

## UGL Students' Perception Of Citizenship And Anti-Corruption Education: Importance And Relevance

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### Article Info

#### Article history:

Received 20 July 2025

Revised 22 July 2025

Accepted 24 July 2025

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#### Keywords:

Anti-Corruption Education,  
Civic Education, Importance  
of Anti-Corruption

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### ABSTRACT

Corruption is an extraordinary crime that requires extra efforts to address. The Corruption Eradication Commission (KPK) is taking extra steps to address corrupt behavior by implementing preventive measures through educational institutions. In universities, the KPK collaborates with relevant stakeholders to implement anti-corruption education for students. This study explores students' initial perceptions of civics and anti-corruption education. A qualitative method using a case study approach was used for this research. The findings indicate that the majority of students view civics and anti-corruption education as crucial and relevant to the current state of the nation.

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## 1. Introduction

Corruption is an extraordinary crime because it robs people of their rights, especially in efforts to achieve public welfare. As clearly stated in Law of the Republic of Indonesia Number 31 of 1999 concerning the Eradication of Criminal Acts of Corruption (1999), corruption is a special crime that is very detrimental to the state's finances and economy, as well as hindering national development.

Corruption has a tremendous impact on a country. Corruption causes slow economic growth, undermines democracy, reduces investment, increases poverty, and can increase income inequality (Dridi, 2013; Glaeser & Saks, 2006; Kubbe & Engelbert, 2018; Maiyaki, 2010; Ugur & Dasgupta, 2011). Corruption can even reduce the level of happiness of a country's people (Q. Li & An, 2020). Furthermore, corruption also has an impact on reducing public trust in state and government officials (Rothstein, 2010; Rothstein & Eek,

2009; Tay et al., 2014). Corruption in Indonesia is classified as an extraordinary crime because it has not only damaged the country's finances and economic potential but has also destroyed the pillars of socio-cultural, moral, political, legal order, and national security (Isra et al., 2017).

In combating and addressing corruption, relying solely on the rule of law is not sufficient. The Corruption Eradication Commission (KPK), as an independent institution that handles corruption cases, takes preventive measures against corrupt behavior by incorporating or integrating anti-corruption education into the educational system, from elementary school to university level.

Preventive measures to address corrupt behavior in the education sector are supported by the government. This is clearly seen in several regulations, starting with Presidential Regulation of the Republic of Indonesia Number 55 of 2012 concerning the National Strategy for the Prevention and Eradication of Corruption for the Long Term 2012-2025 and the Medium Term 2012-2014 (2012), which is one of the action plans for the anti-corruption education and culture strategy, involving state and private universities in its implementation. Furthermore, in the latest regulation on the Corruption Eradication Commission (KPK), Law of the Republic of Indonesia Number 19 of 2019, there are preventive measures for the prevention of corrupt behavior through the implementation of Anti-Corruption Education (PAK).

Anti-corruption education is an effort to prevent corruption through an understanding of criminal acts of corruption and their impact on national life (Arif et al., 2019). The implementation of PAK aims to shape and prepare the nation's next generation to be free from corrupt behavior. This is because PAK is implemented from elementary school to higher education. In its enforcement, the implementation of anti-corruption education in higher education can be detailed in a single PAK course, inserted into certain courses through value studies, or from a related content perspective, for example, insertion through Pancasila (political philosophy) and Civic Education courses.

Civics, as a subject with the learning objective of developing students into good and intelligent citizens (Levinson, 2014) and creating a prosperous society (Jamieson, 2013), is considered appropriate for a course whose teaching material is integrated with anti-corruption education, as this course is a compulsory subject in all universities in Indonesia. Therefore, civics education is a strategic course in terms of fostering students to have anti-corruption values and behaviors. Civics education is a conscious effort by the government to instill a multidimensional concept of nationality related to the basic knowledge of instilling civic or national values (Cuga, 2018). With the civic and national values instilled through civics education, it is not surprising that this course is highly relevant and in line with the insertion of anti-corruption values. Furthermore, corruption is also a behavior that is contrary to the values contained in civics education.

