

Being a Moral Student: Content Analysis of Anti-Corruption Education Textbooks in Indonesia

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Abstract

This study aims to analyze the content of existing anti-corruption education textbooks in Indonesian universities. The significance of this research lies in revealing the limitations of these textbooks, which only cover basic aspects and do not sufficiently stimulate students' emotions and enthusiasm regarding the dangers of corruption. To address this issue, the study employs a content analysis approach to examine several anti-corruption education textbooks in Indonesia. The commonly used steps in data analysis include traditional content analysis, which involves a preparatory stage, an organizing stage, and the reporting of results. Procedures typically used in this method include text categorization and cross-tabulation of emerging categories. The study successfully identified that the direction and format of the content in these textbooks are still limited to aspects such as "basic concepts of corruption," "forms of corruption," "legal dimensions of corruption," and "principles needed to foster anti-corruption awareness." While such content provides students with formal knowledge related to anti-corruption, it falls short in stimulating emotions and enthusiasm about the dangers of corruption. Therefore, a more comprehensive approach is necessary to foster anti-corruption awareness among students in Indonesian universities.

Keywords

Anti-Corruption; Content Analysis; Accountability; Transparency; Anti-Corruption Education

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1. INTRODUCTION

Corruption significantly hinders the progress and development of the Indonesian state. According to Eko Sujadi et al. (2022), corruption adversely impacts economic growth and affects individuals' mental health and overall well-being through various mechanisms. Efforts to combat corruption extend beyond law enforcement to include education, particularly at the university level. Anti-corruption education aims to cultivate the character and moral integrity of students, who represent the nation's future generation, fostering a strong awareness of the perils of corruption. However, the content of anti-corruption education textbooks used in universities in Indonesia currently focuses primarily on basic aspects such as the fundamental concepts of corruption, its various forms, legal dimensions, and essential principles aimed at promoting anti-corruption awareness. This theoretical material often fails



to effectively engage students emotionally or ignite their enthusiasm regarding the critical imperative of combating corruption. Therefore, conducting a content analysis of these textbooks is crucial to identify deficiencies and advocate for a more comprehensive approach to anti-corruption education. Such efforts are essential for instilling moral awareness and fostering robust student anti-corruption attitudes.

Furthermore, corruption within the education sector is a critical concern as it undermines the integrity and quality of the education system. Corruption in education manifests in various forms, including the misappropriation of funds, the illicit trade of diplomas, the manipulation of grades, and non-transparent admission processes. Such practices undermine principles of justice and meritocracy and set a detrimental precedent for students, who are expected to embody integrity as agents of change. In this context, anti-corruption education becomes increasingly crucial to impart values of honesty and integrity. Integrating moral and ethical dimensions into higher education curricula is essential so that students not only grasp the theoretical concepts and manifestations of corruption but also comprehend its adverse impacts and are motivated to participate actively in anti-corruption endeavors. Therefore, anti-corruption education can serve as a potent instrument for cultivating a robust ethos among the younger generation, thereby contributing significantly to combating corruption within society. Hence, conducting a comprehensive analysis of current anti-corruption education textbooks is crucial to ensure that the content not only imparts knowledge but also effectively molds students' anti-corruption character and moral values.

In their study, Fibrianty et al. (2021) underscored the significance of anti-corruption education within Indonesia's educational framework. They analyzed textbooks utilized for anti-corruption education among students, focusing on how these resources contribute to shaping students' characters as catalysts for moral reform within society. Their findings consistently highlighted the emphasis placed within these textbooks on core values such as integrity, honesty, and accountability, which serve as fundamental pillars in combating corruption. Anti-corruption education not only imparts knowledge about the nature of corruption but also encourages students to contemplate the moral ramifications of corrupt behaviors. By emphasizing the cultivation of moral character, this educational material aims to foster a heightened awareness among Indonesian students regarding the perils of corruption.

Moreover, it strives to instill a steadfast commitment to ethical conduct in their daily lives. Sihombing and Arsani (2021) evaluated various methodologies for educating students about anti-corruption concepts, such as case studies, group discussions, and situational simulations. Their findings indicate that interactive and participatory approaches within educational materials enhance students' comprehension of the intricate nature of corruption issues and bolster their resolve to reject corrupt practices. Consequently, meticulously crafted teaching materials impart theoretical knowledge to stimulate critical thinking and promote ethical decision-making in addressing the pervasive challenges of societal corruption.

