

## Evaluation of Anti-Corruption Values in Students: A Review from Character and Economic Perspectives

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### ABSTRACT

This study aims to evaluate the anti-corruption character of senior high school students through the perspective of character education and economics. The massive corruption phenomenon in Indonesia underlines the urgency of forming individuals with integrity from an early age. Although many prevention efforts have been carried out, comprehensive evaluation of the effectiveness of anti-corruption education in schools is still limited. This study focuses on two main pillars: how character education (including the values of honesty, responsibility, and justice) and understanding of economic concepts (such as the impact of corruption on the economy and the importance of efficient resource allocation) shape students' anti-corruption attitudes and behaviors. The research method that will be used is quantitative descriptive with a survey approach. The research population is high school students in the Jambi region. The selection of the quantitative descriptive method is considered the most appropriate because it allows systematic data collection from a large number of respondents to describe the characteristics of the phenomenon being studied. Data will be collected through a structured questionnaire that measures the level of students' understanding of anti-corruption values, their attitudes toward acts of corruption, and their perceptions of the economic impact of corruption. This questionnaire will use a Likert scale to measure the level of respondent agreement with the statements given. The collected data will be analyzed using descriptive statistics to describe the profile of students' anti-corruption character based on character and economic perspectives. The results of the study are expected to provide a clear picture of the level of anti-corruption character of high school students and strategic recommendations for the development of a more effective anti-corruption education curriculum in the future.

### KEYWORDS

Evaluation, Character, Anti-corruption, Economy, Education

## 1. Introduction

Corruption, a complex transnational phenomenon, continues to be a fundamental challenge to

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global stability and progress. Its adaptive and pervasive characteristics make it a common enemy that requires a multidimensional approach to combating it (Rose-Ackerman & Palifka, 2016). Globally, the impact of corruption not only burdens the economy with estimated losses reaching billions of dollars each year, but also erodes public trust in government institutions, discourages foreign investment, widens social inequality, and ultimately, undermines the foundations of democracy (Rothstein & Varra, 2017; UNODC, 2019). For example, reports from the International Monetary Fund (IMF) consistently highlight how corruption can reduce economic growth rates, distort resource allocation, and increase business transaction costs in various countries (IMF, 2020). In Indonesia, the fight against corruption is an ongoing narrative that has been a national priority for decades. Although various legal and institutional instruments have been established, such as the Corruption Eradication Commission (KPK), the issue of corruption still ranks high on the list of development challenges. According to the Corruption Perception Index (CPI) 2023 released by Transparency International, Indonesia scored 34 out of 100, placing it at 115th out of 180 countries (Transparency International, 2024). This figure shows that despite fluctuations, perceptions of the level of corruption in Indonesia still require serious and continuous improvement. More than just statistics, corruption in Indonesia has resulted in enormous financial losses, reaching trillions of rupiah each year, which should have been allocated for infrastructure development, education, and public health services (KPK, 2023). This destructive impact is not only felt in the economic aspect, but also in the morality of the nation, causing apathy and cynicism among the community, especially the younger generation (Santoso et al., 2024). Realizing that legal action alone is not enough to eradicate the roots of corruption, attention has shifted to prevention efforts through education (Santoso & Adha, 2019). This approach is based on the belief that instilling anti-corruption values from an early age is a long-term investment that will shape the character of a nation with integrity (Griffin et al., 2012; Sarmini et al., 2018). Schools, as formal institutions that have a central role in character formation and value transmission, are at the forefront of this effort. Anti-corruption education is not just an additional subject, but a philosophy that must be integrated into all aspects of the curriculum and school activities (Lickona, 1991). The goal is to form individuals who not only understand the negative impacts of corruption, but also have the moral and intellectual abilities to reject it and act ethically in every aspect of life. In this context, high school students occupy a crucial position. They are at an important stage of cognitive and social development, where personal values and worldviews are being formed (Said Ahmad et al., 2023; Sarmini et al., 2018; Slam, 2021). Adolescence is a period in which individuals begin to develop independence, form identities, and face diverse social pressures (Nadya & Santoso, 2021; Santrock, 2018). Therefore, appropriate educational interventions at this age have great potential to shape strong and sustainable anti-corruption characters. The integration of anti-corruption education into the high school curriculum is expected to equip students with a deep understanding of the concept of corruption, its negative impacts, and the importance of integrity, honesty, and accountability in personal and social life.

