

# Integration of anti-corruption education with the nation's personality to foster anti-corruption attitudes



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**Abstract** The national personality is built to form the character and attitude of good citizens. However, the personality of students experiences a character crisis, and the moral crisis is influenced by the management of character education that is not optimal. The purpose of this study is a case study to analyze the integration of anti-corruption education with the national personality in order to foster an anti-corruption attitude. This study uses a case study approach; the informants involved consisted of seven lecturers teaching anti-corruption education courses. Data collection methods include observation, in-depth interviews, and document analysis. The data analysis process includes organizing data, reviewing records, describing and classifying information, interpreting findings, and presenting and visualizing results. Our research findings show that the integration of anti-corruption education with the national personality can foster an anti-corruption attitude in students so that students have anti-corruption attitudes such as honesty, responsibility, simplicity, freedom without interference from anyone, integrity in becoming a leader, and morality in deciding everything. The integration of anti-corruption education is one model for improving anti-corruption character education in universities that can educate and internalize anti-corruption attitudes and movements. The implications of this study can provide improvements to educational policies in educating and teaching students to have strong soft skills, integrity, and a simple life, as well as an anti-corruption attitude. Thus, it can be concluded that the integration of anti-corruption education with national personality is an innovation in developing character education in universities that have a national personality to foster an anti-corruption attitude.

**Keywords:** anti-corruption education, national personality, character development, fostering, integrity

## 1. Introduction

The national personality of Indonesia, rooted in Pancasila, cultural values, customs, norms, and societal rules, plays a vital role in developing anti-corruption attitudes. However, students are currently experiencing character and moral crises. According to recent studies, experts report that the challenges of education in the 21st century include character crises such as economic disintegration, leading to the emergence of a free market; economic behavior can be justified in all ways, including *riba* (unreasonable withdrawal of money), gambling, online fraud, brawls between students, young marriages, bullying, sexual violence, and theft (Wawan, 2021). Additionally, the issue of corruption among the younger generation has become a public discussion, as well as human rights violations and political corruption (Demirgüç-Kunt et al., 2023; Suh, 2023; Zhu & Li, 2019). Furthermore, conflicts based on religious and ethnic identities among the younger generation have also been reported (Wahyono, 2020). These issues contribute to moral divisions, character crises, and a lack of anti-corruption attitudes among students. Therefore, moral disintegration and student character crises are phenomena that require comprehensive research.

Facts and data on moral disintegration and the causes of student character damage reveal that mental health problems, such as anxiety and stress, contribute to student mental illness (Subu et al., 2024). Additionally, student problems are complex; for instance, some students prioritize completing their studies quickly and efficiently, often at the expense of academic integrity. This behavior is characteristic of an individualistic attitude, which can lead to unsportsmanlike conduct, such as manipulating to pass and verify final exams (Nurgiansah, 2021). According to Lickona (2022), character decline begins with uncommendable actions, including taking away others' rights, lying, breaking rules, fights between students, intolerance, disrespectful communication, sexual and emotional harassment, and drug addiction. The development of technology in the Society 5.0 era has contributed to the decline of adolescent character, particularly due to gadget addiction and excessive technology use, which can hinder the formation of moral, intelligent, innovative, hardworking, confident, and patriotic characters (Putu et al., 2022). In other words, student mental health problems, anxiety, lack of discipline, and the decline in commendable character become significant concerns in student character development.



The relevant literature study on the implementation of anti-corruption education in Indonesia reveals that anti-corruption education can serve as a self-control mechanism for citizens, building self-confidence and social trust, particularly in pesantren environments (Karim et al., 2023). Anti-corruption education in schools aims to instill anti-corruption values through the learning process, with teachers acting as facilitators and guides in fostering anti-corruption character (Kristiono et al., 2020; Zulaiha & Wahyudin, 2024). The anti-corruption education module can be effectively integrated into various learning methods to disseminate content related to corruption prevention among students (Fajar & Muriman, 2018). The Darus approach can also be applied to instill honest character in students (Al-Fatih, 2018). Moreover, the implementation of anti-corruption education is not limited to Pancasila and Civics Education teachers; all teachers share the responsibility of fostering student honesty in the short and long term (Martini et al., 2022; Effendi & Windari, 2020). Anti-corruption education can be delivered through various models, including integrating material and behavior, as well as punishment and sanctions. Islamic boarding schools can shape anti-corruption characters by promoting honesty and trust in organizational management (Takdir et al., 2022). Notably, previous research has not explored the integration of anti-corruption education with the nation's personality to foster anti-corruption attitudes among students. This integration aims to cultivate attitudes of honesty, integrity, simplicity, courage, responsibility, and morality among students.