Ma'ruf et al. (2020) conducted a comprehensive review of the influence of anti-corruption education on student behavior in Indonesia. Their study highlighted that incorporating anti-corruption materials into the school curriculum can significantly influence the attitudes and conduct of students in their daily lives. By examining shifts in student attitudes before and after exposure to anti-corruption education, the research demonstrated an enhanced recognition among students of the critical role of integrity and honesty in fostering a corruption-free society. These findings underscore the transformative impact of anti-corruption education in enhancing students' knowledge and fostering behavioral changes that uphold moral values within Indonesian society.

Huberts (2016), for example, has reviewed the anti-corruption strategy implemented by Hong Kong. In this regard, Hong Kong's Independent Commission Against Corruption (ICAC) is considered a model of an effective national anti-corruption institution. ICAC's effectiveness in dealing with corruption is built on three pillars of attack, which are then termed "three-pronged attacks," which

include: "investigation," "prevention," and "education." These three programs are charged to three departments- operations, corruption prevention, and community relations –handled by the "central administration branch." Overall, the scientific impact of establishing a corruption eradication agency, as exemplified by Hong Kong's ICAC, lies in its ability to provide a proven, effective model for reducing corruption, informing policy and research, and fostering greater public trust and governance. Like Hong Kong, Indonesia also has a KPK (Corruption Eradication Commission), an independent institution established to fight corruption in Indonesia. This institution plays a role in investigating, preventing, and conducting anti-corruption education. Related to this prevention, there are several studies conducted by scholars. In this case, generally, existing studies focus more on identifying eradication models and anti-corruption movements carried out by various countries. Wedeman (2006) examines "the anti-corruption campaign and the identification of corruption in China." He sought to analyze the reliability of anti-corruption campaigns and strategies in China using formal modeling and empirical data. In addition to studies on corruption eradication models carried out by independent state-formed institutions, several studies also examine anti-corruption campaign models in educational institutions. It's just that various existing studies do not specifically examine books used to campaign for anti-corruption, especially in Indonesia. In response to this limitation, the study aims to analyze the content of anti-corruption education textbooks published by the Indonesian government through ministries and independent institutions such as the KPK.

The anti-corruption education model run by various countries has several reasons. Each model is highly determinant of the structure of government, laws, regulations, and political systems to which it is adhered. The various anti-corruption education models in various countries attracted several scholars to conduct studies. This paper will not only elaborate on the form of anti-corruption education but also examine the effectiveness of anti-corruption education in reducing the severity and emergency of corrupt behavior in a country. Quade (2007), although not specifically examining anti-corruption education, elaborates on the logic of enforcing anti-corruption campaigns in China. The findings are interesting. In addition to fostering anti-corruption attitudes, China's campaigns also have an impact on investor behavior. Musila (2019), on the same topic, also conducted a study on anti-corruption strategies in several Sub-Saharan African countries. Specifically, this study identifies the success and failure factors of corruption eradication strategies in Sub-Saharan African countries. One of the factors identified as driving the success of the anti-corruption movement is the support of government "political will" in Sub-Saharan countries. This finding confirms that political positions are a determinative factor in supporting the movement and the model of combating corruption. Without political support, it will be ineffective no matter how good the model of combating corruption is. The anti-corruption education model implemented by various countries provides several insights that can be adapted to Indonesia. Each model's effectiveness highly depends on the government structure, laws, regulations, and political systems. Scholars have studied various anti-corruption education models to understand their forms and assess their effectiveness in reducing corrupt behavior.

For example, Huberts (2016) reviews the anti-corruption strategy implemented by Hong Kong through the Independent Commission Against Corruption (ICAC), which is considered an effective anti-corruption institution model. The ICAC's effectiveness is built on a three-pronged approach: investigation, prevention, and education, managed by distinct departments under a central administration branch. Quade (2007) elaborates on the logic behind anti-corruption campaigns in China, finding that these campaigns foster anti-corruption attitudes and impact investor behavior. This is particularly relevant for Indonesia, where attracting foreign investment is crucial for economic development. Musila (2019) examines anti-corruption strategies in several Sub-Saharan African countries and identifies the importance of political will in the success of these strategies. This underscores the role of government support in the effectiveness of anti-corruption efforts, a factor that is equally critical in Indonesia.

