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**Congratulation,**

After a thorough review process of your article entitled “*Analysis of Developing Anti-Corruption Education in Indonesia Through Media-Based Citizenship Education Learning Smart Mobile Civic*”, the Editorial Team of Cakrawala Pendidikan has reached a decision that your article is **ACCEPTED** to be published at **Cakrawala Pendidikan** with some revisions. We plan for the article to be published in the February 2024 issue of **Vol. 43 No. 1 (2024)**.

Thank you very much for submitting your article to Cakrawala Pendidikan. We welcome your contributions in the future.

Kind regards.



Editor in chief,

  
Prof. Dr. Sulis Triyono



## **Analysis of Developing Anti-Corruption Education in Indonesia Through Media-Based Citizenship Education Learning Smart Mobile Civic**

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### **ABSTRACT**

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The purpose of this study is to analyze the development of anti-corruption education in Indonesia, through learning Citizenship Education based on Smart Mobile Civic media. Efforts to eradicate corruption are not only the responsibility of law enforcement agencies or the government, but also the responsibility of all components of the nation. Therefore, efforts to eradicate corruption must be carried out by involving all relevant stakeholders, namely the government, the private sector and the community. This research method uses a qualitative approach. The use of qualitative methods in research can produce a more comprehensive study of a phenomenon. The results of the study show that: Citizenship Education learning system has a very strategic role, to increase students' understanding of anti-corruption education. In this context of research, the students, as agents of corruption prevention, cannot be separated from the characteristics they possess, such as: Intellectuality, Good Young Spirit, and Idealism. Students' involvement in the anti-corruption movement can basically be divided into four areas: within the family, on campus, in the local community, and at the regional or national level. The digital era has had a tremendous impact on citizenship learning, such as through the application of Smart Mobile Civic media as a fun and effective learning media for students so that the students are being able to explore more deeply about their knowledge and experiences.

**Keywords:** anti-corruption education; civic education; Smart Mobile Civic

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## **INTRODUCTION**

Indonesia is a constitutional state, which means that everything is regulated by law and violators of laws can be given sanctions based on applicable law. Laws are created and treated not only for the public, but for all layers, both young, old, poor, rich, ordinary people, officials, or even the prosecutor himself. This means that laws are created to protect human rights, and laws are created indiscriminately to reinforce existing laws, so that humans are willing to carry out their obligations and to fulfill other human rights. Those are the ways for humans are able to live side by side in peace.

Since we entered elementary school education, we have been introduced to a crime called "corruption". In simple terms, corruption is any form of misappropriation or misuse of state funds, companies and so on for personal, group or other people's interests. This action violates the rights of other individuals because individual rights are not obtained properly and instead are only enjoyed by irresponsible elements.

Thus, in Indonesia, laws on corruption were drafted and implemented. In fact, the state has formed a special agency to deal with this corruption problem, namely the KPK (Corruption Eradication Commission) which is independent and free from the influence of any power in carrying out its duties and authorities. The urgency of the problem of corruption makes it even more difficult to eradicate it. Thus, the world of education is also moving in helping to overcome the growth of generations of potential corruptors by realizing Anti-Corruption Education (Nurrosita & Nazda, 2018).

Anti-corruption education is a cultural movement in cultivating anti-corruption values from an early age. Because of this, we have received anti-corruption education since elementary school, both in civics classes and through implicit actions or messages given to students by teachers (Burhanuddin & Afid, 2014). Corruption can grow through very simple things like stealing candy or even by cheating. If these small habits are not stopped immediately, they will continue to develop into something that is riskier and more dangerous. Educators as well as families have a very high role in shaping the character and character of their children. Because in this case, morality is a necessary counterbalance to intelligence. For instance, a corruptor is someone who is intelligent or cunning enough to get a high position yet has poor moral principles and hence engages in corruption. Character education has remained a top priority in the delivery of education up to this point, keeping in mind that it is challenging to alter the behavior of others without their consent. And character education nowadays is becoming a new challenge. Because intelligence without being balanced by morals is a disaster for educators to foster the desire of the students themselves to develop into good and mature individuals. Humans must respect one another's rights, abide by laws and norms, and live according to Pancasila as the foundation of the Unitary State of the Republic of Indonesia for all spheres of social life to function properly. **Murdiono in his study about the improvement of national character of Pancasila showed the significant result of Pancasila implementation and principal receivings made by the learning program conducted by the teachers. Moreover, he stated that the values of Pancasila were well-integrated in the intra and extracurricular program conducted by the teachers (Murdiono et al., 2017).**

In this regard, the Covid-19 virus pandemic has several effects that have the potential to affect the nation, including without exception acting as a catalyst for the emergence of a culture of corruption.

