



## Optimizing Legal Strategies: Combating Corruption through Anti-Corruption Education in Universities

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*This research proposes an innovative approach to combating corruption, through anti-corruption education within the university environment. Given the increasing cases of corruption in Indonesia, a preventive approach through education is essential in cultivating a generation that is aware of the negative consequences of corruption. The methodology employed is normative research with a legal and literature analysis approach. The analysis results indicate that anti-corruption education in universities holds significant potential in shaping anti-corruption attitudes and values among students. This finding underscores the urgency of integrating courses that examine corruption issues and ethics into university curricula. Based on these findings, the legal strategy of anti-corruption education in universities plays a significant role in reducing corrupt practices. Strengthening educational content that fosters anti-corruption awareness, along with active collaboration among educational institutions, the government, and society, is considered necessary for implementing this strategy.*

### 1. Introduction

Anti-corruption education within the university environment has become a global focus in efforts to combat the troubling crime of corruption. Corruption poses a serious threat to sustainable development, political stability, and the integrity of state institutions. In this modern era, universities play a crucial role in shaping the younger generation to be not only academically competent but also individuals with integrity and a high awareness of the dangers of corruption. Therefore, the implementation of anti-corruption education in universities is a crucial aspect of building strong character and ethical values in students, enabling them to avoid and confront corruption in the future.

In his writing, Syamsuddin revealed that many regulations have been enacted.<sup>1</sup> However, the weak legal institutions and corrupt law enforcement officials have created conditions of rampant, institutionalized corruption, which has become a deeply entrenched ailment that is challenging to cure. Integrity is the key to eradicating corruption. The lack of integrity among law enforcement officials and the prevalence of unfair regulations are the primary issues.<sup>2</sup> Legal awareness within society remains heteronomous, meaning compliance stems from external pressure or fear of sanctions. To combat corrupt practices, autonomous legal consciousness within society, cultivated through character education such as anti-corruption education, is required.

The issue of combating corruption cannot be resolved through the efforts of law enforcement agencies alone. The education sector is expected to play a role in preventing corrupt practices from an early stage, with anti-corruption education anticipated to be a solution.<sup>3</sup> Despite its significance, the implementation of anti-corruption education in higher education faces several challenges. Difficulties in designing appropriate curricula, insufficient support and commitment from university administrations, and limited resources pose major obstacles. Additionally, there is a need for a comprehensive understanding of how legal regulations and norms governing anti-corruption education facilitate these efforts.

Several previous studies have identified effective learning models to enhance anti-corruption education in higher education. For instance, Amiruddin & Afifah advocated for the integration of a case-based approach to introduce real-life situations in teaching about the dangers of corruption<sup>4</sup>, while Abdullah highlighted the role of lecturers in shaping students' anti-corruption behavior through interactive learning.<sup>5</sup> However, research on the role of legal regulations and norms governing anti-corruption education in higher education remains limited. There has been no comprehensive analysis of how legal regulations support the implementation of anti-corruption education.

Although previous research has led to progress in the field of anti-corruption education, there is still a lack of understanding regarding the role of legal regulations and norms governing anti-corruption education in the university

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<sup>1</sup> Syamsuddin, A. (2008). *Integritas penegak hukum: hakim, jaksa, polisi, dan pengacara*. Jakarta: Penerbit Buku Kompas, p. 9

<sup>2</sup> Purnama, W. W. (2020). "Tantangan dan Peluang Dalam Penegakan Hukum Terhadap Insider Trading di Pasar Modal". *Jurnal Hukum Media Justitia Nusantara (MJN)*. 10(2): 134-141

<sup>3</sup> Nida Amalia Dewi, & Dedi. (2022). "Pendidikan Anti Korupsi Di Perguruan Tinggi Sebagai Upaya Preventif Pencegahan Korupsi". *JUSTICES: Journal of Law*. 1(1): 22-34

<sup>4</sup> Amiruddin, M. F., & Afifah, B. N. (2021). "Implementasi Pendidikan Karakter Anti Korupsi di MAN 4 Kediri". *Salimiya: Jurnal Studi Ilmu Keagamaan Islam*. 2(3): 168-184

<sup>5</sup> Abdullah, A. (2023). "Kejujuran sebagai Nilai Penting dalam Pendidikan Anti Korupsi Bagi Mahasiswa". *Universal Grace Journal*, 1(2): 173-183

environment. Most previous studies have not comprehensively analyzed how legal regulations support and influence the implementation of anti-corruption education. Furthermore, in the context of Indonesian law, there has been limited research specifically addressing the legal strategies used to combat corruption through anti-corruption education in higher education. Therefore, this research fills this gap by conducting an in-depth analysis of relevant legal regulations and norms and identifying how legal strategies can be more effectively used to support anti-corruption education in universities.

