



# Student Character Building Based on Honesty Values and Academic Ethics Through Anti-Corruption Education

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## Article Info

### Article History

Received: 2025-11-25

Revised: 2025-12-29

Published: 2026-01-10

### Keywords:

*Anti-corruption  
Education, Student  
Character, Honesty,  
Academic Ethics,  
Integrity.*

## Abstract

Corruption within educational institutions, manifesting in forms such as plagiarism, proxy attendance, and the abuse of organizational power, poses a serious challenge to the role of students as a moral force. This research aims to analyze the contribution of anti-corruption education in shaping student character based on the principles of honesty and academic ethics. Utilizing a descriptive qualitative methodology and an empirical legal approach, this study examines the phenomena within the Accounting Study Program at Mandiri Bina Prestasi University for the 2024 and 2025 periods. Data were collected through closed-ended questionnaires from 50 respondents and analyzed using triangulation techniques to ensure the validity of the findings. The results indicate that anti-corruption education has a significant positive impact on internalizing the Corruption Eradication Commission's (KPK) nine integrity values, particularly through the alignment of materials with real campus issues, such as the rejection of academic fraud and the misuse of technology. However, its effectiveness still faces challenges, specifically the discrepancy between normative values and structural reality, referred to as the "institutional ethics gap." This study concludes that strengthening character with integrity requires a comprehensive integration of honesty values into the curriculum, alongside the support of exemplary role models from educators, to realize a corruption-free educational ecosystem

## I. INTRODUCTION

Education plays a crucial role in shaping the character and intellect of the younger generation, particularly through the reinforcement of anti-corruption values within the academic environment. In line with Ki Hajar Dewantara's philosophy, education is viewed as a holistic mentoring process aimed at producing individuals who are independent, possess integrity, and are "soulfully free." The primary focus of education is not merely cognitive achievement but the development of personal potential grounded in morality and culture. This aligns with the mandate of Law No. 20 of 2003, which establishes the goal of national education as a means of nation-building through the internalization of an anti-corruption culture within educational institutions.

Education serves as a fundamental instrument for both individual and national progress; however, integrity in the educational world now faces significant challenges due to a

lack of understanding regarding anti-corruption values among students. In the current digital era, the ease of access to technologies such as Artificial Intelligence (AI) risks facilitating academic dishonesty, which serves as the root of corrupt behavior and damages the student mentality. As an intellectual group carrying the role of a "moral force," students are expected to be at the forefront and act as agents of change in upholding truth and justice in society. From a juridical perspective, anti-corruption efforts aim to prevent criminal acts such as bribery and abuse of power that harm state finances and the social order.

Corruption remains a systemic obstacle to development in Indonesia, where practices have permeated educational institutions through phenomena such as plagiarism, proxy attendance (titip absen), and the abuse of organizational power. These actions do not only result in material loss but also erode the moral values and justice necessary for national progress. Therefore, internalizing integrity values in higher education

is vital to preventing more massive corrupt practices in the professional world in the future. This research will further examine the strategic role of student associations in implementing anti-corruption values to create a clean and high-integrity academic ecosystem.

The implementation of anti-corruption education for students is a priority that must be addressed to provide a comprehensive understanding of corruption mechanisms and eradication strategies. Such knowledge is crucial so that students can participate actively in anti-corruption social movements and form a fair-minded mentality in daily social interactions. This education is also essential to mitigate academic fraud, such as cheating and plagiarism, which are identified as early forms of corrupt behavior in the campus environment.

Character building requires consistency and an appropriate supervisory approach in the process of internalizing integrity values. This study specifically focuses on History students from the 2024 and 2025 cohorts as the subjects of study. The role of students is considered highly strategic in reconstructing a future for the nation that is free from corruption while simultaneously improving the quality of life for future generations.

The implementation of integrity values formulated by the Corruption Eradication Commission (KPK) is expected to foster a collective ethical awareness among students to reject all forms of manipulation and unethical practices in various aspects of life. Fundamentally, anti-corruption education is a primary pillar in building a moral generation through character education and the exemplary role modeling of educators. Through this strategy, the goal of realizing a sustainably corruption-free Indonesia can be achieved.

This research is projected to expand the horizons of knowledge regarding the effectiveness of anti-corruption education in reconstructing student character based on principles of honesty and academic ethics. By internalizing these values, this study is expected to initiate the birth of an upright younger generation to accelerate national development that is more advanced and free from corrupt practices. Furthermore, the results of this study are expected to provide not only a theoretical informative contribution but also serve as a relevant literary reference for the development of future research in related fields.

Based on the background provided, the focus of the problems in this research is formulated as follows: How can the implementation of anti-corruption education fundamentally instill the value of honesty into student character? What is the role of anti-corruption education in fostering a more integrated and high-quality academic environment for students? How effective is anti-corruption education in forming students with resilient character and high integrity? What are the supporting factors and obstacles affecting the implementation of anti-corruption education within the higher education environment?

## **II. RESEARCH METHODS**

The type of research employed in this study is empirical legal research (sociological jurisprudence), which examines applicable legal provisions alongside their practical implementation within society. This study applies a qualitative methodology with a descriptive approach, aiming to analyze the contribution of anti-corruption education to the construction of student character specifically regarding the principles of honesty and academic ethics within the Accounting Study Program at Mandiri Bina Prestasi University for the 2024 and 2025 periods.