When considered broadly, there are a number of elements that can impact the cause of corruption in adolescence, such as the earlier-mentioned early-life habit, family issues, or economic pressures. The main cause of the economic pressure for people to engage in corrupt behavior is the present Covid-19 pandemic. The existence of the Covid-19 virus has had a major impact on the nation's economy, both small communities and officials are trying to fight for their economy. However, it is undeniable that some people seek to cut corners in order to support their economies, particularly through theft or corruption, and as a result, since the start of the pandemic, criminal cases have increased significantly.

Because of this era of digitalization occurrence, it is very important to develop anti-corruption education with various learning media. This is compatible with **Murdiono in his research that states about the development of android-based mobile application in which giving the good improvement and expertise that will possibly effect on the students' learning experience during the civic education learning process in the class (Murdiono et al., 2020).** Other researchers have already conducted pertinent research in this area, including assessing the character of students, particularly those who will soon fill jobs as Indonesian officials. So it is necessary to do a lot of research to find the right method in carrying out character education (Trisiana, A., 2020: 105-106) that stated: "to further explore how to find a Cartoonized Digital Media-Based Character Education Model for Slamet Riyadi University Students as a Strengtheners of Slamet Riyadi Values with the hope of implementing the Character Education model so that its implementation can be managed properly, and also as part of monitoring and evaluating the revitalization of laboratory functions in Tri Dharma College, especially research activities in the framework of implementing and supporting character education policies in tertiary institutions to maintain sustainable policies contained in quality documents at Slamet Riyadi University." Slamet Riyadi University as a level of advanced education plays an important role in providing examples of appropriate behavior or character as the next generation of the nation. This research on anti-corruption education has collected various related information. In fact, the collection of information starts from the beginning of anti-corruption education being implemented, the good age to get anti-corruption education, the influence of the existence of the Covid-19 virus on anti-corruption education and facts on the ground, to the roles of students in carrying out anti-corruption education and information- other recent information so that this report is relevant to current conditions.

In this millennial era, the application of anti-corruption education really needs to be developed because if this country does not implement this, "corruption" offenses will continue to be rampant and will not have a deterrent effect on individuals who commit these actions (Gusnardi: 2014). In addition, if this is not implemented, then the individual or person will continue to repeat and repeat the corruption act even though it has been followed up by the authorities such as the Corruption Eradication Commission (KPK). Because the goal of anti-corruption education is to build a resolute attitude against corruption, it aids in opening the minds of corrupt individuals and Indonesian citizens to refrain from committing corruption. This anti-corruption

education also moves the students to encourage efforts to eradicate corruption in Indonesia. Before students carry out the primary mission of this learning medium, including building anti-corruption education in Indonesia, they act as agents of social change by implementing positive behavioral values. This is an important role that students play in the problems mentioned above.

