

# Anti-corruption education in Indonesian secondary schools: a systematic literature review of civic education learning strategies

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**Abstract:** This systematic review aims to identify and classify Civic Education learning strategies in instilling anti-corruption values in Indonesian secondary schools, as well as assess their contribution to improving students' knowledge, attitudes, and behavior. This study uses the Systematic Literature Review method based on the PRISMA guide. Literature searches were conducted in the Scopus, ERIC, Scilit, Google Scholar, and GARUDA databases with related keywords. Of the 103 initial articles, 9 articles that met the inclusion criteria were analyzed thematically. Four main effective learning strategy approaches were found: (1) Participatory and Democratic Approaches (such as Problem-Based Learning and democratic methods); (2) Integration of Values in the Civic Education Curriculum; (3) Development of R&D-Based Learning Models; and (4) Creation of a Positive Learning Environment with teacher role models. These strategies contributed significantly to improving three learning domains: (a) students' understanding of anti-corruption cases and legal instruments increased, with one of them achieving a score of 85%; (b) the development of self-confidence, honesty, responsibility, integrity, and anti-corruption attitudes; (c) increased collaboration skills, problem-solving skills, and most importantly, the intention to report corruption. These findings strengthen the empirical basis that anti-corruption education requires an interactive, contextual, and integrated approach, going beyond mere conceptual teaching. The role of teachers as role models and the creation of a positive learning environment has proven crucial for the internalization of values. It is recommended that curriculum development and teacher training programs for anti-corruption education focus on the application of participatory strategies (such as PBL), in-depth integration of values, and strengthening the role of teachers as facilitators and models of integrity behavior to shape a generation of integrity.

**Keywords:** anti - corruption education, civic education, Indonesian, learning strategies, secondary schools.

## Introduction

Corruption is one of the the most systemic and complex problem in Indonesia, which is significant influence stability politics, economics, and erode trust public to state institutions. Indicators This strengthened by Indonesia's position in the 2023 Global Corruption Perceptions Index, which is ranked 115 out of 180 countries, a facts that show that effort eradication corruption Still face challenge big (Transparency International, 2024). Realizing complexity this, Commission Eradication Corruption have an opinion that prevention corruption No Enough depend on enforcement law

only, but must strengthened with approach cultural and educational, especially through formation character integrity since age early (ACLC, 2022).

Therefore that, education viewed as the main pillar in build culture anti-corruption. Responsive to need this, Ministry of Education and Culture together with the Corruption Eradication Committee has integrate values anti-corruption to in curriculum through various modules and books guides, one of which is Anti-Corruption Education For School Intermediate (KPK, 2016). In the context of implementation in schools, subjects Citizenship Education (PKn) lessons hold role strategic Because its fundamental focus on the formation moral

values, ethics public, and responsibility answer citizens (Aksinudin et al., 2022). In fact, Trisiana et al. (2024) confirm that Civic can functioning as effective vehicle For implant mark anti-corruption, provided that integrated through participatory, reflective, and problem-based learning strategies experience real.

Although own potential big, implementation education anti-corruption in schools medium Still face a number of constraints. Study by Zulaiha & Wahyudin (2024) find that Lots school tend only teach mark anti-corruption in a way conceptual without existence implementation real in activity learning. In addition, the availability of source Power humans also become issue, considering that teachers often Not yet get training special related method pedagogy effective anti- corruption (Salimah & Suyanto, 2023). Consequently, students Possible understand draft anti-corruption in a way cognitive, but Not yet capable show change consistent attitudes and behavior in life daily (Aksinudin et al., 2022).

For overcome gap between understanding cognitive and behavioral, various studies has exploring a variety of approaches in learning anti-corruption, such as role play, learning based project social, problem-based learning, to utilization of digital media (AR et al., 2025; Komalasari & Saripudin, 2015; Mukodi et al., 2019). In general specifically, an approach that emphasizes participation society and experience direct assessed more effective in form deep moral awareness (Afrilia et al., 2024; Montessori et al., 2021). However, regardless from many existing research, evidence empirical about effectiveness relatively from each of these strategies Still nature fragmented and not yet Once synthesized in a way systematic (Salimah & Suyanto, 2023; Trisiana et al., 2024) .