Drawing parallels, Indonesia's anti-corruption education model must consider the country's

unique political, legal, and social landscape. Studies specific to Indonesia, such as those by Sitorus (2015) and Prabowo (2018), highlight that integrating anti-corruption education into the national curriculum has shown promising results in raising awareness and reducing corrupt practices among the younger generation. These studies also emphasize the need for strong political commitment and effective enforcement mechanisms to support educational efforts. In conclusion, while international examples provide valuable insights, the success of anti-corruption education in Indonesia hinges on adapting these models to fit the local context, ensuring robust political support, and implementing comprehensive and culturally relevant educational programs.

More specifically, in the Indonesian context, several scholars have attempted to identify models of anti-corruption education in Indonesia. Firman et al. (2021) succeeded in describing forms of corruption from a religious perspective and elaborated strategies for internalizing anti-corruption values at Islamic religious universities (PTKI). Conclusively, this study found that the role and involvement of Islamic universities in corruption prevention efforts are very important. This involvement allows the formation of an anti-corruption character through anti-corruption education and learning. There are several models of anti-corruption education carried out at PTKI, namely: 1) anti-corruption education is integrated into courses, 2) independent anti-corruption courses, and 3) anti-corruption education through Islamic boarding schools. This model is then generally accepted in many PTKIs in Indonesia. Likewise, these forms of education provide an overview of strategies that can be implemented, especially in higher education institutions. Through this research, Firman et al. managed to identify that anti-corruption education can be provided in several ways: (1) integrated with the lecture curriculum, (2) anti-corruption as a special course, and (3) anti-corruption education through Islamic boarding schools.

In addition to Firman et al., Jamilah et al. (2021) have reviewed the effectiveness of anti-corruption education in changing student attitudes and character. This study found that one of the factors determining the effectiveness of anti-corruption education in universities is the support of university leaders, namely rectors, deans, and other campus administrators. The attitude of university administrators has a major influence on the effectiveness of anti-corruption education. In addition to the leadership factor, Jamilah et al. (2021) also concluded that the model of anti-corruption education integrated into the curriculum has a high success in forming anti-corruption character and behavior. At the same time, this study has demonstrated the importance of the involvement and role of tertiary institutions in efforts to foster an anti-corruption attitude among students. However, this study does not identify which textbooks are used in higher education for anti-corruption education. Therefore, this study aims to comprehensively analyze the content of anti-corruption textbooks used in anti-corruption education at tertiary institutions in Indonesia.

In conclusion, although studies identify the forms of anti-corruption education in various countries, including Indonesia, none have comprehensively analyzed anti-corruption education textbooks used in higher education institutions in Indonesia. This study aims to fill this gap by conducting a content analysis of anti-corruption education textbooks used in anti-corruption education at tertiary institutions in Indonesia. This analysis aims to identify the extent to which anti-corruption textbooks can foster anti-corruption attitudes and behavior and to identify deficiencies that can be improved to increase the effectiveness of anti-corruption education at tertiary institutions in Indonesia.

2. METHODS

The methods section outlines the author's procedures to address the research problem. This includes the location and time of the research, the population and sample, research variables, and data. A detailed description of the study's procedures is necessary, including selecting study subjects and observational and analytical methods. This study conducts a content analysis of anti-corruption education textbooks published by the Indonesian government and universities. Content analysis is the

process of evaluating, understanding, and extracting information from text, video, or audio. Specifically, it involves organizing, classifying, comparing, and drawing conclusions from the text (Cohen et al., 2007; Olusum & Uzunboylu, 2017). The review aims to identify topics related to "definitions," "anti-corruption culture," "negative impacts of corruption," "anti-corruption values," "anti-corruption principles," and "typologies of corrupt behavior" in the textbooks. The goal is to identify themes in anti-corruption education textbooks used at the university level in Indonesia.

Data and Collection Procedures. The primary objective of this study is to identify topics in anti-corruption education textbooks in Indonesia. The data source comprises anti-corruption education textbooks. Due to the limited availability of such textbooks in Indonesia, especially those tailored for universities, four commonly used anti-corruption education textbooks at the university level were selected. These textbooks were analyzed using a content analysis approach. The rationale for using this method includes its systematic nature, focus on content, productivity, contextual understanding, and reliability in capturing implicit meanings (Kolbe & Muehling, 1992; Mehta & Plaza, 1997). This flexibility allows for selecting and formulating data criteria relevant to the study's objectives.