The theory of student character growth integration, proposed by Thompson (2002), emphasizes that character values must be integrated into the curriculum. Campus culture should be grounded in good character principles, with lecturers serving as positive role models for students. Students can benefit from direct service activities that contribute to the campus and society, ultimately improving their behavior. Character values can be integrated both formally and informally (Kamaruddin, 2012). Anti-corruption education can be effectively applied in civic education through contextual and value-based learning approaches, enabling students to recognize, understand, and internalize anti-corruption values in their daily lives (Komalasari & Saripudin, 2015). The integration of anti-corruption education by lecturers fosters character traits such as concern, independence, discipline, simplicity, courage, and justice. This humanist approach promotes polite, gentle, and environmentally conscious attitudes. Students' obedience to the law is reflected in behavior that avoids corruption, collusion, and nepotism (Dewantara et al., 2021). Integrating anti-corruption education with various subjects using a scientific approach can encourage students to develop honest and anti-corruption attitudes (Rasdi et al., 2021). Effective implementation of anti-corruption education in universities requires integrating knowledge, attitude, and skills (Baharuddin & Samad, 2019). Moreover, textbook development that incorporates anti-corruption prevention education has been shown to improve students' anti-corruption attitudes (Angelia et al., 2022a). Therefore, integrating anti-corruption education with various approaches and courses can effectively foster more inclusive anti-corruption attitudes among students.

Anti-corruption education is a mandatory course in Indonesian universities, designed to enhance students' attitudes toward combating corruption. According to Ministerial Regulation No. 33 of 2019, Article 1, anti-corruption education is defined as a learning process aimed at shaping behavior and preventing corrupt practices and corruption-related crimes within universities. Furthermore, Presidential Regulation No. 08 of 2012 on the Indonesian Qualification Framework (IQF) requires all university programs to revise their curricula to align with the Indonesian National Curriculum Qualification (Sutrisno & Suyadi, 2015). Instilling anti-corruption values in higher education is a preventive measure to combat corruption (Suryani, 2017). Bribery prevention can be achieved by forming anti-corruption characters through an anti-corruption culture, increasing legal awareness, and fostering student integrity in universities. As a hub for intellectual development, higher education plays a crucial role in character and ethics formation. Anti-corruption education aims to instill mindsets, attitudes, and behaviors that prevent corruption through integrated learning approaches (Suryani, 2017). In essence, anti-corruption education is expected to shape students' characters to prevent corrupt behavior and corruption-related crimes.

The personality of the Indonesian nation is a value born from Indonesian society, encompassing religious values, Pancasila values, national cultural values, and educational goals (Anisah, 2019). The nation's personality competencies, which must be possessed by lecturers and students, serve as the foundation for strengthening character education. These competencies include having a moral personality based on Indonesian religious values, norms, laws, social and cultural values, honesty, exemplary behavior, wisdom, and independence. A complete personality can be formed through educational institutions in universities by introducing and appreciating daily life. When the nation's personality is well embedded, maximum personality integration can be achieved (Fortuna & Khadir, 2022). The development of the nation's personality has three primary functions: 1) forming and developing the potential of functional citizens with noble character and behavior aligned with the Pancasila philosophy of life, which upholds values of majesty; 2) improving and consolidating functions to enhance the role of families and educational units, promoting independence and prosperity; and 3) controlling and screening to sort and select the nation's culture and critically evaluate foreign cultures that conflict with Indonesian cultural values and personality (Susilo et al., 2022a).

Fostering anti-corruption attitudes in students can be developed through various approaches. Our research measures the impact of implementation on students who apply attitudes such as honesty, responsibility, simplicity, freedom, integrity, and morality in their activities both on and off campus. Civic Education can serve as a driving factor in fostering anti-corruption attitudes by familiarizing students with integrity in learning (Fahmi et al., 2021). Additionally, anti-corruption attitudes can be cultivated through anti-corruption-based problematic learning models (Angelia et al., 2022b) and integrated into organizational

culture (Arwiyah et al., 2020). By fostering anti-corruption attitudes, students can develop exemplary integrity and a sense of responsibility in the learning process.

