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# The Role of Anti-Corruption Education in Building Character with Integrity: A Study Based on Gone Theory and Moral Education

**ABSTRACT**

*Corruption remains one of the most persistent and destructive challenges in Indonesia, causing systemic damage to governance, public trust, and national development. Numerous studies underline the urgency of strengthening anti- corruption education as a preventive measure, especially for young generations who will become future leaders. This article examines the role of anti-corruption education in shaping integrity-based character through an interdisciplinary approach grounded in the GONE Theory (Greed, Opportunity, Need, and Exposure) and moral education principles. The analysis integrates perspectives from contemporary research, legal frameworks, and character development theories. The study reveals that anti-corruption education significantly contributes to reducing the determinants of corrupt behavior by cultivating moral reasoning, increasing awareness of risks and consequences, and reinforcing ethical values. Furthermore, universities play a strategic role in transforming anti-corruption education into a systematic, contextual, and value-based learning experience. The findings affirm that strengthening anti-corruption education is essential to produce a generation with strong integrity, resilience against fraud tendencies, and capable of becoming agents of change in society.*

**Keywords**: Anti-corruption education, character building, GONE Theory, moral education, integrity.

## INTRODUCTION

Corruption is an extraordinary crime with complex and systemic impacts on the lives of the Indonesian people. Corrupt practices not only harm state finances but also undermine the legal system, undermine public trust, and hinder equitable national development. The phenomenon of corruption occurring in various sectors demonstrates that this problem cannot be resolved through legal instruments alone but requires a sustainable preventive strategy, one of which is anti-corruption education.

As a nation based on the rule of law, Indonesia places integrity as a fundamental value in governance and social life. However, the reality shows that corrupt behavior continues to occur, including in educational settings, local government, and law enforcement (Ananda & Jainah, 2024). This indicates that the problem of corruption is rooted in moral, ethical, and character issues, and therefore requires an educational approach.

Anti-corruption education is a strategic instrument in building character and integrity in the younger generation. Universities, as centers for the development of knowledge and moral formation, play a crucial role in instilling the values of honesty, responsibility, discipline, and social concern (Samion & Thomas, 2024). Furthermore, anti-corruption education requires an integration of theory and practice that can scientifically explain the causal factors of corrupt behavior.

One relevant theoretical approach is the GONE Theory (Greed, Opportunity, Need, Exposure), which explains the academic and psychological determinants of fraud and corruption (Fatimah et al., 2024). Through this theory, anti-corruption education can be directed at understanding the motives, opportunities, needs, and controls that influence individual behavior.

In addition to the GONE Theory moral and character education are also important foundations for shaping the integrity of the younger generation. Lickona (2004) emphasized that character with integrity is built through a systematic value learning process, addressing cognitive, affective, and behavioral aspects. Moral education serves as the foundation for internalizing anti-corruption principles as part of life's values.

Based on this background this study examines in depth how anti-corruption education plays a role in shaping character with integrity in the younger generation, using the GONE Theory and moral education as a conceptual framework. This study aims to provide a comprehensive understanding of corruption prevention strategies through an educational approach.

**RESEARCH METHODS**

This research employed a descriptive qualitative method with a literature review approach. Data were collected through an analysis of academic journals,books, scientific articles, and legal documents related to anti-corruption education, character building, and theories of corrupt behavior.

This approach was chosen to gain an in-depth understanding of the concepts, phenomena, and relationships between anti-corruption education, the GONE theory, and moral education. The analysis was conducted systematically to identify patterns, themes, and relationships within the relevant literature.This qualitative literature study method emphasized in-depth interpretation, critical analysis, and conceptual interpretation of the data, enabling a comprehensive description of the role of anti-corruption education in shaping the integrity of the younger generation.

**RESULT AND DISCUSSION**

**Anti-Corruption Education as a National Preventive Effort**

Anti-corruption education in Indonesia was developed as a long-term strategy to prevent corrupt behavior from an early age. Various studies have shown that education has a significant influence in building anti-corruption awareness, attitudes, and behavior (Nadir, 2024; Hapsari & Chariri, 2024).Anti-corruption education not only teaches the definition of corruption but also instills the values of transparency, accountability, and integrity in everyday life. Mita et al. (2025) emphasized that anti-corruption education can build the character of the younger generation, enabling them to resist deviant behavior, both in academic and social settings.