Data Analysis. The analysis follows traditional content analysis procedures. Elo et al. (2014) outlined three steps in content analysis: 1) the preparatory stage, which includes data collection, sampling techniques, and selection of analysis units; 2) the organizational stage, which involves categorization, abstraction, interpretation, and representation; and 3) the reporting stage, which focuses on presenting the analysis of the data obtained from the text (Elo et al., 2014; Sheydayi & Dadashpoor, 2023). Additionally, Sodhi and Son (2010) describe two procedures commonly used in content analysis: text categorization and cross-tabulation of emerging categories. These procedures enable a deep understanding of the text, capturing its authentic meaning (Krippendorff, 2004). This systematic approach ensures a comprehensive and insightful analysis of the anti-corruption education textbooks. By adopting these methods, this study aims to provide a detailed mapping of topics, values, and principles in anti-corruption education textbooks, contributing to improving anti-corruption education in Indonesian universities.

3. FINDINGS AND DISCUSSIONS

Four anti-corruption textbooks are published by the government and universities and used within universities. These four textbooks were then analyzed with a content analysis approach. The textbooks include (1) Anti-corruption Education for Universities, published by the Ministry of Education and Culture of the Republic of Indonesia in 2011; (2) Anti-Corruption Education: Module for Students, published by KPK (Indonesian Corruption Eradication Commission), in 2018; (3) Anti-Corruption Education Textbook: Within the Frame of Prevention Towards a Corruption-Free Indonesia. Published by Bhayangkara University of Greater Jakarta, 2021; and (4) Anti-Corruption Cultural Knowledge. Published by the Ministry of Health of the Republic of Indonesia, 2016.

Various Definitions of Corruption.

Experts have put forward many different definitions of corruption. This variety of definitions is due to the context and social setting in which a definition is proposed. It could be that the context of the definition of corruption proposed in Europe differs from that of Asia. So, too, it will always be different; the definition is proposed by one country and then enacted. Maciel et al. (2022), for example, revealed that: "corruption is defined in terms of the tangible or intangible implications the action (or omission) of an office of entrusted authority might have to third parties ("private externality") with a claim in that process or to the society as a whole ("social externality"), beyond the benefits that it might bring to legal person valued by the parties to the exchange" (Gouvêa Maciel et al., 2022). The key word of this definition is the negative "implications" of the behavior of the authority receiving the commission and the benefits of third parties. Such implications are bad for individuals and society. Another keyword is

to gain illegitimate benefits from transactions and cooperation carried out by various parties and cause losses to other parties. Compared to the definition of corruption that appears in anti-corruption education textbooks in Indonesia, this definition is relatively different.

[...] Corruption is something rotten, evil and destructive. Based on this fact, the act of corruption concerns something immoral, rotten nature and condition, concerning the position of government agencies or apparatus, misappropriation of power in office due to grants, economic and political factors, and the placement of families or groups into the service under the power of the office (Puspito & Elwina, 2016).

The definition of corruption put forward by Puspito and Elwina (2016) has at least a few keywords, namely: "rotten, evil and destructive" and "misappropriation of power by government officials." The definition seems to express the "scope" of corruption as banal, criminal, and an abuse of power. Not only that but corruption, according to this definition, also includes nepotism behavior. This can be identified from the sentence "abuse of power in office due to grants, concerning economic, political factors and placing families or groups into the service under the power of office. That is, corrupt behavior also includes using power to benefit family, relatives, and people in the circle of power alone. The definition is in line with the meaning of corruption in the Big Indonesian Dictionary (KBBI), where corruption is interpreted as the misuse of state money (companies and so on) for personal or other people's gain. More concretely, it is explained in the KBBI that corruption is defined as the misappropriation or abuse of power and making money or other benefits, either for personal gain or a group of people (Sofia et al., 2018). This further reinforces an assessment generally agreed by all quarters that corruption in the Indonesian context is "evil, rottenness, bribery, immorality, depravity and dishonesty" (Syauket, 2021). This assessment places corruption as a criminal act, which is unacceptable and becomes the main enemy of society, state, and religion.