Based on background behind mentioned, it is necessary something review systematic For mapping the learning strategies used in Citizenship Education in order to instill values anti-corruption in schools Indonesian middle class. In general specific, review This aim to : (1) identify and classify implemented learning strategies in context

education anti-corruption; and (2) assess to what extent the strategy contribute to improvement knowledge, attitudes, and behavior anti-corruption student.

It is hoped that the study This will capable strengthen base conceptual and empirical for development curriculum as well as teacher training programs that are oriented towards the formation of integrity young citizens in Indonesia. In line with vision of Independent Learning, education anti-corruption intended No only For form ability think critical and moral, but also for grow not quite enough answer social as an integral part of character nation. Results review This expected can give contribution significant academic and practical to effort sustainable in build generation integrity in the midst challenge corruption that still exists take root strong in life public.

## Materials and Methods

### Research Design

This study adopted a Systematic Literature Review (SLR) approach. The SLR implementation followed the standard PRISMA (Preferred Reporting Items for Systematic Reviews and Meta-Analyses) guidelines, as developed by Page et al. (2021) identified, evaluated, and synthesized the results of previous research addressing civics learning strategies within anti-corruption education in Indonesian secondary schools. This approach was chosen because it allows for a comprehensive, structured analysis of both empirical and conceptual findings.

### Eligibility Criteria

For ensure focus and relevance review literature systematic this, a series criteria inclusion and exclusion established. Criteria This functioning as a strict filter in the process of determining sample proper research For analyzed and synthesized. Details criteria eligibility the served in a way comprehensive in the table below This.

**Table 1** Inclusion and exclusion criteria

Category	Inclusion Criteria	Exclusion Criteria
Access	Full access (full article available)	Abstract only or not fully accessible
Publication Year	2016-2025	Before 2016 or after 2025
Language	English and Indonesian	Languages other than English and Indonesian
Publication Type	Journal Articles	Books, book chapters, proceedings, reports, editorials, opinions, grey literature
Context	Formal education at secondary level	Non-formal education, higher education, and basic education
Focus	Discuss learning strategies, contribute to improvement knowledge, attitudes, and behavior student.	Does not discuss learning strategies, contribute to improvement knowledge, attitudes, and behavior student.

**Resources**

Search literature done in a way comprehensive across various academic databases to ensure coverage study broad and inclusive. The database used including Scopus, Education Resources Information Center (ERIC), GARUDA, and Scilit. Search final conducted on November 14, 2025.

**Search Strategy**

Keywords determined based on formulation problems and concepts main research, namely "anti-corruption education", "anti-corruption

education", "anti-corruption education", "education anti-corruption", "civic education", "citizenship education", "education citizenship", "Pancasila Education", "Pancasila and Citizenship Education", "PPKn", "learning strategy", "teaching approach", "learning strategy", "secondary school", "middle school", "high school", "school medium". For ensure results comprehensive search, used combination of Boolean operators (AND/OR) and signs quote ("...") so that the system search detect phrase in a way appropriate.

**Table 2** Search keywords

Datasabe	String
ERIC	"anti-corruption education" OR "anticorruption education" AND "civic education" OR "citizenship education"
Scopus	(TITLE-ABS-KEY ("anti-corruption education") OR TITLE-ABS-KEY ("anticorruption education") AND TITLE-ABS-KEY ("civic education") OR TITLE-ABS-KEY ("citizenship education"))
Scilit	"anti-corruption education" OR "anticorruption education" AND "civic education" OR "citizenship education"
Google Scholar	Anti-corruption education, civic education, Pancasila education
GARUDA	Anti-Corruption Education, Citizenship Education

**Selection Process**

Selection process source proof done in a way systematic follow PRISMA 2020 guidelines which include four stages : identification, screening, eligibility, and inclusion. At this stage identification,

articles obtained from various databases (Scopus, ERIC, Scilit) using keywords that have been determined. Next, the filtering done based on title and abstract For delete duplication and irrelevant articles relevant. Articles that are read in a way full

for ensure suitability with criteria inclusion. This process validated through review peers and documentation decision selection. Articles that meet the requirements criteria become source proof main For analysis thematic.

