

Systematic literature review: The implementation of anti-corruption value insertion in schools and universities

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Abstract: Indonesia has a serious corruption problem. All parties must participate in finding solutions to this issue, both through punitive and preventative measures. Education must have a role as a medium for building moral character. This study intends to explore anti-corruption value insertion implementation across a range of academic and extracurricular endeavors. A systematic literature review is applied in this study. This research reviews and analyzes articles on various anti-corruption value insertion strategies. This study makes use of 44 collected articles published within the last seven years. There have been several instances of anti-corruption value insertion through a variety of mechanisms. Anti-corruption principles can be indoctrinated within individuals through a variety of methods such as integration into subjects or courses, the use of teaching techniques, extracurricular activities, and administration or education management with an anti-corruption philosophy. Numerous parties have been active in anti-corruption preventative efforts. Therefore, it is hoped that this endeavor will support the government's plan for eradicating corruption.

Keywords: Anti-corruption; Anti-Corruption Value; Implementation: Insertion; Institution; Systemic Review Literature.

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Introduction

Numerous news outlets continue to report on corruption cases one after the other. There are still daily news articles concerning the arrest and conviction of corrupt officials. This implies that Indonesia's corruption issues are becoming increasingly complicated. Corruption has begun to erode the values of Indonesian society that uphold justice and welfare for all citizens. In a Transparency International survey in 2021, Indonesia's Corruption Perception Index (IPAK) reached a score of 38/100. In 2020, the Corruption Perception Index (IPAK) stood at 37/100, 1 point lower. Indonesia's score of 38/100, placed it 96th out of 180 nations in terms of how well it controls corruption (Transparency International, 2022). This is devastating news for our nation and highlights the necessity for increased measures to tackle corruption. An improvement in the Corruption Perception Index (GPA) of one point is worth noting.

Another study conducted by the Central Statistics Agency (BPS) in 2022 showed that the Anti-Corruption Behavior Index (IPAK) was at 3.93 on a scale of 0 to 5. A score of 0 indicates that society is becoming more accepting of corruption, while a score close to 5 demonstrates that society is becoming less tolerant towards corruption. In addition, a 0.05 (3.88) increase was observed in the Anti-corruption Behavior Index (IPAK) from 2021 to 2022 (Badan Pusat Statistik, 2022). This information demonstrates that the public is increasingly aware of the risks associated with corruption, and promotes anti-corruption behavior. The National Strategy for the Prevention and Eradication of Corruption (Stranas PPK) is part of *Peraturan Presiden Republik Indonesia (PP RI) No 55 of 2012*, which was established as part of the government's ongoing efforts to combat corruption. Following a modification process in 2018, the Presidential Regulation of the Republic of Indonesia Number 54 of 2018 regarding a national strategy to combat corruption was then released. This regulation discusses corruption prevention targets that are arranged systematically so that they can have a real impact. To support this program, the Central Statistics Agency (BPS)

conducts surveys every year starting from 2012 to the present. This survey aims to measure the level of anti-corruption sentiment among the general public as indicated by *IPAK*. The level of anti-corruption behavior is measured by people's habits and experiences with public services related to bribery, gratification, extortion, nepotism, and nine anti-corruption values (Badan Pusat Statistik, 2022). Honesty, accountability, diligence, restraint, moderation, courage, sensitivity, independence, discipline, and fairness are among the nine anti-corruption principles (KPK, 2016). The Anti-Corruption Behavior Index (*IPAK*) consists of two aspects, namely impressions and experience. Impressions are the public's view related to anti-corruption regulations, while experience is related to the practice or direct experience of anti-corruption strategies in everyday life.

It is starting to become clear that the government is serious about combating and preventing corruption. In addition to the National Strategy for the Prevention and Eradication of Corruption, the government has also launched an anti-corruption education program. The Anti-Corruption Education Policy was signed in 2018 by four ministries-the Ministry of Research, Technology and Higher Education, the Ministry of Home Affairs, the Ministry of Religious Affairs, the Ministry of Education and Culture-in order to incorporate anti-corruption character and culture education into the curriculum. In educational institutions, Anti-Corruption Education (*PAK*) is applied through curricula that internalize anti-corruption values. Religious Education, Civic Education and Pancasila, and Social Sciences are subjects in which anti-corruption learning can be inserted. Although, this does not rule out the possibility for other subjects to be used as a medium for anti-corruption learning. In addition to being internalized in subjects, anti-corruption values are added into extracurricular activities, school culture, and school management.

