

**International Conference On The State, Law, Politics & Democracy (ICON-SLPD)
Conference Proceedings 2025**

**Anti-Corruption Education to Instill Integrity Values in Students of Smk
Triguna Jakarta**

Amelia Haryanti¹, Ayni Suwarni², Ifa Latifa³

^a *Fakultas Hukum, Universitas Pamulang, Tangsel. E-mail: dosen00811@unpam.ac.id*

^b *Fakultas Hukum, Universitas Pamulang, Tangsel. E-mail: dosen00707@unpam.ac.id*

^c *Fakultas Hukum, Universitas Pamulang, Tangsel. E-mail: dosen02996@unpam.ac.id*

Article	Abstract
<p><i>Received: Des 02, 2025; Reviewed: Jan 07, 2026; Accepted: Feb 09, 2026; Published: Feb 26, 2026</i></p>	<p>Corruption is a serious problem that threatens development and damages the joints of state life. This phenomenon occurs not only in the government, but also affects social culture. Therefore, corruption prevention needs to be carried out from an early age through anti-corruption education in schools. This education plays an important role in shaping the character of the younger generation to uphold honesty, responsibility, and transparency. With the right understanding, students can avoid a permissive attitude towards corrupt practices that are often considered reasonable. SMK Triguna Jakarta as a vocational education institution has a moral responsibility to instill the value of integrity in students. Students who will enter the world of work need to be equipped with a strong moral foundation to be able to become agents of change. This community service program is designed to provide anti-corruption education that is structured, interactive, and relevant to students' lives. Activities include counseling, discussions, case studies, and simulations so that students not only understand concepts, but are able to apply them. The main objectives of the activity are to increase knowledge about corruption, form anti-corruption attitudes, and instill integrity values such as honesty, responsibility, consistency, and the courage to reject irregularities. The program is implemented through a participatory approach by actively involving students, as well as materials tailored to their social context. With this approach, it is hoped that critical awareness of the dangers of corruption will grow and students will be able to influence the surrounding environment. This program is also a guide for teachers to integrate anti-corruption values in a sustainable manner, as well as a moral investment for the future of the nation.</p> <p>Keywords: Prevention of corruption; counseling; education.</p>

A. INTRODUCTION

Corruption is one of the biggest challenges to national development and the quality of governance in Indonesia. As a systemic crime, corruption not only harms the state economically, but also damages moral values, weakens public trust, and hinders the creation of a healthy legal culture. Transparency International (2023) notes that Indonesia still faces serious problems in efforts to eradicate corruption, which shows the need for a more comprehensive prevention strategy. Prevention efforts from an early age through the education sector are a strategic step because schools are a fundamental space for character formation in the development of the younger generation (Huda, 2019).

Anti-corruption education is an important instrument to instill the values of integrity, honesty, responsibility, and anti-deviation attitudes from school age. The Ministry of Education and Culture (Kemdikbud, 2018) emphasized that character education, including integrity, must be integrated into the learning process so that students are able to become moral and exemplary citizens. Vocational High Schools (SMK) have a strategic position in this context because their graduates will immediately enter the world of work, so the formation of integrity values greatly determines their behavior in the future (Setyawan, 2021).

Vocational school students, including those at SMK Triguna Jakarta, are in the phase of adolescent development towards adulthood which is very vulnerable to character formation. At this age, students begin to build self-identity and values that will influence their behavior in the future. Therefore, anti-corruption learning that is designed contextually and applicatively will be very influential in instilling integrity values. Integrity here is understood as the harmony between thoughts, words, and deeds based on honesty. The phenomenon of deviant behavior such as cheating, manipulation of assignment data, or minor dishonesty in school life is often considered commonplace, but it is actually a form of integrity violation that needs to be anticipated. As stated by Suyatno, corrupt behavior starts from small things that are allowed to develop into bad habits. Therefore, building students' critical awareness of actions that lead to corruption needs to be done as early as possible through anti-corruption education. (Setyawan, R. 2021)

This community service is motivated by the need to strengthen character education at SMK Triguna Jakarta with a focus on anti-corruption values. The program will combine an educational and participatory approach, where students not only receive material, but also engage in practical activities, discussions, case studies, and social projects that foster moral awareness. According to Tilaar, effective education must involve the active participation of students so that the values taught become part of their personality. Setyawan, R. (2021) This activity is also in line with the mandate of Law Number 20 of 2003 concerning the National Education System which emphasizes that the goal of national education is to develop the potential of students to become human beings who have faith, piety, noble character, are healthy, knowledgeable, capable, creative, and become democratic and responsible citizens. Anti-corruption values, especially integrity, are an inseparable part of the educational goals.