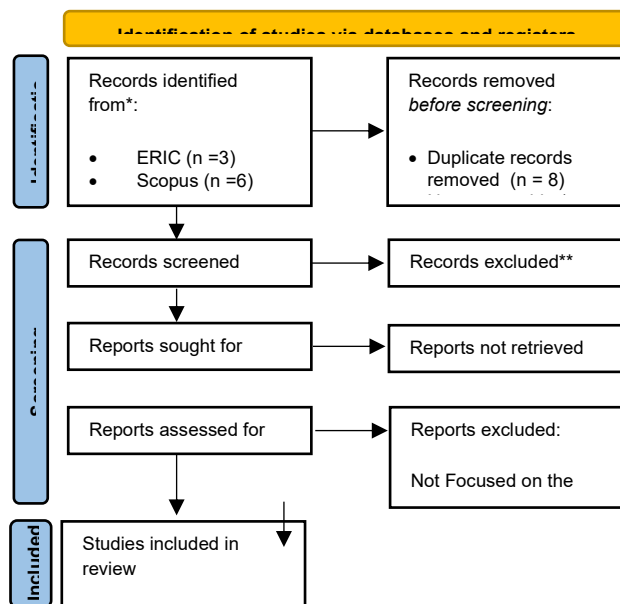
**Item Data**

The variables recorded include: (1) author name & year; (2) level of education; (3) key findings; (4) identification and classification; (5) contribution to increasing knowledge. These items were selected to answer the research questions and characterize the included studies.

**Results and Discussion**

**Study Selection**

Identification process resulting in a total of 103 article from four databases, namely ERIC (n = 3), Scopus (n = 6), Scilit (n = 3), Google Scholar (n = 57), GARUDA (n = 34). After the deletion process duplication and irrelevant articles can accessed, as much as 67 article selected based on title and abstract. From the number said, 24 articles reviewed in a way full, and after apply criteria inclusion, focus on learning strategies education anti-corruption in schools formal secondary, as many as 9 article fulfil criteria final and analyzed in a way deep in review this.



**Figure 1**PRISMA Flow

**Study Characteristic**

Most of the studies were conducted in secondary schools in Indonesia, primarily focused on the Pancasila and Citizenship Education (PPKn) subject. Publication years ranged from 2017 to 2024. The research methods used included qualitative studies, classroom action research, and mixed approaches. Generally, these studies analyzed learning models, teaching materials, and the development of students' moral reasoning related to anti-corruption values.

**Results of Individual Studies**

Each study included in this review was analyzed across two main domains: learning strategies and their contributions. The following table summarizes the key findings from each study.

**Table 3**Included studies

Author & Year	Education al level	Method Study	Learning strategies	Contribution	Key Findings
(Nadila & Yuliananin gsih, 2022)	Senior High School (SMA)	Qualitative Methods	The strategy may include delivering material through games or parodies.	Improving students' attitudes through the application of democratic methods in teaching, encouraging them to express their opinions and actively	Provides focused context for findings, which may not be generalizable to all educational settings.

				participate in class discussions, thereby fostering self-confidence and courage.	
(Komalasa ri & Saripudin, 2015)	Junior High School (SMP) and Senior High School (SMA)	Naturalistic Method	Contextual teaching and learning, as well as value learning approaches.	Improving students' knowledge of identifying corruption cases and understanding anti-corruption legal instruments in Indonesia, particularly at the junior high school level. At the senior high school level, students improve their critical thinking skills.	Legal mechanisms alone are not enough to eradicate corruption; a philosophical shift towards instilling new values through education is essential.
(Rube'i & Sari, 2019)	Junior High School (SMP)	Quantitative Methods	The implementation of anti-corruption values in the Civic Education curriculum demonstrates a focus on developing civic knowledge, skills, and dispositions among students.	-corruption values in civic education, reaching a score of 85%, categorized as very good	Percentage calculations to address specific sub-problems, emphasizing the importance of quantitative data in understanding the findings
(Fitria et al., 2023)	Senior High School (SMA)	Quantitative Methods	Learning strategies involve a holistic approach to education.	Improving students' attitudes towards anti-corruption values through the integration of character education into the curriculum, fostering habits of honesty, responsibility and integrity.	The educational approach adopted is holistic, emphasizing moral and ethical principles alongside the development of critical skills, which are essential for fostering integrity in students.