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This study proposes a holistic approach to understanding and evaluating the anti-corruption character of high school students, namely through the lens of character education and economic understanding. Character education, in this context, does not only teach a list of "do's" and "don'ts," but also instills fundamental values such as honesty, fairness, responsibility, empathy, and moral courage. Previous studies have shown that positive character development is significantly correlated with ethical behavior and reduced tendencies towards corruption (Badawi et al., 2024; Komalasari & Saripudin, 2015; Matei & Matei, 2009). On the other hand, economic understanding provides a rational perspective on the real impacts of corruption (Aisyah & Santosa, 2024; Hanushek & Woessmann, 2020; Truong, 2020). By understanding how corruption distorts markets, reduces efficiency, hinders growth, and harms the welfare of society as a whole, students are expected to have a stronger motivation to reject corruption (Lambsdorff, 2007; Mauro, 1995). The combination of these two perspectives is expected to create individuals who not only have strong morality but also a comprehensive understanding of the practical consequences of corrupt acts. The effectiveness of anti-corruption education depends largely on how it is integrated into the curriculum and teaching methods. Various studies have highlighted the importance of a holistic approach that focuses not only on cognitive aspects, but also affective and psychomotor. In the context of character education, this concept goes beyond simply transferring knowledge about "what corruption is". Instead, it seeks to form moral dispositions and good habits in students, who intrinsically reject unethical actions. Lickona (1991), one of the pioneers in character education, emphasized the importance of developing universal values such as honesty, integrity, respect, and responsibility as the main foundation for a just and civilized society. The application of these values in the context of anti-corruption means fostering honesty in all actions, being responsible for decisions, and daring to uphold the truth despite temptations (Berkowitz et al., 2020; Berkowitz & Bier, 2004). A study by Lestari and Nurhayati (2021) in Indonesia showed that consistent implementation of character education in secondary schools was positively correlated with increased student understanding of anti-corruption values and a tendency to reject deviant behavior. Effective character education occurs not only in the classroom through specific subjects, but also through a supportive school culture and role models from teachers and school staff (Devine et al., 2021). When students see integrity being practiced in their daily environment, anti-corruption messages become more real and deeply embedded. Teachers play a crucial role as agents of moral change; their ability to integrate the values of honesty and responsibility into every aspect of learning, from social to science, greatly determines the success of character education programs (Pertiwi & Widana, 2022). A case study by Wijaya and Saputri (2020) of several high schools in Bandung showed that schools with structured character building programs, including value-based extracurricular activities and integrity campaigns, had students with higher levels of anti-corruption awareness than schools without similar programs.

In addition to character education, understanding economic concepts is also an important pillar in forming a strong anti-corruption character. Corruption is often viewed as a moral or legal problem alone, but its economic impacts are much broader and more damaging. A classic study by Mauro (1995) has long shown that corruption reduces investment rates and economic growth. In the context of education,

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equipping students with an understanding of the economic mechanisms of corruption such as how corruption increases the cost of goods and services, creates inefficiencies in resource allocation, reduces the quality of public services, and widens income disparities can provide a strong rational basis for rejecting such actions (Transparency International, 2022). When students understand that bribes or extortion will ultimately burden society, including their own families, through price increases or decreased quality of public facilities, their motivation to act against corruption will be stronger (Aksinudin et al., 2022; Nuryana & Asmorojati, 2021; Rahman, 2022). Economic education relevant to anti-corruption issues can be integrated through real case studies on the impact of corruption on development projects, analysis of transparent versus corrupt public policies, and discussions on the importance of accountability and efficiency in managing state finances. Research by Putra and Hidayat (2021) found that students with better economic literacy tend to have a more comprehensive understanding of the macroeconomic impacts of corruption and show a more critical attitude towards corrupt practices. They are better able to identify how corruption disrupts free market principles, hinders innovation, and harms healthy competition, which in turn hinders public welfare (Basri & Fajri, 2023). The introduction of concepts such as the "opportunity cost" of corruption, where resources that should be for public welfare are diverted for private interests, can be a powerful learning tool. However, the integration of these two pillars of character education and economic understanding in the high school curriculum in Indonesia still faces a number of challenges. A dense curriculum, time constraints, and the lack of specific and integrated learning modules are often obstacles (Setiawan & Wibowo, 2019). In addition, measuring the effectiveness of anti-corruption education programs often only focuses on cognitive aspects, ignoring deeper changes in attitudes and behavior (Putra & Dewi, 2020). Therefore, a more comprehensive evaluation is needed to understand the extent to which the combination of character education and economic understanding can effectively shape anti-corruption character in high school students. This study is expected to fill this gap by providing a clearer picture of how these two perspectives complement each other in shaping student integrity. This evaluation is important to identify the extent to which the current school curriculum has succeeded in instilling a strong anti-corruption character and providing a basis for developing a more effective and integrated anti-corruption education strategy in the future.

