

The Function of Education in Cultivating an Anti-Corruption Mindset Among Youth at SMA APIPSU Medan

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Abstract

Education is instrumental in the development of an anti-corruption mindset among the younger generation, which serves as the groundwork for the eradication of corruption in Indonesia. This movement is a reflection of the government's political will and is bolstered by the thorough preparation and readiness of legal instruments. This legal counseling activity is designed to foster a profound comprehension of the perils of corruption, to foster a sense of collective awareness, and to inculcate the importance of integrity in the minds of high school students and the general public. The Community Based Research (CBR) method was implemented through a series of stages, including joint planning (identification of school needs and material preparation), participatory implementation (outreach, legal quizzes, Q&A, small group discussions), and reflective evaluation (pre-post understanding survey). This process involved active collaboration between the service team, teachers, and students. With the participation of 30 eleventh-grade students, accompanying teachers, and facilitators from various lecturers and students in the study programs at Universitas Tjut Nyak Dhien Medan, this activity was conducted on May 9, 2026, at SMA APIPSU Medan. The outcome was a substantial improvement in the participants' comprehension of the detrimental effects of socio-economic corruption, as well as a dedication to honesty, transparency, care, and independence. The interactive dynamics enabled participants to compare societal corruption (cheating, extortion) with school corruption cases (cheating, extortion) and develop practical prevention strategies. In summary, this participatory CBR approach has demonstrated its efficacy in the development of a generation of youth who are highly integrity-driven. This is achieved through collaborative anti-corruption education in school environments, which not only strengthens the understanding and commitment of participants to the principles of honesty and transparency, but also validates the importance of the education-based anti-corruption movement in the establishment of a sustainable anti-corruption ecosystem in Indonesia.

Keywords: Corruption, Students, Honesty, Integrity, Young Generation

1. INTRODUCTION

Corruption is a persistent issue that affects not only the economic and governance aspects of the nation, but also the social and moral spheres of its children. In Indonesia, Law Number 20 of 2001 concerning Amendments to Law Number 31 of 1999 concerning the Eradication of Corruption Crimes has been implemented to facilitate law enforcement and eradication efforts. However, the most significant obstacle is the establishment of a robust anti-

corruption culture, particularly among the younger generation (Nugraha, 2026). It was discovered in a study that the younger generation possesses a sufficient understanding of corruption and its various manifestations; however, their willingness to act in an anti-corruption manner remains feeble. In the context of integrity, this phenomenon suggests a discrepancy between moral knowledge and actual actions (Dini, Marta, & Sanjaya, 2026). In addition, the ethics and academic integrity of students are essential for the development of societal resilience against corruption (Anjelo et al., 2026).

As stipulated in Article 3 of Law Number 20 of 2003 on the National Education System, education is a critical component of character development, in that it significantly influences the development of values such as integrity, honesty, responsibility, and decent citizenship (Ahmad Fauzi & Hendri Irawan, 2025). Character education that is effective not only imparts knowledge but also cultivates moral intelligence, which enables individuals to sustain the values they hold dear (Permana, Rahman, Wildan, Harsing, & Hasanah, 2025). The effective internalization of anti-corruption values will be facilitated by a systematic and sustainable approach that commences in elementary school, as underscored by the significance of character education. For this reason, the integration of anti-corruption education into both formal and non-formal education systems is considered a critical preventive strategy (Indrawan & Pranata, 2026). In accordance with this, the prevention of corruption crimes can be encouraged through anti-corruption education activities in schools. It has been demonstrated that the incorporation of anti-corruption values into the curriculum has a substantial impact on the awareness and intention of students to reject corrupt behavior.

In spite of possessing fundamental knowledge regarding corruption, the primary concern is the inadequate internalization of anti-corruption attitudes among the newer generation. The younger generation possesses an adequate level of knowledge, but it has not yet demonstrated a commitment to anti-corruption behavior or implemented it. This is supported by literature reviews (Avensyah, Putri, & Taufiqurrahman, 2026). Studies show that younger people know about different types of corruption, like bribery and collusion, but they don't know much about how to build a strong anti-corruption society because they aren't taught these things from a young age. Moreover, a survey conducted by Transparency International Indonesia demonstrated that 40% of young individuals aged 15-24, including high school students, are tolerant of minor corruption, including bribery or cheating, despite their awareness of basic integrity (Annisa ul Khaira, Devi Cynthia, & Cut Kumala Sari, 2025). Despite the fact that high school students have minimal educational experience, their awareness rate remains extremely low. However, it has been significantly elevated through the use of game-based simulations and pre-post surveys.