There have been numerous studies on anti-corruption education and initiatives to instill anti-corruption ideals. Anti-Corruption ideals can be introduced through the study of Pancasila and Civic Education (*PPKn*) in the classroom (Sutrisno, 2017; Sutrisno & Murdiono, 2017; A. Wahyuni et al., 2020). Civic Education (*PKN*) classes are another way for anti-corruption principles to be introduced (Azmi, 2020; Jaya, 2021; Prasetyo et al., 2021; Sa'adiyyah et al., 2022). Religious education is also used in seeding anti-corruption values, both through Islamic Religious Education (*PAI*) (Mumtahanah & Suyuthi, 2021; Suyadi, 2019) and Christian Education (Pasaribu & Boiliu, 2021). In addition the insertion of anti-corruption values through school subjects, various media and Anti-Corruption Education modules were developed, including flipbooks (Slamet & Mukhlis, 2022), storytelling (Biasini et al., 2020), dialogue methods (Montessori et al., 2021), and multimedia (Prihati et al., 2019). Apart from classroom learning, anti-corruption education is carried out through *kantin kejujuran* (Fatimah & Harmanto, 2022), modeling (Kurniawan & Setiyowati, 2018), and even through education management based on anti-corruption values (Hamengkubuwono, 2022).

The foci of Anti-Corruption Education research can be classified into three parts: (1) insertion of anti-corruption values through subjects; (2) media development or learning methods; and (3) insertion through activities outside of classroom learning. Various forms of anti-corruption value insertion applications allow us to synthesize findings through a systematic literature review. The results of this study will serve as a source of information for teachers or other educators on the application of Anti-Corruption Education, as there is not a systematic literature review that specifically focuses on this topic.

This project will attempt to compile *PAK*-related studies from academic organizations, to see the impacts of anti-corruption values. This research is significant because it evaluates the program's implementation. Additionally, visualizing current research trends will show where gaps from earlier studies exist. The following research questions will be addressed in this study: (1) What techniques are frequently employed when anti-corruption value insertion is implemented?; (2) Which individuals or entities are the subjects or targets of anti-corruption value insertion?; (3) What techniques are frequently employed in research on anti-corruption value insertion?; (4) How can we synthesize research findings on anti-corruption value insertion in educational institutions?

Theoretical Framework: Anti-Corruption Education

Anti-corruption Education (*PAK*) is a form of cultural correction aiming to instill logical behaviors based on anti-corruption values (Suyanto, 2005). *PAK* aims to build awareness about anti-

corruption, change views and behaviour toward corruption, and teach skill for fighting corruption (Handoyo, 2013). Today's society accepts corruption as normal, which is quite hazardous. Public indifference is increasing the prevalence of corrupt practices in Indonesia. The role of Anti-Corruption Education is to build public awareness so that society does not tolerate corruption.

The fundamental goal of this intervention is to help pupils cultivate moral principles that stand against corruption. Anti-corruption principles aim to prepare children to be morally upright adults. The KPK and its educational units were created in 2008, leading to the development of nine core ideals in anti-corruption education. These values were prepared based on the assumption that the causes of corruption are individual inconsistencies in credibility, responsibility, obedience, decreased enthusiasm or motivation at work, extravagant and hedonic lifestyles, independence, and against the rules (Kemendikbud & KPK, 2012). Inconsistencies in these values will trigger an individual to commit corrupt actions. Therefore, it is necessary through education to seek to instill and develop anti-corruption values.