Effective anti-corruption education must be started early, especially at the secondary education level such as vocational schools. This is important considering that vocational school students will soon enter the world of work and society, so their potential to face the temptation of corrupt behavior is quite high. According to Suyatno, instilling the values of honesty, responsibility, and discipline since school can prevent the formation of corrupt behavior in the

future. SMK Triguna Jakarta as one of the vocational education institutions has a strategic role in equipping its students not only with technical skills, but also with good moral character. Based on initial observations, some students still consider dishonest behavior in the school environment, such as cheating during exams or forging parents' signatures, as normal. This shows that there is a gap in the cultivation of integrity values that needs to be addressed immediately.

SMK Triguna Jakarta as a vocational education institution in the capital city has a moral responsibility to create a learning environment that is oriented towards the formation of students' character. Through structured, interactive, and contextual anti-corruption education, schools can equip students with the ability to recognize forms of corruption and foster the courage to reject all forms of irregularities. The program is expected to not only increase students' understanding of the dangers of corruption, but also build a culture of integrity that they can bring to the work environment and society. Thus, anti-corruption education at SMK Triguna Jakarta is an important contribution in efforts to produce a young generation with integrity and play a role in eradicating corruption in a sustainable manner. Setyawan, R. (2021)

A school's strong culture of integrity has a profound effect on student behavior. According to Tilaar, character education will not succeed if the educational environment does not support the application of the moral values taught. Therefore, in addition to providing anti-corruption materials, it is also necessary to establish a school ecosystem that exemplifies honest, disciplined, and transparent behavior. External factors such as the social environment, social media, and the conditions of the surrounding community also affect students' views on corruption. Information about corrupt practices that often appear in the media, both in the form of reporting major cases and daily fraudulent behavior, can normalize such behavior if not addressed critically. Therefore, anti-corruption education needs to equip students with moral literacy skills to sort and assess information appropriately. (Lickona, T. (1991).

A strong culture of integrity within a school has a profound influence on shaping student behavior and attitudes. When integrity is consistently practiced and reinforced through rules, role models, and daily interactions, students are more likely to internalize ethical values as part of their character. A school environment that upholds honesty, fairness, and responsibility serves as a living laboratory for character education, where moral values are not only taught but also experienced directly by students.

According to Tilaar, character education will not succeed if the educational environment does not support the application of the moral values being taught. This perspective highlights the importance of consistency between moral instruction and real-life practice within the school setting. If schools promote integrity in theory but tolerate dishonest behavior in practice, students may develop moral confusion and skepticism toward ethical teachings. Therefore, the effectiveness of anti-corruption education depends greatly on the integrity of the school ecosystem as a whole.

In this context, providing anti-corruption materials alone is not sufficient. Schools must also establish an ecosystem that exemplifies honest, disciplined, and transparent behavior at all levels, including leadership, teachers, and administrative staff. Clear regulations, fair enforcement of rules, and transparent decision-making processes are essential components of an integrity-based school culture. Such an environment enables students to observe and emulate ethical behavior in their daily school life.

In addition to internal school factors, external influences such as the social environment, social media, and the surrounding community significantly shape students' perceptions of corruption. Information about corrupt practices frequently appears in the media, ranging from reports on major corruption cases to everyday forms of fraud. Without critical guidance, repeated exposure to such information may lead students to perceive corruption as a normal or unavoidable part of social life.

Therefore, anti-corruption education must equip students with moral literacy skills that enable them to critically assess and evaluate information related to unethical behavior. As emphasized by Lickona (1991), character education should develop students' moral knowledge, moral feelings, and moral actions simultaneously. By strengthening students' ability to reflect ethically and make informed judgments, schools can help prevent the normalization of corrupt behavior and foster a generation that upholds integrity in both personal and social contexts.

