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Anti-Corruption Education and the Strengthening of Students' Moral Awareness: The Role of School Culture and Teacher Modeling

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Abstract

This study aims to analyze the implementation of anti-corruption education in strengthening students' moral awareness at SMAN 3 Pangkep. This research is motivated by the importance of character education and integrity development among students amid the persistence of corruption-related behavior in society. Previous studies have generally focused on the conceptual integration of anti-corruption values in learning, while limited studies have explored the role of school culture, teacher role modeling, and contextual habituation in strengthening students' moral awareness. This study employed a qualitative descriptive approach. Data were collected through interviews, observations, and documentation involving principals, teachers, and students as informants. Data analysis followed the interactive model of Miles, Huberman, and Saldaña, including data reduction, data display, and conclusion drawing. Data validity was ensured through triangulation and member checking. The findings reveal that anti-corruption education at SMAN 3 Pangkep is implemented through the integration of anti-corruption values into Civic Education learning, school culture, and teacher role modeling. The study identified the development of students' moral awareness related to honesty, responsibility, discipline, and fairness through contextual learning experiences and daily habituation practices. However, several students still demonstrated inconsistent behavior regarding discipline and academic honesty, indicating that moral awareness formation is a continuous process requiring sustainable reinforcement. This study concludes that anti-corruption education contributes positively to strengthening students' moral awareness when supported by contextual learning, integrity-based school culture, and consistent teacher role modeling. The findings imply the importance of collaborative and sustainable character education practices in developing students' integrity within school environments.

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Introduction

Corruption remains one of the most serious social, political, and moral problems in Indonesia. Beyond causing financial losses to the state, corruption also weakens social trust, justice, accountability, and public morality. The persistence of corruption cases in various sectors indicates that corruption is not merely a legal problem but also a moral and cultural issue deeply embedded within social life. According to Transparency International, Indonesia continues to face significant challenges in strengthening integrity and public accountability, as reflected in the Corruption Perceptions Index (2024). The normalization of dishonest practices in everyday life, such as cheating, manipulation, irresponsibility, and abuse of authority, demonstrates that corruption-related behavior can emerge from small unethical actions developed within social environments, including schools.

In the educational context, these conditions indicate the importance of strengthening character education and moral awareness among students from an early age. Schools are expected not only to function as institutions for knowledge transmission but also as environments for developing students' ethical values, integrity, and social responsibility. Therefore, anti-corruption education becomes an important component of character education because it aims to cultivate values such as honesty, responsibility, discipline, fairness, and integrity in students' daily behavior.

Anti-corruption education is closely related to the broader concept of character education. Thomas Lickona explains that character education involves the integration of moral knowing, moral feeling, and moral action in developing ethical individuals. Through this perspective, moral education should not only provide cognitive understanding regarding ethical values but should also encourage emotional awareness and consistent moral behavior. In addition, Albert Bandura emphasizes that moral behavior develops through observational learning and social interaction, where individuals learn values and behavior by observing role models within their environment. In school settings, teachers and school culture therefore become important agents in shaping students' moral awareness and integrity.

Moral awareness itself refers to an individual's ability to recognize moral values, evaluate ethical consequences, and regulate behavior based on moral considerations. Students with strong moral awareness are expected to demonstrate responsible, honest, disciplined, and fair behavior in both academic and social activities. Consequently, anti-corruption education should not merely focus on theoretical understanding regarding corruption but also emphasize moral habituation and ethical practices in students' everyday lives.

Several previous studies have examined the implementation of anti-corruption education within educational institutions. Salsabila (2023) found that anti-corruption education contributes positively to strengthening students' integrity through classroom learning and school-based character programs. Rahmandani et al. (2024) emphasized the importance of an axiological approach in strengthening students' integrity through curricular and extracurricular activities. Similarly, Kholid et al. (2025) revealed that the integration of anti-corruption values within the Merdeka Curriculum and project-based learning helps students understand integrity values contextually.

Although previous studies have provided important insights regarding anti-corruption education, most studies still focus primarily on curriculum integration, instructional strategies, and students' cognitive understanding of corruption issues. Limited studies specifically explore how anti-corruption education strengthens students' moral awareness through contextual habituation, teacher role modeling, and school culture within local secondary school environments. In addition, previous research has not sufficiently examined the affective and behavioral dimensions of moral awareness formation in students' daily school experiences.

Based on these limitations, there remains a research gap regarding empirical studies that investigate anti-corruption education as a holistic moral awareness formation process involving classroom learning, school culture, and teacher role modeling simultaneously. Therefore, this study attempts to fill the gap by examining how anti-corruption education is implemented at SMAN 3 Pangkep and how it contributes to strengthening students' moral awareness through contextual learning experiences and school habituation practices.