Anti-corruption education seeks to promote an integrity-based, or anti-corruption, culture. It is hoped that all school residents, including students, teachers, education staff, and all elements of the school, can integrate self-awareness to build a culture of integrity. Establishing a school culture with integrity involves three pillars: school management system, learning, and public participation (Kemendikbud & KPK, 2012). First is implementing transparent, professional, and accountable school management (Kemendikbud & KPK, 2012). A healthy school ecosystem is needed and is protected from corrupt behavior in order to build a culture of integrity. Second, learning should be incorporated with anti-corruption values including in non-academic activities with diverse self-capacity building as well as academic subjects and *muatan lokal* (mulok) (Kemendikbud & KPK, 2012). Anti-corruption values can be introduced in the classroom through extracurricular activities and studies (Aria & harmanto, 2018). Third, community support for the implementation of anti-corruption education can help schools succeed in creating a culture of integrity by including school residents, parents, school committees, and local community leaders (Kemendikbud & KPK, 2012). Anti-corruption education should not only be seen as an educational program but ideally seen as a movement involving various elements of society (Supriyanta, 2013).

Further examination reveals that anti-corruption education is values-focused, as its primary goal is the development of nine anti-corruption values. According to Superka (1973), there are five ways to teach values: inculcation, cognitive moral development, values analysis, values clarification, and action learning. This approach focuses on internalizing the value personally which can be done by providing examples with positive reinforcement. The cognitive moral development approach, on the other hand, encourages students to actively consider moral issues and find solutions. Activity that can be employed with this approach is a group discussion that starts with sharing examples tales that contain moral conundrums. The values analysis approach, which can be used in literature reviews, field studies, and classroom discussions, also focuses on solving issues that involve social values. The values clarification strategy aims to increase students' values awareness by deepening their sentiments and behaviors. Discourse, discussion, and writing can be used with this approach. Finally, this strategy gives students the chance to put their moral behavior into practice through projects (Sumaryati et al., 2019).

Methods

Systematic literature reviews identify and group relevant research, evaluate research results, and draw conclusions from existing findings (Goufth et al., 2012). This study will review articles qualitatively by synthesizing existing research results and using meta-aggregation. This approach focuses on collecting research results that will be studied and summarized to answer research questions and produce an aggregate of relevant research (Siswanto, 2010). Articles will be collected from the Garuda (Garba Rujukan Digital) page of the Ministry of Education and Culture, Google Scholar, and ERIC (Education Resources Information Center). There are five steps in conducting a Systematic Literature Review, among others (Francis C & Baldesari, 2006): (1) Formulation of research questions; (2) Article search process; (3) Sorting articles based on

criteria; (4) Analysis and synthesis of findings; (5) Implementation of quality control; and (6) Preparation of the final report.

A few open-ended research questions will be attempted to be addressed in this review. We searched for articles on the Garuda, Google Scholar, and ERIC websites by entering "anti-corruption education" as the keyword after based on our research question. We established a number of criteria for the articles to meet in order to be trustworthy and relevant: (1) The articles were published between 2016 and 2022 (criteria 1/K1), (2) Field research was used in the article (criteria 2/K2), and (3) The results demonstrate the manner in which anti-corruption principles have been incorporated into educational institutions (criterion 3/K3). Research questions will be used to examine articles that meet the established criteria. This study restricts articles used to only those that present the findings of field research in order to demonstrate the many ways that colleges and schools have implemented anti-corruption value insertion.

Result and Discussion

The article search began by typing "anti-corruption education" into Garuda, Google Scholar, and ERIC pages. A search on all three pages yielded 268 related articles. The articles go through a selection process based on predetermined criteria: articles published between 2016-2022 (K1), studies using field research (K2), and research including a form of implementation of anti-corruption value insertion in educational institutions (K3). The first narrowed the selection 202 eligible articles, the second stage to 132, and the last stage to just 44 articles that met all three criteria to be analyzed in this study. Quality assessment is carried out to ensure that the articles reviewed in this study are credible so that the results can be accepted for accuracy.

The distribution of articles analyzed in this study was dominated by articles published in 2021, with 11, 7 articles each published in 2017, 2018, and 2022, 6 articles published in 2019, 4 articles in 2020, and only 2 form 2016.

Table 1. Article Categorization Results

No.	Source	Sum	Criterion 1	Criterion 2	Criterion 3	Pass the Criteria
1.	Garuda	187	139	105	31	31
2.	Google Scholar	58	47	22	11	11
3.	ERIC	23	16	5	2	2
	Total	268	202	132	44	44

Ways of implementation of anti-corruption value insertion

A solution to the corruption that exists in Indonesia is anti-corruption education. The fundamental goal of anti-corruption education initiatives is to increase awareness and understanding about corruption to change people's perspectives and attitudes. This goal implies that anti-corruption education includes three dimensions: cognitive, psychomotor, and affective (Handoyo, 2013). There are many ways to implement anti-corruption education in educational institutions through introducing or integrating anti-corruption values. These include integration into subjects or courses, delivery of values through certain learning methods, non-academic activities, and anti-corruption value-based education management.