In the curriculum applicable at the Islamic Institute (IAI) Nusantara Kotacane, the implementation of anti-corruption education is in the form of inserting PAK into the civics course, where there is one special course, namely civics and anti-corruption education.

Judging from the expected graduate competencies of civics and anti-corruption education, there are several expected competencies, consisting of three aspects: attitude, knowledge, and general and specific skills. The attitude and general skills aspects are based on the National Standards for Higher Education (Minister of Research, Technology, and Higher Education of the Republic of Indonesia, 2015). Meanwhile, the specific skills aspect is given authority to study programs within the university environment (Minister of Research, Technology, and Higher Education of the Republic of Indonesia, 2018). Furthermore, the insertion of anti-corruption education in civics education has three objectives: to explore the potential of students in anti-corruption education as part of realizing the formation of good citizens; to develop students' intellectual and social skills regarding anti-corruption education in the context of forming good citizens; and to shape student personality patterns that can instill anti-corruption values in higher education (Arif et al., 2019).

In terms of implementation, civics and anti-corruption education are new and mandatory courses. They are offered in the first semester, targeting freshmen who have recently graduated from high school. Furthermore, these courses are taught at the beginning of the semester to provide initial insight and instill anti-corruption attitudes in students from an early age.

The mindset and understanding of new students, especially those who have just graduated from high school, are certainly different from those of advanced students. These thoughts and understandings are shaped by the lifestyle and learning patterns these students have had from kindergarten through high school. This perspective is very interesting to study, as it represents students' initial thoughts on civics and anti-corruption education itself. Based on the explanations provided, this study focuses on exploring students' initial perceptions and mindsets regarding the application of anti-corruption values in civics education, limited to the importance and relevance of this course today.

## **2. Method**

This study focuses on examining students' initial perceptions of civics and anti-corruption education. Based on this, a qualitative method with a case study approach was used. Case studies are typically used by social science researchers (Thomas, 2011) and limit their studies to a specific area, allowing for a focused focus (Crowe et al., 2011). Furthermore, case studies can also be used to focus on events, activities, and programs within a specific group (Baskarada, 2014; Simons, 2009). In this case, this study is limited to examining first-year students' perceptions of a new course that incorporates anti-corruption values, namely civics and anti-corruption education.

## Participants

The sample selection in this study followed a purposive sampling technique, namely based on criteria provided by the researcher (Campbell et al., 2020; Etikan, 2017), such as (1) new students, who have just entered college or university, and (2) students who are currently taking courses in citizenship education and anti-corruption. Based on the given criteria, there were 23 first-semester students involved in this study. Table 1 shows the demographics of the participants.

Table 1. Demographics of the participants

Demographics	Frequency (%)
Gender	
Woman	23 (100%)
Man	0 (0%)
Type of high school graduate/equivalent	
Senior High School (SMA)	11 (47.83%)
Islamic Senior High School (MA)/Islamic Boarding School	7 (30.43%)
Vocational High School (SMK)	5 (21.74%)
Place of Origin	
Kotacane Regency	21
Outside Kotacane Regency	2

## Data Collection Procedure

The researcher used open-ended questions to collect research data. The questionnaire was administered to examine students' perceptions of civics and anti-corruption education, a technique used in qualitative research (McGuirk & O'Neill, 2016). These open-ended questions provided participants with the freedom to express their opinions and perceptions regarding the civics and anti-corruption education course. However, the researcher limited the questions. This limited scope focused on the importance and relevance of civics and anti-corruption education.

