

Cultivating Anti-Corruption Attitudes and Behaviors through Educational Institutions

ABSTRACT

Corruption has caused enormous financial losses to the state. Preventing a culture of corruption in society should begin with instilling anti-corruption values in schools. Schools, as centers of cultural and character development, play a vital role in cultivating these attitudes. A systematic approach to this effort is the intensive implementation of anti-corruption education. This study falls within the category of empirical research, employing the library research method, which relies on literature and internet sources. The findings indicate that efforts to eradicate corruption in Indonesia have not been carried out optimally, despite its severe impact on state finances, the national economy, and development progress. To realize a just and prosperous society based on Pancasila and the 1945 Constitution, the eradication of corruption must be pursued more professionally, intensively, and sustainably. This urgency led to the establishment of the Corruption Eradication Commission (KPK).

Keywords: Anti-Corruption Education, Criminal Acts of Corruption, Education Institution

INTRODUCTION

Corruption is a violation of the law that can be committed by anyone, at any time, and in any place. It usually occurs through the abuse of power or authority, as well as violations of prevailing norms, for the benefit of individuals, groups, or certain parties. There is often an assumption that poverty is the main cause of corrupt behavior. However, this view is debatable, as many cases in fact involve individuals who are already well-off. This phenomenon arises because corruption is often carried out covertly, in an organized and systematic manner, leading perpetrators to feel as if they are not committing any wrongdoing. In reality, corruption only worsens the situation.

The word *corruption* originates from the Latin terms *corruption* or *corrupts*. The term was later adopted into English as *corruption* or *corrupt*, into

French as *corruption*, and into Dutch as *corruptie* (*korruptie*). It is strongly assumed that the word *korupsi* entered the Indonesian language through borrowing from Dutch. Etymologically, *corruption* conveys meanings such as decay, depravity, dishonesty, bribery, moral weakness, deviation from integrity, as well as acts of slander or defamation. According to Robert Klitgaard, corruption can be defined as the abuse of public power for personal gain. Meanwhile, Prof. Dr. Muchammad Zaidun, S.H., M.Si., asserts that corruption is an extraordinary crime that has continued to evolve alongside the progress of human civilization. In Indonesia, corruption cases show no signs of declining; in fact, with the implementation of Regional Autonomy, corrupt practices have spread more widely across the country and become prevalent in various regions.

Corruption has caused significant losses to the state's finances. Even more concerning, this practice is often carried out collectively by members of the legislature under various pretexts, such as study visits, allowances, or excessive severance pay. Such phenomena reflect a decline in morality and the loss of shame, replaced by greed and opportunistic behavior.

Thus far, efforts to combat corruption have focused primarily on legal prosecution. However, what is more urgent is fostering awareness of upholding anti-corruption values within every individual. Indonesia needs a generation of successors with noble character, making the cultivation of anti-corruption values an essential effort. Nevertheless, building such awareness is not an easy task. Therefore, combating corruption should not only emphasize punishing perpetrators but also preventing the growth of corruptive culture through education and the moral development of society.

Efforts to prevent a culture of corruption in society can begin by instilling anti-corruption values early in the younger generation through education. The cultivation of anti-corruption mindsets, attitudes, and behaviors in schools is crucial, as schools serve as a medium for the transmission of values. Unfortunately, preventive efforts through education remain very limited, even though anti-corruption education can be implemented systematically and intensively.

Anti-corruption education functions as a collective awareness tool in combating corruption. Its purpose is to control and reduce corrupt practices by encouraging future generations to adopt a firm stance in rejecting all forms of corruption. The educational pathway is considered more effective because education is a process of mental attitude transformation that takes place systematically and can be measured through changes in anti-corruption behavior.

The transformation from permissive attitudes toward corruptors to firm rejection of corrupt practices will not be achieved without conscious efforts to guide the next generation. Therefore, it is necessary to renew inherited value systems—including corruptive ones—so that they align with the demands and challenges faced by the nation at every stage of its development.