(Karima et al., 2025)	Senior High School (SMA)	Research and Development (R&D)	This research uses a mixed methods approach within the Research and Development (R&D) framework.	Developing a civic literacy model based on anti-corruption education tailored for secondary school implementation, addressing significant gaps in the curriculum	Contribute to strengthening character education and fostering a generation of young people with integrity.
(M. F. Husna et al., 2025)	Junior High School (SMP) and Senior High School (SMA)	Qualitative Methods	Mixed methods approach in Research and Development (R&D) framework	Students' anti-corruption knowledge, pro-integrity attitudes, and intention to report corrupt practices. Furthermore, it enhances students' cognitive, affective, and conative domains, fostering a generation of young people with integrity and ethical awareness.	Contribute to strengthening character education and cultivating a generation of youth with integrity, addressing the problem of systemic corruption in Indonesia.
(Gunadi et al., 2023)	Junior High School (SMP)	Experimental Method	The learning strategy implemented is Problem- Based Learning (PBL), which aims to improve students' anti-corruption attitudes in the PPKn subject.	Improving students' anti-corruption attitudes, critical thinking skills, problem-solving abilities, and collaboration skills.	Demonstrates that a structured approach to PBL can significantly influence students' attitudes towards anti-corruption, demonstrating positive changes in character development.
(Gultom et al., 2024)	Junior High School (SMP)	Qualitative Research	Learning strategies involve creating a fun learning environment rather than just relying on monotonous learning methods, which helps students	The enhancement of anti-corruption values in civic education at Bina Guna Tanah Jawa Private Middle School, highlighting its significance in	A multifaceted approach involving knowledge dissemination, moral guidance, and positive reinforcement is essential to effectively promote anti-corruption values in education.

			absorb lessons effectively.	shaping students' character.	
(Sebayang et al., 2023)	Senior High School (SMA)	Qualitative Research	educators who act as motivators and supervisors, emphasizing the importance of anti-corruption principles, providing positive examples, and offering constructive advice to students	The importance of integrating anti-corruption education into the curriculum to foster integrity among students, highlighting its role in shaping moral character	Social norms in society play an important role in shaping the behavior and character of citizens, highlighting the importance of adhering to these norms to foster good citizenship.

### Results of Synthesis

This narrative synthesis is organized around two main research questions, which focus on the instructional strategies used and their contribution to improving students' knowledge, attitudes, and behaviors.

#### 1. Learning Strategies in the Context of Anti-Corruption Education

Learning strategies applied in anti-corruption education can be classified into four main, complementary approaches. First, the Participatory and Democratic Approach. This strategy is widely implemented to foster students' courage and confidence in expressing opinions, which is the foundation of civic agency. For example, Nadila & Yuliananingsih (2022) applied democratic methods through games and parodies. Meanwhile, Gunadi et al. (2023) used a Problem-Based Learning (PBL) strategy, which has been proven effective in improving students' anti-corruption attitudes, critical thinking skills, and collaboration.

Second, the Value Integration Strategy in the Curriculum. This integration is the dominant approach. Komalasari & Saripudin (2015) emphasize contextual and values-based learning. Specifically, Rube'i & Sari (2019) integrate anti-corruption values into Civic Education subjects, which has been empirically

proven to significantly improve student attitudes. Furthermore, Fitria et al. (2023) adopt a holistic approach by integrating character education to foster honesty, responsibility, and integrity. Third, the Development of a Research and Development (R&D)-Based Learning Model. This approach aims to create a more structured and evidence-based educational framework. (Husna, 2025) and Karima et al. (2025) successfully developed an anti-corruption-based civic literacy model through a mixed-methods approach. This model is specifically designed to simultaneously strengthen all three domains of student learning: cognitive, affective, and conative.

Fourth, Creating a Positive and Multifaceted Learning Environment. Environmental learning factors are also considered crucial. Gultom et al. (2024) emphasize the importance of creating a pleasant and non-monotonous learning environment for internalizing values. Meanwhile, Sebayang et al. (2023) highlight the central role of teachers as motivators and positive role models essential in instilling anti-corruption principles.

#### 2. Contribution to Improving Students' Knowledge, Attitudes, and Behavior

Anti-corruption educational interventions provide measurable positive contributions to all three domains of student learning. The Knowledge (Cognitive) Domain: This educational intervention significantly improved student understanding. Komalasari & Saripudin (2015) found an increase in students' knowledge in identifying corruption cases and understanding anti-corruption legal instruments. Rube'i & Sari's (2019) findings further demonstrate that integrating these values into the Civics curriculum improved students' knowledge by up to 85%. (Husna, 2025) also reported substantial improvements in students' cognitive domains, including anti-corruption knowledge and procedural understanding.