Citizenship Education is basically learning about “*Indonesian-ness*”, learning to become human beings with Indonesian personality, building a sense of nationality, and loving the Indonesian homeland (Wuryan, Sri dan Syaifullah: 2006). Citizenship education is one of the lessons learned by every student in Indonesia. The formation of civics intelligence is the primary goal of citizenship education. The existence of citizenship education is important to create a society that has a state vision. In addition, the purpose of citizenship education is to increase citizenship intelligence intellectually, socially, and emotionally as well as citizenship intelligence spiritually. According to Hakim’s study (Hakim et al., 2023), the using of inquiry learning model with single-mastery modeling and the inquiry learning model with multiple-coping modeling significantly increased students' self-efficacy. Besides, Budiastuti stated in detail that the addition of reflection and implementation in practicum courses could help students improving their personalities, such as honesty, discipline, and responsibility. Additionally, it can raise students' levels of initiative, critical thinking, and creative thinking. The study demonstrated that in order to increase learning motivation and acquire pertinent competences, it was necessary for the students who learned to conduct self-assessment of work attitudes during practical learning (Budiastuti et al., 2023). Citizenship education will help develop and instill a sense of nationalism and national moral values for students from an early age (Trisiana, A : 2019). In fact, citizenship education in tertiary institutions is a mandatory subject. Because Citizenship Education teaches mutual respect for diversity, collaborative learning, and creativity. Thus, the anti-corruption learning in Indonesia demands the good innovation in order to reach out the competencies of civic education understandings and to improve the civic knowledge and civic virtues around the learners. This study analyzes the problem of developing anti-corruption education in learning Citizenship Education based on Smart Mobile Civic media.

## **METHOD**

This type of research is conducted by using qualitative research methods. Qualitative research is research that is descriptive in nature and uses many analytical techniques. The use of this research method also aims to focus the research carried out in accordance with the facts and conditions that occur in the field. This theory is also used to provide an overview of the background of the research and become a discussion of the results of the research. To develop high-quality study findings that cannot be assessed, a lot of data and information about linked issues are collected.

The data collection techniques are conducted in the form of data expansion or information in the preparation of scientific papers such as journals using qualitative methods is also very important in order to produce reports that are more detailed and not lacking in terms of content. In a simple sense, the expansion of information data is

intended so that the research carried out becomes rich in material or studies produce solid and focused information and in the end the results of qualified reporting become weighty. The data analysis technique was conducted in four steps, such as data collection, data reduction, data serving, and the verification of the conclusion in the end of the research. Because in research with qualitative methods, the quality rating can be determined by how much material is collected. This data and information were obtained by using qualitative research methods and presented using the descriptive-analytical method. This analysis is conducted to give the imaginary of Smart Mobile Civic in order to implement the civic education and is integrated in the improvement of anti-corruption preventive acts in the form of digital-based media.

## **FINDING AND DISCUSSION**

### **Results**

Anti-corruption education is totally important to be implemented. Anti-corruption education must be instilled in various fields in all walks of life from the family, community environment, educational institutions, religious institutions, and national level institutions. Since the beginning, various efforts to eradicate corruption have been instilled in laws and regulations and in their implementation in various institutions. As a rule of law country should be, regulations regarding corruption and their meaning have also been embedded in laws as contained in the Laws of the Republic of Indonesia No.30 of 2002 article 13: "In carrying out the preventive duties as referred to in Article 6 letter d, the Corruption Eradication Commission has the authority to carry out the following preventive steps or efforts" Letter c: "organizing anti-corruption education programs at every level of education". As also stated in Law No. 20 of 2003 concerning the National Education System, it is stated that education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence. , noble character, and skills needed by himself, society, nation and state. (Commission of corruption Eradication: 2020)

Given the meaning given above, it is obvious that education's goal is to help students reach their full potential as people who respect and revere God Almighty, have noble character, are healthy, knowledgeable, capable, and independent, as well as people who are far from corrupt behavior. Acts of corruption have also been warned by the Corruption Eradication Commission in the book Understanding to Eradicate Criminal Acts of Corruption (Page 15), stating: The definition of corruption has been explained in 13 Law No.31 of 1999 concerning Eradication of Criminal Acts of Corruption (Corruption Act) as amended by Law No.20 of 2001 concerning Amendments to Law No.31 of 1999 concerning Eradication of Corruption Crimes ("Law 20/2001"). Based on the aforementioned article, corruption is classified into 30 forms or types of detrimental act and are grouped into 7 major groups including: losses to state finances, bribes; embezzlement in office; extortion; fraudulent acts; conflict of interest; corruption related to the procurement of goods and services; gratification.