Rasdi et al. (2021) asserts that:

[...] Corruption is a matter of value. In this case, corruption has a bad value because it contains ugliness, depravity, dishonesty, immorality, and deviations from chastity (Rasdi et al., 2021).

The meaning proposed by Rasdi (2021) further emphasizes that corruption is a complex problem. Not only does it involve misappropriation, but it is also driven by the influence of values and poor motivation and judged poorly because this behavior contains ugliness, depravity, dishonesty, indecency, and deviation from religious values. In this case, it is not an exaggeration if corruption acts as a crimes that can undermine the nation and the Indonesian state (Dewantara et al., 2021). It is considered so because acts of corruption not only harm a group of people but also harm the country as a whole, thus adversely affecting the quality of the economy and political stability of the country. Because of this, corruption is considered a bad crime and can destroy the state and national system.

Typology of Corrupt Behavior. Referring to various definitions put forward by scholars related to corruption, it can be understood that corruption is a systematic act and includes relatively complex matters. In the Indonesian context, at least six forms of corrupt behavior are agreed to be part of the form of corrupt behavior: First, conflicts of interest in the procurement of goods and services. Corruption behavior in type is explained by Puspito et al. (2016), where in this condition: "Public servants or state administrators either directly or indirectly deliberately participate in contracting, procurement or rental which at the time of the act, for all or part is assigned to take care of or supervise it" (Puspito & Elwina, 2016). This conflict of interest is more visible in using power and position among the apparatus to engineer the procurement of goods and services. This behavior gives an advantage to the group won by government officials and officials in procuring goods and services. Second, corruption in the form of gratuities. This behavior is defined as giving, giving promises, or luring someone with a position or authority in an organization or institution by influencing decisions or actions taken by that person in their official capacity (Puspito & Elwina, 2016). Regarding the state apparatus, the act of gratification as a form of corrupt behavior is only considered and classified as a bribe-giver when the

state apparatus receives bribes related to their position and contrary to their duty obligations.

Third, including corrupt behavior is an action that can harm state finances (Puspito & Elwina, 2016). Several patterns of corruption can harm state finances, namely: (1) diversion of public funds, (3) markup project costs, and (4) inequality and poverty. In this case, funds that should be used to improve the quality of life of the poor are often misused, leading to a greater economic gap between rich and poor, (5) a reduction in tax revenue, and (6) a reduction of funding for poverty alleviation. Fourth, extortion is also one form of corrupt behavior. Extortion, as a form of corrupt behavior, refers to actions that involve the use of power or position given to someone to force others to give money, goods, or services with threats or violence. It is one form of corrupt behavior common at various government, organization, or society levels. In the Indonesian context, extortion often involves government officials or individuals with particular power or influence who abuse their position for personal gain or force others to give something they shouldn't (Puspito & Elwina, 2016). Corrupt behavior, in the form of extortion, can occur in various situations, including in the field of business, public services, or even in everyday life.

Fifth, Embezzlement in office is also classified as one of the typologies of corrupt behavior. Corruption in this type is when an official or public employee responsible for finances or public assets uses his position to take or hide money, goods, or other assets that should be properly managed or accounted for (Puspito & Elwina, 2016). Embezzlement refers to hiding or diverting funds or assets that should be properly managed for personal gain. Sixth, cheating is a form of corruption (Puspito & Elwina, 2016). In the context of corruption, cheating includes forging documents, misappropriating public funds, manipulating data, or committing fraud to gain an advantage that should not be obtained. Last is bribery: corruption in this type generally occurs when a person gives or receives something of value in the form of money, goods, or services to influence the actions or decisions of someone who is in a position of power or has authority, such as government officials, civil servants or members of the legislature (Puspito & Elwina, 2016). This kind of behavior can harm society because actions or decisions that should be based on fair and objective policies are instead influenced by bribery factors.