There are 29 articles discussing how to insert anti-corruption values into subjects or courses; the remaining 15 talk about alternative ways to include anti-corruption beliefs. PPKn, Islamic Religious Education (PAI), PAK (Anti-Corruption Education), Chemistry, Accounting, Pancasila, PAK based on anti-corruption ideals, and anti-corruption integration into the curriculum are only a few of the possible subjects into which anti-corruption concepts can be incorporated. Most articles detail incorporating anti-corruption values into Pancasila and Civic Education (PPKn) subjects and PAK courses.

Nine articles discuss PPKn subjects. PPKn subjects dominate in integrating anti-corruption values. PPKn contains material detailing citizenship and nationality and corruption contradicts citizenship values (Zulqarnain et al., 2022). In addition, the Corruption Eradication Commission (KPK) has also issued guidelines for implementing anti-corruption education through PPKn subjects (Anas et al., 2018). According to Rube'i and Sari (2019), the ultimate purpose of Pancasila

and Civic Education is to develop moral and knowledgeable citizens, which is consistent with the goals of anti-corruption education to build character (Amiruddin & Afifah, 2021; Habib et al., 2022; Ruslan et al., 2022). One of the materials in PPKn subjects that can be integrated with anti-corruption education is Norms and Enforcement at the junior high school level (Murdiono, 2016). In legal materials, there are various kinds of efforts for combating corruption. In grade 10, National Law and Justice materials could include a discussion about the understanding of corruption, the history of corruption and its eradication strategies in Indonesia (Sutrisno, 2017). Several other forms of integration of anti-corruption education with PPKn are implemented to include the subject of corruption in learning (Gandamana, 2018; Shofiyuddin, 2018).

Table 2. Subjects or Courses in Anti-Corruption Value Insertion

No.	Subjects/Courses	Article	Writer
1.	Pancasila and Civic Education (PPKn)	9	(Amiruddin & Afifah, 2021; Djoh, 2019; Gandamana, 2018; Habib et al., 2022; Murdiono, 2016; Rube'i & Sari, 2019; Ruslan et al., 2022; Shofiyuddin, 2018; Sutrisno, 2017)
2.	Islamic Religious Education (PAI)	3	(Istiqamah & Asmar, 2022; Mumtahanah & Suyuthi, 2021; Suniti, 2021)
3.	Anti-Corruption Education (PAK)	9	(Basri et al., 2022; Widhiyaastuti & Ariawan, 2018; Hasibuan et al., 2018; Ilham & Hardiyanti, 2020; Juwono, 2021; Kristiono, 2018; Nadziroh et al., 2018; Kristiono, 2019; Ramadhani, 2022)
4.	Chemistry	1	(Erlawana, 2017)
5.	Accountancy	3	(Siswanto, 2020; Siswanto et al., 2017; Suprapti et al., 2021)
6.	PAK (<i>kearifan lokal</i>)	1	(Muhaemin & Azis, 2019)
7.	Pancasila	1	(Halimah et al., 2021)
8.	Curriculum Integration	2	(Hapsari et al., 2020; Najih & Wiryani, 2021)
Total		29	

Islamic Religious Education (PAI) can be integrated through the Fiqh sub-material to discuss the principles of honesty in trade (Istiqamah & Asmar, 2022). In addition to *Fiqh* material, anti-corruption principles are also related to *Sejarah Kebudayaan Islam (SKI)*, *Aqidah Akhlak*, and *Qur'an Hadith* (Mumtahanah & Suyuthi, 2021). One study provides examples of topics that can be instilled in anti-corruption, namely "Maintaining Honesty as a Reflection of Personality", which focuses on the Qur'anic postulates and Hadiths related to honesty (Suniti, 2021). Anti-corruption education can even be integrated into accounting subjects, through character development supported by school culture (Siswanto et al., 2017). Study identified in accounting already holds five anti-corruption values: independence, honesty, boldness, discipline, and hard work (Siswanto, 2020). Accounting is directly related to finance, so this field is quite vulnerable to corruption actions, so instilling anti-corruption values is crucial (Suprapti et al., 2021). Outside of accounting, scholars have documented using snakes and ladders games to introduce anti-corruption ideals into Chemistry lessons and chemical bond teaching materials (Erlawana, 2017).