However, as we know these efforts have not yielded the maximum results. Anti-corruption eradication begins with the anti-corruption movement. This anti-corruption movement must involve all stakeholders consisting including the private

government and the community (Kaelan: 2011). In this case, the role of students is very much needed. As we know from major historical events, students played a very important role as seen from the 1928 Youth Pledge, the birth of the New Order in 1996, the 1998 Reformation, and other major events. Students with enthusiasm, ideas, and idealism are able to appear at the front as the motor of the movement. Students with strong moral principles, the ability to think critically, a youthful spirit, high spirits, and strong convictions are said to be capable of making contributions to the anti-corruption campaign. Students must be able to represent the interests of the public and denounce any corruption with this character (Adinda, A: 2018). As a student, you have to think broadly, you have to be sensitive to the phenomena that are happening. In addition, students play a role as community representatives in overseeing government policies and regulations, including in overseeing the prevention of acts of corruption.

### **Participation of Students in the Anti-Corruption Movement**

In its role as a driving force in preventing acts of corruption, students are divided into 4 fields, including:

1. In the family environment, as we know, family is the first and foremost place in the life of every individual. Anti-corruption qualities are one of the values that must be fostered in the family. Honesty, accountability, discipline, boldness, and simplicity are the anti-corruption values in question. If these values are embedded in every family, then each individual will automatically have the awareness and confidence not to take deviant actions such as corruption.
2. In the campus area, the campus area is divided into two, such as the students themselves and the student community. As a student, you must have a personality that is able to prevent yourself from being involved in acts of corruption. Starting from conscience awareness to build bridges so as not to fall into the abyss of corruption. A student must be able to guard against and caution fellow students in the community not to engage in corrupt behavior in local or school groups.
3. In society, a student must be able to observe the community environment. From the RT/RW level, village, sub-district, district, even to the province. Students must be able to criticize various forms of services and policies from the government. For example, a student must be able to criticize the decline in direct cash assistance or BLT that occurs in his environment and dare to follow up, for example, criminal acts that result in non-fulfillment of the needs of low-income people who are caused by direct cash assistance misappropriation by a handful of village officials who not responsible. Another example is an educated person criticizing and daring to criticize direct cash assistance for the Covid-19 disaster.
4. At the local and national level, we know that Indonesia is a country that has various forms of natural wealth, from Sabang to Merauke. If the wealth is properly utilized without any fraud, then Indonesia will become a prosperous and developed country (Khair & Monika, 2014).

Student efforts in preventing corruption, among others, are manifested in the form of: Creating a campus environment that is free from corruption; Participate in the community to socialize the importance of anti-corruption education; Become an observer of government policies; Responsibility in social control and public interest; Have empathy and not be indifferent; Able to position themselves in making decisions for the wider community; Creating a campus environment that is free from corruption. In this case, we as students must pay attention to the campus environment in order to avoid acts of corruption.

Other forms of participation include: in campus cooperatives, in organizations, in class management, especially the treasurer must be able to uphold the principles of anti-corruption and honesty; Participate in the community to socialize the importance of anti-corruption education. As students it is our duty to go directly into the field of society, it is not without reason that we as young people are educated and understand various events that have occurred in all areas of community life. This is clearly seen in political practices in small-scale societies.

There are several steps for the teachers to give the practices upon their pupils. *First*, the teachers give the action to the students for being an observer of all government policies that the policies in this case are all forms of policies issued by the government and not escaped from public's attention. *Second*, the teachers give the responsibility in social control and political interests to grow the students' creative and critical thinking so they have a strong convictions. If the political procedures for government are not in accordance with the principles of the Republic of Indonesia, students will not remain silent. They will insist on maintaining what should be there and prevent what would threaten the integrity of the nation as social responsibility and control so that undesirable things do not happen. *Third*, students are demanded for being empathic and prohibited to do the discrimination. Here it means that students are required to care. Not only sympathy but also empathy where there must be actions that prove that students also have a high sense of caring. As a student, you must also have a friendly and warm attitude, not indifferent. Because later it will create a bad impression. *Fourth*, students are demanded to be able to put themselves as decision maker for the wider community. In every plan that will be drawn up, students must be able to make the right decisions, especially for the sake of the wider community, for example during general elections, because whatever is chosen will determine the way forward. Therefore, as students who have the right to vote, students must be an example in society by applying the basic principles in elections, namely direct, public, free, secret, honest and fair.