The novelty of this study lies in its focus on the interconnected relationship among anti-corruption learning, school culture, and teacher role modeling in strengthening students' moral awareness within a local secondary school context. Unlike previous studies that mainly emphasize cognitive aspects of anti-corruption education, this study specifically highlights the behavioral and affective dimensions of moral awareness formation through students' daily interactions and social experiences within the school environment.

Therefore, this study aims to analyze the implementation of anti-corruption education in strengthening students' moral awareness at SMAN 3 Pangkep and to identify the role of teachers and school culture in supporting the internalization of anti-corruption values among students.

Method

This study employed a qualitative descriptive approach to explore the implementation of anti-corruption education in strengthening students' moral awareness at SMAN 3 Pangkep. A qualitative approach was considered appropriate because this study aimed to understand social phenomena, behavioral patterns, and participants' experiences related to the internalization of anti-corruption values within the school environment. The study focused on describing how anti-corruption education was integrated into Civic Education learning, school culture, and teacher role modeling.

This research was conducted at SMAN 3 Pangkep, South Sulawesi, Indonesia, during the 2025/2026 academic year. The school was selected purposively because it actively implemented character education programs integrated with anti-corruption values in both classroom learning and school culture.

The participants of this study consisted of the principal, Civic Education teachers, teachers, and students. Informants were selected using purposive sampling techniques based on their involvement and understanding of anti-corruption education practices within the school.

Table 1. Informants Profile

No	Informant	Code	Role
1	Principal	IF-01	School policy maker
2	Civic Education Teacher	IF-02	Anti-corruption learning facilitator
3	Teacher	IF-03	Character education facilitator
4	Teacher	IF-04	Student supervision coordinator
5	Student	IF-05	Student participant
6	Student	IF-06	Student participant
7	Student	IF-07	Student participant
8	Student	IF-08	Student participant

Data were collected through interviews, observations, and documentation. First, semi-structured interviews were conducted with principals, teachers, and students to obtain information regarding the implementation of anti-corruption education and students' moral awareness. The interviews focused on anti-corruption values, school culture, teacher role modeling, and students' behavioral changes. Second, observations were conducted during classroom learning activities and school activities to identify students' discipline, honesty, responsibility, and interaction patterns. Observations also focused on teachers' behavior in implementing anti-corruption values. Third, documentation techniques were used to collect supporting data such as school regulations, lesson plans, character education programs, and school activity documentation related to anti-corruption education.

The primary instrument in this study was the researcher. Supporting instruments included interview guidelines, observation sheets, and documentation checklists. Interview guidelines were designed to explore participants' understanding and experiences related to anti-corruption education implementation and moral awareness development.

Data analysis followed the interactive model proposed by Miles, Huberman, and Saldaña (2014), consisting of data reduction, data display, and conclusion drawing. First, data reduction was conducted by selecting and simplifying relevant information obtained from interviews, observations, and documentation. Second, the data were organized into thematic categories related to honesty, responsibility, fairness, discipline, teacher role modeling, and school culture. Third, conclusions were drawn by identifying recurring patterns and relationships among themes. The coding process consisted of three stages:

1. Open coding, which involved identifying important statements and concepts related to anti-corruption values and students' moral behavior.
2. Axial coding, which grouped similar codes into broader thematic categories.
3. Selective coding, which interpreted relationships among themes to explain how anti-corruption education strengthened students' moral awareness.

To ensure data validity, this study applied triangulation and member checking techniques. Source triangulation was conducted by comparing information from principals, teachers, and students. Technique triangulation was conducted through interviews, observations, and documentation. In addition, member checking was carried out by reconfirming interview results with several informants to ensure the accuracy and credibility of the findings.

This study considered research ethics by ensuring participants' voluntary involvement and confidentiality. Before conducting interviews and observations, the

researcher requested permission from the school and informed participants about the purpose of the study. Participants' identities were anonymized using codes to maintain confidentiality.

Results

Integration of Anti-Corruption Education in Classroom Learning

The findings revealed that anti-corruption education at SMAN 3 Pangkep was not implemented as an independent subject but was integrated into Civic Education (PPKn) learning and various school activities. Teachers inserted anti-corruption values such as honesty, responsibility, discipline, fairness, and integrity into classroom discussions, assignments, and contextual case analyses related to citizenship and social life.

Based on classroom observations, teachers frequently emphasized the importance of honesty during assignments and examinations. Students were encouraged to complete tasks independently and avoid cheating practices. During classroom discussions, teachers also directed students to respect differing opinions and distribute group responsibilities fairly.

One Civic Education teacher explained:

“Anti-corruption values are integrated into discussions about citizenship, law, rights, and obligations. Students are always reminded that corruption does not only occur in government institutions but can also begin from small dishonest behaviors in everyday life.” (IF-02)

The findings also showed that teachers used contextual examples related to corruption cases in Indonesia to stimulate students' critical thinking and moral reflection. Through these discussions, students were encouraged to identify forms of dishonest behavior that commonly occur within school environments, such as cheating, manipulating attendance, and neglecting responsibilities.