Negative impact of corruption

Referring to several anti-corruption education textbooks, at least five negative impacts of corrupt behavior can be identified: First, it seriously impacts a country's defense and security. Related to this, there are at least six impacts of corruption on the defense and security of a country, namely: (1) Depreciation of the defense budget: in this case, corruption causes a reduction in the budget that should be allocated for defense and security; (2) Increased Crime: Corruption disrupts a country's security system, where corruption can lead to increased crime. This increase occurred because easily bribed officials weakened the law; (3) Corruption in purchasing armaments: Corruption often occurs in purchasing weapons and military equipment. Corruption in this area is dominated by bribery between arms companies and state officials; (4) influence on foreign policy: widespread corruption in one country is also believed to affect foreign policy, in which case corrupt officials may be vulnerable to pressure from foreign parties or certain interest groups, which can influence strategic decisions ideally based on national interests; and (5) corruption in social security: corruption that occurs in the government system, and is carried out by state officials, both police, politicians, and ministries allows for social tension and potential conflict (Fajar & Muriman, 2018; Puspito & Elwina, 2016). Various negative impacts of corruption on the defense and security system stem from the weakening of one country's security system and network. Because the state apparatus is easily bribed and harms state finances, those finances should be allocated to strengthen the security system.

Second, corruption makes one country's economy vulnerable and vulnerable to crisis. That is, corruption hurts the economy. A country with a high level of corruption certainly has a weak economic system. This happens because state revenues are not distributed effectively and tend to leak due to corruption. These budget leaks occur in many forms, such as markup purchases of goods and services.

This corruption encourages the government to increase the debt ratio to cover state spending needs. As a result, one country's economic system will experience dysfunction and further weakening. In this condition, the economy will become sluggish, and economic development will experience obstacles, thus creating distortions and inefficiencies in various areas of the economy (Puspito & Elwina, 2016). Third, the environmental crisis due to corruption can be identified in many forms. The most common is the rise of "illegal logging"—illegal logging and other debts. This will result in various natural disasters.

In addition, air pollution and water due to industrial waste can also occur due to weak law enforcement. Weak law enforcement is a problem because the authorities accept bribes for every violation committed by unscrupulous individuals (Puspito et al., 2011). Fourth, government authorities have been degraded due to the criminal act of corruption, even collapsing. This also results in the blunting of the law. These two bad conditions are characterized by the "death of social ethics," "ineffective regulations and legislation," and "inefficient bureaucracy" (Puspito & Elwina, 2016). The four negative impacts found in anti-corruption education textbooks in Indonesia certainly do not fully describe the damage to political, economic, legal, cultural, and social systems caused by corruption. However, these four negative impacts are at least a portrait of corruption's bad acts and behavior.

Discussion

Internalization of Anti-Corruption Principles. Anti-corruption education aims, especially in Indonesia, to foster and raise awareness among students and other young people to understand how dangerous corruption acts and behaviors are. It damages the state system and can destroy one country (Sarmini et al., 2018). Efforts to grow and increase awareness of this anti-corruption attitude can be pursued through systematic education. Many models are used in anti-corruption education. In Indonesia, anti-corruption education is carried out through an integration model – where anti-corruption material is taught in a package of courses and subjects. This option is entirely aimed at introducing and internalizing anti-corruption principles to students.