### **Barriers to students in realizing anti-corruption education.**

In realizing efforts to uphold anti-corruption education, of course there will be obstacles and challenges that will be faced (Soemanto, etc: 2014). These obstacles and challenges arise from within and from outside. Emerging from within are obstacles that are within each individual. For example feeling lazy to participate and think ahead, a lack of self-confidence, feeling unworthy to participate. While challenges from outside are binding boundaries and parties who deliberately close themselves. This is shown in the



cases that occurred in Indonesia where when students channeled their aspirations through demonstrations, the police immediately secured the students and indiscriminately opened fire on the demonstrating students without any violence as if the security forces sided with the corruptors instead of maintaining order. and security as well as maintaining the right to security of the community.

In fact, it can be concluded that the effort to uphold anti-corruption education is not an easy matter (Mahfud, 2011). Therefore, there will be obstacles and challenges that must be faced by the teachers while transferring the knowledge upon their students such as the laziness and the indifference to the country; the lack trust to the country; the insecure feeling of students to participate; the afraid-feeling of the students to face the consequences; the several parties who even support the corruptors; the unfair regulatory boundaries; the lack of support from the community.

By studying these values, all students will find the benefits if we do not violate the rules and will get sanctions if we violate the rules. In fact, the essence of the title of this journal is how do we re-instill good values that must be owned by each individual so that they can be accepted and useful for themselves and their surroundings. Traits that must be developed are honesty, courtesy, responsibility, independence, hard work. Education also has an important meaning, including one way to lead the younger generation to the right path. therefore, many people say that education is very important for the future, especially for the younger generation (Taniredja, Tukiran, et al: 2009). This includes anti-corruption education from childhood stage.

### **The Role of Society in Responding to Corruption Crimes**

It is certain that the public is certainly not happy with the news of corruption, especially corruption that harms the rights and interests of the people. In addition, the public also has the right to report the crime. The existence of this act of reporting is also carried out with the principle of confidentiality, meaning that the identity of the reporter will be kept confidential unless the person concerned wants otherwise. The existence of this protection has also been regulated or determined based on Government Regulation No. 71 of 2000, that the Corruption Eradication Commission has an obligation to protect the identity of the reporter. In fact, the reporter is also entitled to receive an award from the state for his complaint of criminal acts of corruption that he has committed, with the condition that the case being reported can be followed up to prosecution and a verdict. The existence of protection of the reporter's identity is of course very important in order to maintain the safety of the reporter, why? Because remembering that criminal acts of corruption are only carried out by big people or people who have power in their fields, therefore they are afraid that the complainant will receive improper treatment by the reported party. So that the complainant has the right to obtain physical, mental and protection for the complainant's family. Even for the sake of maintaining the security of the reporter, the reporter is also not required to be present at the hearing to provide information (Soekanto, Soerjono: 2002).

The procedure for people wishing to make complaints about criminal acts of corruption has also been regulated in Government Regulation No. 71 of 2000

concerning the Procedures for Implementing Community Participation and Giving Awards in Prevention of Corruption Eradication. This regulation is also used by the Corruption Eradication Commission as a guide in carrying out public complaints' procedures. In reporting there are several things that must be considered, including the submission of the project in the written form accompanied by the identification of the complainant that includes the complainant's name, address, occupation, telephone number, and the photocopy of National Identity Card. Moreover, the complainants must provide the clarity on the chronology of the corruption act with appropriate preliminary evidence. Next, the complaints should provide the sources of information if the case has been handled by law enforcement. Finally, the reports or complain prepared are not permitted to be published.

## **DISCUSSION**

This discussion on anti-corruption must be considered and accounted for by Indonesian citizens from all walks of life. This eradication is the main route that can be carried out with preventive actions or carried out by providing understanding in the community, family and school environment. By educating students in Indonesia on the need to increase resources allocated to the Indonesian state's anti-corruption education, it would be possible to allay this fear at the school level over the widespread corruption in the nation.