The majority of elementary and secondary schools use PPKn as a medium to sow anti-corruption values, while higher education prefers the Anti-Corruption Education (PAK) course. Anti-corruption education is provided in universities because students must become equipped with tools to fight corruption as agents of change and spread anti-corruption messaging in society (Wati, 2022). Students must also be morally upright in order to avoid committing crimes of corruption as professionals. Anti-corruption education in higher education is required by circular letter number 1016 / E / T / 2012, which mandates implementation in universities (Kadir, 2018). Anti-Corruption Education has been undertaken at several universities in Indonesia, such as STIB Banyuwangi (Juwono, 2021), STAI Al-Musaddadiyah Garut (Basri et al., 2022), IAIN Kendari (Ilham & Hardiyanti, 2020), Semarang State University (Kristiono, 2018, 2019), Udayana University (Widhiyaastuti & Ariawan, 2018), and Poltekkes Kemenkes Jakarta (Hasibuan et al., 2018).

There are numerous other examples of the insertion of anti-corruption values in addition to PPKn and PAK. The incorporation of anti-corruption values into curricula (Hapsari et al., 2020; Najih & Wiryani, 2021) as well as PAK based on local wisdom (Muhaemin & Azis, 2019) can be used to seed anti-corruption principles. The second pillar of anti-corruption education, learning, includes incorporating anti-corruption ideals through subjects or courses, and education has been

widely applied (Kemendikbud & KPK, 2012). However, existing literature has not discussed the pillar of learning in relation to local content.

Table 3. Learning Methods in Anti-corruption Value Insertion

No.	Learning Methods	Article	Year	Writer
1.	Web E-Learning (Moodle)	1	2017	(Palandi et al., 2017)
2.	Andorid Games	1	2021	(Aulianti et al., 2021)
3.	<i>CARILEM</i>	1	2017	(Ariani, 2017)
4.	PPKn Module	1	2017	(Sutrisno & Murdiono, 2017)
5.	Neuroscience Approach	1	2018	(Suyadi, 2019)
6.	Gadget (mobile phone)	1	2021	(Saraswati & Soleh, 2021)
7.	Anti-corruption Monopoly	1	2016	(Nurhadiyati et al., 2016)
	Total	7		

The publications used in this study discuss the insertion of anti-corruption ideals using a variety of teaching techniques. 7 of the 44 articles analyzed in this study discuss learning methods. Learning methods have become essential to the learning process. The teaching method is the means for achieving learning objectives (Khoerunnisa & Abidin, 2022). Media is used in seeding anti-corruption values, ranging from classic media, such as modules, to technology-based media. The media developed include E-Learning websites (Moodle), android games, *CARILEM*, a PPKn module, gadgets, and anti-corruption monopoly.

Web E-Learning can be used as a medium in anti-corruption education as it can contain material equipped with videos or animations, practice questions, and website links. This media was developed by STIKI Malang (Palandi et al., 2017). Even Android-based games are a medium for seeding anti-corruption values. These were developed by researchers for students of SD Negeri 14 Bonto-bonto. The game consists of 3 levels with nine anti-corruption values (Aulianti et al., 2021). Mobile phone can be used for learning by including stories containing anti-corruption elements (Saraswati & Soleh, 2021). In addition to technology-based media, conventional media such as modules can be used; for example, the PPKn module contains anti-corruption values within its legal and judicial material (Sutrisno & Murdiono, 2017). The neuroscience approach integrate anti-corruption education with Islamic Religious Education (Suyadi, 2019). *CARILEM* learning (reading, telling stories, and watching educational films) has also been practiced as an effective anti-corruption educational media used throughout child development (Ariani, 2017). Anti-corruption monopoly (Monako) includes PAK module material from the KPK (Nurhadiyati et al., 2016).

