

STRATEGIC MANAGEMENT APPROACHES IN DESIGNING ANTI-CORRUPTION CURRICULUM

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Submitted: 27/04/2025

Revised: 29/06/2025

Accepted: 12/09/2025

Published: 25/09/2025

Abstract

This study aims to critically examine how strategic management approaches can be operationally integrated into the design and implementation of anti-corruption curricula within Indonesia's education system. The research adopts a qualitative descriptive approach with a literature-based method. The data used are secondary sources, including peer-reviewed academic articles, government policy documents (Stranas PK, MoECRT regulations), curriculum frameworks (EPAs, Integrated Competency Framework), and institutional reports from the Corruption Eradication Commission (KPK) and Ministry of Education. Data collection was conducted through document analysis, focusing on texts that discuss the intersection of strategic management, curriculum development, and anti-corruption education. The data were analyzed using content analysis techniques to identify patterns, strategies, and conceptual models that link strategic planning to educational practices fostering integrity. The findings indicate that effective anti-corruption education requires the synergy of strategic institutional vision, value-oriented curriculum design, and participatory pedagogical methods. Strategic management tools such as the Balanced Scorecard can serve as guiding instruments in aligning educational outcomes with integrity-based governance. Furthermore, stakeholder collaboration—including government bodies, educators, civil society, and the private sector—is crucial in curriculum development and policy implementation. The study recommends policy reforms that prioritize the integration of anti-corruption values into national education strategies, institutional governance, and curriculum frameworks. In conclusion, this study affirms that strategic management plays a vital role in building sustainable and transformative anti-corruption education.

Keywords

Anti-Corruption Education, Educational Strategies, Curriculum Development, Integrity Values, Strategic Management.



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INTRODUCTION

Corruption remains a deeply embedded structural problem that impedes governance, development, and the integrity of public institutions across many countries, including Indonesia. Beyond its measurable economic cost, corruption erodes public trust, weakens institutional legitimacy, and disrupts the formation of ethical norms in society (Doig, A., & McIvor, 2003). In Indonesia, despite the existence of anti-corruption agencies and regulatory frameworks, corruption persists as a cultural and systemic issue, particularly due to weak enforcement, low public awareness, and limited civic engagement. Recognizing the limitations of punitive approaches, education has increasingly been positioned as a strategic avenue for cultivating an anti-corruption mindset. Yet, many anti-corruption educational efforts remain fragmented, symbolic, or ad hoc in nature (Duerrenberger, N., & Warning, 2018); (Yusof et al., 2025). Few institutions have succeeded in embedding anti-corruption values into their curriculum through a systematic and strategic institutional process (J. Cao, 2015); (G. Cao et al., 2022).

In this regard, strategic management emerges as a crucial framework for transforming anti-corruption education from a peripheral concern into a central institutional mission. Strategic management enables educational institutions to establish coherent visions, allocate resources effectively, and design long-term policies that integrate ethics and integrity into core curricular structures. Bryson, Edwards, and Van Slyke (2018) argue that successful public sector strategies require not only internal alignment and resource efficiency, but also responsiveness to dynamic societal needs and multi-stakeholder collaboration (Bryson, J. M. et al., 2018); (Buddika, S. I. et al., 2016). Applying this perspective to education, anti-corruption curricula must be developed through inclusive, participatory planning involving key actors—teachers, school leaders, parents, students, civil society, and policy-makers (Monteduro, F. et al., 2021). This collaborative design process enhances curriculum ownership and legitimacy, ensuring that ethical values are not merely taught but internalized. Additionally, competency-based curriculum frameworks are increasingly utilized to shift learning outcomes from abstract knowledge to real-world application. For instance, the Entrustable Professional Activities (EPAs) model designed by Monti et al. (2024) in Switzerland provides a methodological blueprint for developing integrity-based education units through multi-stakeholder consensus and structured evaluation processes (Monti, M. et al., 2024).