In this application students are expected to foster an attitude of honesty, discipline, openness, and responsibility (Trisiana, A. et al: 2020). The application of anti-corruption education can be applied to any education, whether formal or non-formal. But anti-corruption education which is considered more effective is formal education implemented in the school environment which aims to create awareness of students who have anti-corruption behavior. Corruption that is rampant in our country must be eradicated by Indonesia's younger generation or the nation's next generation. Therefore, the inculcation of anti-corruption education from an early age is considered very important so that Indonesia is free from corruption which is very detrimental to the state and the people of Indonesia. Various government efforts have been made to eradicate corruption but have not produced results, therefore we must jointly fight corruption in our beloved country (Tampubolon, Ernita: 2021); Solikah, Siti Nur. (2018).

Corruption in Indonesia is a serious problem that has a negative impact on most of our lives. Corruption destroys the country's economic system, democracy, politics, law, nationalism and public order. On the other hand, corruption eradication has been carried out so as not to achieve the best results. Corruption at all levels continues to occur as if it is part of it. If we allow this to continue, sooner or later corruption will engulf this country. This shows that the anti-corruption principles and values above are still far from being reached. Values that are ignored and not used seriously, so deviation is already a problem today. However, without the support of the community and family environment, all of these tasks are never a problem. Therefore, as students, our responsibility is to revitalize these anti-corruption values and principles in everyday life for the nation and the country. Prospective successors of the state must be more sensitive and concerned about their country and the state of their country. University's anti-corruption education must be integrated into everyday life; if it is not being integrated, it will only discourage others because.

The introduction of Corruption Education from childhood to children throughout Indonesia is the Government's initial step to prevent children from committing corruption offenses. In this modern era, it is necessary to instill discipline in all fields. This anti-corruption education needs to be upheld by the government for students throughout Indonesia, because Indonesian students are the next generation of the nation. In addition, anti-corruption education must also be applied to government agencies, because there are many reports that state that criminal acts of corruption are committed by state officials. Corruption is now commonplace among people who are weak in faith. Many state officials have forgotten their promises made to their people. In this instance, law enforcement must go up against the corrupt individuals so that the corrupt individuals are deterred.

Indonesia is currently in need of the next generation of the nation who have an anti-corruption spirit, are honest, and have the courage to be firm with perpetrators of corruption. Indonesia is a country that is rich in natural resources. If Indonesia is not able to process it properly, then all of these natural resources will eventually run out or become extinct (Trisiana, A: 2015). The next generation of the nation needs to get education in terms of leadership so they are not wrong in making decisions. Anti-corruption education is a program that fosters a sense of anti-corruption in children from an early age. This education emphasizes honesty in children, care for the surrounding environment, independence in all matters, discipline in upholding the truth, and courage to take responsibility in making decisions. Anti-corruption education is the first step in eradicating corruption in Indonesia. If this program is fully supported by the government, it will give birth to the next generation who have an anti-corruption attitude. The following are the steps for learning citizenship education through the application of Smart Mobile Civic learning media Trisiana, A. et al. (2022):

There are several steps for learning citizenship education through the application of Smart Mobile Civic learning media based on Trisiana (Trisiana *et al.*, 2022). The activity includes the introduction activity, the core activity, and the closing activity. Each activity involves the learning steps of Smart Mobile Civic Project-Based Citizens, Learning Activities, and Developed Competence and Character.

*First*, the introduction activity involves the information explanation that is in line with the competency standards including reading, listening and seeing. The class was split into four groups. These groups will later tackle the problem of "Maintaining the Integrity of the Republic of Indonesia" using one of four possible solution themes, such as Pancasila ideals; Adherence to Relevant Laws; Integration of Nations; and Democracy. The developed competence and character including the analytical, critical, deductive, and comprehensive thinking abilities as well as your patience, diligence, and capacity to discriminate between general and specific facts (Civic Knowledge).

*Second*, the core activity including the learning steps of determining the issues based on the character values including asking the questions (beginning from factual questions to hypothetical questions) regarding the information that is not understood from what is observed or inquiries to obtain more information about what is noticed. From this, students

create interview guides and observational tools under the lecturer's guidance in class with the developed competence and character including the critical thinking skills and disposition (civic skill and civic disposition) that are essential for smart living and lifelong learning.

