

SOCIALIZING THE IMPORTANCE OF ANTI-CORRUPTION EDUCATION FOR SCHOOL STUDENTS

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Abstract. *The root of corruption lies in fostering an understanding of anti-corruption behaviour among students, which requires an understanding and application of anti-corruption values and principles from an early age. This issue is closely related to social control in educational and community environments, which forms the basis for prevention strategies. The younger generation is the nation's most valuable asset that will shape the future of Indonesia. This community service aims to instill the values of honesty, integrity, and social responsibility in students of SMP Negeri 3-SATAP Amarasi Selatan, as the nation's next generation, so that they develop a strong awareness of the dangers of corruption and cultivate anti-corruption attitudes from an early age. In addition, this activity aims to increase students' understanding of various forms of corruption in the school and community environment, as well as to shape characters who actively prevent and fight corrupt practices. The methods applied in this community service activity involve observation and learning through social interaction. The results of the study indicate that anti-corruption education with interactive educational methods such as presentations, group discussions, case simulations, and quizzes effectively increases students' understanding and commitment to the values of honesty, integrity, and social responsibility. It can be concluded that anti-corruption education is very important to be instilled in junior high school students from an early age. A follow-up to this activity is the importance of continuously integrating anti-corruption education into the school curriculum and extracurricular activities. Furthermore, teacher training is needed to reinforce integrity materials in teaching. Parental and community involvement is also crucial in supporting the development of children's character, free from the influence of corruption.*

Keywords: *anti-corruption education, junior high school students*

Abstrak. Akar korupsi terletak pada pembinaan pemahaman perilaku antikorupsi di kalangan siswa, yang memerlukan pemahaman dan penerapan nilai-nilai dan prinsip antikorupsi sejak dini. Masalah ini terkait erat dengan pengendalian sosial dalam lingkungan pendidikan dan masyarakat, yang menjadi dasar bagi strategi pencegahan. Generasi muda merupakan aset bangsa yang paling berharga yang akan membentuk masa depan Indonesia. Pengabdian ini bertujuan untuk menanamkan nilai-nilai kejujuran, integritas, dan tanggung jawab sosial kepada siswa SMP Negeri 3-SATAP Amarasi Selatan sebagai generasi penerus bangsa, agar mereka memiliki kesadaran yang kuat terhadap bahaya korupsi dan mampu mengembangkan sikap anti korupsi sejak dini. Selain itu, kegiatan ini bertujuan meningkatkan pemahaman peserta didik tentang berbagai bentuk korupsi di lingkungan sekolah dan masyarakat, serta membentuk karakter yang aktif mencegah dan melawan praktik korupsi. Metode yang diterapkan dalam kegiatan pengabdian masyarakat ini melibatkan observasi dan pembelajaran melalui interaksi sosial. Hasil penelitian menunjukkan bahwa pendidikan anti korupsi dengan metode edukasi interaktif seperti presentasi, diskusi kelompok, simulasi kasus, dan kuis efektif meningkatkan pemahaman dan komitmen siswa terhadap nilai kejujuran, integritas, dan tanggung jawab sosial. Dapat disimpulkan bahwa pendidikan anti korupsi sangat penting untuk ditanamkan sejak dini kepada siswa sekolah menengah pertama. Tindak lanjut dari kegiatan ini adalah pentingnya mengintegrasikan pendidikan anti korupsi secara berkelanjutan dalam kurikulum sekolah dan kegiatan ekstrakurikuler. Selain itu, perlu adanya pelatihan bagi guru untuk memperkuat materi integritas dalam pembelajaran. Keterlibatan orang tua dan masyarakat juga menjadi faktor penting dalam mendukung pembentukan karakter anak yang bebas dari pengaruh korupsi.