However, the integration of strategic management into curriculum design is not without its challenges. One of the major barriers is the misalignment between institutional policies and national educational standards, where anti-corruption education is often treated as supplementary or optional. In many cases, teaching integrity remains limited to civic education or occasional campaigns, lacking systemic reinforcement across disciplines. Moreover, the sociocultural context of Indonesian learners—shaped by hierarchical norms, bureaucratic tolerance of informal practices, and insufficient ethical discourse—complicates efforts to embed anti-corruption values meaningfully. Normative approaches that merely deliver legal content without engaging students' critical thinking capacities often fail to effect behavioral change. Therefore, innovative pedagogical models are needed. Tools such as the visual Rubik's Cube model introduced by Peng (2024) in engineering ethics education, and interdisciplinary frameworks proposed by Barraclough (2024) in healthcare education, demonstrate how integrity can be taught more effectively through participatory, context-sensitive learning (Harding et al., 2013) (Peng, 2024); (Barraclough, F., 2024). Camilleri (2021) further supports this by showing how strategic education management systems using the Balanced Scorecard can incorporate ethics and accountability as core performance indicators (Camilleri, 2021). Hence, the integration of anti-corruption values into curriculum design must be guided by a clear strategic vision and supported by governance mechanisms that emphasize impact-oriented, behaviorally transformative learning.

Despite various advancements, the strategic implementation of anti-corruption education continues to face systemic and institutional challenges. A study by Agwu et al. (2023) found that weak accountability systems and institutional tolerance of informal practices significantly limit the responsiveness of frontline actors to governance crises, as evidenced during the COVID-19 pandemic in Nigeria (Agwu et al., 2023). This research underscores the need for reforming organizational culture and strengthening institutional integrity frameworks—an issue that parallels the Indonesian education context, where integrity initiatives are often reactive rather than strategic. However, while Agwu et al. highlighted institutional inertia in the health sector, their study did not examine how strategic management can be used proactively to design preventive educational programs rooted in ethics and accountability. Similarly, Ade (2024) proposed a five-stage strategic management model—from goal setting to control—which emphasizes an iterative and structured approach to decision-making within family-owned enterprises (Ade, 2024). Although highly relevant for understanding planning cycles, Ade's work lacks application in the educational sector,

especially in aligning strategic vision with anti-corruption learning outcomes. The current study fills this gap by applying strategic management models directly to the process of designing anti-corruption curricula in educational institutions.

In another relevant study, (Camilleri, 2021) demonstrated the effectiveness of the Balanced Scorecard as a strategic performance tool in higher education, allowing institutions to align academic objectives with broader governance and accountability metrics. While Camilleri's work provided a strong foundation for integrating ethical dimensions into performance management, it focused primarily on institutional monitoring rather than pedagogical design. The present study extends this concept by examining how performance-based frameworks can also inform curriculum development, particularly in embedding anti-corruption values. Meanwhile, (Martin, D. A. et al., 2021); (Barraclough, F., 2024) developed an international competency framework for integrated care through a Delphi process involving global stakeholders. Their findings stress the importance of professional accountability and cross-sectoral collaboration in capacity-building efforts. However, their study is situated within the healthcare workforce and does not explore how such interdisciplinary approaches can be adapted to build integrity education at the school or university level. This research responds to that gap by demonstrating how multi-stakeholder and interdisciplinary collaboration can be operationalized in anti-corruption curriculum design.

The work of Anaya et al. (2025) in developing K–12 pathway programs within family medicine residency training highlights another critical aspect: the need for long-term, vertically integrated educational pathways that reinforce values across learning levels (Anaya, Y. B. et al., 2025). Their program design emphasizes continuity, mentorship, and reflective learning. However, the study's scope remains clinical, with little attention to anti-corruption education. The present study adapts these insights into the context of general education by proposing a strategic design for anti-corruption curricula that is longitudinal, reflective, and competence-driven. Taken together, these five studies show that while strategic management frameworks, performance measurement tools, and value-based learning models are being developed across various sectors, their integration into anti-corruption curriculum design in the Indonesian educational context remains limited. This article offers novelty by systematically analyzing how strategic management can serve not only as an administrative tool but as a pedagogical compass that shapes the curriculum, aligns institutional visions with ethical outcomes, and promotes behavioral transformation among learners. In doing so, it positions anti-corruption education not as an isolated module but as an embedded institutional

commitment driven by strategic foresight, cross-sector engagement, and culturally relevant pedagogies.