These conclusions are corroborated by Kohlberg's research, which posits that moral comprehension evolves through stages. Educational interventions should be designed to facilitate the progression to more advanced stages of comprehension, where ethical actions are justified by universal principles rather than fear of punishment. Consequently, a participatory approach that directly engages the community, such as Community Based Research (CBR), is deemed more effective in the conversion of knowledge into sustainable attitudes and commitments.

2. RESEARCH METHODOLOGY

Community-Based Research (CBR) is the methodology employed in this outreach initiative. CBR is a service method that prioritizes the active participation of the community as partners in the entire activity process. This method ensures that all students are directly engaged in the identification of problems, the planning of activities, and the evaluation of the results, thereby enhancing the sustainability and targeting of the outreach. Collaboration, collaborative learning, and empowerment are the primary principles of CBR, which are designed to generate positive social change (Sakinah et al., 2025). Observation, direct experience, and social interaction within the community are the primary methods by which individuals acquire and adopt new values. This active involvement is consistent with social learning theory.

CBR is implemented in the context of anti-corruption outreach through a series of interactive workshops, focus group discussions (FGD), and case study simulations that are customized to address corruption issues that the participants have identified. Participatory methods such as this are consistent with research findings that indicate that anti-corruption education will be more effective when contextual and experiential learning approaches are employed, in which participants are not only objects of learning but also subjects of such learning. This is corroborated by a study

conducted by Weissberg on social and emotional learning (SEL), which demonstrates that the direct acquisition of social skills and emotional aspects can improve an individual's ability to make ethical and responsible decisions (Muzaki, Rohmah, & Ngaini, 2025). It is anticipated that the active engagement of participants will result in a more profound process of value internalization and the formation of anti-corruption change agents within their own environment.

This method ensures that all students are directly engaged in the identification of problems, the planning of activities, and the evaluation of the results, thereby enhancing the sustainability and targeting of the outreach. Three stages comprise the strategy employed to execute this activity:

1. Planning phase in collaboration

This is the phase in which the researchers and the school work together to comprehend the issues and develop the outreach program. By identifying the school's requirements for student comprehension of anti-corruption issues, engaging in preliminary discussions with the school regarding the materials to be introduced, and formulating the outreach objectives, materials, media, and methods to be employed, as well as establishing the time, location, and target audience..

2. The phase of implementation

The fundamental phase of counseling, during which students are actively engaged in the process. The provision of anti-corruption materials and the facilitation of small-group discussions to examine examples of corruption cases in the community and school environment. On May 9, 2026, at SMA APIPSU Medan, this initiative was conducted with the participation of thirty eleventh-grade students.

3. Transition to Joint Reflection and Evaluation

During the evaluation phase, the service team and the school collaborated to assess students' comprehension by administering the interactive pre-survey method at the commencement of the counseling session and the interactive post-survey method at the conclusion of the session, following the completion of the counseling. The pre-survey was conducted with the facilitator asking five direct questions about examples of corruption in schools (cheating, illegal fees, nepotism). Students were asked to raise their hands if they had ever heard of or knew the answer. Only 45% of students consistently lifted their hands at the end of the survey. Students were requested to raise their hands again if they had gained a deeper understanding of corruption and anti-corruption in the post-survey, which was conducted 45 minutes later. Subsequently, they were also asked to summarize the presentation's conclusions. The outcomes were substantially improved, with 75% of students raising their hands and being able to provide a precise summary of the impact of corruption and prevention strategies (a 65% increase). Furthermore, a 20-minute Focus Group Discussion (FGD) was conducted to assess the program's strengths (effective case simulations and participatory interactions) and to solicit additional recommendations, including the establishment of an anti-corruption school club and periodic training, in the presence of only representative students (teachers monitor the activity). The results of the evaluations guarantee the practicality of anti-corruption attitudes in the daily lives of students by assessing their comprehension of the principles of transparency and honesty before and after the counseling.

4. RESULTS AND DISCUSSION

At SMA APIPSU Medan, this legal counseling activity was conducted on Saturday, May 9, 2026. Supervising instructors and students from various study programs at Tjut Nyak Dhien University Medan were the primary facilitators of this legal counseling activity, which involved 30 11th-grade students.

The MC opened the counseling session, and the principal delivered a speech that paralleled the counseling's theme. Then, the presentation continued with the discussion of the definition of corruption, anti-corruption traits, forms of corruption, and the role of education in the development of an anti-corruption attitude. The goal is to enhance students' sensitivity and comprehension of the dangers of corruption, enabling them to apply or implement an anti-corruption attitude within the school environment, the community, and themselves. The following step was to conduct a discussion and question-and-answer session to assess the students' comprehension of the implementation of anti-corruption attitudes in the educational setting. The activity was conducted in an interactive manner, during which

students demonstrated enthusiasm for both asking and answering questions, as well as drawing conclusions regarding the subjects that had been discussed.

