture among students and the nation's future successors" (S6).

Creating a knowledge base is the most widely perceived importance of anti-corruption education. With this knowledge base, we can find out what actions can be taken to eradicate corrupt behavior, both preventively and repressively. In addition, with anti-corruption education, we can find out the consequences of committing a criminal act of corruption.

"Yes, it is very important because we can find out what actions can be taken to eradicate corruption" (S19).

"Yes, it is very important to learn because we can find out what are the consequences of corruption because corruption can harm ourselves and others" (S10).

And, the last sub-perception, is that the relevance of anti-corruption education is rejection of anti-corruption behavior. The rejection of corrupt behavior is expected to be a character of the future generation.

"This anti-corruption education is our attitude and behavior so that we support not to commit acts of corruption" (S18).

"... and anti-corruption education is also important so that future generations can firmly reject acts of corruption for the welfare of society and advance the country" (S22).

Relevance of civic and anti-corruption education

Relevance is the relationship between the content in civic and anti-corruption education and the lives that participants are currently facing. In the results of the open-ended questions given to participants, two main sub-relevancies were found which were categorized as positive and negative relevance.

Positive relevance is based on the participant's positive perception of the existence of civic learning and anti-corruption. Positive relevance also means that those participants think that civic and anti-corruption learning is very relevant. Most of the participants assumed that civic learning and anti-corruption education have a positive relevance to the conditions of Indonesia nowadays. Those perceptions obtained are categorized into several main perceptions (Table 2). Figure 3 shows how the mapping results and the percentage of each main-perception on the relevance of civic and anti-corruption education.

Based on Figure 3, most of the participants think that civic and anti-corruption are very relevant currently because they are considered to be guidelines of the nation and the state. With the existence of civic and anti-corruption education as guidelines to being a good citizen, the Indonesian citizen is expected not to be influenced by the culture of other nations that has negative impacts and can maintain their national identity.

"The relevance of civic and anti-corruption education in this current era is very important. Because state life in this current era requires clear guidelines for our identity as a nation, and

it reflected in Pancasila. This is useful so that we do not get carried away by the flow of foreign influences that enter this country” (S2).

“Very relevant, because at this time, state life requires clear guidelines for our identity as a nation” (S8).

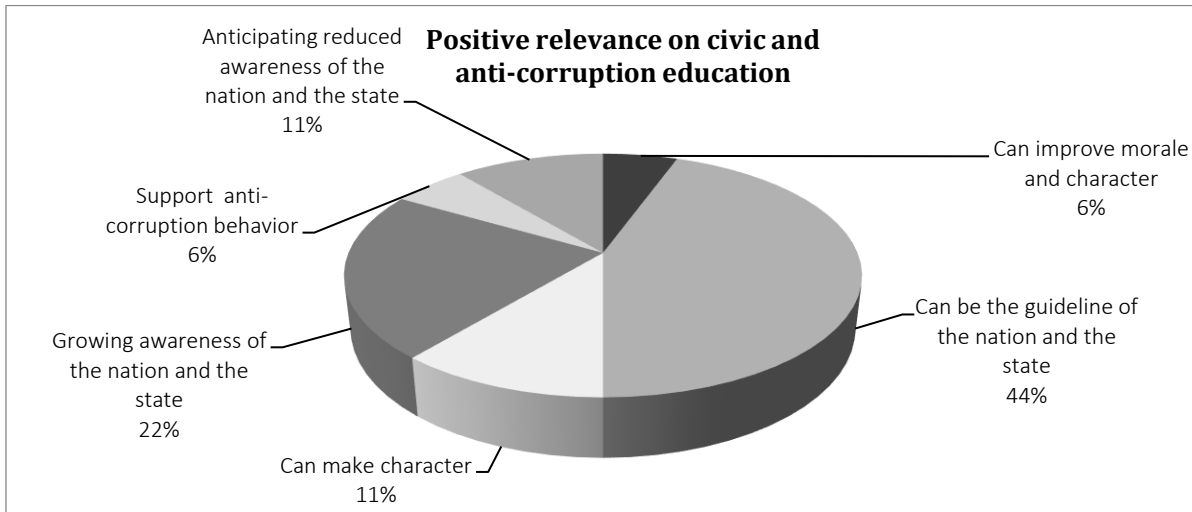


Figure 3. Participants' perceptions on importance of civic and anti-corruption education

After that, growing awareness of the nation and the state, become the second-highest of participants' perception of the relevance of civic and anti-corruption education.

“With civic education, it fosters a sense of belonging to the nation and state, loves the homeland, and becomes an active citizen in building a country based on Pancasila” (S16).

The third-highest of participants' perception obtained two categories, such as can build character; and anticipating reduced awareness of the nation and the state.

“In the current era of globalization, civic education is very important in order to form young people, to have good social characters, and never think to do corruption” (S3).

“Civic and anti-corruption education is very important because nowadays our society is still not aware of Pancasila values” (S22).

Therefore, support for anti-corruption behavior and the belief that it can improve morale and character, becomes two more reasons why civic and anti-corruption is really relevant.

“I think civic and anti-corruption education is very important to learn at this time, because currently the morals and character of society, especially youths, are starting to decline. With the existence of civic and anti-corruption education, it is hoped that it can improve the morals and character of young people” (S1).

“In my opinion, the relationship between civic and anti-corruption education today is very supportive in anti-corruption” (S8).

Furthermore, there are two participants who stated that civic education and anti-corruption education are not relevant to the current condition of the Indonesian nation, which is categorized as negative relevance (Table 2). The negative relevance in question is not the irrelevance of the civic and anti-corruption course itself, but for the further reasons given by the participants, namely that there are still many corrupt behaviors that have occurred in Indonesia recently.