Discussions of methods or media used in instilling anti-corruption values is necessary for addressing the learning pillar of anti-corruption education. Web e-learning, android-based anti-corruption games, PPKn modules, anti-corruption education based on a neuroscience approach, and monopoly are included in the inculcation approach because they emphasize the cultivation of anti-corruption values (Superka, 1973). Gadgets (mobile phone) that present anti-corruption stories and *CARILEM* learning can be classified as value education with a cognitive moral development approach as it encourages students to discuss the stories presented (Superka, 1973).

Table 4. Non-academic Activities in the Insertion of Anti-corruption Values

No.	Non-academic Activities	Article	Year	Writer
1.	<i>Pendidikan Kecakapan Hidup Sehat (PKHS)</i>	1	2022	Sutikno et al. (2022)
2.	Canteen of Honesty	1	2019	Putri (2019)
3.	Socialization	3	2017, 2019, 2020	Alfiyati (2017; Andiana (2019); Kristiono et al. (2020)
4.	Seminar	1	2021	Wahyuni et al. (2021)
	Total	6		

Anti-corruption attitudes can also be instilled in students through extracurricular activities. Indeed, applying anti-corruption education does not only rely on subjects or courses. It takes more effort to build this value through familiarization (Harmanto & A.R., 2012). Non-academic activities try to create a culture of anti-corruption values. Six articles discuss anti-corruption values in

activities outside learning. The studies analyzed show that socialization activities often occur. Socialization is easy to plan and implement.

Anti-corruption education socialization is carried out in SMA Negeri 6 Yogyakarta in collaboration with the Yogyakarta Special Region High Prosecutor's Office (Alfiyati, 2017), SMP Negeri 10 Yogyakarta also implements anti-corruption education socialization at the recommendation of the Yogyakarta City Education Office (Andiana, 2019), and SMK Texmaco Pemalang does the same (Kristiono et al., 2020). In addition to socialization, moral education seminars and anti-corruption education builds student awareness about anti-corruption values (S. Wahyuni et al., 2021). Anti-corruption education needs to be practiced through habituation in everyday life, such as through *Kantin Kejujuran* (Rawanoko, 2019). Finally, *Pendidikan Kecakapan Hidup Sehat* (PKHS), using the philosophy of General Education, has proven effective in preventing corrupt behavior (Sutikno et al., 2022). This non-academic activity is still included in the pillar of learning but focuses on self-development activities rather than classroom learning (Kemendikbud & KPK, 2012).

Table 5. Education Management in the Insertion of Anti-corruption Values

No.	Education Management	Article	Year	Writer
1.	TK, SD, SMP, dan PKBM di Kabupaten Kepahiang	1	2022	Hamengkubuwono (2022)
2.	SMA Kesatrian 2 Semarang	1	2021	Sari (2021)
	Total	2		

Educational management encompasses anti-corruption values integration into subjects and courses, learning methods, and non-academic activities. Two of the 44 articles discussed promoting anti-corruption principles in educational management. Building an educational system on anti-corruption principles can help develop an anti-corruption perspectives among students. Schools actions should be founded on anti-corruption principles. In line with the guidelines provided by the KPK, there are three pillars in realizing anti-corruption cultured schools: accountable school management systems, learning, and active community participation (Kemendikbud & KPK, 2012). Further studies should investigate these principles' implementation. Building education management based on anti-corruption values is one effective way to sow anti-corruption values, as it impacts the whole educational system.

SMA Kesatrian 2 Semarang is currently carrying out anti-corruption education management practices. There are four parts of the management process: planning through developing a curriculum that integrates anti-corruption values, organizing the distribution of duties and responsibilities, implementing anti-corruption education through integration into school subjects and culture, and supervision through observations of the learning process (Sari, 2021). Another form of anti-corruption education management practice is exemplified by the Kepahiang Regency, Bengkulu Province educational unit. The education management process consists of three stages, including ratification of regional regulations related to anti-corruption education practices, elaboration on school curricula, and workshops on the preparation of syllabi and lesson plan (RPP) (Hamengkubuwono, 2022). The management of anti-corruption education is based on these two approaches. Studies that discuss anti-corruption insertion through education management fall under in the first pillar of anti-corruption education, namely the school management system (Kemendikbud & KPK, 2012). The school management system is an important pillar in building an anti-corruption culture because this is where anti-corruption education is designed.