This research aims to analyze the effectiveness of legal regulations governing anti-corruption education in higher education institutions in combating corruption, as well as identify challenges and potential reforms in the implementation of anti-corruption education laws to enhance its effectiveness. Based on these research objectives, the problem formulation to be addressed in this article is the extent to which the effectiveness of existing legal regulations supports anti-corruption education in universities and the challenges and potential reforms faced in implementing legal regulations related to anti-corruption education.

## **2. Method**

The method used in this research is a normative juridical approach. This approach is employed to analyze the legal regulations related to anti-corruption education in higher education institutions. Normative research is closely tied to literature studies because normative law research requires secondary data from the literature.<sup>6</sup> This study gathers primary data in the form of legal regulations related to anti-corruption education, such as laws and government regulations that govern the procedures and content of anti-corruption education in universities. This study also use secondary data from literature studies to explore the latest developments in the field of anti-corruption education. These data will then be comprehensively analyzed to identify the effectiveness of existing regulations and to pinpoint the challenges and potential reforms that need to be considered in the implementation of anti-corruption education laws in universities.

## **3. Result & Analysis**

### **3.1. Effectiveness of Anti-Corruption Education Regulations in Universities in Combating Corruption**

According to Law Number 20 of 2001 concerning Amendments to Law Number 31 of 1999 concerning the Eradication of Corruption, it is explained that

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<sup>6</sup> Muhammad Syahrur, S. T. (2022). *Pengantar Metodologi Penelitian Hukum: Kajian Penelitian Normatif, Empiris, Penulisan Proposal, Laporan Skripsi dan Tesis*. Bengkalis: Dotplus Publisher, p. 69

corruption involves the misuse of authority, position, or facilities, whether in the form of bribery, gratification, or other forms, to obtain or provide unfair benefits that harm the state's finances or the national economy.<sup>7</sup> In 2000, the World Bank provided an alternative definition of corruption, which is "corruption is the abuse of public power for personal gain." This definition has been adopted as an international standard for describing corruption. In conclusion, the meaning of corruption in the law and related regulations highlights practices that violate ethical and legal norms and harm the interests of society and the state as a whole.

Law Number 30 of 2002 concerning the Corruption Eradication Commission (KPK) was the driving force behind the establishment of the KPK during the administration of Megawati Soekarno Putri. At that time, the Prosecutor's Office and the Police were considered ineffective in dealing with corruption, necessitating a specialized institution to address the issue. In accordance with the mandate of this law, the KPK was established with the aim of improving efficiency and results in the efforts to eradicate corruption. The KPK operates independently in performing its duties and authority, free from external influences. This law underwent revisions in 2019 with the issuance of Law Number 19 of 2019. The revision aimed to strengthen the synergy between the KPK, the police, and the prosecutor's office in handling cases of corruption.

In an increasingly complex and dynamic era, corruption prevention has become a crucial priority in maintaining the integrity and credibility of higher education institutions. The effectiveness of anti-corruption education regulations in universities is crucial for guiding and measuring the success of efforts to prevent corruption within the academic environment. These regulations not only govern the legal framework that guides the implementation of anti-corruption education programs but also serve as a fundamental basis for shaping the character and anti-corruption ethos of the entire academic community.

The implementation of anti-corruption education in universities can be seen as a preventive tool with significant potential to create positive impacts on combating corruption practices in the future. The importance of discussing the effectiveness of anti-corruption education regulations in universities is not only related to the fundamental understanding of regulatory substance but also to the extent to which universities can provide meaningful anti-corruption education programs for students, faculty, and the entire academic community. In this context, the relevance and contribution of research on the effectiveness of

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<sup>7</sup> Undang-undang Nomor 19 Tahun 2019 Tentang Perubahan Kedua Atas Undang-undang Nomor 30 Tahun 2002 Tentang Komisi Pemberantasan Tindak Pidana Korupsi (Lembaran Negara Republik Indonesia Tahun 2019 Nomor 197, Tambahan Lembaran Negara Nomor 6409).

anti-corruption education regulations in universities has become increasingly prominent and significant.