Universities hold a strategic position in implementing anti-corruption education. As institutions that produce professional human resources, campuses have a moral responsibility to ensure that students are not only academically intelligent but also ethically dignified. However, its implementation still faces challenges such as the lack of an integrated curriculum, a shortage of specialized lecturers, and a low anti-corruption academic culture (Hapsari & Chariri, 2024).

Thus, anti-corruption education needs to be implemented systematically, involving institutions, lecturers, students, and the social environment.

## Integrity as the Foundation for Character Building

Integrity is a key quality needed to prevent corruption. Hasan et al. (2024) state that integrity is a moral value that must be instilled through character education so that it becomes a guideline for every action.Integrity encompasses not only honesty but also moral courage, consistency between words and actions, and social responsibility. Referring to Lickona (2004), effective character building must address three aspects:

1. Moral Knowing: knowledge of moral values and corruption.
2. Moral Feeling: moral attitudes and sensitivity toward corrupt behavior.
3. Moral Behavior: concrete actions to maintain integrity in life.

Rizal et al. (2022) in their study on early childhood moral education emphasize that character formation cannot be achieved instantly, but rather through a process of habituation, behavioral examples, and a strict moral environment. At the student level, character building is more focused on strengthening critical reasoning, social responsibility, and ethical decision-making.

From a sociological perspective integrity is not merely an individual quality but rather the result of a strong social structure where norms and values serve as control mechanisms to prevent deviations such as corruption. As explained in studies of the sociology of law and society corruption often emerges as a form of social deviation resulting from weak control institutions which include social groups, norms, and unfair stratification (Hasan, 2019). This book emphasizes that integrating social values—such as justice and responsibility—into development can create a society resilient to corruption, by making education the primary tool for internalizing these norms. This approach aligns with Lickona's principle, which states that moral knowledge, feelings, and behavior are strengthened through ongoing social interactions, so that students not only understand integrity theoretically but also apply it in the complex dynamics of society.

Therefore, anti-corruption education combined with moral education is a relevant approach to developing a generation with integrity.

## Analysis of the GONE Theory in the Context of Anti-Corruption Education

The GONE (Greed, Opportunity, Need, Exposure) theory is used to explain the factors that influence individuals to engage in corruption and fraud.

a. Greed;

The greed motive arises when someone has excessive ambition for personal gain. Anti-corruption education plays a role in suppressing this factor through the internalization of moral values such as modesty and justice (Fatimah et al., 2024).

b. Opportunity;

Opportunities for corruption arise from weak monitoring and control systems. Anti-corruption education strengthens students' awareness to avoid abuse of authority and promotes a culture of transparency (Ananda & Jainah, 2024).

c. Need;

Economic needs are often the reason for someone to engage in corruption. Effective anti-corruption education also teaches personal financial management, work ethic, and the value of responsibility to avoid the pressure of need.

d. Exposure;

Low supervision increases the opportunity for corrupt behavior. Anti-corruption education serves to increase students' legal literacy so they understand the consequences of corrupt acts and build a culture of mutual supervision.

In the context of the 4.0 era, the GONE Theory can be further adapted by utilizing digital technology to reduce the triggers of corruption, such as opportunity and exposure, which are increasingly complex due to information globalization. A book on the integration of corruption prevention explains that greed and need can be addressed through virtual education that integrates AI-based ethics simulations, while opportunity is reduced with a blockchain monitoring system for transparency (Hasan, 2025).

This approach not only strengthens students' legal literacy but also builds moral resilience through a holistic prevention program, where exposure is increased via the Corruption Eradication Commission (KPK) digital platform for real-time monitoring. Thus, anti-corruption education becomes more proactive, transforming students into agents of change who adapt to technological challenges while maintaining the essence of ethical values as the primary bulwark against corruption. By applying the GONE theory in education, students can understand the internal and external factors that trigger corruption and identify preventive measures.

**Integration of Moral Education and Anti-Corruption Education**

Moral education is the primary foundation for developing a character with integrity. Therefore, anti-corruption education must be carried out in conjunction with moral education so that anti-corruption values are not merely cognitive but also become life principles.

According to Lickona (2004), effective moral education must involve:

1. modeling,
2. habituation,
3. value inculcation,
4. moral discussion,
5. and a supportive ethical environment.