The data collection process was conducted through a closed-ended, scale-based questionnaire instrument covering strategic indicators. To obtain a holistic overview of the effectiveness of the implemented strategies, data analysis was carried out systematically using triangulation techniques to ensure the validity of the findings. The results of the analysis are integrated to formulate strategic recommendations for an adaptive anti-corruption education implementation model that is relevant to student needs. Overall, this descriptive research utilizes measurable instruments to facilitate the drawing of objective conclusions based on the perspectives of students as the primary subjects of the study.

## **III. RESULTS AND DISCUSSION**

The implementation of anti-corruption education within the Accounting Study Program at Mandiri Bina Prestasi University focuses on the internalization of integrity values as the primary foundation for corruption prevention. Integrity is understood as the alignment between mindset, speech, and behavior in accordance with one's

conscience and prevailing legal norms. Fundamentally, the cultivation of honesty is achieved through practical application within student organizations, where honesty is defined as uprightness, sincerity, and the rejection of all forms of fraud. In the context of the Accounting Student Association (Himpunan Mahasiswa Akuntansi), this is manifested through transparency in organizational financial management and the disclosure of information to all members without data manipulation. By habituating clean governance from an early stage, students not only build trustworthy organizations but also shape their character as future professionals with high integrity.

Anti-corruption education plays a vital role in creating an integrated academic environment by mitigating "subtle" corrupt practices that are often normalized among students. Unethical practices such as proxy attendance (attendance fraud), plagiarism, and the abuse of organizational power and funds pose a serious threat to the role of students as a moral force. This education encourages students to adopt a critical stance in monitoring unethical practices at the faculty, bureaucratic, and student organization levels. Through the courage to speak the truth and reject academic fraud, a healthy campus climate free from manipulation is created, which ultimately enhances the quality of education and public trust in academic institutions.

The effectiveness of forming resilient and high-integrity student characters can be observed through their consistency in applying the nine integrity values formulated by the Corruption Eradication Commission (KPK): honesty, care, independence, discipline, responsibility, hard work, simplicity, courage, and fairness. This character is built through practical experience in managing real-world work programs, such as the fish-seed planting program in Samosir, which involved the preparation of a detailed and realistic budget. In this process, student responsibility is tested through the management of funds sourced from member contributions and external sponsors, requiring high accountability in every responsibility report. Discipline in meeting deadlines and the treasurer's courage to account for every cent to all members serve as crucial learning media for future professional accountants to maintain trust and fiduciary duty in the professional world.

However, the implementation of these values in higher education is influenced by various supporting factors and systemic barriers. The

primary supporting factor includes the utilization of digital technology to build anonymous reporting systems and budget transparency portals accessible to all members. Conversely, the greatest barrier arises from the normalization of petty corruption within organizations which, if left unchecked, can permanently damage student morality. Individual moral weakness and greed also pose challenges that require continuous reinforcement of character education through exemplary role modeling and strict supervision. Therefore, a synergy between campus policies in providing digital platforms and student commitment to maintaining a culture of honesty is essential to realize a clean and corruption-free educational ecosystem.

Research findings confirm that the implementation of anti-corruption education has made a significant positive contribution to student character construction, particularly in internalizing honesty and academic ethics. Various educational initiatives, such as seminars and anti-corruption campaigns, are considered effective tools for expanding intellectual horizons and increasing students' collective awareness of the urgency of integrity.

Anti-corruption education materials are highly relevant to real-world campus issues, including the rejection of plagiarism, academic fraud, and the misuse of digital technology. The alignment between theory and actual situations facilitates a deeper and more applicable internalization of integrity values. The emergence of individual ethical awareness allows students to remain consistent with the principles of honesty in completing academic assignments, despite social pressure or opportunities to cheat.

Challenges remain in the form of a discrepancy between normative values and structural reality, such as the lack of firm sanctions for ethical violations or injustices in the grading system. Based on social learning theory, educators and institutional systems play a crucial role as behavioral models that influence the success of habituating anti-corruption values in students. Efforts to build a comprehensive anti-corruption culture require the integration of honesty and responsibility into all aspects of the curriculum, in line with the strategies recommended by the KPK. Fundamentally, the success of anti-corruption education rests on the autonomous commitment of the student as an individual. The realization that integrity is the primary pillar in professional character building reflects the post-conventional stage of moral

development, where actions are based on deep internal principles rather than mere compliance with external rules.

#### IV. CONCLUSIONS AND RECOMMENDATIONS

Anti-corruption education plays a strategic role in fundamentally internalizing the principles of honesty and academic ethics within the higher education environment. Through educational instruments such as seminars, campaigns, and the integration of materials into the curriculum, students can optimize their awareness regarding the urgency of disciplined behavior and responsibility in the learning process. This phenomenon expands the students' perspective that corrupt practices are not limited to large-scale abuse of power but also include daily academic deviations such as plagiarism, cheating, and data manipulation. This collective awareness encourages students to take an active role in promoting integrity values, rejecting dishonesty, and maintaining administrative discipline in completing academic tasks.

The effectiveness of this character reinforcement is supported by the synergy between the utilization of information technology, the campus organizational climate, and the transparency of institutional policies. The implementation of anti-corruption principles can reach an optimal point if supported by a clean academic environment, accountable administrative systems, and firm enforcement of regulations against all forms of fraud.

Furthermore, the integration of integrity values into various disciplines helps students understand that corruption prevention is a universal cross-sectoral responsibility in all aspects of life. Holistically, anti-corruption education in higher education is projected to produce intellectuals who are not only cognitively superior but also possess solid moral integrity as agents of change dedicated to eliminating corrupt practices in the future.

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