Integrating anti-corruption education with the nation's personality is an effective solution for fostering anti-corruption attitudes among students. By training students in anti-corruption values during their academic years, we can establish a strong foundation for their future lives. This research contributes to the development of Anti-Corruption Education by fostering a strong anti-corruption character in students. It also enriches Civic Education by promoting active and responsible citizenship skills. Furthermore, this study enhances the understanding of the nation's personality insight as a character education model with positive values and contributes to the development of students' attitudes and personalities through an inclusive growth model. The primary objective of this study is to analyze the integration of anti-corruption education with the nation's personality to foster anti-corruption attitudes. Specifically, the research question is: How can anti-corruption education be integrated with the nation's personality to foster anti-corruption attitudes?.

## 2. Materials and Methods

### 2.1. Research Design

This study employed a qualitative research methodology with a case study approach, as outlined by Creswell (2016). The case study method was chosen to explore the integration of anti-corruption education with the nation's personality and its impact on fostering anti-corruption attitudes among university students. This approach enabled an in-depth understanding of the implementation process within a higher education institution.

### 2.2. Research Site and Participants

The research was conducted at the University of Muhammadiyah Mataram, focusing on a specific program: anti-corruption education courses in universities. The study involved seven informants, consisting of: 1) the head of the Pancasila and Civic Education study program, 2) a faculty member from the History Education department, and 3) five lecturers teaching anti-corruption education courses. The participants were selected using purposive sampling to ensure that only individuals with relevant expertise and direct involvement in anti-corruption education were included. This approach enabled the collection of rich, detailed data on the design, implementation, and challenges of integrating anti-corruption education with the nation's personality.

### 2.3. Data Collection Methods

Data collection was conducted with due regard to applicable ethical provisions. Written permission was obtained from relevant parties for observations and interviews. The questionnaires were completed voluntarily and anonymously, although each respondent was coded to allow linking of answers to worksheets. Data collection employed multiple methods to ensure comprehensive findings: 1) In-depth Interviews: Semi-structured interviews were conducted with all informants, providing flexibility to explore specific themes while maintaining a structured approach. Interview questions focused on strategies, methodologies, and outcomes of anti-corruption education integration; 2) Participant Observations: Observations were conducted during anti-corruption education classes to document teaching methods, student engagement, and the application of national personality values in classroom settings; 3) Document Analysis: Relevant documents, such as Ministerial Regulation No. 33 of 2019, anti-corruption education syllabi, teaching modules, and institutional policies related to character education, were examined to support the findings.

### 2.4. Research Instruments

The research instruments included: the researchers themselves as primary tools for data collection, interview guidelines to ensure focused and systematic data collection, recording devices to capture detailed responses for transcription and analysis, stationery for note-taking and documentation, supporting materials such as syllabi, teaching modules, and institutional policies related to anti-corruption education.

### 2.5. Data Analysis

The research procedure followed a systematic process to ensure the reliability and validity of findings. The steps included: 1) Data Organization: Reviewing field notes, transcripts, and collected documents to develop an initial understanding. 2) Coding and Categorization: Applying both inductive and deductive coding approaches to identify key themes related to anti-corruption education and national personality. 3) Thematic Analysis: Identifying patterns and emerging themes through an iterative process of data refinement. 4) Interpretation and Reporting: Findings were interpreted using Creswell's (2016) qualitative data analysis framework, linking results to theoretical perspectives on character education. 5) Data Triangulation: Combining insights from interviews, observations, and document analysis to enhance the study's validity. The systematic steps

outlined above ensured the reliability of the research findings, providing meaningful insights into anti-corruption education and character-building efforts within higher education institutions.

### 3. Results

#### 3.1. Integration of Anti-Corruption Education, Nation's Personality and Anti-Corruption Attitude

Based on the results of interviews and observations with lecturers who taught anti-corruption education courses at the University of Muhammadiyah Mataram for one semester, spanning four active months from February 2 to May 30, 2024, this data is presented in the form of theme domains, sub-themes, and research result concepts visualized in a Table 1. The following table synthesizes the data to highlight key points related to anti-corruption education, particularly the strategies and models used to foster students' anti-corruption attitudes while integrating them with the values of the nation's personality.