Classroom observations further indicated that teachers attempted to create reflective learning environments by involving students in moral discussions and problem-solving activities related to integrity and responsibility.

Development of Students' Moral Awareness

The findings demonstrated that anti-corruption education contributed to the development of students' moral awareness, particularly regarding honesty, responsibility, discipline, and fairness. Most students showed an understanding that anti-corruption values should be practiced in daily school activities rather than merely understood conceptually.

Based on interview findings, students reported that teachers consistently reminded them to behave honestly during assignments and examinations. Several students admitted that they became more aware of the importance of completing academic tasks independently after participating in classroom discussions related to integrity and responsibility.

One student stated:

“Teachers always remind us not to cheat during exams or assignments because honesty reflects our character and responsibility.” (IF-05)

Another student explained:

“We are taught that corruption can start from small things, such as lying, cheating, or being irresponsible. Therefore, we try to be more disciplined and honest in school.” (IF-06)

Observational findings also showed behavioral changes among students. Several students demonstrated discipline by arriving on time, obeying classroom regulations, and participating responsibly in group assignments. During group discussions, students tended to distribute tasks equally and respect each member’s opinion, indicating the development of fairness and cooperative attitudes.

However, the findings also revealed that moral awareness among students had not been fully internalized consistently. Some students were still found violating school discipline rules, delaying assignments, and occasionally showing dishonest behavior during academic activities. This indicates that the formation of moral awareness remains a continuous and gradual process requiring sustained reinforcement.

Teacher Role Modeling in Strengthening Moral Values

Teacher role modeling emerged as one of the most influential factors in strengthening students’ moral awareness. Students perceived teachers not only as academic instructors but also as moral examples whose behavior influenced students’ attitudes and daily conduct.

The findings showed that teachers attempted to demonstrate anti-corruption values through punctuality, fairness in assessment, discipline, and respectful interactions with students. Teachers consistently emphasized honesty and responsibility while also attempting to practice these values in their professional behavior.

One student stated:

“Teachers usually come to class on time and treat students fairly. That makes us feel motivated to behave in the same way.” (IF-07)

Another student added:

“When teachers are disciplined and honest, students feel ashamed if they behave irresponsibly.” (IF-08)

Observations further indicated that teachers frequently provided moral advice during learning activities and reminded students about ethical behavior in both academic and social interactions. Such practices contributed to the development of a positive moral environment within the school.

The principal also emphasized that teachers play an essential role in shaping students’ integrity because students tend to imitate behaviors demonstrated by adults within the school environment.

School Culture and Habituation Practices

The findings indicated that school culture played an important role in supporting the implementation of anti-corruption education. SMAN 3 Pangkep implemented several disciplinary and character-building practices aimed at strengthening students' integrity and moral responsibility.

School habituation practices included attendance discipline, classroom cleanliness responsibilities, collective prayers, and routine moral reminders delivered during school activities. Teachers and school staff consistently encouraged students to maintain discipline, honesty, and mutual respect in their interactions.

The principal explained:

“Character education cannot rely only on classroom learning. School culture and daily habituation are important to build students' integrity and responsibility.” (IF-01)

Observational findings showed that school regulations and collective activities contributed to creating a learning environment that promoted responsibility and discipline. Students were encouraged to participate actively in maintaining classroom order, completing responsibilities, and following school regulations consistently.

Furthermore, collaboration among teachers, school leaders, and students supported the internalization of anti-corruption values through continuous reinforcement in daily school life.

Challenges in the Internalization of Anti-Corruption Values

Although anti-corruption education showed positive contributions to students' moral awareness, several challenges were identified during the implementation process. The findings revealed that not all students consistently practiced anti-corruption values in their daily behavior.

Some teachers explained that several students still lacked discipline in completing assignments and occasionally violated school rules. In addition, dishonest behavior such as copying assignments and relying excessively on peers during group work was still occasionally found.

One teacher explained:

“Students generally understand the importance of honesty and responsibility, but maintaining consistency in behavior remains a challenge because students are influenced by their social environment and personal habits.” (IF-03)

The findings also indicated that external factors such as peer influence, family background, and digital media exposure affected students' moral behavior. Therefore, anti-corruption education requires continuous collaboration among schools, teachers, parents, and the broader social environment.

These findings suggest that strengthening students' moral awareness cannot be achieved instantly but requires sustainable moral habituation, supervision, and role modeling within both school and social environments.

Discussion

The findings of this study demonstrate that the implementation of anti-corruption education at SMAN 3 Pangkep contributes positively to strengthening students' moral awareness through the integration of anti-corruption values in classroom learning, teacher role modeling, and school culture. The findings indicate that anti-corruption education is not merely understood as cognitive instruction regarding corruption issues, but also as a process of moral habituation and character formation embedded within students' daily school experiences.