The data obtained from literature studies, relevant legal regulations and norms, as well as related scholarly references, provide a fairly clear picture of the implementation and impact of these regulations. This research compiles data that explain various aspects, such as the substance of anti-corruption education regulations found in the Higher Education Law, Regulations of the Ministry of Education and Culture, and internal regulations of universities. In addition, an analysis is also conducted on the concrete efforts made by universities in organizing anti-corruption education programs, such as special curricula, training, seminars, and other activities relevant to corruption prevention.

The findings generated from this research are consistent with several previous studies that suggest that anti-corruption education regulations in universities have the potential to prevent corruption within academic environments. According to Lailiyah, anti-corruption education integrated into university curricula can shape a more ethical mindset and behavior among students, as well as help foster a culture of integrity among the younger generation.<sup>8</sup> This is also in line with the findings of a study by Wibawa, which indicate that an anti-corruption education approach focused on character development and integrity values can have a positive effect in shaping awareness and anti-corruption attitudes among students.<sup>9</sup>

According to Wati, measuring the effectiveness of anti-corruption education in transforming student behavior to be more ethical is a complex matter that requires the right evaluation approach.<sup>10</sup> This finding is also supported by research conducted by Suhandi, which suggests the need for more advanced and holistic evaluation methods to measure changes in student behavior resulting from anti-corruption education programs.<sup>11</sup> Therefore, the results of this research underscore the importance of developing more comprehensive and effective evaluation methods to assess the real impact of anti-corruption education regulations in universities in shaping the character and anti-corruption attitudes of students.

However, this research has identified several challenges in the effectiveness of anti-corruption education regulations in universities. Some of the identified

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<sup>8</sup> Lailiyah, K. (2022). "Peran Perguruan Tinggi Dalam Membangun Generasi Anti Korupsi Melalui Pendekatan Pendidikan Anti Korupsi". *Journal Legal Dialectic.*, 1(2): 1-14

<sup>9</sup> Wibawa, D. S., Agustian, M., & Warmiyati, M. T. (2021). "Pendidikan Anti Korupsi sebagai Tindakan Preventif Perilaku Koruptif". *Muqoddima Jurnal Pemikiran dan Riset Sosiologi*, 2(1): 1-18

<sup>10</sup> Wati, S. (2022). "Pentingnya Pendidikan Tentang Anti Korupsi Kepada Mahasiswa". *ULIL ALBAB: Jurnal Ilmiah Multidisiplin*. 1(6): 1827-1834

<sup>11</sup> Suhandi, M. F., Ginanjar, D., & Agustin, S. (2023). "Higher Education As An Anti-Corruption Forming Agent". *The ES Journal of Learning and Educations*. 1(01): p. 22-29

challenges include a lack of resource support, limited student participation in anti-corruption education programs, and difficulties in measuring the real impact of education on student behavior. These findings align with some prior research that has also identified similar challenges. Therefore, there is a need for more strategic efforts to address these challenges, such as the development of quality human resources, active involvement of students in anti-corruption education programs, and the creation of evaluation methods capable of measuring the real impact of anti-corruption education on changes in student behavior and attitudes when facing situations potentially related to corruption.

Based on the findings previously disclosed, there are several implications that can be drawn for further optimizing the effectiveness of anti-corruption education regulations in universities. Firstly, there needs to be a stronger effort in developing and improving anti-corruption education curricula. This includes enhancing the quality of relevant learning materials on corruption issues, implementing interactive and in-depth teaching methods, and integrating values of integrity into every course. In this context, collaboration between academics, practitioners, and other relevant parties will be highly valuable in ensuring that anti-corruption education curricula can have a significant impact on shaping the mindset and anti-corruption attitudes of students.