*Third*, the core steps including the choosing an issue for the students to investigate based on moral principles that involve learning activities such as performing the experimentation, reading from sources other than textbooks, watching events, activities, or things, and interviewing the sources according to where each region is located and the developed competence and character that is achieved such as fostering a diligent, truthful, and pleasant attitude, respect for other people's ideas, communication skills, the use the ability to gather information through a variety of methods, the development of learning habits, and lifelong learning.

*Fourth*, the explanation of information in accordance with competition standards includes the verbal communication in writing or through other media to find of observations and deductions based on the findings of the analysis such as keeping a field journal of the interview findings and as the result, the students can obtain a sincere, diligent, tolerant attitude as well as the capacity to reason logically, communicate clearly and succinctly, and use language properly including civic temperament, civic abilities, and intellectual attitude. And the assembling the data necessary to address the chosen issue including the process of the information that has been gathered, with a focus on the outcomes of information gathering and experimental as well as observational activities. The processing of information gathered from individuals who give depth and breadth to the processing of information looking for answers from diverse sources that have opposing viewpoints to those that are incongruous. The developed competence and characters that will be taken such as an attitude of honesty, diligence, discipline, adherence to rules, hard work, proficiency in the application of procedures, and the ability to use both inductive and deductive reasoning when drawing conclusions (Civic attitude, civic temperament, and intellectual disposition).

Finally, the closing activity including the conduction of the character value-based learning experiences reflection. Hopefully by this conduction of act, students, lecturers, and stakeholders implement the findings of an evaluation of the reflection of learning outcomes and from this, there will be several public policy formulations in problem-solving according to the theme by specialists in education, law, and society including intellectual attitude, civic skills, and civic disposition.



Today, there are many perpetrators of corruption related to the various possibilities that exist. This possibility can happen when one person but once someone becomes a student, the opportunity also exists. On campus, students can engage in corrupt behavior in various ways, especially when participating in work programs. As a

result of low control on campus, work plans and organizational activities on campus are very prone to corruption. Not only that, corruption from students to students also covers the smallest possible fraud from various frauds (such as fraud and theft). This behavior shows that students are less honest. A person's higher education also provides opportunities for someone who has a higher position in the institution. Someone with a higher status if not accompanied by caution will also cause him to become an alpha of honesty and can fall into dishonesty. This is because a person with a higher class has high self-privilege because they feel they have everything and have a strong belief that they can do whatever they want. A variety of powerful examples can be found in student organizational settings. Students need to have a strong ethos and principles to combat dishonesty or corrupt acts when they are faced with a higher organizational level. So far, the university as the highest educational institution has made optimal efforts to eradicate corruption and reduce the dishonesty of students. One way is to provide tutorials on compliance with Pancasila as well as tutorials for implementing social regulations regarding education regulated in 37 of the National Education Law. According to this requirement, primary, secondary and higher education must include elements of ethical education, especially the application of the Pancasila precepts to eradicate acts of corruption. Participating in educational measures to prevent corruption has strategic advantages. The moral education that is currently used for the education system in Indonesia is still very minimal in teaching applied everyday knowledge to students.

## **CONCLUSION**

Based on the analysis and results of the discussion, in general it can be concluded that the implementation of anti-corruption education is very important to realize. If the education unit instills and fosters an anti-corruption attitude, it will create something that can arouse enthusiasm for corruption. The purpose of anti-corruption education is none other than to build honest character so that children do not commit corruption. Anti-corruption education is also not only about providing insight and understanding. But it is hoped that it can be expected in the affective and psychomotor domains, namely forming anti-corruption attitudes and behavior.

As the scholar, students and learners are not only familiar with the theory of anti-corruption education but also with the application or practice which is in accordance with what he has learned during his anti-corruption education. Based on these problems and findings, this study develops civic education learning that is integrated with anti-corruption education through project citizen-based learning innovations developed in digital technology using the Smart Mobile Civic application.

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