Community service with the theme "Anti-Corruption Education to Instill Integrity Values in Students of SMK Triguna Jakarta" is relevant and urgent to be implemented. This program is expected to be part of preventive efforts in eradicating corruption through education, forming a young generation that is not only academically intelligent, but also morally strong. As emphasized by Haryatmoko, building a corruption-free nation must begin with building human beings who have integrity from a young age. The objectives of this Community Service Activity are: 1. Instilling Integrity Values in Triguna Vocational School Students Jakarta through anti-corruption learning that is integrated with a participatory and applicable approach. 2. Improving Student Knowledge about the definition, form, impact, and efforts to prevent corruption, both in the school environment and the community. 3. Forming Critical Attitudes and Responsibility of Students towards actions that have the potential to become corrupt behavior. 4. Develop Social and Moral Skills through practical activities, simulations, and social projects that foster anti-corruption awareness. 5. Supporting the National Character Education Program which emphasizes strengthening the values of honesty, responsibility, discipline, and respect for the law.

B. MATERIALS AND METHODS

The implementation of this community service program uses a participatory approach that places students as active subjects in the learning process of anti-corruption education. The activity began with the preparation stage, including identifying school needs, coordination with SMK Triguna Jakarta, preparing materials, and preparing evaluation instruments. The implementation team also conducts initial observations on student conditions and school culture to ensure that the material provided is relevant to the social context and characteristics of students.

The next stage is the implementation of educational activities that are packaged through several interactive methods, namely counseling, directed group discussions (FGDs), case studies, and decision-making simulations. Counseling aims to provide a basic understanding of corruption, its forms, impacts, and integrity values. Discussions and case studies are used to train students' critical thinking skills in recognizing indications of deviations in the school environment and the world of work. Meanwhile, simulations are applied to build students'

courage in rejecting unethical practices through situational experiences that resemble real conditions. (Santrock, J. W. 2014).

The last stage is evaluation and follow-up. Evaluations are carried out through pre-tests and post-tests to measure the improvement of student understanding, as well as behavioral observations during the activity. In addition, reflection was carried out with participants and teachers to assess the effectiveness of the method and the potential for program development. The follow-up is in the form of preparing recommendations for teachers in integrating anti-corruption values in learning and encouraging schools to develop internal programs for character development in a sustainable manner. With this approach, it is hoped that the value of integrity can be firmly embedded and contribute to the formation of an anti-corruption culture at SMK Triguna Jakarta.

C. RESULT AND DISCUSSION

The implementation of this community service activity succeeded in attracting the attention and active participation of students of SMK Triguna Jakarta. The activity was attended by dozens of students from various departments, showing high enthusiasm for the topic of anti-corruption education. Their presence reflects the awareness that the issue of corruption is not only a national problem in general, but can also start from daily behavior that is often considered trivial. One of the main outcomes of this activity is the increased understanding of students' understanding of the definition, form, and impact of corruption. Before the activity, most students only understood corruption in the context of the misuse of state money by officials. However, after getting an explanation, they were able to identify simple corrupt behavior in the school environment, such as cheating, absenteeism, or dishonesty in doing assignments. (Santrock, J. W. 2014).

The implementation of this community service activity successfully attracted the attention and active participation of students at SMK Triguna Jakarta. The activity was attended by dozens of students from various departments, indicating a broad level of engagement across different academic backgrounds. From the beginning of the session, students showed a high level of enthusiasm, which was reflected in their active involvement during discussions, question-and-answer sessions, and interactive learning activities related to anti-corruption education.

This high level of participation demonstrates that students possess an initial awareness of the importance of anti-corruption values. The presence and active engagement of the students suggest that the issue of corruption is perceived not merely as a distant national problem, but as a phenomenon that is closely related to everyday life. Students began to realize that corrupt behavior can emerge from daily actions that are often considered trivial or socially acceptable, especially within educational environments.

One of the main outcomes of this activity is the significant improvement in students' understanding of the concept of corruption. Prior to the activity, most students tended to associate corruption solely with the misuse of state funds by public officials or individuals in positions of power. This limited perspective indicates the need for early and comprehensive anti-corruption education that is tailored to the cognitive and moral development of adolescents.