Furthermore, the implementation of anti-corruption education regulations in universities should also be supported by more comprehensive and measurable evaluation methods. These efforts include developing effective measurement tools to assess changes in student behavior after participating in anti-corruption education programs. The use of surveys, case studies, and direct observations can be useful approaches to measure the real impact of these programs. Additionally, evaluation results should be used as input for improving future anti-corruption education programs. By understanding the extent of the current program's effectiveness and identifying areas for improvement, universities can continually enhance the impact and relevance of anti-corruption education programs in combating corruption in both academic environments and society at large.

### **3.2. Challenges and Opportunities for Implementing Anti-Corruption Education in Universities**

In the analysis of legal norms and regulations related to the implementation of anti-corruption education in universities, it can be seen in Government Regulation No. 43 of 2018 that clearly emphasizes the improvement of the quality of higher education in Indonesia through the regulation of quality assurance, curriculum, human resources, university cooperation, education

financing, and educational role models.<sup>12</sup> Regarding the curriculum, Higher Education Law No. 12 of 2012 mandates that universities are required to implement character education, including anti-corruption values.<sup>13</sup> Furthermore, this is reinforced by the issuance of Ministry of Research, Technology, and Higher Education Regulation No. 33 of 2019, which also regulates the implementation of anti-corruption education to be applied in universities.<sup>14</sup>

The analysis of these legal norms indicates a strong foundation for the implementation of anti-corruption education in universities. However, a gap exists between legal provisions and the actual practices in the field. Some universities have not yet comprehensively integrated anti-corruption education into their curricula. These findings underscore the need for updates and stringent monitoring of the implementation of anti-corruption education in universities to align with existing legal provisions.

The findings of this study reveal some similarities and significant differences compared to previous research. In the study conducted by Amiruddin & Afifah, the importance of anti-corruption education in universities is emphasized, but it primarily focuses on practical approaches to character education and the curriculum.<sup>15</sup> Meanwhile, the findings in this research add a new dimension by analyzing the legal aspects and regulations related to the implementation of anti-corruption education in universities.

Furthermore, Abdullah's research also underscores the need to strengthen anti-corruption education in universities to create an academically-integrated environment.<sup>16</sup> However, that study does not delve deeply into the analysis of legal norms governing anti-corruption education. The findings of this research fill this gap by providing a detailed breakdown of relevant legal norms and involving legal elements in the implementation of anti-corruption education in universities. This study contributes to a more comprehensive understanding of the legal foundation and regulations underpinning efforts to combat corruption through education in the university setting.

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<sup>12</sup> Peraturan Pemerintah (PP) Nomor 43 Tahun 2018 tentang Tata Cara Pelaksanaan Peran Serta Masyarakat dan Pemberian Penghargaan dalam Pencegahan dan Pemberantasan Tindak Pidana Korupsi (Lembaran Negara Republik Indonesia Tahun 2018 Nomor 157, Tambahan Lembaran Negara Nomor 6250).

<sup>13</sup> Undang-undang Nomor 12 Tahun 2012 tentang Pendidikan Tinggi (Lembaran Negara Republik Indonesia Tahun 2012 Nomor 158, Tambahan Lembaran Negara Nomor 5336).

<sup>14</sup> Peraturan Menteri Riset, Teknologi, Dan Pendidikan Tinggi Republik Indonesia Nomor 33 Tahun 2019 tentang Penyelenggaraan Pendidikan Antikorupsi di Perguruan Tinggi (Berita Negara Republik Indonesia Tahun 2019 Nomor 1024)

<sup>15</sup> Amiruddin, M. F., & Afifah, B. N. (2021). "Implementasi Pendidikan Karakter Anti Korupsi di MAN 4 Kediri". *Salimiya: Jurnal Studi Ilmu Keagamaan Islam*, 2(3): 168-184

<sup>16</sup> Abdullah, A. (2023). "Kejujuran sebagai Nilai Penting dalam Pendidikan Anti Korupsi Bagi Mahasiswa". *Universal Grace Journal*. 1(2): 173-183

The analysis results reveal that anti-corruption education in universities has a positive impact on shaping the ethical mindset and behavior of students. This aligns with research conducted by Sintia, which demonstrates that the implementation of anti-corruption education programs can help build awareness and integrity among students.<sup>17</sup> Similar findings are also evident in the work of Duryat & Sahrodi, who found that the integration of ethical and anti-corruption values into higher education curricula can produce graduates who are more responsive to corruption issues in society.<sup>18</sup>

However, the findings of this research also highlight the challenges faced in implementing anti-corruption education in universities. This is in line with the research findings of Siregar & Chastanti, who mentioned that although many universities have launched anti-corruption education programs, there are still obstacles in integrating this material into existing curricula.<sup>19</sup> Furthermore, relevant regulations and legal norms also play a key role in determining the effectiveness of anti-corruption education in universities. Research by Sari (2023) indicates that ambiguity in regulations and policies regarding anti-corruption education can hinder the progress of such programs.