In distributing the questionnaire, the researcher used a Google Form, which asked about socio-demographics such as gender, high school background, and place of origin, as well as several open-ended questions related to civics and anti-corruption education that focused on the importance and relevance of the courses. All open-ended questions were conducted in Indonesian. The time required to answer all open-ended questions was approximately 60 minutes for each participant. A consent form was provided to protect the participants' rights. In the open-ended questions given, the researcher did not force participants to answer, but it was the participants' own right to provide an answer or not. After the data was collected, all participants agreed that all their statements could be reported as academic papers. The researcher and participants agreed not to reveal their real names, so the researcher used pseudonyms to protect each participant's identity. Therefore, the researcher used S1, S2, S3, and S23 as participant codes.

## **Data Analysis Tools**

In this study, researchers used open-ended questions as an instrument to obtain data. Many of the participants' answers contained unstructured text. Researchers used Microsoft Excel and Word to facilitate data coding (Amozurrutia & Servós, 2011; McAlister et al., 2017). Microsoft Word was used for coding, while Microsoft Excel was used to present the data in pie charts.

## **Theoretical Framework**

Corruption is an extraordinary crime with critical consequences for the nation. According to Transparency International (2021), Indonesia ranked 96th out of 180 countries in its Corruption Perception Index (CPI) in 2021, an improvement over the previous year. Despite Indonesia's improved ranking, its CPI score (38) remains below the overall global average (43). This means that efforts to address and prevent corruption in Indonesia still require significant improvement.

Various measures have been taken to prevent corruption. The most recent effort in the education sector is the collaboration between the Corruption Eradication Commission (KPK) and the Ministry of Education and Culture, which has included anti-corruption education in the Indonesian education curriculum (Law of the Republic of Indonesia Number 19 of 2019). Therefore, it is crucial to evaluate and reflect on the existence of this program.

Several previous studies have been conducted on anti-corruption education, such as an evaluation of anti-corruption education programs in learning through a formative evaluation approach in schools (Hambali, 2020); an evaluation of anti-corruption education in PPKn (Pancasila and Citizenship Education) through the value of honesty (Halimah et al., 2021); and a literature review related to anti-corruption education in the family, community, school, and national environments (Rinenggo et al., 2022). Furthermore, to the researcher's knowledge, no research has explicitly examined the inclusion of anti-corruption education in higher education, particularly regarding student perceptions. Based on this, we deem it necessary to conduct related research to directly examine student perceptions of the inclusion of anti-corruption education in civics courses.

Perception is a person's perspective or thoughts about other people, objects, or events. In examining students' perceptions of the inclusion of anti-corruption education programs, we used the framework of Robbins and Judge (2010). Their theory posits several factors influencing perception: the perceiver (the person who perceives), the target (the perceived), and the situation. First, the perceiver is a crucial factor in understanding perception. The perceiver factor is closely related to how a person interprets what they perceive, and this is influenced by individual characteristics such as attitudes, motives, interests, experiences, concerns, knowledge, and expectations. In this study, there were similarities in the characteristics of each student, namely their educational level (first-semester students), which can influence their thinking patterns. Second, the target of perception is considered

to influence a person's perception. The target of perception can be a person, an object, or an event. In this study, the target of perception was the anti-corruption education program attended by students at university through courses in civics and anti-corruption education. Third, regarding the situation, perception must be viewed contextually, meaning the situation in which the perception arises and occurs. Some examples of situations include time, work, and social settings. In this study, the situations focused on new college students and the implementation of an anti-corruption education program.

### 3. Results and Discussion

#### Results

Based on participant perceptions obtained through online open-ended questions, three main topics were reported in this study (Table 2). The first topic, related to the importance of civics and anti-corruption education, was divided into two parts based on participant statements: the importance of civics education and the importance of anti-corruption education. The importance of civics education consists of maintaining the integrity of the Unitary State of the Republic of Indonesia (NKRI), fostering character, educating the public to become good citizens, and providing a foundation of knowledge and commitment as agents of change. Meanwhile, the importance of anti-corruption education consists of developing anti-corruption characteristics, reducing corrupt behavior, building an anti-corruption knowledge base/culture, and rejecting corrupt behavior. The second topic, the relevance of civics and anti-corruption education, was also divided into two parts, including a mapping of positive and negative perceptions.