The integration of anti-corruption values into Civic Education (PPKn) learning enabled students to understand honesty, responsibility, fairness, and discipline through contextual discussions and reflective learning activities. This finding confirms that character education becomes more meaningful when moral values are connected to students' real-life experiences and social interactions. Through discussions about corruption cases, cheating behavior, and responsibility in classroom activities, students were encouraged to reflect critically on ethical behavior and moral consequences.

These findings are in line with Thomas Lickona's theory of character education, which emphasizes the interrelationship among moral knowing, moral feeling, and moral action. According to Lickona, moral education should not only develop students' cognitive understanding of ethical values but also cultivate emotional awareness and consistent moral behavior. In this study, students demonstrated not only conceptual understanding of anti-corruption values but also behavioral changes reflected in discipline, independent task completion, and fairness during group discussions. This indicates that anti-corruption education contributes to both cognitive and affective dimensions of moral awareness.

The findings also support Albert Bandura's social cognitive theory, particularly regarding observational learning and role modeling. Teachers functioned as significant moral models whose behaviors influenced students' attitudes and actions. Students tended to imitate teachers who demonstrated punctuality, fairness, honesty, and responsibility in their daily interactions. This finding suggests that the effectiveness of anti-corruption education is strongly influenced by the consistency between moral instruction and teachers' actual behavior within the school environment.

Furthermore, the findings reveal that school culture plays a significant role in strengthening students' moral awareness. The implementation of discipline rules, collective responsibilities, routine moral reminders, and character habituation activities contributed to the development of an integrity-based school environment. This finding reinforces the argument that moral education cannot rely solely on classroom instruction but requires support from broader social and institutional environments. School culture functions as a medium for continuous reinforcement of moral values through repeated social practices and interactions.

Compared with previous studies conducted by Salsabila (2023), Rahmandani et al. (2024), and Kholid et al. (2025), this study strengthens previous findings regarding the importance of integrating anti-corruption education into school learning and character education programs. However, this study specifically contributes by explaining how anti-corruption education strengthens students' moral awareness through contextual habituation, interpersonal interactions, and teacher role modeling within a local secondary

school context. The study highlights that moral awareness development is closely related to students' daily experiences rather than merely theoretical instruction about corruption.

Nevertheless, the findings also indicate that the implementation of anti-corruption education has not been fully optimal. Several students still demonstrated inconsistent behavior regarding discipline, academic honesty, and responsibility. This finding suggests that moral awareness formation is a gradual and continuous process influenced by various internal and external factors. Peer influence, family background, social environment, and digital media exposure may affect students' consistency in practicing anti-corruption values.

The persistence of inconsistent behavior among some students also indicates that moral understanding does not automatically lead to moral action. Although students may cognitively understand the importance of honesty and responsibility, situational pressures and social influences can affect their behavior. Therefore, sustainable reinforcement, supervision, and collaboration among teachers, schools, and parents are necessary to strengthen students' moral consistency.

Academically, this study contributes to the development of character education literature by positioning anti-corruption education as a holistic moral awareness formation process rather than merely an effort to introduce anti-corruption concepts cognitively. The study also expands discussions regarding the relationship between school culture, teacher role modeling, and moral habituation in shaping students' integrity.

Practically, the findings imply that schools should strengthen anti-corruption education through integrative and sustainable strategies involving classroom learning, school culture, and teacher professionalism. Teachers should consistently demonstrate moral values in their daily practices because students tend to internalize values more effectively through direct examples. In addition, schools should develop collaborative character education programs involving parents and communities to support the broader internalization of integrity values among students.

Overall, this study confirms that anti-corruption education has significant potential to strengthen students' moral awareness when implemented contextually, consistently, and collaboratively within the school environment.

Conclusion

The implementation of anti-corruption education at SMAN 3 Pangkep contributes positively to strengthening students' moral awareness through the integration of anti-corruption values into Civic Education learning, school culture, and teacher role modeling. The findings indicate that students gradually developed awareness related to honesty, responsibility, discipline, and fairness through contextual learning experiences and daily habituation practices within the school environment.

However, the internalization of anti-corruption values has not been fully consistent among all students, indicating that moral awareness formation is a continuous process requiring sustainable reinforcement through collaboration among teachers, schools, and families.

This study contributes to the discussion of anti-corruption education by emphasizing its role as a holistic moral awareness formation process involving cognitive, behavioral, and social dimensions. Nevertheless, this study was limited to one school context and

primarily relied on qualitative findings. Therefore, future studies are recommended to involve broader educational settings and mixed-method approaches to obtain more comprehensive findings regarding the effectiveness of anti-corruption education..

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