The subject or target of anti-corruption value insertion practices

Education against corruption should start early, because values cultivation is much easier for younger individuals as opposed to adults. If implemented in schools, the nation's future generation will understand anti-corruption values and prevention (Perdana et al., 2021). These interventions have been applied from basic education to higher education as shown by the previous articles. Articles discussing the implementation of anti-corruption value insertion in educational institutions mostly detail high schools and colleges. At this stage, students are heading towards adulthood, meaning their thinking begins to matur and anti-corruption values are expected to be well internalized. In addition, in 2045, Indonesia will experience a demographic shift so that our students would be at the SMA/MA/SMK level, and current students will be the future of the

Indonesian nation (Ubwarin et al., 2020). Of course, our generation must be prepared to become an anti-corruption generation. There are six articles explaining the implementation of anti-corruption education in junior high schools, five at the vocational level, three for elementary and kindergarten, and finally, one article outlining the implementation of the anti-corruption education management model at all school levels in Kepahiang Regency.

Table 6. Targets of Anti-corruption Value Insertion

No.	Level (target subject)	Article	Writer
1.	Kindergarten	3	(Ariani, 2017; Saraswati & Soleh, 2021; Suyadi, 2019)
2.	Primary School	3	(Nurhadiyati et al., 2016; Aulianti et al., 2021; Nadziroh et al., 2018)
3.	Junior High School	6	(Andiana, 2019; Gandamana, 2018; Habib et al., 2022; Mumtahanah & Suyuthi, 2021; Murdiono, 2016; Rube'i & Sari, 2019)
4.	Senior High School	13	(Alfiyati, 2017; Amiruddin & Afifah, 2021; Djoh, 2019; Halimah et al., 2021; Istiqamah & Asmar, 2022; Muhaemin & Azis, 2019; Najih & Wiryani, 2021; Pritaningtias et al., 2019; Ramadhani, 2022; Sari, 2021; Shofiyuddin, 2018; Sutrisno, 2017; Sutrisno & Murdiono, 2017)
5.	Vocational High School	5	(Kristiono et al., 2020; Siswanto, 2020; Siswanto et al., 2017; Suniti, 2021; Suprapti et al., 2021)
6.	Higher Education	13	(Basri et al., 2022; Hapsari et al., 2020; Hasibuan et al., 2018; Ilham & Hardiyanti, 2020; Juwono, 2021; Kristiono, 2018, 2019; Palandi et al., 2017; Rawanoko, 2019; Ruslan et al., 2022; Sutikno et al., 2022; Wahyuni et al., 2021; Widhiyaastuti & Ariawan, 2018)
7.	All levels of education	1	(Hamengkubuwono, 2022)
Total		44	

Methods often used in research on anti-corruption value insertion practices.

Table 7 show that most articles use qualitative research methods. Qualitative research seeks to uncover the cause of a phenomenon in depth, and then interpret and come to conclusion based on the context (Harahap, 2020). Using this technique, anti-corruption values are added in the form of program implementation. A total of 32 publications examine the actualization of anti-corruption education in both schools and universities, including everything from analysis of the activities undertaken to the discovery of factors that supported and hindered anti-corruption education implementation. For quantitative methods, eight articles measure the magnitude of the impact of implementing anti-corruption value insertion practices. Finally, four articles use development research methods to develop media or learning modules. Development research methods describe the product development process from a needs analysis through to product evaluation.

Table 7. Methods Used in Anti-Corruption Value Insertion Research

No.	Method	Article	Writer
1.	Quantitative	8	(Basri et al., 2022; Halimah et al., 2021; Najih & Wiryani, 2021; Rube'i & Sari, 2019; Saraswati & Soleh, 2021; Siswanto, 2020; Siswanto et al., 2017; Sutikno et al., 2022)
2.	Qualitative	32	(Alfiyati, 2017; Amiruddin & Afifah, 2021; Andiana, 2019; Ariani, 2017; Djoh, 2019; Erlawana, 2017; Gandamana, 2018; Habib et al., 2022; Hamengkubuwono, 2022; Hapsari et al., 2020; Hasibuan et al., 2018; Ilham & Hardiyanti, 2020; Istiqamah & Asmar, 2022; Juwono, 2021; Kristiono, 2018, 2019; Kristiono et al., 2020; Muhaemin & Azis, 2019; Mumtahanah & Suyuthi, 2021; Murdiono, 2016; Nadziroh et al., 2018; Ramadhani, 2022; Rawanoko, 2019; Ruslan et al., 2022; Sari, 2021; Shofiyuddin, 2018; Suniti, 2021; Suprapti et al., 2021; Sutrisno, 2017; Suyadi, 2019; Wahyuni et al., 2021; Widhiyaastuti & Ariawan, 2018)
3.	Development	4	(Aulianti et al., 2021; Nurhadiyati et al., 2016; Palandi et al., 2017; Sutrisno & Murdiono, 2017)
Total		44	