Table 2. Topic Branches and Perceptions

Topic	Perceptual mapping (f)	Code samaran
1. The importance of civic education and anti-corruption		
a) Citizenship education	<ul style="list-style-type: none"> <li>• Can maintain the integrity of the Unitary State of the Republic of Indonesia (NKRI) (1)</li> <li>• Can grow character (2)</li> <li>• Educating to be a good citizen (1)</li> <li>• Knowledge base (6)</li> <li>• Commitment as an agent of change (1)</li> </ul>	<p>S2</p> <p>S3; S12</p> <p>S5</p> <p>S9; S13; S21; S23; S22; S11</p> <p>S17</p>
b) Anti-corruption education	<ul style="list-style-type: none"> <li>• Visa kristen karakter antikurupsi (2)</li> <li>• Reduce corrupt behavior (4)</li> <li>• Building an anti-corruption culture (1)</li> <li>• Knowledge base (5)</li> </ul>	<p>S4; S17</p> <p>S2; S5; S15; S20</p> <p>S6</p> <p>S9; S10; S13; S19; S23</p>

	<ul style="list-style-type: none"> <li>Reject corrupt behavior (3)</li> </ul>	S18; S22; S11
2. The relevance of citizenship education and anti-corruption		
a) Positive relevance	<ul style="list-style-type: none"> <li>Can improve morale and character (1)</li> </ul>	S1
	<ul style="list-style-type: none"> <li>Can be a guide for the state and nation (8)</li> </ul>	S2; S4; S5; S6; S8; S12; S17; S27
	<ul style="list-style-type: none"> <li>Can develop character (2)</li> </ul>	S3; S10
	<ul style="list-style-type: none"> <li>Growing awareness of nation and state (4)</li> </ul>	S14; S15; S16; S21
	<ul style="list-style-type: none"> <li>Support anti-corruption behavior (1)</li> </ul>	S18
	<ul style="list-style-type: none"> <li>Anticipating a decrease in national and state awareness (2)</li> </ul>	S9; S22
b) Relevance negative	<ul style="list-style-type: none"> <li>There are still many corrupt practices (2)</li> </ul>	S13; S23

### The Importance of Civic Education and Anti-Corruption

Based on the findings, all participants explained that civics and anti-corruption education are very important to study. The importance of these subjects can be categorized into two parts, based on each participant's explanation. These explanations are categorized into two categories: the importance of civics and anti-corruption education.

#### Civic education

The importance of civic education was assumed to be very important for each participant to learn and live it. There were several main categories of perceptions obtained based on participant statements (Table 2). If mapped and presented, the diagram obtained from participants' perceptions of the importance of civic education can be shown as in Figure 1.

