

PERCEPTION OF INDONESIAN STUDENTS ON THE IMPORTANCE OF ANTI-CORRUPTION EDUCATION

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Abstract: The purpose of this study was to determine student perceptions of the Tarbiyah Faculty of IAIN Curup about the importance of anti-corruption education in Indonesia. This research is a type of quantitative descriptive research. The population taken in this study were all students at IAIN Curup. The sampling technique used is probability sampling with the number of data samples, namely 118 students from 7 study programs from the Tarbiyah Faculty. Collecting data using a questionnaire. The instrument used in this study was a questionnaire on the perception of students from Tarbiyah IAIN that they were bad at the importance of anti-corruption education in Indonesia. This research was conducted at IAIN Curup, Rejang Lebong Regency, Bengkulu Province in May 2022. The questionnaire asked students' opinions about the importance of anti-corruption education in Indonesia. In this study, the questionnaire was prepared using a four-point scale, with Strongly Agree, Agree, Disagree, and Strongly Disagree. The results of this study indicate that students of the Tarbiyah Faculty of IAIN Curup consider the importance of anti-corruption education in Indonesia. Anti-corruption education is important to shape anti-corruption characteristics for the younger generation by showing the phenomenon of corruption to the consequences of corruption itself.

Keywords: student perception, anti-corruption education

Abstrak: Tujuan dari penelitian ini adalah untuk mengetahui persepsi mahasiswa Fakultas IAIN Curup tentang pentingnya pendidikan antikorupsi di Indonesia. Penelitian ini merupakan jenis penelitian deskriptif kuantitatif. Populasi yang diambil dalam penelitian ini yaitu seluruh mahasiswa di IAIN Curup. Teknik sampling yang digunakan adalah probability sampling dengan jumlah sampel data yaitu 118 mahasiswa yang berasal dari 7 program studi dari Fakultas Tarbiyah. Pengumpulan data menggunakan kuesioner. Instrumen yang digunakan dalam penelitian ini yaitu lembar angket persepsi mahasiswa tarbiyah IAIN curup terhadap pentingnya pendidikan anti korupsi di Indonesia. Penelitian ini dilakukan di IAIN Curup, Kabupaten Rejang Lebong, Provinsi Bengkulu pada Mei 2022. Kuesioner menanyakan pendapat mahasiswa tentang pentingnya pendidikan antikorupsi di Indonesia. Dalam penelitian ini, kuesioner disusun menggunakan skala empat poin, dengan Sangat Setuju, Setuju, Tidak Setuju, dan Sangat Tidak Setuju. Hasil dari penelitian ini menunjukkan bahwa mahasiswa Fakultas Tarbiyah IAIN Curup menganggap penting adanya pendidikan antikorupsi di Indonesia. Pendidikan anti korupsi penting untuk membentuk sifat anti korupsi bagi generasi muda dengan cara memperlihatkan fenomena korupsi sampai dengan akibat dari korupsi itu sendiri.

Kata kunci: persepsi mahasiswa, pendidikan antikorupsi

INTRODUCTION

In this increasingly modern era, many people position their lifestyle as important. However, this lifestyle is sometimes not accompanied by hard work. Instant culture is based on a sense of laziness that encourages people to do something to get what they want easily. In addition, lazy culture also makes many people undisciplined in terms of time. They will take it lightly and assume that time is infinite. This can be dangerous if not handled carefully. This situation can be a factor that encourages people to commit corruption, both in terms of money and time. This is one of the reasons for the importance of anti-corruption education. Anti-corruption education aims to develop an anti-corruption character in the younger generation by showing the impact of corruption in their lives.