After participating in the activity, students were able to demonstrate a more comprehensive understanding of the definition, forms, and impacts of corruption. They were

capable of identifying simple yet meaningful examples of corrupt behavior within the school context, such as cheating during examinations, absenteeism without valid reasons, and dishonesty in completing academic assignments. This shift in understanding shows that students began to internalize anti-corruption values at a practical and personal level.

In line with Santrock's (2014) perspective on adolescent moral and social development, educational interventions that emphasize real-life examples and ethical reflection can effectively shape students' attitudes and behaviors. Therefore, this community service activity not only enhanced students' cognitive understanding of corruption but also contributed to the development of integrity, responsibility, and honesty as essential character values that should be cultivated from an early age. At this stage, moral reasoning develops through social interaction, reflection, and exposure to concrete experiences. Therefore, educational interventions that emphasize real-life examples and ethical reflection are particularly effective in helping students understand abstract moral concepts, including integrity and anti-corruption values.

Educational activities that present corruption-related issues through real and relatable scenarios enable students to connect moral principles with their daily experiences. By discussing concrete examples of unethical behavior in school and social environments, students are encouraged to reflect on the consequences of their actions. This reflective process plays an important role in shaping students' moral awareness and strengthening their ability to distinguish between acceptable and unacceptable behavior.

This community service activity was designed to not only deliver theoretical knowledge but also to stimulate ethical reasoning and personal responsibility among students. Through interactive discussions and guided reflection, students were encouraged to critically evaluate their own behavior and attitudes toward honesty, fairness, and accountability. As a result, learning became more meaningful and internalized, rather than remaining at a purely cognitive level.

Consequently, the activity contributed significantly to the enhancement of students' cognitive understanding of corruption, including its definition, forms, and impacts. More importantly, it fostered positive behavioral intentions by encouraging students to reject dishonest practices and to uphold ethical standards in their academic and social lives. This indicates that value-based education can effectively influence both knowledge and behavior when implemented appropriately.

Therefore, this community service activity played an important role in the development of essential character values such as integrity, responsibility, and honesty. These values are fundamental to building a culture of anti-corruption and should be cultivated from an early age through consistent and contextually relevant educational efforts. By embedding ethical reflection in educational practices, schools can contribute to the formation of morally responsible and socially conscious future citizens.

In addition, small group discussion activities resulted in deep reflection from students on the importance of integrity values. They realize that integrity is not just honesty, but it also includes consistency in speech, actions, and an attitude of responsibility. This awareness is the initial capital for students to build strong character in personal and social life. Through the role play method or role simulation, students can experience firsthand the moral dilemmas that often arise in daily life. As a result, students learn how to make the right decisions by adhering to the

principle of integrity, even though those choices may not always be easy. This activity fosters moral courage to reject fraudulent behavior and dare to say "no" to corrupt actions. (Tilaar, H. A. R. 2002).

Teachers who attended this activity also showed a positive response. They gain additional insight into strategies to integrate anti-corruption education into learning. Some teachers expressed their commitment to emphasize the aspects of honesty, discipline, and responsibility in the teaching and learning process, so that the value of integrity is not only a discourse, but also part of the school culture. Another significant outcome is the establishment of more open communication between students and teachers regarding the importance of integrity values. Students feel more comfortable discussing and expressing their opinions regarding dishonest practices at school. This interaction creates a productive dialogue space in an effort to build a school culture that is clean from corrupt behavior.

Teachers who attended this activity demonstrated a positive and supportive response to the implementation of the program. Their active participation during the sessions reflected a strong interest in strengthening anti-corruption values within the educational environment. The activity provided teachers with additional insights and practical strategies for integrating anti-corruption education into daily learning processes across various subjects.

Through this activity, teachers gained a deeper understanding of how values such as honesty, discipline, and responsibility can be embedded in teaching and learning activities. Several teachers expressed their commitment to consistently emphasizing these values, both in classroom instruction and in daily interactions with students. This commitment indicates an awareness that the cultivation of integrity should not be limited to theoretical discussions, but must be practiced and reinforced through concrete actions within the school setting.