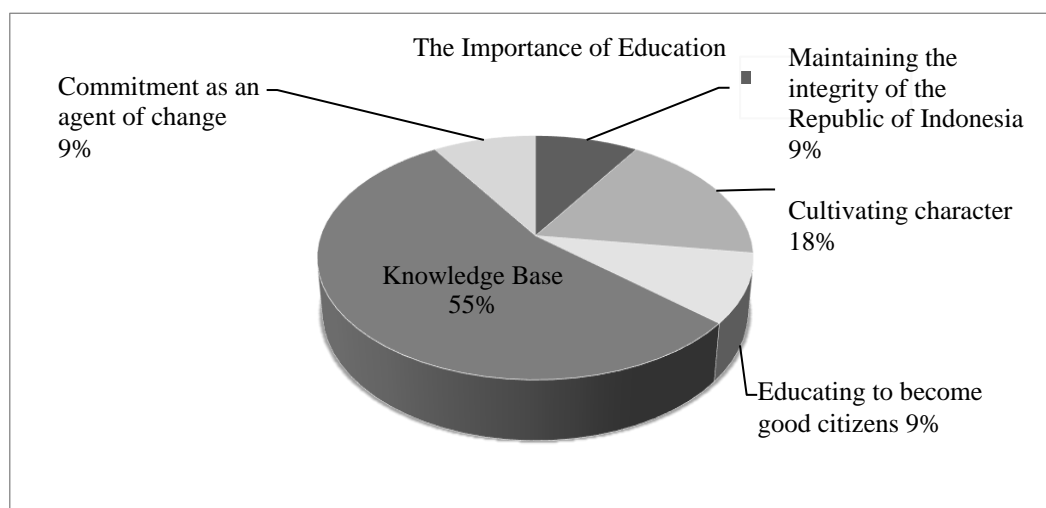


Figure 1. Participant Perceptions of the Importance of Citizenship Education

The importance of civics education was considered by most participants to be crucial. One participant stated that by studying civics, we as Indonesian citizens can safeguard the integrity of the Unitary State of the Republic of Indonesia.

*"In my opinion, civics and anti-corruption education are very important to study because they have many benefits, such as maintaining the integrity of the Republic of Indonesia" (S2).*

Furthermore, two participants (S3, S12) argued that civics education can shape the character of citizens. This character can be shaped by respecting the rights of others and refraining from committing violations.

*"It is very important because it can develop character so that we can respect the rights of others and also be able to refrain from any actions that are considered to violate the rules" (S12).*

Citizenship education is also considered important because it can educate participants to be good citizens. Becoming a good citizen is known to be the main purpose of holding citizenship education.

*"Yes, it is very important, because civic education is the foundation for educating someone to become a good citizen as our country desires" (S5).*

Following this, most participants emphasized the importance of civics education, particularly as a foundation of knowledge. This foundation of knowledge refers to how to be a good Indonesian citizen. Some examples of the knowledge gained from civics education include understanding the rights and obligations of citizens, understanding ethics, and recognizing right and wrong.

*"Because we have to know what is right and what is wrong, understand ethics, and study it so that we know what other people's rights are and what our rights are ..." (S21).*

Another reason why civics education is considered important is its commitment to being agents of change. As learners, students certainly have the power to contribute to civilization, and this can be achieved through their role as agents of change.

*"It is very important, because it can build competence and commitment as an agent of change in social, national, and state life..." (S17).*

### **Anti-corruption Education**

Anti-corruption education was considered very important by every participant, and several categories were identified as key perception groups, such as developing an anti-corruption character, reducing corrupt behavior, building an anti-corruption culture, creating a knowledge base, and rejecting corrupt behavior (Table 2). Figure 2 shows the mapping results and percentages for each key perception group regarding the importance of anti-corruption education.