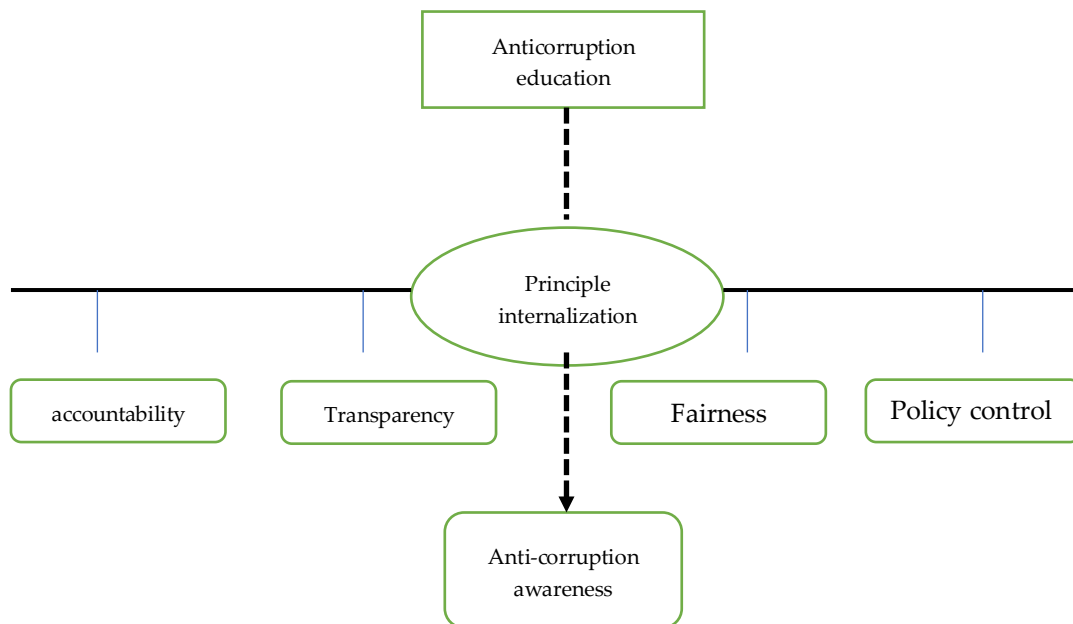


Figure 1. Internalization of Anti-Corruption Principles

Figure 1. explains four principles internalized through anti-corruption education, which are in anti-corruption textbooks in Indonesia. First, Accountability: This principle refers to the obligation or responsibility to provide accountability for actions or decisions. At least several principles of accountability are necessary for corruption prevention: (1) transparent accountability: accountability requires a transparent attitude when making decisions and using resources. This transparency allows

all government actions to be criticized and monitored directly by the public, media, and supervisory agencies. This will certainly reduce the opportunity to commit acts of corruption; (2) accurate financial reporting; (3) monitoring by the media community and supervisory agencies; (4) sanctions and laws. Second, Transparency: This principle is crucial in corruption prevention efforts. This principle guarantees the conditions under which government decisions and public resource management can be understood and monitored by the public, media, and supervisory agencies. Third, fairness: This principle refers to justice, which is important in preventing corruption. Justice refers to the fair distribution of resources and the fair treatment of all parties involved in the decision-making process and management of resources. Fourth 'Policy control': This principle refers to efforts to control and supervise public policy to prevent or minimize the risk of corruption (Fajar & Muriman, 2018; Sofia et al., 2018). The internalization of anti-corruption principles in anti-corruption textbooks in Indonesian universities is very determinant or depends on the methods used by teachers. This confirms that this internalization process is dynamic (Lo Piccolo, 2023). Nevertheless, in general, the messages and materials of anti-corruption textbooks in universities in Indonesia are delivered and internalized to students through efforts to integrate anti-corruption materials in higher education curriculum building, including ethics, governance, and integrity courses.

Anti-corruption education books used in various universities and universities in Indonesia are the main source for organizing anti-corruption education, as well as their content represents a specific model of how anti-corruption education is carried out in universities in Indonesia (Choi, 2011; Syauket, 2021). Related to this, at least several steps and models of anti-corruption education have been implemented in various education policies. The first is character education: in this case, the Indonesian government has focused on developing character education as part of the education curriculum. It includes the values of integrity, honesty, and responsibility to form an anti-corruption stance early on. Second is teacher training: In this regard, teacher training in corruption prevention has also become the focus of the anti-corruption education model in Indonesia. This training effort improves the ability of individuals to understand the essence of anti-corruption education, especially among students.

Third, community involvement: in Indonesia, the anti-corruption education model involves the wider community. In this case, students are invited to participate in anti-corruption programs, and the community can contribute to the supervision and support of such education. Fourth, collaboration with anti-corruption institutions, in this case, cooperation between educational institutions and anti-corruption institutions, such as the Corruption Eradication Commission, can strengthen corruption prevention efforts within the education system. Fifth, the anti-corruption curriculum, where the anti-corruption education model in Indonesia is also built by integrating special materials or curricula that discuss corruption in certain lessons, can help students understand the impact of corruption and how to prevent it. Sixth, counseling and campaigning, in this case, the anti-corruption education model in Indonesia, involves campaigning and counseling, both inside and outside the classroom. With this strategy, learners can better understand the concept of corruption, its impact, and how they can contribute to preventing it. Finally, the education model queuing corruption in Indonesia cannot be separated from internalizing the values and principles of transparency and accountability on a wider scale (Sofia et al., 2018). This is certainly not only a differentiator but also a hallmark of anti-corruption education in Indonesia. To be clearer, it seems necessary to present other anti-corruption education models, which may be different from the anti-corruption education model in universities in Indonesia.