From a policy perspective, Indonesia has demonstrated a formal commitment to anti-corruption education through the issuance of Presidential Instruction No. 5 of 2004 on the acceleration of corruption eradication and the subsequent National Strategy for Corruption Prevention (Stranas-PK), which explicitly mandates the integration of anti-corruption education into formal curricula across all levels of education. This policy foundation is reinforced by the Indonesian Corruption Eradication Commission (KPK), which has developed an anti-corruption education framework aligned with the National Education Standards. However, the implementation of these frameworks often lacks coherence with institutional strategic planning and curriculum governance. Theoretically, this study draws on Mintzberg's Schools of Strategic Management—particularly the Design School, which emphasizes the fit between internal capabilities and external opportunities (Sinnaiah et al., 2023); (Manzoni & Volker, 2017). Applying this lens, anti-corruption curriculum development must align institutional values, stakeholder engagement, and educational resources with broader socio-political demands for integrity and reform. The integration of such policy mandates and theoretical approaches supports a more structured and context-sensitive implementation of anti-corruption education in Indonesia.

Accordingly, this study aims to analyze how strategic management approaches can be effectively integrated into the design of anti-corruption curricula within the Indonesian education system. It seeks to examine the ways in which institutional vision, stakeholder collaboration, curriculum planning, and ethical governance can be aligned to foster sustainable and impactful anti-corruption education. Theoretically, this study contributes to the development of a conceptual framework that links strategic management theory—particularly the Design and Learning Schools—with curriculum development and value-based education models. By applying these theories to the field of integrity education, the research bridges a gap in existing literature, which often treats management and pedagogy as separate domains. Pragmatically, the study offers actionable insights for educational policymakers, curriculum developers, and institutional leaders seeking to embed anti-corruption values into formal education through strategic and participatory processes. It also provides recommendations for integrating ethical performance indicators into institutional assessments, thereby strengthening the culture of integrity in schools and universities. Ultimately, this study positions anti-corruption education not as a supplemental topic, but as a core strategic

agenda necessary for building morally resilient and socially responsible future generations.

METHOD

This study employs a qualitative descriptive approach using a content analysis design to examine the integration between strategic management, anti-corruption education, and curriculum development within the context of higher education in Indonesia (Endah Marendah Ratnaningtyas et al., 2023). This approach is considered appropriate for exploring the meaning, structure, and conceptual relationships embedded in academic texts, theoretical discourses, and policy documents. As noted by Creswell and Poth, qualitative research enables in-depth exploration of social phenomena through contextual and narrative interpretation (Creswell Jhon W, 2010).

The data sources in this study include peer-reviewed scholarly articles published between 2020 and 2025, official education policy documents, strategic management frameworks, and curriculum design models such as the Entrustable Professional Activities (EPAs) and the Integrated Competency Framework. These sources were purposively selected based on their thematic relevance to the study's three analytical pillars: strategic management in education, anti-corruption values, and curriculum innovation.

The data collection technique applied in this study was document analysis, following the procedures outlined by (De Búrca et al., 2006). Documents were systematically retrieved from academic databases (Scopus, ScienceDirect, SpringerLink, and Google Scholar), educational institution websites, and government repositories. The criteria for selection included: (1) relevance to the research focus, (2) credibility of the source, and (3) publication recency (2019–2025). Each document was cataloged and coded for reference management and traceability.

The analysis was conducted using thematic content analysis as developed by Braun and Clarke (Putri & Kurniawan, 2024), comprising five stages: (1) data familiarization, (2) initial coding, (3) theme generation, (4) theme refinement, and (5) interpretation. Emergent themes included: strategic planning in curriculum development, value-based education models, stakeholder engagement, and pedagogical innovations in anti-corruption education.

To ensure research validity and trustworthiness, the study employed source triangulation across academic, policy, and institutional documents. Coding consistency was maintained through repeated validation, and a transparent audit trail was created to document every stage of the research process. This study does not aim for statistical generalization but offers conceptual depth

and a framework for future strategic educational policy development.

FINDINGS AND DISCUSSION

Findings

This study analyzed how strategic management approaches can be systematically applied to the design of anti-corruption curricula in Indonesia. Drawing from a content analysis of academic literature, educational policy documents, and curriculum frameworks, several key findings emerged. These findings demonstrate that educational institutions that adopt strategic management principles are more likely to design and implement anti-corruption curricula that are sustainable, contextually relevant, and behaviorally impactful. The findings are categorized into three interrelated units: strategic management practices, anti-corruption education models, and curriculum development strategies. The following table presents a summary of these findings.