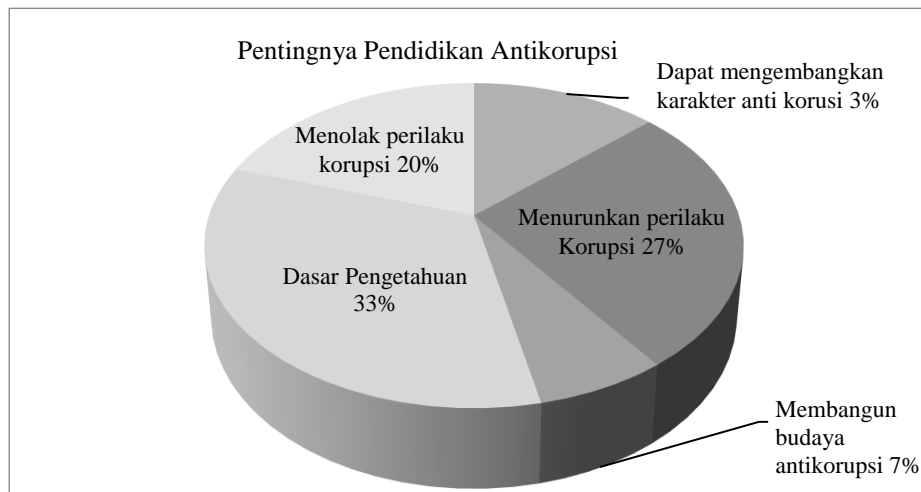


Figure 2. Participant Perceptions Of The Importance Of Anti-Corruption Education

Based on the open-ended questions, the majority of participants believed that anti-corruption education was very important. The researchers categorized the various reasons for the importance of anti-corruption education into several sub-perceptions. First, four participants believed that studying anti-corruption could reduce corrupt behavior. Reducing corrupt behavior is crucial for future generations, as anti-corruption education can be a valuable asset for them in rejecting corrupt behavior.

*"... Anti-corruption education is also an action to control and reduce corruption in the form of a comprehensive effort to encourage the next generation to develop a firm attitude of rejection against all forms of corruption" (S2).*

Furthermore, two participants stated that anti-corruption education can help develop an anti-corruption character.

*"It is important because it can build an anti-corruption character in oneself or in the new generation" (S4).*

*"It is very important to build an anti-corruption personality in each individual student." (S17).*

Afterward, a student stated that anti-corruption education can foster an anti-corruption culture. It is hoped that this culture will develop within the student community, as students are the next generation of the Indonesian nation.

*"It is very important because we as the nation's successors build an anti-corruption culture among students and the nation's successors." (S6).*

Establishing a knowledge base is categorized as the most frequently cited sub-perception of the importance of anti-corruption education. With this knowledge base, we can understand what actions can be taken to eradicate corrupt behavior, both preventively and

repressively. Furthermore, with anti-corruption education, we can understand the consequences of committing criminal acts of corruption.

*"Yes, it is very important because we can find out what actions can be taken to eradicate corruption" (S19).*

*"Yes, it is very important to study because we can find out what the consequences of corruption are because corruption can harm ourselves and others" (S10).*

And the final sub-perception is that the relevance of anti-corruption education lies in rejecting anti-corruption behavior. Rejection of corrupt behavior is expected to become a characteristic of the nation's next generation.

*"This anti-corruption education is our attitude and behavior so that we support not committing acts of corruption" (S18).*

*"...and anti-corruption education is also important so that future generations can firmly reject it. acts of corruption for the well-being of society and developing the country" (S22).*

### **The relevance of citizenship education and anti-corruption**

The relevance in question refers to the relationship between the content of civics and anti-corruption education and the participants' current lives. The open-ended questions presented to participants revealed two main sub-relevances, categorized as positive and negative.

Positive relevance is based on participants' positive perceptions of civics and anti-corruption education. Positive relevance also means that participants believe civics and anti-corruption education are highly relevant. Most participants believe that civics and anti-corruption education have positive relevance to the current situation in Indonesia. The perceptions obtained are categorized into several main perceptions (Table 2). Figure 3 shows the mapping results and percentages of each main perception regarding the relevance of civics and anti-corruption education.

Based on Figure 3, most participants believe that civics and anti-corruption education are highly relevant today because they are considered guidelines for national and state life. With civics and anti-corruption education as guidelines for becoming good citizens, it is hoped that Indonesian citizens will not be influenced by the negative impacts of other cultures and will be able to maintain their national identity.