Kata Kunci: pendidikan anti korupsi, anak SMP

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INTRODUCTION

Corruption remains a serious issue facing the Indonesian government. The high level of corruption in the country has prompted the government to continuously seek effective solutions



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to eradicate it (Hamilton-Hart, 2001) (Fakhrizy, 2021). Etymologically, the term "corruption" comes from the Latin "corruptio" or "corruptus," meaning the act of damaging or destroying. The impact of corrupt behaviour is profound and requires serious action. If not addressed promptly, corruption can undermine the foundations of political, economic, social, and cultural life, as well as national defence and security (Muhammad et al., 2023).

Therefore, it is crucial to investigate the root causes of corruption. One root cause is the lack of instilling anti-corruption values from an early age, particularly among students (Rasdi et al., 2021). Anti-corruption character building needs to be carried out through education in the values and principles of integrity from school age, as the educational and social environment plays a significant role in controlling behaviour (Suwastika et al., 2025). The younger generation, as the nation's future assets, must be equipped with the value of honesty to prevent them from being easily tempted to engage in corrupt acts. Anti-corruption education in schools is key to creating a generation committed to combating fraudulent practices (Anantri et al., 2022).

Formal educational institutions such as schools play a strategic role in educating students to uphold the value of integrity (Setyosari & Kamdi, 2021). Corruption takes various forms, including transactive corruption, nepotism, extortion, investment, defensive, autogenic, and supportive (Permana, 2023). This typology differs from the classification in Law of the Republic of Indonesia Number 31 of 1999 concerning the Eradication of Corruption, which lists seven types of corruption: bribery, extortion, embezzlement, conflicts of interest in procurement of goods/services, gratuities, and acts of corruption that cause state losses.

Eradicating corruption is a key agenda item in the reforms hoped for by the Indonesian people. However, corruption has become deeply rooted and a growing social disease (Yustia & Arifin, 2023). The public often considers corruption cases commonplace due to the prevalence of media coverage and the slowness of law enforcement, which lacks a deterrent effect. As a result, new perpetrators continue to emerge (Singh, 2022). Corruption means rottenness, evil, or moral deviation. Over time, the definition of corruption has evolved, both from a normative and social perspective, following increasingly complex societal dynamics (Hernandez Cervantes, 2024).

The government has made various efforts to combat corruption, including the establishment of the Corruption Eradication Commission (KPK), an independent institution tasked with preventing and prosecuting corruption (Ariani & Prasetyoningsih, 2022). However, corruption eradication efforts cannot be carried out by a single institution alone. Cross-sector collaboration is required for this movement to be truly effective (Maksum & Suparno, 2025). If only one party take action, corruption eradication will be slow or even fail.

The causes of corruption are generally divided into two: internal and external. Internal factors include greed, low morality, and the perpetrators' consumptive lifestyles (Nasir, 2022). Meanwhile, external factors include social, political, economic, and legal systems, as well as weaknesses in organisational management. Corruption usually arises from a combination of these internal and external factors (Fierro et al., 2024).

Raising awareness of corruption among students can encourage them to be more vigilant and report any suspicious activity. With this in mind, the implementation of anti-corruption counselling at SMP Negeri 3-SATAP Amarasi Selatan aims to shape a young generation that upholds the values of integrity and transparency. This program aims to instil the principles of honesty, integrity, and social responsibility in students, so that they are aware of the dangers of corruption and grow into individuals who are able to reject all forms of fraud from an early age (Munteanu et al., 2024). Furthermore, this activity also increases students' understanding of the forms of corruption that may occur both in schools and in the community, while fostering a sustainable anti-corruption culture.

METHOD

The methods applied in this community service activity involve observation and learning through social interaction. Observation refers to an individual's ability to utilise their senses to

gather data or information. This technique is used to examine or understand nonverbal cues. A crucial element for effective observation is the community service team's perspective. The initial step in conducting the observation was to directly visit SMPN 3 Amarasi Selatan-Satap and observe the environmental conditions surrounding the learning area. The next stage was outreach. Outreach was carried out by providing anti-corruption educational materials and suppressing corrupt behaviour among adolescents. The outreach was conducted directly within the SMPN 3 Amarasi Selatan-Satap environment, with material tailored to the age range of junior high school students. The stages of this outreach were as follows:

Stage 1: Creating Materials Regarding Anti-Corruption Education and How to Prevent Corruption from an Early Age Among Youth.