Table 1. Strategic Management Approaches in Designing Anti-Corruption Curriculum in Indonesia

Strategic Management	Anti-Corruption Education	Curriculum Development
Institutional vision and long-term planning (Bryson, J. M. et al., 2018)	Integration of ethical governance and integrity values into learning goals (Monteduro et al., 2021)	Competency-based, contextually grounded curriculum (Barraclough, F., 2024)
Use of Balanced Scorecard for institutional performance (Camilleri, 2021)	Stakeholder participation in anti-corruption learning design (Monteduro et al., 2021)	Curriculum aligned with EPA and integrated competency frameworks (Monti, M. et al., 2024)
Participatory and collaborative policy formulation (Anaya, Y.B. et al., 2025)	Interdisciplinary and interprofessional learning to shape student attitudes (Han et al., 2025)	Process-based evaluation using Kirkpatrick & ADDIE models (Waithira, N., 2024)
Strategic agility and continuous institutional adaptation (Ade, 2024)	Value-based education that goes beyond doctrinal transmission (Peng, 2024)	Use of reflective, interactive, and visual pedagogies (e.g., Rubik's Cube-Inspired Tool)

1. Strategic Management

Strategic management in education serves as the foundation for institutional transformation, particularly in embedding anti-corruption values into formal systems. The study reveals that institutions applying long-term strategic planning—as outlined by Bryson, Edwards, and Van Slyke (2018)—are more capable of aligning their vision and mission with broader societal goals, including the cultivation of integrity. This alignment allows institutions to move beyond short-term

compliance or project-based interventions and instead embed ethical priorities into their organizational direction. Ade (2024) adds that strategic agility, as part of institutional adaptability, plays a critical role in allowing education systems to respond swiftly to challenges in governance and curriculum relevance. Institutions that lack this strategic agility often fail to institutionalize values-based education due to fragmented decision-making processes and reactive planning models.

Furthermore, performance measurement tools such as the Balanced Scorecard (Camilleri, 2021) enable institutions to go beyond conventional academic metrics and assess their effectiveness in upholding values such as accountability, ethics, and stakeholder trust. This broader scope of performance evaluation encourages education leaders to consider moral and institutional integrity as integral dimensions of success. Participatory policy formulation also emerges as a key finding, as shown in Anaya et al. (2025), whose research on education program design highlights the significance of co-constructing strategies through cross-sector collaboration. Policies and plans that are collaboratively developed with actors from government, civil society, and academic sectors tend to be more resilient, context-sensitive, and responsive to the local challenges of corruption. Thus, strategic management in anti-corruption curriculum development must involve both formal planning frameworks and flexible, inclusive implementation mechanisms.

2. Anti-Corruption Education

The study finds that anti-corruption education must go beyond normative and legalistic instruction to become transformative and participatory. Monteduro et al. (2021) emphasize that active stakeholder involvement is essential in developing education models that are not only accepted by learners but also internalized as personal values. When students, parents, teachers, community leaders, and policymakers collaborate in shaping anti-corruption content, the result is a more authentic and contextually grounded learning experience. Anti-corruption education must therefore be understood as a collective, social responsibility—not simply the domain of classroom instruction. This finding is supported by Han et al. (2025), who demonstrate that interprofessional learning—particularly through community-based training—fosters students' social consciousness and responsibility. Anti-corruption education benefits from this approach because it addresses corruption as a multidimensional problem that intersects law, culture, governance, and ethics.

Moreover, effective anti-corruption education incorporates real-world dilemmas and encourages reflective engagement. Peng's (2024) Rubik's Cube-Inspired Pedagogical Tool provides an innovative example of how complex ethical frameworks can be delivered through interactive, multidimensional visuals. This method helps students visualize the interplay between moral theories, institutional codes of ethics, stakeholder interests, and lifecycle implications of decisions. By simulating ethical dilemmas and encouraging students to reflect on values through role-play and structured decision-making, such models promote deeper ethical awareness. Importantly, anti-corruption education must be interdisciplinary in nature, integrating insights from civic education, philosophy, law, sociology, and public policy. Without this integration, there is a risk of reducing ethics education to a formalistic or symbolic exercise with limited transformative impact. Thus, anti-corruption education must be designed as a comprehensive and reflective learning process that shapes moral identity and civic responsibility.