The integration of anti-corruption values into learning is expected to contribute to the formation of a strong school culture based on integrity. When teachers serve as role models by demonstrating ethical behavior and fairness, students are more likely to internalize these values. Thus, integrity becomes not merely a concept conveyed through lessons, but a living value that is reflected in attitudes, rules, and habitual practices within the school community.

Another significant outcome of this activity is the establishment of more open and constructive communication between students and teachers regarding the importance of integrity values. Students felt more comfortable expressing their opinions and concerns related to dishonest practices at school, such as cheating or lack of discipline. This openness indicates an increased level of trust and mutual respect between teachers and students.

Such interaction creates a productive space for dialogue that supports collective efforts to prevent corrupt behavior within the school environment. Through continuous communication and collaboration, both teachers and students can jointly identify problems and develop solutions grounded in ethical principles. Ultimately, this dialogue contributes to the creation of a school culture that upholds integrity and promotes an environment free from corrupt practices.

This activity also gave rise to the idea of forming Student Integrity Ambassadors proposed by the participants themselves. Some students expressed their interest in being role models in upholding the value of integrity in the school environment. This shows that the activity not only raises awareness, but also gives birth to real initiative from students as agents of change. The results of this activity show that there is a need for a more structured follow-up program.

The students suggested that anti-corruption education be made a routine agenda, for example through debate competitions, essay writing, or making posters with the theme of integrity. These creative ideas show that students are ready to actively contribute to creating a school environment that upholds the value of honesty. Overall, this community service activity has succeeded in achieving its goal, which is to instill the value of integrity and increase students' awareness of the dangers of corruption. (Tilaar, H. A. R. 2002).

The result is not only in the form of increased knowledge, but also the growth of individual and collective commitment to build an anti-corruption culture in the school environment. With the support of teachers and schools, the results of this activity have the potential to be developed into a sustainable movement. Thus, it can be concluded that this activity has a real positive impact on the students of SMK Triguna Jakarta. Through understanding, practical experience, and encouragement to take initiative, students now have stronger provisions to become a generation with integrity. It is hoped that in the future, the values instilled through this activity can continue to be maintained and developed, so as to form the character of students who are competitive while being committed to efforts to eradicate corruption from an early age. This activity has important significance for the students of SMK Triguna Jakarta because it provides an early understanding of the dangers of corruption and the importance of integrity in daily life. (Covey, S. R, 2006).

With anti-corruption education, students are not only equipped with theoretical knowledge, but also practical skills in rejecting dishonest behavior, both in the school environment and in community life. This will be a valuable provision for students in building competitive character and integrity in the future. For schools, this activity plays a role in strengthening an educational culture based on the values of honesty, discipline, and responsibility. The results of the activity show that teachers and schools have an important role as role models and the main drivers in instilling integrity values. Thus, this devotion helps schools in developing a learning system that not only focuses on academics, but also builds students' character. (Bandura, A. 1986).

In addition, this activity is also significant for the wider community, especially in efforts to eradicate corruption from the grassroots. By equipping the young generation with anti-corruption awareness, it is hoped that a more honest, transparent, and responsible social environment will be created. Students who have received anti-corruption education in school will become agents of change who bring the values of integrity into society. More broadly, this community service activity is part of the real contribution of universities in supporting the national agenda of preventing and eradicating corruption. By involving vocational high schools, this activity is able to instill the value of integrity in prospective young workers who will later play a role in various fields. This makes anti-corruption education not only an additional material, but also a preventive strategy in creating the next generation of the nation with clean, integrity, and anti-corruption. (Andi Hamzah. 2005).

The main problems faced by students are the low understanding of corruption in the context of daily life, as well as the existence of permissive behavior towards dishonest acts, such as cheating or absenteeism. The solution offered is to provide applicable anti-corruption education through socialization, interactive discussions, and simulations of real cases that are close to students' lives. With this approach, students not only understand the concept of

corruption theoretically, but are also able to recognize and reject corrupt behavior in the school environment. Another problem is the lack of real examples in the application of integrity values in schools. (Bandura, A. 1986).