**Table 1** Theme domains, subthemes and concepts.

Theme	Subtheme	Concept
Effectiveness of Anti-Corruption Education	Student Engagement	Students are active and can demonstrate anti-corruption attitudes during the learning process
	Innovation in Teaching	Lecturers must innovate in learning designs to strengthen the attitude of the Indonesian nation and instill anti-corruption values.
Stages of Learning Integration	Internalization Stage	Focus on understanding and internalizing integrity through character definition, feelings, actions, and values.
	Anti-Corruption Behavior Intention Stage	Emphasizes teaching the cognitive, affective, and psychomotor factors of corruption behavior.
	Planned Behavior Theory Stage	Relates to behavioral theories that underpin anti-corruption behavior formation.
	Student-Centered Learning Stage	Promotes active participation, elaboration, and presentation by students.
Learning Models	Teaching Methodology Stage	Requires comprehensive and proportional design of teaching methods.
	Identified Models	Seven models: 1) Problem-based learning, 2) Project-based learning, 3) Work-based learning, 4) Service learning, 5) Case study learning, 6) Cooperative learning, and 7) Value learning.
	Most Suitable Models	Problem-based, project-based, and value learning are most effective for fostering critical thinking, creativity, and consistent anti-corruption attitudes.

The table above highlights the importance of innovative teaching and active student involvement in fostering students' anti-corruption attitudes. It was identified that problem-based, project-based, work-based, cooperative, and value-learning approaches were the main strategies adapted to the curriculum to foster anti-corruption attitudes. The learning process follows five stages: internalization of integrity, understanding of anti-corruption behavioral factors, application of behavioral theory, student-centered activities, and comprehensive teaching methodology. Among the seven learning models identified, problem-based, project-based, and value-learning were considered the most effective in encouraging critical thinking, creativity, and demonstration of consistent anti-corruption attitudes.

Furthermore, as a driving and supporting factor in integrating anti-corruption education based on the nation's personality to foster anti-corruption attitudes, the lecturers of Anti-Corruption Education and Pancasila and Citizenship Education at Universitas Muhammadiyah Mataram have a strong foundation in compiling integrated innovation learning tools, guided by the competency standards of anti-corruption education outlined in the book "Anti-Corruption Education in Indonesia." A visualization of the table is provided below.

Table 2 above shows that the lecturers in charge of the anti-corruption education course have been guided by the competency standards, topics, and semesters set by the Corruption Eradication Commission, with the support of other learning modules. The competency standards and sub-topics of the anti-corruption education course align with 21st-century learning by emphasizing the improvement of critical and creative thinking skills and anti-corruption attitudes among students, making it easy for them to understand and practice. Teaching materials are described as a set of tools or learning resources that present the content, methods, limitations, and evaluation strategies of learning in a systematic and attractive manner. Therefore, the teaching materials have been designed and compiled according to learning principles, as they are a crucial tool for lecturers to facilitate and support the learning process effectively.

#### 3.2. The Impact of Growing Student Anti-Corruption Attitudes

Several achievements of the following anti-corruption value indicators prove the impact of fostering anti-corruption attitudes in students.

**Table 2** Competency standards for anti-corruption education.

College	Semester	Competency Standards	Subject matter and sub subject matter
University	II and IV	<p>Students are able to accurately and correctly explain the meaning and definition of corruption;</p> <p>Students are able to accurately explain the history of corruption and the efforts to eradicate corruption in Indonesia;</p> <p>Students are able to accurately explain the various forms of corruption and corrupt behavior;</p> <p>Students are able to distinguish between forms of corruption and corrupt behavior;</p> <p>Students are able to analyze acts of corruption and corrupt behavior in society;</p> <p>Students are able to evaluate and understand various forms of corruption and corrupt behavior.</p> <p>Students are able to explain the driving factors for corruption;</p> <p>Students can distinguish between internal and external factors that cause corruption;</p> <p>Students can conclude internal factors and external factors driving corrupt behavior;</p> <p>Students are able to eliminate their own attitudes that tend to encourage corrupt behavior;</p> <p>Students can foster an anti-corruption attitude.</p> <p>Students know the consequences of acts of corruption;</p> <p>Students can have empathy for victims of corruption;</p> <p>Students are able to avoid acts and behaviors of corruption.</p> <p>Students are able to explain anti-corruption values to overcome internal factors that cause corruption;</p> <p>Students are able to explain the principles of anti-corruption principles which are guided by anti-corruption values to overcome external factors that cause corruption so that corruption does not occur;</p> <p>Students are able to provide examples of the application of anti-corruption principles and values in an organization/institution/society to prevent corruption in every activity.</p>	<p>Definition of Corruption: Identify the definition of corruption</p> <p>Forms of Corruption History of Corruption</p> <p>Factors Causing Corruption: Factors Causing Corruption;</p> <p>Causes of Corruption in a Theoretical Perspective; Internal and External Factors Causing Corruption.</p> <p>Massive impact of corruption: Economic Impact; Social Impact and Community Poverty; The Impact of Government Bureaucracy; Impact on Politics and Democracy; Impact on Law Enforcement; Impact on Defense and Security; Impact of Environmental Damage</p> <p>Anti-corruption values and anti-corruption principles: Anti-Corruption Values; Anti-Corruption Principles</p>