*"The relevance of civics and anti-corruption education in today's era is crucial. Because national life today requires clear guidelines for our national identity, and this is reflected in Pancasila. This is useful to prevent us from being swept away by the influx of foreign influences into this country" (S2).*

*"Very relevant, because currently national life requires clear guidelines for our identity as a nation" (S8).*

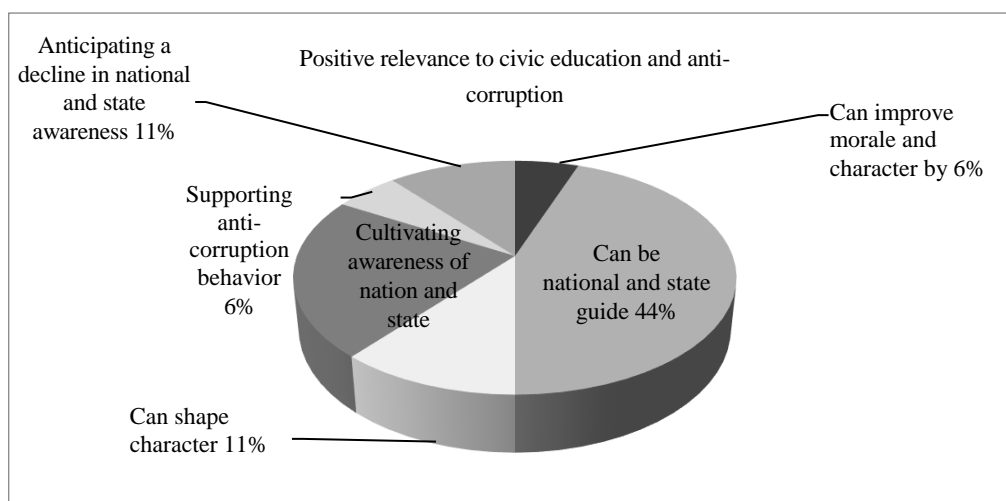


Figure 3. Participants' Perceptions of the Relevance of Citizenship and Anti-corruption Education

After that, awareness of nation and state was categorized as the second highest participant perception of the relevance of civic education and anti-corruption.

*"Through civic education, we foster a sense of belonging to the nation and state, love for the homeland, and become active citizens in building the nation based on Pancasila" (S16).*

The third highest perceptions of participants were found in two categories: building character and anticipating a decline in national and state awareness.

*"In today's era of globalization, civic education is very important to shape the younger generation, to have good social character, and to never think about committing corruption" (S3).*

*"Civic education and anti-corruption are very important because nowadays society We are still not aware of the values of Pancasila" (S22).*

Therefore, support for anti-corruption behavior and the assumption that it will improve morals and character are two other perceptions of why citizenship and anti-corruption education are very relevant to study.

*"I think civics and anti-corruption education are very important to study today, because the morals and character of society, especially among young people, are starting to decline. It is hoped that civics and anti-corruption education will improve the morals and character of the younger generation." (S1)*

*"In my opinion, the current relationship between civic education and anti-corruption is very supportive in anti-corruption efforts" (S8).*

Furthermore, two participants stated that civics and anti-corruption education were irrelevant to the current state of the Indonesian nation, which they categorized as negative

relevance (Table 2). The negative relevance referred to was not the irrelevance of the civics and anti-corruption courses themselves, but rather a further reason given by the participants, namely the continued prevalence of corruption in Indonesia recently.

*"I think it is irrelevant because there are still many officials who do not know what their obligations are as citizens, and this results in many of our officials being involved in corruption cases" (S13).*

It can be noted that the explanation of S13 illustrates that the relevance in question is because there is still a lot of corrupt behavior being found being carried out by high-ranking officials or state officials.

## **Discussion**

Civic education in Indonesia holistically aims to instill in every citizen, especially young citizens, a sense of nationalism and love for their homeland within the context of the values and morals of Pancasila, the values and norms of the 1945 Constitution of the Republic of Indonesia (known as the 1945 Constitution), the values and commitments of Bhinneka Tunggal Ika (Unity in Diversity), and a commitment to the unitary state of the Republic of Indonesia. The values contained in civics learning are highly suitable for inclusion in anti-corruption learning. Based on the findings obtained, students who have participated in this study generally stated that civic education and anti-corruption are very important to study and have good relevance to the current condition of the Indonesian nation.