To overcome this, teachers and educators are involved as role models who consistently show honesty, discipline, and responsibility. In addition, schools are encouraged to formulate simple rules and policies that foster an anti-corruption culture, for example through a transparent assessment system, internal supervision mechanisms, and rewards for students with integrity. (Suyatno. 2015). The lack of a forum to develop students' creativity in promoting the value of integrity is also a challenge. The solution is to form Student Integrity Ambassadors or extracurricular activities that focus on anti-corruption education, such as poster competitions, debates, and writing papers. With this forum, students not only become recipients of information, but also play an active role as agents of change in the school environment. (Suyatno. 2015).

To ensure the sustainability of the program, cooperation between schools, parents, and external institutions (such as KPK, NGOs, or universities) is needed in providing assistance and follow-up activities. With this solution, anti-corruption education does not stop at service activities alone, but continues as a joint movement in instilling strong integrity values in the younger generation. (Bahri, Syamsul. 2008)

D. CONCLUSION

The community service activity entitled "Anti-Corruption Education to Instill Integrity Values in Students of SMK Triguna Jakarta" has been carried out well and received a positive response from the participants. Through the delivery of materials, interactive discussions, and role simulations, students gain a more comprehensive understanding of the definition, form, and impact of corruption, as well as the importance of instilling integrity values from an early age. The results of the activity showed an increase in student awareness to stay away from dishonest behavior in the school environment and the emergence of initiatives to be role models through the idea of forming Student Integrity Ambassadors. In addition, teachers and schools also provide support with a commitment to integrate anti-corruption values in learning activities and daily school life. Thus, this activity not only contributes to the improvement of knowledge, but also encourages the formation of a school culture based on honesty, discipline, and responsibility.

REFERENCES

- Andi Hamzah. (2005). Pemberantasan Korupsi melalui Hukum Pidana Nasional dan Internasional. Jakarta: RajaGrafindo Persada,
- Bahri, Syamsul. 2008. Buku Panduan Guru Modul Pendidikan Anti Korupsi Tingkat SMP/MTs. Jakarta: KPK
- Bandura, A. (1986). Social Foundations of Thought and Action: A Social Cognitive Theory. Englewood Cliffs: Prentice-Hall
- Covey, S. R. (2006). The Speed of Trust: The One Thing That Changes Everything. New York: Free Press
- Drost, J. 1999. Proses Pembelajaran sebagai Proses Pendidikan. Jakarta: Gramedia Widiasarana Indonesia

- Haryatmoko. (2011). *Etika Publik untuk Integritas Pejabat Publik dan Politisi*. Jakarta: PT Gramedia Pustaka Utama
- Huda, M. (2019). *Pendidikan Karakter dan Upaya Pencegahan Korupsi*. Jakarta: Rajawali Pers.
- Kementerian Pendidikan dan Kebudayaan. (2018). *Penguatan Pendidikan Karakter (PPK) dalam Pembelajaran*. Jakarta: Kemdikbud.
- Kolb, D. A. (1984). *Experiential Learning: Experience as the Source of Learning and Development*. Englewood Cliffs: Prentice-Hall
- Komisi Pemberantasan Korupsi (KPK). (2020). *Strategi Nasional Pencegahan Korupsi (Stranas-PK)*.
- Lickona, T. (1991). *Educating for Character: How Our Schools Can Teach Respect and Responsibility*. New York: Bantam Books
- Santrock, J. W. (2014). *Adolescence (15th ed.)*. New York: McGraw-Hill Education.
- Setyawan, R. (2021). "Peran SMK dalam Pembentukan Integritas Peserta Didik." *Jurnal Pendidikan Vokasi*, 11(2), 145–158.
- Suyatno. (2015). *Pendidikan Karakter dan Pemberantasan Korupsi*. Yogyakarta: Pustaka Pelajar,
- Suyatno. (2015). *Pendidikan Karakter dan Pemberantasan Korupsi*. Yogyakarta: Pustaka Pelajar
- Tilaar, H. A. R. (2002). *Perubahan Sosial dan Pendidikan: Pengantar Pedagogik Transformatif untuk Indonesia*. Jakarta: PT Grasindo
- Transparency International. (2023). *Corruption Perceptions Index 2023*.