“In my opinion, it is not relevant because there are still many officials who do not know what their obligations as citizens are and this has resulted in many of our officials being involved in corruption cases” (S13).

It can be noted that S13's explanation illustrates that the intended relevance is because there are still many existing corrupt behaviors, which are carried out by high-ranking or state officials.

Discussion

Civic education in Indonesia holistically has the goal that every citizen, especially young citizens, have a sense of nationality and love for the homeland in the context of the values and morals of Pancasila, the values and norms of the Constitution of the Republic of Indonesia (known as *Undang-Undang Dasar* or *UUD 1945*), the values and commitments of *Bhineka Tunggal Ika*, and commitment to the unitary state of the Republic of Indonesia. The values contained in civic education learning are very suitable to be inserted into learning or anti-corruption values. Based on findings obtained, generally, college students who have participated on this study declare that civic and anti-corruption education are very important to study, and have good relevance to conditions in Indonesia today.

The importance of civic education is closely related to the expectations and goals of civic education itself. The creation of a knowledge base was obtained as the highest perception from the college students involved. After that, another reason is to educate young people to be good citizens, which by definition is not much different from the previous reason. The knowledge in question is how the role of civic education itself supports the formation of an intelligent society, and to understand how to be good citizens (H. Li et al., 2020). In the Indonesian context, smart and good citizens are those who obey the laws that apply in Indonesia and implement the values of *Pancasila* in their lives, which is known as a *Pancasilais* society (Komara, 2017; Nurdin, 2015). In its journey, civic education in the modern context has a goal of becoming a broader knowledge base, such as political knowledge, so that each citizen, especially young citizens, can be smart and consciously participate in democracy (Yoldaş, 2015).

Civic education can be used as a tool that can grow character and is the reason for the importance of learning civic education. It has an important role on developing good character in citizens, especially young citizens. In addition, another reason related to creating good character is to build the commitment of young citizens as agents of change. Young citizens, especially college students, are boosters of change for the better. Through their knowledge, ideas, and skills college students can become a locomotive for progress. If college students as young citizens form good characters and understand their role as agents of change, then later those citizens will play an active role in maintaining the integrity of the Republic of Indonesia or NKRI. Actually, if we look further, the Police and the Army of the Republic of Indonesia has a special task to maintain the integrity of Indonesia, especially in terms of security and safeguarding sovereignty. However, in practice, every Indonesian citizen has the right and obligation to participate in efforts to defend the country (Constitution of Indonesia, 1945) (Law of the Republic of Indonesia No. 3, 2002). With the existing efforts to defend the country, civic education will have an impact on maintaining the integrity of the Republic of Indonesia.

The importance of anti-corruption is not much different from the importance of civic education as the two are interrelated. The knowledge base is still the most important aspect of anti-corruption education in the perception of college students. Creating a knowledge base also means that with the insertion of anti-corruption values on civic education, college students as young citizens can know the values of anti-corruption. Not limited to knowing anti-corruption values, college students think that with the insertion of anti-corruption, they will apply anti-corruption values and develop anti-corruption characters. After the formation of anti-corruption characters in college students, corruption behavior in Indonesia will automatically decrease and college students will dare to reject various corrupt behaviors. With a variety of knowledge, as well as the application of existing anti-corruption values, an anti-corruption culture will automatically be formed. Furthermore, those reasons why anti-corruption education is important to learn are interrelated with each other in an effort to fight corrupt behavior in Indonesia.

Civic and anti-corruption education is very relevant to the current political and cultural conditions in Indonesia. This is because there is still corrupt behavior carried out by the government and the private sector in Indonesia today (Mietzner, 2015; Prabowo, 2014). With the various corrupt behaviors that exist, then civic and anti-corruption education should be the guidelines for college students as young citizens in the nation and the state. Not limited to the guidelines, civic and anti-corruption education has relevance in terms of establishing awareness of the nation and the state

and can also counter the decline in its awareness. Furthermore, with the knowledge base and the awareness of the nation and the state, college students could grow and improve their anti-corruption character as well as support anti-corruption behavior.

Conclusion

The insertion of anti-corruption values in civic education needs to be done and is a good step in efforts to prevent corruption, especially through educational institutions. The findings show that most of the college students perceive that civic and anti-corruption education is very important to learn and is also relevant to the condition of Indonesia today. Various reasons have been given by college students, such as with civic education and anti-corruption education, especially as young citizens, it could build character, maintain the integrity of Indonesia, create a knowledge base for good and smart citizens, reduce and reject corrupt behavior, establish an anti-corruption culture, and write guidelines for the nation and the state. Furthermore, this study was limited to the initial perception of first-year college students on the implementation of civic and anti-corruption education, further study could be more focused on older or high-year college students who have already been accustomed to university academic conditions. Afterward, this study also focuses on looking at the perception of students, which is limited to the importance and the relevance, further study could add more aspects of perception.

Reflection

The study that has been done is a way for researchers to look at the implementation of the anti-corruption education program based on students' perceptions. This study is expected to be a contribution to the prevention of corrupt behavior in Indonesia, especially at the Higher Education Level. We assume that there is a need for a continuous study of the application of the Anti-Corruption Education Program. Continuous study can be in the form of evaluation, the development of teaching materials relevant to students' characteristics, observing the anti-corruption values of students, and so forth. Therefore, it is expected to be input and increase the Anti-Corruption Education Program that is being run.

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