The word 'corruption' comes from the Latin word 'corruptio' or 'corruptus', which means corruption or immorality. Corruption can be defined as the misuse of public or private money for personal gain or other purposes (Atmadja, 2015; Frimayanti, 2017; Slamet, 2020). Since 2002, in Indonesia, an institution known as the Komisi Pemberantasan Korupsi has been established or better known as the KPK. The KPK is an institution specifically designed to handle corruption cases in Indonesia. The KPK is an independent institution within the government executive environment, with the mandate and authority to carry out its duties without interference from other parties (Wulandari & Dewi, 2021). The Komisi Pemberantasan Korupsi (KPK) is given broad powers to deal with criminal acts of corruption, including prevention and prosecution. This includes the functions of investigating, investigating, and prosecuting corruption cases. This is what makes the KPK reliable in eradicating corruption in Indonesia (Pinilih, 2020). However, the KPK is only one part of the solution to eradicate corruption. It requires the full support of national political, social, and public commitment from all parties, without exception (Sosiawan, 2019). Another effort made by the government to overcome corruption other than through the establishment of the Corruption Eradication Commission is the provision of criminal penalties for perpetrators of corruption. Sanctions are needed as a form of deterrence and as moral and social sanctions so that no more state budget is used to enrich individual and group interests (Saputra, 2017; Waluyo, 2014). Criminal punishment is one of the most effective ways to deal with crime, but punishment is not the only way, so if necessary it is used together with other social efforts, so it is necessary to develop the principle of ultimum remedium that does not highlight the primum remedium attitude. Thus it can be understood that what is meant by punishment, in this case, is negative punishment whose elements can be formulated as a reaction to the consequences or concepts of violating or keeping social, legal, and illegal norms. Social rules are power or tools of power to enforce certain rules that must be obeyed (Andi Sefullah, 2020). In addition, it is often said that the imposition of the most severe criminal penalties is often considered the most effective way to combat it (Widiartana & Setyawan, 2020).

Meanwhile, low sanctions contribute to the development of corruption in Indonesia (Prasetyo, 2016). However, in reality, the establishment of the Komisi Pemberantasan Korupsi (KPK) and the imposition of criminal sanctions for perpetrators of corruption have not been able to free Indonesia from corrupt behavior. Therefore, a useful program is needed to instill anti-corruption values directly in the younger generation of Indonesia as future leaders of Indonesia.

One of the ways to instill anti-corruption values in the younger generation is through formal educational institutions or schools, namely the Anti-Corruption Education Program (Hambali, 2020). Anti-corruption education programs may be designed to prevent corrupt behavior, rather than punish individuals who engage in it. This is because corruption can take many forms, and often involves corrupt behavior (Sumaryati et al., 2020). Corrupt behavior has run rampant across the country (Manurung & Heliany, 2020), and one of the most effective ways to prevent it is through education. Education can help eradicate corruption indirectly by linking learning materials contextually with the message to be conveyed about corruption (Rahayu, 2019). This integrated learning material can help create an anti-corruption attitude in students (Nugraheni, 2016). National education seeks to create a generation of intelligent, successful human beings who are also dignified (Rusdini et al., 2016). In this case, the school is an educational institution that is committed to helping students form a strong character (Nawawi, 2016).

Anti-corruption education programs tend to be anti-corruption prevention efforts. Because the phenomenon of corruption is not only a criminal act of corruption, but also related to corrupt behavior. Corruption has spread to all corners of the country. One way to help stop corruption is through education. Education can help people understand the dangers of corruption and how to avoid it. It can also help link learning materials to the message we want to convey about corruption, so that everyone can understand. This integrated learning material is designed to help instill an anti-corruption attitude among students. National Education hopes that by holding this education, students will be better prepared to face advances in science and technology and have a strong character.

In supporting the implementation of anti-corruption education, several stakeholders have developed guidelines for formal school education (school system), particularly by the Komisi Pemberantasan Korupsi (KPK) and the ministry in charge of primary, secondary, and higher education (Kamarudin et al., 2022; Kristiono, 2018). Looking further, several directives in the anti-corruption education guidelines direct students to become individuals who are not corrupt when in society, have a good school system, and become role models of anti-corruption values (Subkhan, 2020).