Stage 2: Socialisation Process. On this occasion, the community service team conducted a socialisation session regarding the implementation of anti-corruption education to prevent corrupt practices among youth with students at SMPN 3 Amarasi Selatan-Satap, Kupang Regency. The purpose of this socialisation was to foster a sense of responsibility and integrity among youth, provide knowledge about corruption, identify the types of corrupt acts likely to be committed by youth in Indonesia today, and discuss ways to prevent such behaviour as they grow older.

Stage 3: Activity Evaluation. At this stage, the community service team completed the socialisation session with the students of SMPN 3 Amarasi Selatan-Satap. The community service team conducted a question-and-answer session. Without an evaluation at the end of an activity, it is impossible to determine the extent of the activity's success. The evaluation was conducted through a direct question-and-answer session with students. The evaluation aimed to identify the strengths and weaknesses of the activity.

RESULT AND DISCUSSION

The results of the community service program at SMP Negeri 3-SATAP, Nekmese Village, showed that anti-corruption education, using interactive methods such as presentations, group discussions, case simulations, and quizzes, effectively increased students' understanding and commitment to the values of honesty, integrity, and social responsibility. These results align with previous research, which found that anti-corruption education programs in secondary schools significantly increase students' awareness and attitudes of honesty, and foster their role as agents of change in society through a participatory and experience-based approach.

Furthermore, the recommendation in this community service activity to involve parents and the community in ongoing education aligns with research demonstrating the importance of families and a supportive school environment in effectively instilling anti-corruption values (Heryanto et al., 2023). The difference lies in the focus of the community service activity in Nekmese Village, which emphasised socialising students' commitment to being agents of change, while other research has focused more on improving understanding and attitudes as the initial step in developing an anti-corruption character.

Following the socialization and training through educational anti-corruption games, participants demonstrated increased confidence in developing anti-corruption education and a readiness to report acts of corruption when they have strong evidence (Dewantara et al., 2021). The activity also distributed teaching aids in the form of games designed to foster interest and enthusiasm in anti-corruption education, making the learning process more engaging and effective. This program reflects the spirit and commitment to supporting the anti-corruption movement and raising public awareness of the importance of corruption prevention efforts (Aksinudin et al., 2022).

Overall, this community service activity not only successfully imparted knowledge but also encouraged the community to actively participate in preventing corruption and money laundering in their daily environment. This reinforces the finding that anti-corruption education combining interactive approaches, simulations, and discussions can shape anti-corruption behaviour in middle school students, with sustained support from schools and families being a key factor in its success (Bustan & Mailani, 2022).

The Socialisation Activity on the Importance of Anti-Corruption Education for Children was held on April 21, 2025, at SMPN 3 Amarasi-Selatan Satap. This activity focused on discussions about corruption, anti-corruption education, and corrupt behaviour, especially among middle school students. Corruption is an illegal act and can have detrimental impacts on the state. Furthermore, corruption can take the form of abuse of power and negatively impact state finances. During the planning stage, our team and I conducted observations to identify the needs and challenges faced by students at SMPN 3 Amarasi Selatan-Satap related to the socialisation program that will be implemented directly with the school. The KKNT team coordinated with the principal and guidance counsellor to conduct an anti-corruption outreach program on April 21, 2025, at 8:00 a.m. WITA in the eighth grade. Observations during the outreach revealed that the seventh and eighth grades comprised 30 students, ranging in age from 11 to 14.



Figure 1. *Coordination with the school*

After coordinating with the school, the KKNT team entered the room used for the socialisation. The socialisation began with a prayer and several icebreaker activities to create a more relaxed atmosphere and encourage the students. Next, the presenters provided information on the definition of corruption, categories of corrupt behaviour, and frequent incidents of corruption in the school environment. Following the presentation, a 20-minute question-and-answer session followed. Participants actively asked questions about the impact of bullying and complained that fellow students frequently bullied each other at school. The community service team evaluated and provided feedback on student performance based on the material learned, and provided constructive feedback to improve their knowledge.