3. Curriculum Development

The development of anti-corruption curricula should be strategically aligned with competency-based education models that prioritize both knowledge and character (Aji, 2025); (Mulyatiningsih, 2010). Barraclough et al. (2024) argue that integrated competency frameworks allow for the systematic inclusion of ethical, interpersonal, and professional capacities in formal education. In particular, their study on integrated care systems in health education demonstrates how curriculum design can incorporate values such as accountability, teamwork, and respect. These principles are equally applicable in general education, especially for instilling anti-corruption values in students. Monti et al. (2024), through their work on Entrustable Professional Activities (EPAs), show how ethical dimensions can be embedded in measurable, observable, and assessable learning units. These EPAs provide an operational framework that ensures students not only acquire theoretical knowledge but also demonstrate ethical decision-making in real-life situations.

In addition to structural alignment, curriculum development must involve dynamic and continuous evaluation. The use of evaluation models such as Kirkpatrick's Four-Level Model and the ADDIE instructional design framework, as presented in Waithira et al. (2024), offers a way to measure the effectiveness of anti-corruption curricula beyond traditional assessment. These models allow institutions to track student reactions, knowledge acquisition, behavioral changes, and broader institutional impact—thus providing actionable feedback for ongoing improvement. Moreover, the inclusion of formative assessment during the learning process, rather than solely at

the end, supports adaptive and learner-centered curriculum revisions. Innovative pedagogical strategies, such as visual-based learning, case studies, role-playing, and simulations, also contribute to the practical effectiveness of the curriculum. These approaches are particularly important in teaching integrity and ethical reasoning, which are not easily conveyed through lecture-based methods alone. As such, the curriculum becomes more than a document—it becomes a living strategy for shaping responsible citizens.

Discussion

This study discusses the integration of strategic management into anti-corruption curriculum development as a critical educational strategy in Indonesia. The findings indicate that the alignment between institutional planning, curriculum design, and ethical values plays a vital role in promoting sustainable educational transformation. Strategic management, when implemented effectively, allows educational institutions not only to manage resources and respond to policy frameworks but also to articulate long-term visions centered on integrity and social accountability. The discourse on strategic management in education draws primarily from Bryson, Edwards, and Van Slyke (2018), who argue that public sector institutions—including schools and universities—must adopt inclusive and adaptive planning mechanisms to respond to external complexity and internal challenges. These mechanisms are necessary to transform anti-corruption education from mere policy rhetoric into a functioning institutional framework supported by all stakeholders.

The relevance of this approach is reinforced by Camilleri (2021), who demonstrates that the Balanced Scorecard enables educational leaders to evaluate institutional performance from multidimensional perspectives—academic output, governance culture, stakeholder satisfaction, and ethical standards. In this context, curriculum development becomes an extension of institutional strategy rather than a standalone pedagogical concern. A related study by Buddika et al. (2016) confirms that integrating performance management systems into nonprofit educational institutions enhances their ability to adapt teaching strategies and curricula in response to real-world needs. This interconnection highlights the dual role of strategic management as both a guiding philosophy and a technical toolkit for advancing ethical education.

The discussion is further enriched by Barraclough et al. (2024), who propose an international competency framework for the integrated care workforce, emphasizing reflective, interdisciplinary, and value-based learning. This framework, though developed for the health sector, is transferable to anti-corruption education as it foregrounds ethics and stakeholder collaboration as central

learning objectives. Similarly, Monteduro et al. (2021) show that inclusive governance models improve the effectiveness of anti-corruption initiatives when developed through participatory processes involving teachers, learners, community leaders, and civil society. In the Indonesian context, where top-down reforms often fail to achieve local legitimacy, this bottom-up engagement becomes indispensable. The literature confirms that such engagement strengthens ownership of anti-corruption values and enhances their internalization through shared educational experiences.

From a theoretical standpoint, this study is situated within New Public Management (NPM) and Strategic Management Theory, both of which advocate for measurable, outcomes-based reforms that are guided by transparency, accountability, and stakeholder alignment. NPM, as a reformist paradigm, emphasizes efficiency and value creation in public institutions (Hood, 1991), while strategic management contributes to the translation of institutional missions into measurable outcomes (Bryson, J. M. et al., 2018). By integrating these theories, this study offers a conceptual bridge between administrative efficiency and ethical value formation. While both theories emphasize structure and performance, their combination within the domain of educational reform—particularly anti-corruption curriculum—provides a holistic approach that addresses both operational effectiveness and moral development.