There are nine anti-corruption values, namely: 1) Honesty. Honesty is a behavior that depends on making oneself a person who can always be trusted in word, deed, and action. The value of honesty in the academic world can be realized by being honest, not cheating, not plagiarizing, and not falsifying attendance and grades (Mustofa & Akhwani, 2019). 2) Concern. Caring for others is important for students on campus and in the community. As future leaders, students need to be concerned about their environment, both on and off campus. Examples of anti-corruption actions that reflect the value of caring include (1) concern for education and practical learning, and (2) concern for the family, school, and community environment (Hasanah, 2018). 3) Simple. Simple is defined as an attitude or behavior that is not excessive about an object and is more related to its benefits and objectives, showing an attitude as it is, not forcing oneself to make efforts that are prohibited by norms to take those who are not entitled, inviting children to be diligent in saving and using according to their needs, children who are accustomed to simplicity will not accept the possibility of fraud, because one of the reasons why someone commits acts of corruption is that there are opportunities other than their greedy intentions and nature (Mubayyinah, 2017). 4) Discipline. Discipline means following the rules. Discipline in learning is formed through the appearance of consistent behavior that reflects the values of obedience and order, based on the reference of individual moral values. This means that the learning discipline that exists in students is based on moral values (Bau, 2018). 5) Responsibility. Liability is a condition of legal and moral obligation to bear any consequences that may arise from your actions. Self-responsibility is a trait associated with better performance when completing tasks. Many family responsibilities must be carried out by each family member. Society has a responsibility to protect its citizens. Responsibility to the nation and state is an obligation that is carried out. Taking responsibility for one's actions is an important part of being religious 6) Hard Work. Hard work is a continuous effort to complete the task at hand. 7) Courage. Courage is the ability to maintain composure in the face of adversity or danger. It is also the confidence to stay on track despite obstacles. The value of courage can be used to develop an anti-corruption attitude which in turn will lead to a courageous attitude against corruption and a reluctance to engage in corrupt behavior. Some anti-corruption actions that reflect the value of courage are: (1) Follow our heart and instincts, (2) The way we communicate is by saying what we feel and know, and (3) Judging someone based on what is known about them rather than what they have done, (4) you should never take bribes from your boss to do things that are not in the best interest of the company. 8) Openness. Openness is important because it is the first step in eradicating corruption and ensuring that all government policy processes are carried out openly so that any irregularities can be known by the public. 9) Justice. Justice is an attitude that makes everything according to its size without discriminating or harming others. Examples of anti-corruption behavior that reflect the value of justice are: (1) Giving

others the rights they should receive, (2) Not committing fraudulent acts by taking other people's shares, and (3) Doing work that has become a responsibility before getting rights, (4) Making impartial decisions or matters that support the elements of favoritism.

Based on the description above, it is known that anti-corruption education with 9 anti-corruption values incorporated in it is very important for students as the younger generation. Then what is the perception of the students about the importance of anti-corruption education in Indonesia?. To answer this, researchers conducted a study to determine student perceptions, especially students of the Tarbiyah Faculty of IAIN Curup, about the importance of anti-corruption education in Indonesia.

METHODS

This research is a type of quantitative descriptive research. Descriptive quantitative research is a type of research used to analyze data by describing the data that has been collected as it is. In this study, there is a population and research sample. The population is a generalized area of objects/subjects determined by the researcher and has certain properties and characteristics that draw conclusions while the sample is part or representative of the population. The population in this study were all students of the Institut Agama Islam Negeri (IAIN). The sampling technique used is probability sampling. Probability sampling is a sampling technique that ensures that everyone in the population has an equal chance of being selected as a member of the sample. In this study, a survey was conducted on 118 students from 7 study programs of the Tarbiyah Faculty of IAIN Curup using a questionnaire. The questionnaire is a data collection technique that is carried out by giving a set of written questions to respondents to answer, which can be given in person or by post, or on the internet. The instrument used in this research is a questionnaire on the perception of students from the Tarbiyah Faculty of IAIN Curup on the importance of anti-corruption education in Indonesia. Generally, there are two types of questionnaires, namely closed questionnaires, and open questionnaires. However, the questionnaire used in this study is a closed questionnaire, namely a questionnaire whose answers have been provided, so respondents only need to choose and answer directly. This research was conducted at IAIN Curup, Rejang Lebong Regency, Bengkulu Province in May 2022. In this study, the questionnaire was compiled using a modified Likert scale with 4 answer options, namely Strongly Agree, Agree, Disagree, and Strongly Disagree with the following grid:

Table 1. Questionnaire Grid

No	Indicator	Number	Number of Items
1	Honesty	2.9	2
2	Courage	11.5	2
3	Concern	3.10	2
4	Justice	12.7	2
5	Openness	4, 6,8	3
6	Responsibility	1.17	2
7	Discipline	15	1
8	Hard work	13.16	2
9	Simplicity	14	1

The questionnaire will be tested for validity and reliability. The validity test is designed to determine how well the instruments used in the study are suitable for research purposes. If an instrument is accurate and reliable, it can be said to be valid. A reliability test is used to see how consistent the results of a study are when repeated. The higher the level of reliability, the more reliable the research. To determine the results of the validity and reliability test of the instrument, follow these guidelines:

Valid : if r_{count} is greater than r_{table} value ($r_{\text{count}} > r_{\text{table}}$), Invalid : if r_{count} is less than r_{table} value ($r_{\text{count}} < r_{\text{table}}$), Reliable if Cronbach's alpha value > 0.60 , Not reliable if Cronbach's alpha value < 0.60 (Budiwibowo & Nurhalim, 2016).