Attitude Domain (Affective) Various studies consistently note positive developments in the attitude domain. Nadila & Yuliananingsih (2022) observed an improvement in students' attitudes, characterized by growing self-confidence and courage in expressing opinions through the application of democratic methods. Fitria et al. (2023) emphasized the formation of core attitudes such as honesty, responsibility, and integrity through a holistic approach. Furthermore, Gunadi et al. (2023) demonstrated that PBL strategies effectively improve students' anti-corruption attitudes and critical thinking skills. Behavioral Domain and Behavioral Intention (Conative) Most importantly, anti-corruption education also contributes to the formation of behavior and behavioral intentions (Husna, 2025) reported not only increased knowledge and attitudes but also increased intentions to report corruption, which are early indicators of anti-corruption behavior. Gunadi et al. (2023) also observed improvements in problem-solving abilities and collaboration skills, which are tangible behavioral competencies. Finally, Sebayang et al. (2023) concluded that internalization of values through the curriculum and teacher role models play a crucial role in shaping the moral character and behavior of citizens with integrity.

## **Discussion**

Based on a synthesis of the nine reviewed studies, it can be concluded that the implementation of anti-corruption education at the junior high school (SMP) and senior high school (SMA) levels demonstrates significant effectiveness through the adoption of various strategic approaches. One key finding is the effectiveness of participatory strategies. Research by Gunadi et al. (2023) and Nadila & Yuliananingsih (2022) shows that the application of democratic methods and Problem-Based Learning (PBL) successfully increases students' self-confidence, courage to express opinions, and critical thinking skills.

Furthermore, the explicit integration of anti-corruption values into the curriculum, particularly Civics, has also shown positive results. Studies by Komalasari & Saripudin (2015) and Rube'i & Sari (2019) demonstrated that integration strategies can improve students' cognitive understanding of anti-corruption legal instruments and their ability to identify corruption cases; in fact, one study recorded an 85% increase in anti-corruption attitudes. In the realm of pedagogical development, research focuses on creating comprehensive learning models. Karima et al. (2025) successfully developed a civic literacy model based on anti-corruption education tailored for secondary schools, while Husna (2025) used a Research and Development (R&D) approach to create a model that simultaneously strengthens the cognitive, affective, and conative domains.

These findings are supported by studies emphasizing a holistic approach and learning environment. Fitria et al. (2023) applied a holistic approach to fostering the values of honesty, responsibility, and integrity. Furthermore, Sariaman Gultom et al. (2024) highlighted the importance of creating a pleasant (cooperative) learning environment in the process of instilling values. In the context of value internalization, Sebayang et al. (2023) highlighted the crucial role of teachers as motivators and role models in the process of internalizing these values in students.

Crucially, several studies explicitly report behavioral impacts, including improved collaboration skills, moral accountability, and, most importantly, the intention to report corrupt practices. These findings are further strengthened

by Hartanto et al. (2025) and Prakasa & Fatmawati (2024) , who demonstrated that anti-corruption education is effective in combating the normalization of corrupt practices and increasing moral accountability. Furthermore, findings by Hidayah & Esfandiari (2022) and Ramadhan et al. (2024) indicate a significant relationship between the use of technology and information and increased anti-corruption knowledge and behavior. Montessori et al. (2021) , Prakasa & Fatmawati (2024) , and Ramadhan, Kusumaningrum, et al. (2024) also concluded that anti-corruption education can improve students' knowledge and honesty.

Overall, this synthesis provides empirical confirmation that an interactive, contextual, and integrated educational approach is key to effectively developing a generation of integrity. This effectiveness is not limited to the anti-corruption context but also contributes to developing other positive social behaviors among students.

### Conclusions

Education anti-corruption at all levels secondary schools in Indonesia junior high and senior high schools are proven effective in a way significant in increase knowledge (cognitive), attitude (affective), and Student intentions and behavior (conative). Success This achieved through a combination of mutually reinforcing learning strategies complement, namely approach participatory and democratic For build trust self and thinking critical, integration values anti-corruption to in curriculum (especially Civic), development of learning models structured R&D based, as well as creation environment positive learning supported teacher role model. Most crucially, intervention This No only strengthen understanding and attitudes, but also have an impact real in the realm behavior, such as increasing skills collaboration, moral accountability, and especially intention For report practice corruption. With thus, the key effectiveness education anti-corruption lies in an interactive, contextual, and integrated approach, which is not only build integrity anti-corruption but also

contribute to the formation behavior social positive in a way more widespread among students.

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