Synthesis of findings

Implementing anti-corruption value insertion practices in educational institutions occurs through various means ranging from integrating values into subjects or courses, using learning methods, non-academic activities, and education management. Many efforts have been made to fight corruption in the world of education, but the equitable implementation of this program in every region in Indonesia is still questionable. The practices implemented have positive implications for efforts to form a generation to fight corruption, especially in cognitive, affective, and psychomotor dimensions. These start from increasing knowledge and understanding and lead to behavior change. Anti-corruption principles within learning should be delivered in creative ways.

Based on the findings of 44 articles, several factors support the implementation of this program, including (1) Strong commitment from school residents (Gandamana, 2018); (2) Government support (Gandamana, 2018); (3) Personality of students (Shofiyuddin, 2018); (4) Modeling in the school, family, and community environments (Shofiyuddin, 2018); (5) Support of facilities and infrastructure (Alfiyati, 2017); and (6) Availability of funds. There are two categories of supporting factors, internal and external. Internal factors include a heightened awareness of the dangers of corruption. Meanwhile, the external side includes support in the form of facilities, funds, and participation, which are very important in achieving program goals.

The program faces obstacles in its implementation, including: (1) Academic infrastructure that does not support integrity-building behaviors (Mumtahanah & Suyuthi, 2021); (2) Time constraints (Murdiono, 2016); (3) Difficulty choosing the right learning method (Murdiono, 2016); (4) Teacher difficulties in integrating anti-corruption education into subjects (Murdiono, 2016); (5) Environmental factors that normalize corruption (Murdiono, 2016); (6) Lack of awareness of students (Nadziroh et al., 2018; Shofiyuddin, 2018); (7) Unsupportive family environments (Shofiyuddin, 2018); (8) Negative outside influences that force students to be dishonest (Shofiyuddin, 2018); (9) Lack of socialization from the KPK (Shofiyuddin, 2018); (10) Corruptive behavior habits apparent in schools (Nadziroh et al., 2018); (11) Lack of attention from stakeholders on PAK learning providers (Ruslan et al., 2022); (12) Minimal abilities of students to organize themselves (Hapsari et al., 2020); (13) Limited books on anti-corruption education (Andiana, 2019); and (14) No unique administrative framework for anti-corruption education (Andiana, 2019). Obstacles to implementing this practice are both internal and external. Internal factors are related to students, who still lack understanding and awareness of corruption, and sometimes carry out corrupt actions. External factors come from outside the learners, such as lack of supportive facilities for the implementation of practices.

Collaborative research can fill the gaps in the literature. Obstacles to learning methods can be overcome by developing media or anti-corruption education learning modules. Media developments in this study showed had positive results, meaning that the products are worth using. In addition, the participation of all school components in the program must be achieved to build an anti-corruption generation.

Conclusions

From elementary school through higher education, anti-corruption value insertion has been the subject of numerous research studies. Efforts to sow anti-corruption principles should be carried out sustainably and consistently, starting from the elementary to high levels. High school and college students were the target population in the majority of articles. The steps to integration of anti-corruption values also varies, ranging from insertion into subjects or courses with the majority using PPKn, to the use of certain learning methods, the execution of extracurricular activities based on anti-corruption principles, and the supervision of anti-corruption education. If anti-corruption education can be applied comprehensively throughout all educational disciplines, all sectors will support each other. The education sector has begun to help the government build anti-corruption behavior through cultivating anti-corruption values. In the future, hopefully this program can continue to grow and have a major impact on the younger generation, forming a generation with integrity.

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