Regarding the importance of anti-corruption education at SMP Negeri 3-SATAP Amarasi Selatan, the learning method used is direct instruction. Direct instruction is direct, face-to-face learning with students. This approach fosters positive relationships and fosters consistency in program participation and emphasises the importance of anti-corruption education (Sakban et al., 2025). The direct learning method consists of orientation (objective delivery phase) with this method, students can increase their understanding of social norms, provide more in-depth information and knowledge about the dangers of corruption and how to prevent it. The objectives of direct instruction learning or direct learning are 1) Can convey a lot of material in a short time, 2) Can emphasize important materials, 3) Does not make students stressed/stressed so that students pay more attention in learning and student enthusiasm increases in receiving the important material of anti-corruption education and how to prevent it.

Anti-corruption for junior high school students is an effort to build awareness and understanding of the importance of rejecting and fighting corruption from an early age. Anti-corruption means rejecting corrupt behaviour in all its forms, such as bribery, embezzlement, or fraud. Building integrity: Anti-corruption means building integrity and positive values such as honesty, transparency, and accountability (Ndiku et al., 2024). Raising awareness: Anti-corruption means raising awareness of the negative impacts of corruption and the importance of rejecting corruption (Zhang et al., 2024).

The Importance of Anti-Corruption for Junior High School Students: Building good character. Anti-corruption can help junior high school students develop good character and positive values, and be able to apply anti-corruption principles in their daily lives in any environment (Santoso, 2025). Raising social awareness: Anti-corruption can increase junior high school students' social awareness of the importance of rejecting corruption and building a better society. Preparing the future generation: Anti-corruption can prepare the future generation to become good citizens with high integrity (Santoso, 2025). Because junior high school students are one of the nation's young generations, the hope of bringing about major changes in the future. Anti-corruption can be implemented through the school curriculum or extracurricular activities (Channiago et al., 2022). By understanding the meaning of anti-corruption and the importance of anti-corruption for junior high school students, we can help children build a better character for the nation and have positive values in their daily lives.

Table 1. *Activity participant sample size*

Activity participant	Gender		Total
	Male	Female	
SMP Negeri 3 Satap Nekmese	16	14	30



Figure 2. *Socialisation session for students*

Providing students with an understanding of the meaning of corruption. Corruption is certainly not something we hear about unheard of (Ngcamu & Mantzaris, 2023). This is because corruption often occurs in communities, and its negative impacts, from the grassroots to the highest levels, include villages, schools, districts, provinces, institutions, and even the nation itself, impacting development and social life.



Figure 3. *Discussion session*

In this session, students actively engaged in discussions aimed at enhancing their understanding of anti-corruption values (Montessori, 2024). Through dynamic interactions, students were invited to share their views, experiences, ideas and participate in a question-and-answer session regarding the impacts of corruption and ways to prevent it. This activity not only provided knowledge but also built a collective awareness among students about the importance of integrity and ethics in everyday life, enabling them to contribute positively to creating a better society in the future.

CONCLUSION

Based on the results of the anti-corruption education outreach activities at SMP Negeri 3-SATAP in Nekmese Village, it can be concluded that anti-corruption education is very important to be instilled in junior high school students from an early age. Through direct instruction methods, students more easily understand the values of honesty, justice, responsibility, and integrity. This activity also succeeded in raising students' awareness of the negative impacts of corruption and the importance of building character based on anti-corruption values. This understanding forms the initial foundation for forming a young generation that is ethical, honest, and capable of becoming agents of change in the future. A follow-up to this activity is the importance of continuously integrating anti-corruption education into the school curriculum and extracurricular activities. In addition, training is needed for teachers to strengthen the integrity of the material in learning. The involvement of parents and the community is also a crucial factor in supporting the formation of children's character free from the influence of corruption. Regular evaluation and strengthening the commitment of all school parties are essential to ensure that anti-corruption values are truly internalised in students.

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