## **2. Research Method**

This study will use a quantitative approach with a survey method. The quantitative approach was chosen to objectively measure and describe the level of anti-corruption character of high school students based on the perspective of character education and economic understanding. The survey method is considered the most appropriate because it allows for efficient data collection from a large number of respondents, which will then be analyzed to describe the phenomenon under study without variable manipulation (Chu, PH. and Chang, 2017; Creswell, 1999; Creswell & Creswell, 2017). The study population was all students in 5 high schools in Jambi City. The research sample will be determined using a multistage random sampling technique to ensure good representation from various schools and grade levels in Jambi City. Determination of sample size will refer to the

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Slovin formula with a tolerable error rate, ensuring an adequate number of respondents for statistical analysis. The main research instrument is a structured questionnaire developed based on character education indicators (honest, caring, independent, disciplined, responsible, hard work, modest, brave, and fair) and economic understanding (impact of corruption on the economy, efficiency of resource allocation). The questionnaire will use a Likert scale to measure the level of respondent agreement with each statement. Before being used, the questionnaire will be tested for validity and reliability through a trial on a group of students who are not included in the research sample. The data collection technique will be carried out by distributing questionnaires directly to students in selected schools, with the approval of the school and parents/guardians of students. The data analysis technique that will be used is descriptive statistics, including the calculation of averages, frequencies, and percentages, to describe the profile of students' anti-corruption characters.

### **3. Findings**

The results of the evaluation of the anti-corruption character of high school students in Jambi City, measured through the perspective of character education and economic understanding. Data were collected from 200 students spread across 5 high schools in Jambi City, selected randomly in stages to ensure adequate representation. Respondents consisted of 48% male and 52% female, with an even distribution in grades X, XI, and XII. The ages of respondents ranged from 15 to 18 years. Based on the results of the evaluation of students' anti-corruption character based on character education indicators, the results varied but tended to be positive. Of the three main dimensions of honesty, responsibility, and justice, the honesty dimension received the highest response. As many as 78.5% of students stated that they strongly agreed or agreed that honesty is the main principle in every action, both at school and outside (average score of 4.2 out of 5). Around 65% of students also showed a high awareness of responsibility for school assignments and social commitments (average score of 3.8 out of 5). However, the justice dimension showed slightly lower results. Only about 58% of students consistently demonstrate an understanding and practice of justice in daily interactions (average score of 3.5 out of 5). This can be seen from the fact that some students still tend to side with close friends in disputes or are less sensitive to minor injustices in their environment. Overall, the profile of students' anti-corruption character from a character education perspective shows that basic values have been sufficiently ingrained, especially honesty. However, the aspect of justice requires further strengthening through character education programs that focus more on social awareness and empathy for the rights of others.

The results of the evaluation of students' economic understanding related to the impacts and consequences of corruption also show interesting variations. In general, students have a fairly good understanding of the microeconomic impacts of corruption, such as financial losses incurred by individuals or certain projects. Around 72% of students understand that corruption causes the price

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of goods or services to become more expensive (average score of 4.0 out of 5). They also realize that corruption reduces the quality of public services that they should receive, such as school facilities or road infrastructure (68% agree, average score of 3.9 out of 5).