Table 3 above shows that students can practice anti-corruption attitudes in their daily activities both on and off campus. Furthermore, the data on the implementation of learning that integrates anti-corruption education with national personality to foster anti-corruption attitudes showed positive values, with results indicating an increase in attitudes such as students' ability to practice a simple lifestyle, honest attitudes, responsibility, independence, integrity, and morality.

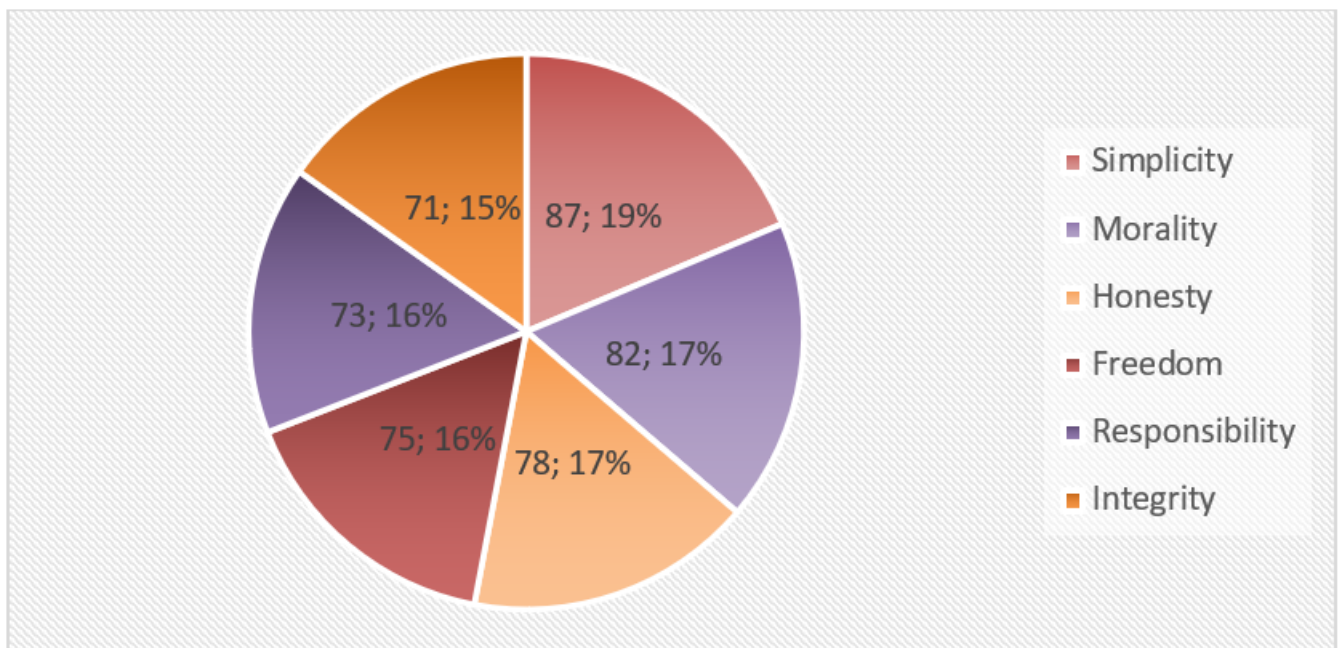
Figure 1 Student responses about fostering anti-corruption attitudes in the integrated learning process are as follows.

Figure 1 above shows that the learning process integrating anti-corruption education with the nation's personality plays a vital role in creating and realizing anti-corruption character among students. This approach encourages attitudes of simplicity, morality, and honesty, with scores ranging from 90.00% to 80.00%, indicating a high level of anti-corruption attitude. In contrast, attitudes of freedom, responsibility, and integrity scored between 76.00% and 72.00%, falling into the medium category. Nonetheless, fostering anti-corruption attitudes among students is essential for educating and shaping the nation's youth to be corruption-free, responsible, and integrity-driven. Therefore, integrating anti-corruption education with national personality values is a valuable approach to forming students' anti-corruption attitudes with positive outcomes.