In the context of Indonesia, legislation and regulations, as well as KPK regulations, play a crucial role in guiding efforts to combat corruption through education in universities. Empirical studies by Firmansyah & Syam indicate that the supervision and implementation of legislation related to corruption prevention in financial institutions have a positive impact on shaping a culture of integrity.<sup>20</sup> Meanwhile, research by Sumaryati reveals that KPK's efforts to involve universities in anti-corruption programs through the Strengthening Education and Anti-Corruption Program (PPA) make a significant contribution to shaping an anti-corruption mindset among students.<sup>21</sup> Therefore, the findings of this research provide a strong foundation for strengthening anti-corruption efforts through education in universities, considering the relevant legal and regulatory aspects.

This research has broad implications for efforts to combat corruption through anti-corruption education in universities. Firstly, the research findings provide a strong foundation for universities to develop more effective and relevant anti-

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<sup>17</sup> Sintia, N. K. A. (2023). "Implementasi Pembentukan Karakter dan Integritas Mahasiswa Melalui PAK (PENDIDIKAN ANTI KORUPSI)". *Jurnal Ilmu Hukum Sui Generis*, 3(1): 45-60

<sup>18</sup> Duryat, H. M., & Sahrodi, H. J. (2021). *Manajemen Pendidikan AntiKorupsi (Wacana Kritis atas Etika Kekuasaan dan Budaya Mematuhi Melalui Pendidikan)*. Yogyakarta: K-Media, p. 37

<sup>19</sup> Siregar, A. A., & Chastanti, I. (2022). "IMPLEMENTASI PENDIDIKAN ANTIKORUPSI DI SEKOLAH". *Sosial Horizon: Jurnal Pendidikan Sosial*, 9(1): 13-22

<sup>20</sup> Firmansyah, V. Z., & Syam, F. (2021). "Penguatan Hukum Administrasi Negara Pencegah Praktik Korupsi dalam Diri Pemerintahan Indonesia". *Integritas: Jurnal Antikorupsi*, 7(2): 325-344

<sup>21</sup> Sumaryati, S., Murtiningsih, S., & Maharani, S. D. P. (2020). "Penguatan Pendidikan Antikorupsi Perspektif Esensialisme: Penguatan Pendidikan Antikorupsi Perspektif Esensialisme". *Integritas: Jurnal Antikorupsi*, 6(1): 1-14



corruption education programs. The implementation of these programs can include curriculum enhancements by integrating ethical and anti-corruption values into various courses, as well as organizing extracurricular activities that promote understanding and awareness of the dangers of corruption.

Furthermore, the follow-up action that can be taken is the establishment of a sustainable monitoring and evaluation mechanism for these anti-corruption education programs. With regular monitoring and evaluation in place, universities can measure the impact of these programs on students' attitudes and behaviors in preventing corruption. This evaluation data can serve as a basis for universities to continue improving and adjusting their programs, as well as evaluating their long-term effectiveness in shaping a younger generation with higher moral and ethical integrity.

In a broader context, the findings of this research can also serve as a reference for government policies aimed at supporting and encouraging universities to become agents of change in combating corruption. With strong collaboration between universities, the government, and relevant institutions, it is hoped that efforts to prevent and combat corruption through anti-corruption education will be more effective and sustainable, ultimately having a positive impact on shaping a more integrity-driven and honest society. Anti-corruption awareness in Indonesia needs to be built by strengthening integrity, transparency, and accountability.

#### **4. Conclusion**

This research has revealed that anti-corruption education regulations in universities have great potential to shape the awareness and integrity of the younger generation. Despite facing challenges in implementation, collaboration among academia, the government, and society can be the key to maximizing the effectiveness of anti-corruption education in universities, ultimately having a positive impact on sustainable development and the eradication of corruption.

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