Pedagogically, the integration of innovative, context-responsive tools is key to shaping anti-corruption mindsets. Peng's (2024) Rubik's Cube-Inspired Pedagogical Tool illustrates how multidimensional ethical problems can be represented and taught visually. This tool helps students grasp complex relationships between stakeholders, norms, and consequences, thus encouraging critical thinking. Similarly, (Waithira, N., 2024) demonstrate that instructional design models such as ADDIE and Kirkpatrick's Four-Level Evaluation help educators iteratively assess not only learning outcomes but also behavioral changes and social impact. This is critical because anti-corruption education is not only about transmitting legal knowledge but also about forming ethical awareness that endures in real-world settings.

In light of these findings, the research identifies several gaps in current practices. First, most anti-corruption education in Indonesia remains symbolic or narrowly legalistic, focusing on codes of conduct rather than ethical development. Second, existing curricula are rarely integrated with institutional management systems, making their implementation fragmented and unsustainable. Third, educator capacity is limited by the lack of training on ethical facilitation and strategic instructional design. These gaps highlight the urgency for strategic integration between

management, curriculum, and pedagogical innovation (Widarti et al., 2022); (Senadjki et al., 2021); (Bourdeau et al., 2021); (Martínez-Cerdá et al., 2020); (Kerimbayev et al., 2016).

Unlike previous studies that examine these elements in isolation, this study proposes an integrated model for aligning anti-corruption curriculum with strategic management frameworks. Its novelty lies in presenting anti-corruption education not merely as a content issue but as a systemic institutional strategy that requires managerial commitment, participatory governance, and cross-sectoral collaboration. It argues that without institutional coherence, ethical education will remain a peripheral program unable to generate lasting behavioral change (Helmi, 2016).

From a personal perspective, the study underscores the need for a paradigm shift in how integrity is positioned in educational systems. Rather than treating it as an auxiliary theme, anti-corruption education must become a central pillar of national curriculum policy—interwoven across disciplines and supported by measurable, reflective evaluation. One might even propose a “Strategic Ethics Unit” within each institution to oversee value integration across departments. Such a unit could bridge the divide between academic content, institutional policies, and community expectations (Demedts et al., 2022); (Mao et al., 2021); (Jamilah et al., 2023).

The implications of this study are twofold. Theoretically, it contributes to the discourse on strategic curriculum development by offering a multi-dimensional model for embedding ethics in institutional strategy. This addresses a gap in existing literature that often treats curriculum reform and management systems as separate domains. The study integrates perspectives from management, pedagogy, and ethics into a cohesive educational framework (Suyanta & M. Nur, 2016); (Sumadi, 2021); (Ahmad, 2014).

Practically, the study suggests that anti-corruption education can only be successful if supported by transparent, participatory, and adaptive strategic planning at the institutional level. Educational leaders must be trained not only in instructional content but also in strategic thinking and stakeholder engagement. At the policy level, ministries of education should embed anti-corruption values as core learning outcomes in curriculum standards and accreditation guidelines. Institutions must be encouraged to adopt performance evaluation models that include ethical indicators alongside academic metrics (Yakubenko et al., n.d.); (Anghelo Josué et al., 2023).

In conclusion, the development of anti-corruption curriculum through strategic management approaches is both a necessity and an opportunity. It is a necessity because systemic corruption cannot be addressed through disciplinary instruction alone; it is an opportunity because institutions

that integrate ethics into their strategic frameworks will be better positioned to cultivate graduates who are not only competent but also morally resilient. As the global education agenda increasingly prioritizes value-based learning, Indonesia must seize this momentum to institutionalize anti-corruption education as a strategic pillar of national development. The future of education, therefore, lies in bridging ethical ideals with managerial realities—where vision meets integrity, and policy meets practice.

CONCLUSION

This study concludes that the effectiveness of anti-corruption education in Indonesia depends on the integration of strategic management into curriculum design. Strategic management provides a structured framework that aligns educational planning with principles of good governance, ethical leadership, and long-term vision. By embedding these principles, curriculum development becomes more participatory, contextual, and transformative. The findings emphasize that anti-corruption education should move beyond content delivery to foster critical thinking, ethical reasoning, and value internalization among students. Models such as the Balanced Scorecard illustrate how academic, cultural, and ethical dimensions can be aligned within institutional performance. Furthermore, collaboration among stakeholders—government, educators, civil society, parents, and the private sector—is essential for building an ecosystem that sustains integrity-based education. In this way, anti-corruption education is not limited to a subject matter but becomes a strategic mission integrated into institutional policies. Ultimately, designing a well-managed, value-based curriculum is key to preparing future generations who uphold integrity, justice, and social responsibility.

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