The importance of civics education is closely related to the hopes and goals of civics education itself. The creation of a knowledge base is the highest perception of the students involved. After that, another reason is to educate the younger generation to become good citizens, which by definition is not much different from the previous reason. The knowledge in question is how civics education itself plays a role in supporting the formation of an intelligent society and understanding how to be a good citizen (H. Li et al., 2020). In the Indonesian context, intelligent and good citizens are those who obey the laws in force in Indonesia and apply the values of Pancasila in their lives, known as a Pancasilaist society (Komara, 2017; Nurdin, 2015). Over time, civics education in the modern context aims to become a broader knowledge base, such as political knowledge, so that every citizen, especially young citizens, can intelligently and consciously participate in democracy (Yoldas, 2015).

Civics education can be used as a means to foster character in students, and this is the reason why civics education is so important. Civics education is considered to play a crucial role in developing good character in citizens, especially young citizens. Furthermore, another reason related to the formation of good character is to build the commitment of young citizens as agents of change. Young citizens, especially students, are drivers of change for the better; through the knowledge, ideas, and skills they possess, students can become the locomotive of progress. If students, as young citizens, develop good character and understand their role as agents of change, then these citizens will play

an active role in maintaining the integrity of the Unitary State of the Republic of Indonesia (NKRI). In fact, if we look further, the National Police (Polri) and the Indonesian National Armed Forces (TNI) have a special duty to maintain the integrity of the Indonesian state, especially in terms of security and maintaining sovereignty. However, in practice, every Indonesian citizen has the right and obligation to participate in national defense efforts (Constitution of Indonesia, 1945; Law of the Republic of Indonesia No. 3 of 2002). With existing national defense efforts, civics education can have an impact on maintaining the integrity of the NKRI.

The importance of anti-corruption education is not much different from the importance of civics education, as the two are interrelated. As a foundation of knowledge, it remains the most important aspect of anti-corruption education in students' perceptions. Creating a foundation of knowledge also means that by incorporating anti-corruption values into civics education, students, as young citizens, can understand anti-corruption values. Beyond simply understanding anti-corruption values, students believe that incorporating anti-corruption values will lead to the implementation of anti-corruption values and the development of an anti-corruption character. Once an anti-corruption character is formed in students, corrupt behavior in Indonesia will automatically decrease, and students will have the courage to reject various corrupt practices. With this knowledge and the application of existing anti-corruption values, an anti-corruption culture will automatically develop. Furthermore, the reasons why anti-corruption education is important to study are interrelated in the effort to combat corruption in Indonesia.

Civics and anti-corruption education are highly relevant to the current political and cultural conditions of the Indonesian nation. This is due to the persistence of corrupt behavior by government officials and the private sector in Indonesia (Mietzner, 2015; Prabowo, 2014). Given the various corrupt behaviors that exist, civics and anti-corruption education must serve as a guide for students as young citizens in their national and state life. Beyond just a guideline, civics and anti-corruption education is relevant in building national and state awareness and can counteract the decline in such awareness. Furthermore, equipped with knowledge and awareness of the nation and state, students can cultivate and enhance anti-corruption character and support anti-corruption behavior.

#### **4. Conclusion**

The inclusion of anti-corruption values in civics education is necessary and a good step in preventing corrupt behavior, particularly through educational institutions. Findings indicate that most students view civics and anti-corruption education as crucial and relevant to current conditions in Indonesia. Students provided various reasons, including that civics and anti-corruption education, especially as young citizens, can build character, maintain Indonesia's integrity, create a knowledge base for good citizenship, reduce and even reject corrupt behavior, foster an anti-corruption culture, and serve as a guiding principle for the nation and state. Furthermore, this study was limited to the initial perceptions of first-year

students regarding the implementation of civics and anti-corruption education. Future research could focus more on older students or upper-year students who are more accustomed to university academic settings. Furthermore, this study also focused on student perceptions, limited only to the importance and relevance of civics and anti-corruption courses. Further research could include more perceptual aspects.

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