**Table 3** Anti-corruption values and attitudes habituated by students.

Anti-Corruption Values	Attitudes Accustomed to by Students
<p><b>Honesty:</b> Behavior should aim to shape students into individuals who consistently uphold integrity in their words, actions, and work.</p>	<p>Providing facilities for announcing found and lost items Financial transparency and assessment of learning outcomes Prohibition of cheating</p>
<p><b>Responsibility:</b> A person's attitude and behavior in carrying out their duties towards themselves, society, the environment (natural, social and cultural), the state and God Almighty.</p>	<p>Setting up a canteen with the concept of honesty Implementation of routine postal duties Active participation in campus activities Ask for troubleshooting advice Submit assignments on time</p>
<p><b>Simplicity:</b> Understated (not excessive) attitude and behavior</p>	<p>Work tasks according to their role in the group Maintaining the cleanliness, neatness and beauty of the school Save on the use of school facilities (electricity, water, credit, and others) Not arrogant</p>
<p><b>Freedom:</b> Attitudes and behaviors that show independence according to the rules</p>	<p>Do not bring luxury equipment (mobile phones, jewelry, gadgets, etc.) Democratic campus atmosphere Lecturers provide opportunities for students to express their opinions freely and responsibly Students dare to express their ideas Set up a suggestion box</p>
<p><b>Integrity:</b> Attitudes and behaviors that show upholding leadership principles</p>	<p>Obey the rules and ethics in college Respect and appreciation for lecturers</p>
<p><b>Morality:</b> Attitudes and behaviors that uphold ethics and moral values as human beings</p>	



**Figure 1** Student response fosters anti-corruption attitude.

#### 4. Discussion

The integration of anti-corruption education with the nation's personality has demonstrated substantial potential in fostering anti-corruption attitudes among students. This discussion elaborates on the findings within the context of existing literature, evaluates their implications, and underscores the contributions of this approach to higher education and character development. Anti-corruption education, as delineated in this study, aims to instill key values such as honesty, responsibility, integrity, and simplicity among students. These findings align with the perspectives of Lickona (2012), who emphasized that character education should nurture moral integrity and respect for others. Anti-corruption education, therefore, serves as a transformative tool that embeds ethical principles into students' cognitive and behavioral frameworks. By integrating these

values within academic settings, universities create a foundational resistance against corrupt practices, fostering a generation equipped to uphold accountability in both professional and personal spheres. This study reveals that the inclusion of anti-corruption education in civic education courses, structured using innovative pedagogical approaches, enhances students' engagement and understanding. As noted by Komalasari and Saripudin (2015), contextual and value-based learning is effective in internalizing anti-corruption principles. The findings further corroborate the role of personalized learning experiences in making abstract values more tangible, enabling students to practice honesty and transparency in their everyday activities.

The concept of the nation's personality, rooted in Pancasila and the cultural values of Indonesia, provides a robust framework for character education. This research illustrates how integrating national personality traits, such as simplicity and responsibility, with anti-corruption education can create a synergistic effect. Susilo et al. (2022b) highlighted the critical role of these traits in fostering functional citizens who embody noble character. The present study builds on this notion, suggesting that infusing national values into educational content not only strengthens moral identity but also contextualizes anti-corruption values within students' lived experiences. Moreover, developing a moral compass aligned with the nation's identity is imperative in an era characterized by rapid technological advancement and globalization. As Putu et al. (2022) argued, excessive reliance on technology can erode critical values, making the reinforcement of cultural and ethical tenets necessary. This study addresses this gap by embedding the nation's personality within education, ensuring that students' moral development keeps pace with their intellectual growth.

The study identifies several pedagogical models, including problem-based learning, project-based learning, and value-based learning, as particularly effective in fostering anti-corruption attitudes. Problem-based learning, in particular, encourages critical thinking and ethical decision-making by presenting real-world scenarios that require the application of anti-corruption principles. Angelia et al. (2022a) noted similar benefits, observing that problem-based learning enhances students' analytical and reflective skills, which are crucial for navigating complex ethical dilemmas. Additionally, this research emphasizes the role of lecturers as facilitators and role models. According to Kamaruddin (2012), educators must embody the values they teach, serving as living examples of integrity and accountability. This study extends this principle by highlighting the need for lecturers to design innovative learning experiences that convey not only theoretical knowledge but also foster practical application. For instance, activities such as honesty-based projects and transparent grading systems were found to effectively cultivate trust and accountability among students.