Samion & Thomas (2024) also emphasized that students will more easily develop integrity if the campus environment supports an anti-corruption culture. The integration of moral education with anti-corruption can be enriched through a local wisdom-based approach, which makes learning more contextual and easier for the younger generation to internalize. For example, in Lampung society, the values of Pi'il Pesenggiri, which emphasize self-respect, honor, and honesty as antitheses to corruption, can be used as a Project-Based Learning (PBL) model to build character with integrity (Hasan, Rusli, & Sanida, 2025). This book explains that traditional values like these, which are embedded in oral literature and folklore, can strengthen resistance to corrupt behavior through an authentic internalization process, where students not only hear about them but also practice them in community projects. This approach complements Lickona's moral education elements by adding a cultural dimension, enabling students to develop moral courage rooted in local identity while also being nationally relevant in eradicating corruption. Therefore, the integration of these two approaches can shape students who not only understand the dangers of corruption but also possess the strong character to reject it.

## Challenges in Implementing Anti-Corruption Education

Despite its importance, the implementation of anti-corruption education still faces several challenges, including:

1. An unsystematic curriculum;

Some universities only offer anti-corruption education as a general course, rather than an integrated curriculum (Hapsari & Chariri, 2024).

2. Lack of teaching resources;

Not all lecturers have specific competencies in anti-corruption education and moral education.

3. A permissive academic culture;

Issues such as plagiarism, asking students to sign in, and assignment manipulation are still frequently encountered as forms of academic fraud.

4. Minimal involvement of legal institutions;

Synergy between universities and the Corruption Eradication Commission (KPK), the police, and legal institutions is still suboptimal. Suwastika et al. (2025) emphasize that to build the integrity of the younger generation, anti-corruption education must be implemented systematically and involve all elements of society.

## Strategies for Strengthening Anti-Corruption Education

To optimize the formation of character with integrity, the following strategies can be implemented:

1. Integrating a values-based curriculum and behavioral theory; The anti-corruption curriculum should combine GONE theory, moral education, and case studies.
2. Strengthening the role of lecturers as role models; Lecturers must be role models in academic honesty and professional ethics.
3. Implementing an anti-plagiarism and academic ethics system; Using plagiarism detection applications and enforcing academic discipline.
4. Collaborating with higher education institutions and law enforcement agencies; Presenting speakers from the Corruption Eradication Commission (KPK), the police, judges, and prosecutors.
5. Strengthening campus organizational culture; Building an anti-corruption campus culture through social activities, seminars, and student organizations. With these strategies, anti-corruption education can be more effective and sustainable.

## CONCLUSION

Anti-corruption education plays a strategic role in developing a character of integrity in the younger generation. Through a preventive approach, this education instills the values of honesty, responsibility, and moral courage as essential components of students' character. Furthermore, the use of the GONE Theory provides a strong analytical framework for understanding the factors causing corrupt behavior, thus serving as a basis for designing more effective educational programs.

The integration of moral education strengthens the affective and behavioral aspects, so that students not only understand the dangers of corruption but also develop the moral capacity to reject and combat it. Challenges in implementing anti-corruption education can be addressed through

strengthening the curriculum, academic culture, and collaboration with law enforcement agencies.

Effective anti-corruption education in the future must be holistic and contextual, integrating three main dimensions: sociological, local-cultural, and contemporary technology. The sociological perspective emphasizes that corruption is a form of social deviance that can only be prevented through strengthening norms and social control based on societal values (Hasan, 2019).

On the other hand a local wisdom-based approach, such as utilizing the Pi'il Pesenggiri values within the Lampung community, provides a stronger internalization force because anti-corruption values are perceived as part of cultural identity, not merely external doctrine (Hasan, Rusli, & Sanida, 2025). Meanwhile, in the era of the Industrial Revolution 4.0 and Society 5.0, anti-corruption education must utilize digital technology, artificial intelligence-based simulations, and blockchain-based monitoring systems to minimize opportunities and increase exposure, as outlined in the expanded GONE Theory framework (Hasan, 2025). These three dimensions—sociological, local wisdom, and digital—when synergistically integrated into the university curriculum will produce a young generation that not only understands the dangers of corruption but also possesses strong moral resilience, an anti-corruption cultural identity, and the technological competency to become a driving force for change towards an Indonesia with integrity and free from corruption. Thus, anti-corruption education is not only an academic instrument, but also a moral investment for the future of the nation in creating a generation with high integrity and capable of becoming agents of change in eradicating corruption.

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