The main anti-corruption material delivery session is illustrated in Figure 1, which shows the speaker from the Law Study Program at Tjut Nyak Dhien University Medan presenting the material to the participants using visual presentations. The speaker also explains the definition, forms, and impacts of corruption. Approximately 30 eleventh-grade students sat in a neat row, facing the facilitator, with focused expressions and taking notes. Five teachers sat in the back row, reflecting the dynamics of a participatory technical briefing to enhance the basic understanding of anti-corruption among the students and teachers present at the briefing.



Figure 1. The speaker presents the activity material

The facilitator responded enthusiastically, and other students nodded in agreement, as an eleventh-grade student raised their hand to ask a question while holding the microphone during the interactive Q&A session that the speaker conducted following the presentation. Examples of student inquiries concerned methods for preventing corruption in educational institutions, including the prevention of cheating during examinations, the prevention of unlawful fees during re-registration, and the prevention of grade trading in class. These inquiries demonstrated a direct correlation with common school issues. The participants' active gestures, which depict the technical program's action in the form of dialog to measure and strengthen the understanding of anti-corruption implementation in the school environment, are indicative of the lively atmosphere.



Figure 2. The speaker expresses gratitude to the activity facilitator.

Afterward, Figure 2 illustrates the concluding scene, in which the principal is presented with a souvenir by the chief of the service team as a gesture of gratitude. The event is observed by teachers and students who are applauding. The hall's background, which is characterized by activities, underscores the importance of community collaboration as a technical measure to conclude the program and cement the school's ongoing anti-corruption commitment.

Structured participation data will be presented for an 11th-grade class that consisted of two participants who were engaged and forthright in their expressions of opinion during our law quiz. Afterward, the Q&A and interactive lecture were attended by four participants who were courageous enough to pose questions, and a total of 30 11th-grade participants who were enthusiastic and critical during the discussion and material reflection. This data demonstrates a diverse array of technical activities that are specially designed for each class in order to address the issue of low anti-corruption awareness through a progressive mechanism.

The service results demonstrate the dynamics of the mentoring process, which encompasses a variety of activities, including the delivery of materials, discussion in small groups, simulations of school-community corruption cases, and interactive Q&A sessions. Real case analysis is one of the technical actions that address the issue of student permissiveness toward trivial corruption. Thirty students participated in the study, and they were able to differentiate between forms of school and political corruption and suggest effective prevention measures. In addition to acquiring theoretical knowledge, students also come to the realization that adhering to school regulations is a tangible example of anti-corruption awareness. This realization is facilitated by group discussions that encourage critical thinking and honesty.

It is evident from theoretical discussions pertinent to this discovery that the younger generation is cognizant of corruption's various manifestations, but their cognizance is inadequate. The effectiveness of a participatory approach for high school students in shaping an anti-corruption character is confirmed by Transparency International Indonesia's findings on the permissiveness of 40% toward minor corruption, such as cheating, which reveal an increase through simulations. Consequently, this activity effectively increased students' awareness of the positive influence of schools, instructors, and education on the development of their character, as well as encouraged them to adopt a more honest and equitable stance regarding corruption.

5. CONCLUSION

The legal outreach activity against corruption was fruitful, as it resulted in a substantial improvement in the comprehension of the participants. Participants demonstrated a substantial improvement in their comprehension of the hazards of corruption, its manifestations in the educational environment, and practical prevention strategies through a variety of participatory methods, including legal quizzes, Q&A sessions, interactive lectures, small group discussions, and school corruption case simulations. Three interrelated primary accomplishments are demonstrated in activity reflections. Initially, students' active engagement in the examination of real-world cases, such as extortion and cheating, establishes a tangible anti-corruption awareness. This awareness not only enables them to recognize instances of micro-corruption in schools, but also enables them to comprehend the sequence of its effects on collective welfare and social justice. Secondly, the internalization of the values of independence, care, and honesty is achieved through the verbal and written commitments of students to apply these attitudes in their daily adherence to school regulations, such as reporting unofficial levies and avoiding cheating in exams. This transformation of theoretical understanding into sustainable behavior is achieved. Third, this participatory educational approach has demonstrated its efficacy in connecting anti-corruption legal theory with real-world practices in high school environments. The interactive dynamics of the approach encourage students to think critically, collaborate, and take responsibility, thereby strengthening the foundation of the younger generation as agents of change in the eradication of structural corruption in society. It is advised to conduct ongoing legal outreach with themes such as the establishment of school anti-corruption organizations, the reinforcement of fairness and honesty in society, and the responsible use of social media as a follow-up. The sustainable anti-corruption education ecosystem in the city of Medan, including SMA APIPSU Medan, will be fortified through additional collaboration with schools and communities.

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