RESEARCH METHODS

This study employs an empirical research design with a qualitative approach. Qualitative research is a method that generates descriptive data in the form of written or spoken words from individuals, as well as observable behaviors. This empirical approach is expected to effectively explore data and information concerning the effectiveness of anti-corruption education in preventing corruption. The juridical-empirical research method combines the analysis of both secondary and primary data. The first stage involves library research through the examination of relevant literature, books, and online sources. This is followed by the collection of primary data in the field. The legal materials used in this study consist of: Primary legal materials—binding laws and regulations directly related to the issues under study, including Law of the Republic of Indonesia Number 31 of 1999 on the Eradication of Corruption Crimes and Law of the Republic of Indonesia Number 30 of 2002 on the Corruption Eradication Commission; and Secondary legal materials—literature, documents, and other academic sources that provide support for the research

analysis.

RESULT AND DISCUSSION

The Effectiveness of Anti-Corruption Education in Preventing Corruption Crimes

Anticorruption education has been implemented at all levels of education since the 2012/2013 academic year. This curriculum is designed to encourage students to internalize anticorruption values and foster attitudes that oppose corrupt practices. Anticorruption education not only provides critical knowledge to the younger generation but is also expected to transform individual mindsets, paradigms, and behaviors in adopting a life of integrity.

Another essential aspect of anticorruption education is that it is not merely an early prevention measure against corruption but is also believed to be effective in preventing human rights violations. This is because corruption, in essence, is synonymous with human rights violations and can be said to undermine human rights values on a broader scale. In terms of effectiveness, anticorruption education is highly beneficial when applied from an early age. One of the key factors in the success of eradicating corruption lies in introducing and providing understanding to society, especially the younger generation, about the nature and impact of corruption.

The importance of anticorruption education lies in its ability to touch the personal dimension of each individual, enabling them to understand what corruption is and why it must be rejected. Therefore, integrity values must be incorporated into education as a means of building character and strengthening the noble values of the nation's future generations, starting from kindergarten to higher education. Indeed, anticorruption education is not an easy or instant process; it requires a long period and even spans across generations. Nevertheless, it is crucial for Indonesia's long-term development.

Obstacles to Anticorruption Education

Challenges in Implementing Anticorruption Education in Preventing Criminal Acts One of the main challenges in implementing Anticorruption Education (PAK) is that it has not yet been established as a compulsory course in higher education institutions. As a result, universities have not placed PAK as a top priority in fulfilling their role as institutions responsible for shaping a nation's character with integrity and an anticorruption mindset. Consequently, the role of universities in the anticorruption movement remains weak.

In addition, there is still a lack of specific *training of trainers* (TOT) programs conducted actively and systematically for lecturers in Indonesia that truly focus on anticorruption initiatives. At present, anticorruption education in universities is mostly integrated into other subjects, such as Pancasila, Civics, Religion, Indonesian Language, Basic Cultural Studies, and Basic Social Sciences.

This condition raises questions about the extent to which universities are genuinely committed to implementing anticorruption education as a concrete effort to prevent corruption-related crimes

CONCLUSION

In an effort to realize a just, prosperous, and welfare-oriented society based on Pancasila and the 1945 Constitution of the Republic of Indonesia, the eradication of corruption has not yet been implemented optimally. Therefore, efforts to combat corruption must be strengthened in a professional, intensive, and sustainable manner. This is essential because corruption has inflicted losses on state finances, weakened the national economy, and obstructed development. As a concrete manifestation of this commitment, the Corruption Eradication Commission (KPK) was established through Law of the Republic of Indonesia

Number 30 of 2002. The criminal acts of corruption referred to are regulated under Law Number 31 of 1999 on the Eradication of Corruption Crimes, as amended by Law Number 20 of 2001. Specifically, Chapter II on Corruption, Article 2 paragraph (1) of Law Number 31 of 1999 stipulates that any person who unlawfully enriches themselves, another individual, or a corporation, thereby causing harm to state finances or the national economy, shall be subject to criminal sanctions.

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