Analysis of the results of the questionnaire was carried out quantitatively using the following formula.

$$p = \frac{n}{N} \times 100\% \quad (1)$$

where P is the percentage of the results of the questionnaire analysis, n is the total score of the assessment, and N is the maximum possible score. For the Likert scale, the score interpretation model can be seen in table 1.

Table 2. Likert Scale Interpretation

Percentage (%)	Category
0% - 25%	Strongly Disagree
26% - 50%	Disagree
51% - 75%	Agree
76% - 100%	Strongly agree

(Hayati et al., 2015)

RESULTS AND DISCUSSION

In this study, researchers used a questionnaire sheet to determine student perceptions of whether anti-corruption education in Indonesia is important. However, before being analyzed further, the statement items used in the questionnaire were tested for validity and reliability to determine whether the instrument was suitable for use to obtain the data needed by the researcher or not. The results of the calculation of the validity of the data can be seen in table 2.

Table 2. Case Processing Summary

Cases	Valid	118	100.0
	Excluded	0	0.0
	Total	118	100.0

In table 2 it is known that 118 respondents answered the statement (N) was valid. There is no data excluded (Excluded). A total of 118 data (N) were processed or 100% of the data were processed.

The results of the calculation of data reliability can be seen in table 3.

Table 3. Reliability Statistics

Cronbach's Alpha	N of Items
0.914	17

Table 3 Reliability Statistics shows the results of the calculation of the reliability of the data with 17 statement items using the Cronbach Alpha method, a score of 0.914 is obtained. The value obtained is greater than 0.60, then according to the rules of determining reliability, the questionnaire used in this study is said to be reliable.

All statements presented in the questionnaire are positive statements, which means that when respondents chose the highest answer, namely 4 (strongly agree) or 3 (agree) then the answer stated that the respondent considered that anti-corruption education in Indonesia was important. On the other hand, if the respondent chooses a score of 2 (disagree) or 1 (strongly disagree), it indicates that the respondent considers that anti-corruption education in Indonesia is not important. The test results of this study can be seen in the following figure.

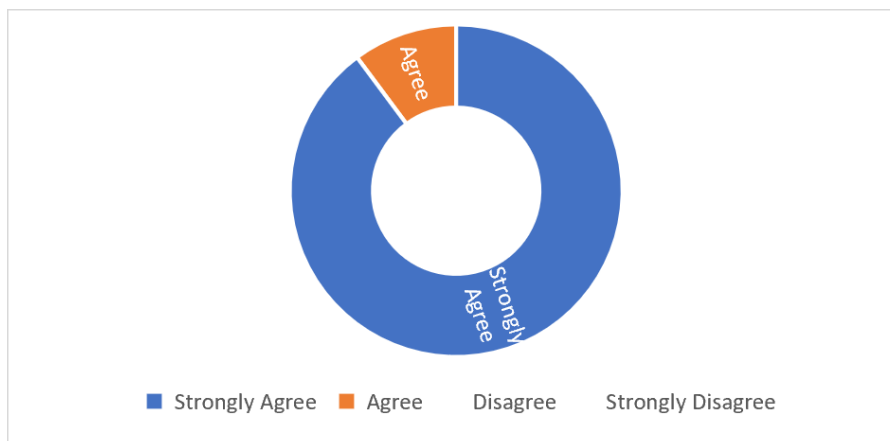


Figure 1. Recapitulation of Respondents' Answers

The picture above shows that almost all respondents gave a strongly agree answer and the rest gave an agree to answer that anti-corruption education in Indonesia is important. None of the respondents answered neither agree nor strongly agree.

There are several reasons why anti-corruption education is considered important in Indonesia, including so that students have a noble character who upholds the values of responsibility, discipline, honesty, simplicity, hard work, openness, fairness, courage, and care. In addition, so that students can fulfill their commitments as students who uphold the values of responsibility, discipline, honesty, simplicity, hard work, openness, fairness, courage, and care in society and become role models in creating an anti-corruption society. Generally, learning tends to be cognitive, so in learning or post-learning students are not able to get used to behaving properly and correctly, so anti-corruption education is needed. In addition, anti-corruption education is important so that students can analyze and look for various alternative solutions to corruption problems and so that students can avoid and fight corrupt behavior that occurs in their surroundings because anti-corruption education can provide knowledge about the ins and outs of criminal acts that can be categorized as corruption.