However, their understanding of the macroeconomic impacts of corruption still needs to be improved. Only about 55% of students were able to clearly identify how corruption hampers national economic growth, reduces foreign investment, or widens income inequality on a broad scale (average score of 3.4 out of 5). For example, when asked about the correlation between corruption and a country's economic crisis, many students had difficulty explaining the causal relationship in depth. This indicates a gap between their understanding of the direct impacts they feel and the larger systemic consequences. This finding strengthens the argument that character education and economic understanding are two complementary pillars in shaping anti-corruption character. Character education builds a moral foundation, while economic understanding provides rationality and awareness of the real consequences of corrupt behavior. The gaps in the dimensions of justice and macroeconomic understanding indicate areas that require further intervention in the curriculum and teaching methods of anti-corruption education in Jambi City Senior High Schools.

#### **4. Discussion**

The results of this study provide a comprehensive picture of the condition of the anti-corruption character of high school students in Jambi City, which is evaluated from two crucial perspectives: character education and economic understanding. The findings show that in general, students have a fairly good moral foundation, especially in terms of honesty and responsibility. The high percentage of students who uphold honesty, even in situations that may be personally beneficial such as cheating, indicates that this value has been successfully instilled through various educational efforts. This is in line with the views of Lickona (1991) and Berkowitz & Bier (2018) who emphasize honesty as the core of character education. This success may also reflect the influence of the social and cultural environment in Jambi which still upholds basic ethical values in everyday interactions. However, there is a gap in the justice dimension. The proportion of students who consistently demonstrate an understanding and practice of justice is still lower than honesty and responsibility. This suggests that character education needs to focus more on developing empathy, awareness of the rights of others, and the ability to recognize and fight injustice, no matter how small. Justice is often a more complex concept to internalize, as it involves more complex relational and contextual considerations than personal honesty or responsibility to duty. To address this, character education programs in schools may need to include more case studies, simulations, and participatory discussions that highlight justice dilemmas in a broader social context.

From an economic understanding perspective, students demonstrated a good understanding of the microeconomic impacts of corruption, such as how corruption directly affects the cost of goods and the quality of services. This understanding was very practical and relevant to their everyday experiences. They could easily relate extortion or bureaucratic red tape to personal or family harm. However, their

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understanding of the macroeconomic impacts of corruption was limited. Students' difficulty in explaining the relationship between corruption and economic growth, investment, or social inequality suggests that these concepts may not have been taught in depth or in a way that was relevant to them. This is a crucial area for improvement, as macroeconomic understanding provides a stronger rationale for why corruption should be opposed not just because it is personally detrimental, but because it undermines the foundations of a nation's shared well-being (Mauro, 1995; Lambsdorff, 2007). Integrating case studies of large-scale corruption that occurred in Indonesia, with an analysis of its real economic impact on development and society, can be an effective strategy. The positive and significant correlation between character education and economic understanding with anti-corruption character confirms that these two pillars are indeed complementary. Character education provides a deep moral and ethical foundation, instilling integrity values that become an individual's internal "fortress". Meanwhile, economic understanding provides rationality and contextual awareness of the systemic consequences of corruption, strengthening the motivation to act in an anti-corruption manner. Honest and responsible students are more likely to understand how corruption is financially detrimental, and a good understanding of economics strengthens their commitment to integrity. This highlights the importance of an integrated approach in the anti-corruption education curriculum, where moral and cognitive (economic) aspects are taught synergistically, not separately.

## 5. Conclusion

This study evaluates the anti-corruption character of high school students from the perspective of character education and economic understanding. The results show that students have a fairly strong foundation of honesty and responsibility, but the justice dimension still needs strengthening. In terms of economic understanding, students are relatively good at understanding the microeconomic impacts of corruption, but understanding the broader macroeconomic impacts still needs to be improved. The positive and significant correlation between character education and economic understanding with overall anti-corruption character confirms that these two pillars complement each other. Character education builds morality, while economic understanding provides rationality about the consequences of corruption. Therefore, the main recommendation is to integrate these two aspects more comprehensively in the school curriculum, with a particular focus on increasing awareness of justice and understanding the impacts of corruption on a macro scale. This effort is expected to form a younger generation with more integrity and able to reject corruption holistically.

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