While integrating anti-corruption education with the nation's personality shows promising outcomes, challenges in its implementation must be acknowledged. One significant barrier is the lack of resources and institutional support for developing comprehensive anti-corruption curricula. As noted by Fajar and Muriman (2018), the success of anti-corruption education often depends on the availability of well-designed teaching materials and training for educators. This study's findings underscore the importance of addressing these gaps through policy support and investment in educational infrastructure. Furthermore, the diversity of cultural and religious backgrounds among students presents both a challenge and an opportunity. On one hand, varying interpretations of moral values may complicate standardizing anti-corruption education. On the other hand, this diversity can enrich the learning experience, fostering inclusive discussions that broaden students' perspectives. As highlighted by Nugroho (2017), a humanist-religious approach can effectively harmonize these differences, promoting mutual respect and understanding.

The results indicate a measurable improvement in students' anti-corruption attitudes, as evidenced by their enhanced honesty, responsibility, and integrity. These findings are consistent with Rasdi et al. (2021), who demonstrated that anti-corruption education positively influences students' ethical decision-making and civic responsibility. Integrating these values into daily practices, such as submitting assignments on time and participating in campus activities with transparency, reflects a shift from theoretical knowledge to actionable behavior. Beyond the individual level, this research's implications extend to broader societal contexts. By cultivating a culture of integrity within universities, this approach contributes to developing a corruption-resistant generation that can influence organizational and institutional practices. As noted by Baharuddin and Samad (2019), embedding anti-corruption education within higher education curricula creates ripple effects that benefit communities and institutions at large.

The integration of anti-corruption education is supported by national policies, such as Ministerial Regulation No. 33 of 2019 and Presidential Regulation No. 08 of 2012. These regulations underscore the importance of aligning educational initiatives with the Indonesian Qualification Framework, ensuring they address national priorities and contemporary challenges. This study aligns with these mandates by proposing a model that fulfills legal requirements and addresses the moral and ethical dimensions of education. The competency standards outlined in this research provide a clear roadmap for implementing anti-corruption education. By emphasizing knowledge, attitudes, and skills, these standards align with the broader goals of character education, as discussed by Widodo and Jasmadi (2008). The study's focus on integrating these competencies with the nation's personality adds a unique dimension, ensuring students develop a well-rounded ethical perspective.

The implications of this study can improve education policies in educating and teaching students to develop strong soft skills, integrity, a simple life, and anti-corruption attitudes. This research recommends that the Government of the Republic of Indonesia revise the law on the Corruption Eradication Commission to prioritize developing anti-corruption character and

education in all universities. This would strengthen and foster anti-corruption attitudes to the maximum extent possible. Anti-corruption activists, social institutions, and educational institutions should be involved in designing curricula that integrate anti-corruption education with the nation's personality, serving as role models for fostering and developing anti-corruption attitudes among students and the wider community. A limitation of this research is its focus on integrating anti-corruption education with the nation's personality to foster anti-corruption attitudes in students. Future researchers are encouraged to incorporate aspects of cultural, religious, and political values or develop more innovative and creative learning models to further enhance character education based on the Indonesian nation's personality.

## 5. Conclusions

The study results show that integrating anti-corruption education with the nation's personality can foster anti-corruption attitudes in students, such as honesty, responsibility, simplicity, freedom from intervention, integrity in leadership, and morality in decision-making. This integration serves as a role model for improving anti-corruption character education in universities, promoting anti-corruption attitudes and movements in the teaching and learning process, both on and off campus. Integrating anti-corruption education with the nation's personality is crucial in shaping anti-corruption attitudes, responsibility, and integrity. However, our research is limited to this specific integration. Future researchers are encouraged to incorporate aspects of cultural, religious, and political values or develop innovative learning models to further enhance anti-corruption education.

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## Ethical considerations

Data collection was conducted with due regard to applicable ethical provisions. Written permission was obtained from relevant parties for observations and interviews. The questionnaires were completed voluntarily and anonymously, although each respondent was coded to allow linking of answers to worksheets.

## Conflict of Interest

The authors have no conflicts of interest to declare.

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