Anti-corruption education in educational institutions is important because educational institutions, in general, have a set of knowledge to provide enlightenment against various misunderstandings in efforts to eradicate corruption and also because educational institutions have strong networks throughout the country. Regarding anti-corruption values, students have given their perceptions through a questionnaire provided by the researcher. From the results of filling out the questionnaire, students stated that anti-corruption education is important to foster honest behavior, namely behavior based on efforts to make oneself as a person who can always be trusted in words, actions and work, Anti-corruption education is important to cultivate a caring attitude, namely an attitude that always wants to provide assistance to other people and communities in need, anti-corruption education is important to cultivate a courageous attitude, namely having a strong heart and

great self-confidence in facing dangers, difficulties, and so on, education anti-corruption is important to foster a fair attitude that is impartial, impartial/favorable, siding/adhering to the truth, not arbitrary, balanced, neutral, objective and proportional, anti-corruption education is important to foster an independent attitude, namely attitudes or behaviors that are not easy depending on others in completing their tasks, anti-corruption education is important to cultivate a simple attitude that is modest, not excessive, not too many intricacies, not too many knick-knacks, straightforward, straightforward, frugal, appropriate and humble, anti-corruption education is important to cultivate a disciplined attitude namely actions that show orderly behavior and comply with various provisions and regulations, anti-corruption education is important to foster hard working behavior, which is an ongoing effort (not to give up) in completing the work that is the task to completion, and anti-corruption education is important to foster attitudes and behavior responsibility, namely the attitude and behavior of a person to carry out his duties and obligations, which he should do to himself, society, the environment (nature, social, and culture).

Flashback to why the spirit of anti-corruption is important to be embedded in the younger generation of Indonesia, one of which is because corruption has become one of the serious problems in the government. Corruption is not only a local problem, but has become an international phenomenon that affects the whole society and destroys the joints of life. Corruption is not only affecting political life, but also economic and social. The perpetrators who are prosecuted by the apparatus are not only business people, but also from the bureaucracy and government, DPR, DPRD, and even college and school campuses, corruption seems to have become a culture of Indonesian society. One of the efforts to prevent this corrupt behavior is through anti-corruption education.

Several previous studies examined the importance of anti-corruption education, one of which was Hidayat (2019). In his article, Hidayat stated the importance of anti-corruption education for students. The involvement of students in instilling anti-corruption values can help prevent corruption and stop the spread of corruption. With their knowledge, students become leaders in instilling anti-corruption values into society. Starting from small activities on campus, students can spread anti-corruption behavior to friends and communities around campus. extend a wider reach (Hidayat, 2019). Another study was conducted by Koesoemo et al (2017). In their article, Koesoemo et al stated that anti-corruption education is very important for students and students, because it is an extraordinary crime. The prosecution and prevention must also be serious because it is important to prevent this kind of crime (Koesoemo et al., 2017). Furthermore, Widyanigrum et al (2020) in their article stated that it was necessary to provide anti-corruption awareness to students. The findings of the questionnaire show that most students are unaware of the relationship between dishonesty and corrupt behavior, with nearly half of those surveyed stating that cheating is not actual corrupt

behavior. To prevent corruption in the future, it is important to instill anti-corruption awareness in students. This can be done by involving them in activities that help raise awareness (Widyaningrum et al., 2020).

Based on the results of research conducted by researchers and also supported by relevant previous research results, it can be concluded that anti-corruption education is very important in Indonesia. This is intended to instill anti-corruption values in students in the hope of keeping them away from acts of corruption in the future.

CONCLUSION

Based on the results of the research, most of the students of the Tarbiyah Faculty of IAIN Curup strongly agree and the rest agree that anti-corruption education in Indonesia is important. There are nine indicators or anti-corruption values that are very important for the younger generation to have, both in carrying out their role as students or in their role as part of Indonesian society. The nine anti-corruption values will be instilled in the younger generation through anti-corruption education. Therefore, it is important to have anti-corruption education in Indonesia. In the future, this student's perception can be one of the forces that will support the implementation of anti-corruption education in Indonesia.

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