The study conducted by Puppo (2010) in Georgia points to the reality that the anti-corruption movement in the country is more complex as a model. In this case, in Georgia, the model and anti-corruption movement rely not only on one sector; some institutions are layered and conditioned to intervene against corruption. Not only does it involve independent legal institutions created by the state, but it also involves anti-corruption projects initiated by civil society (Di Puppo, 2010). This indicates that in Georgia, the anti-corruption movement is participatory. This also includes anti-corruption education, which is also participatory. More deeply, participatory anti-corruption education

can be interpreted as an approach where the community, including students, teachers, parents, and local community members. All these components play an active role and become an important component in anti-corruption education in Georgia. Unlike Indonesia, various components are involved in the anti-corruption movement—state institutions, education, and civil society. It's just that anti-corruption education in universities in Indonesia emphasizes the role of educators more. The growth and increasing awareness and attitude of students towards anti-corruption is very determinant of the success of educators in internalizing anti-corruption values and principles.

Meagher (2005), on the model of the anti-corruption movement, has also identified the successes of Singapore and Hong Kong in tackling corruption. This success set an example and prompted various countries to establish strong anti-corruption institutions. Not only that, this study also offered criteria to assess the performance of anti-corruption agencies. However, this criterion is only relevant and suitable to apply to countries with minimum political, legal, and socio-economic requirements with effective governance (Meagher, 2005). The criteria include: "legal support and policy framework," "independence," "leadership and expertise," "cooperation and coordination," "accountability and transparency," "enforcement effectiveness," "socio-economic and political," and "monitoring and evaluation" (Meagher, 2005). This principle was later applied in Indonesia and became the foundation of values in the anti-corruption movement. However, anti-corruption education in Indonesia is positioned as the main support of institutional movements and the rule of law against corrupt behavior. This is in line with the theory of "the indirect big-bang approach," introduced by Rothstein (2011), where anti-corruption education in Indonesia emphasizes changes in student behavior so that a group is formed termed 'circle virtue' (Rothstein, 2011). The purpose of anti-corruption education and using anti-corruption textbooks in universities is the growth of anti-corruption awareness among students, to make corruption a common enemy that must be fought and avoided to be practiced.

It's just that the goal to foster anti-corruption awareness among students is still problematic. There are several reasons why a textbook-based approach is applied to foster anti-corruption awareness in universities, and these limitations include: 1) limited practical experience, where text-based teaching tends to focus on theories and concepts without providing practical experience; 2) lack of interaction, where text-based teaching may be less interactive than teaching methods that allow direct discussion and dialogue, 3) limitations in recognizing and identifying cultural contexts: texts may not be able to introduce the cultural context of why a corruption crime lasts long enough in a country; 4) does not touch the emotional aspect: in this case, the learning of values and morality is not only about intellectual knowledge but also involves an emotional dimension. Text is certainly not always able to stimulate the emotional response of learners; and 5) difficulty in measuring moral development, where text-based learning related to anti-corruption has a slight disadvantage because it is difficult to measure moral development accurately (Roman, 2012; Trionovani, 2016). This means that anti-corruption learning by relying on text cannot be carried out singly but must be accompanied by a more diverse approach, for example, through a case-based approach or mentorship and role models. These two approaches are believed to cover the weaknesses of anti-corruption teaching in universities that rely only on textbooks. These two approaches can involve mentors or figures who can be examples of building integrity and honesty.

4. CONCLUSION

A study of anti-corruption education textbooks in universities, using content analysis, found that textbooks still focus on several things: "basic concepts of corruption," "forms of corruption," "legal dimensions of criminal acts of corruption," and "principles needed in fostering anti-corruption awareness." This kind of content is still explanatory rather than demonstrative, so those who provide formal knowledge only to students, in this case, are students. In addition, anti-corruption teaching, which relies on textbooks, is certainly inadequate to foster anti-corruption awareness among students.

Therefore, alternative approaches, such as case-based or mentorship approaches and role models, are needed. This approach is believed to be able to cover the shortcomings of text-based anti-corruption education in universities in Indonesia. These criticisms and arguments later became the main contribution of this study. However, it also needs to be recognized that this study has weaknesses because it does not elaborate further on how to apply the various approaches offered in anti-corruption education in Indonesia. Presumably, future weaknesses can be covered through follow-up studies by the author and other scholars.

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