



STUDENT PERCEPTIONS ON DEVELOPING AN ANTI-CORRUPTION CULTURE IN HIGHER EDUCATION

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ABSTRACT

This study aims to understand students' perceptions on developing an anti-corruption in higher education (BKAK) in Indonesia. The researchers used a combined method involving surveys (quantitative) and interviews (qualitative). A total of 95 students from undergraduate (S1) and graduate (S2) programs were randomly selected through google forms to measure various aspects of their perceptions of BKAK. Survey data were processed using descriptive statistics. Qualitative interviews focused on important values in strengthening BKAK according to students' views, then analyzed using techniques from Miles, Huberman, & Saldana (2014) with the help of NVivo 14 Plus. The results of the study indicate a high awareness among students of the importance of an anti-corruption culture in higher education institutions, as well as their readiness to engage in related initiatives. Interview analysis revealed that integrity, honesty, transparency, and collective responsibility are considered key values in strengthening BKAK. Students also emphasized the importance of anti-corruption education in the curriculum and the role of role models from higher education leaders. The results of this study demonstrate the need for a holistic approach that involves integrating BKAK values into policies and curricula, as well as empowering students as agents of change. This research provides important insights for policymakers and educators in designing effective strategies to increase student participation and engagement in promoting and maintaining an anti-corruption culture in higher education.

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1. INTRODUCTION

Corruption is a serious problem that hinders development and integrity in various sectors, including education. Shocking the academic community were the results of a 2020 corruption eradication commission (KPK) survey, which found that 64% of corruptors were university graduates (Pikiran-rakyat.com, 2020; antaranews.com, 2020). This data serves as a reminder that integrity is not directly proportional to educational attainment. This is certainly a wake-up call for universities to make improvements to instill the values of honesty and integrity in their students, so that they will become honest national leaders who uphold anti-corruption principles.

One way to instill the values of honesty, integrity, and an anti-corruption character is through a cultural approach (Hadifa, 2019). Campuses should be environments that condition students to adhere to honest principles and behavior, and to maintain integrity (Rusdi, 2015). This is the crucible for future national leaders with anti-corruption character. This certainly requires ongoing steps, starting with efforts to identify the determining factors (determinant) development of an anti-corruption campus culture (BKAK) which is then strengthened by ongoing campus programs and activities.

In higher education, the development of an anti-corruption campus culture (BKAK) is a crucial aspect supporting the creation of a healthy and transparent academic environment. Students, as an integral part of the academic community, play a crucial role in these efforts (Burhanuddin, 2021). They are not only witnesses but also active participants in the formation and implementation of values of integrity and honesty on campus.

There's a significant research gap on students' perceptions of anti-corruption culture in higher education. This lack of understanding is critical because student perceptions directly impact how effective anti-corruption policies and programs are. If students see these initiatives as mere formalities, they're unlikely to engage or internalize the values, leading to limited impact on policy compliance, program engagement, reporting mechanisms, institutional trust, and future behavior.

Indonesian universities face significant challenges in fostering an anti-corruption culture, eroding public trust and compromising educational quality. While specific university corruption data is scarce due to sensitivity and reputational risks: 1) Transparency International's Corruption Perception Index (CPI): Indonesia's low score (34/100 in 2023, 115th globally) reflects persistent national corruption, which influences public institutions like universities; 2) Academic Dishonesty: Reports frequently cite plagiarism, fraudulent research, and allegations of bribery in admissions or graduations; 3) Weak Internal Controls: Many universities lack robust financial and academic control systems, increasing vulnerability; and 4) Lack of Whistleblower Protection: Fear of retaliation deters reporting.

Research related to the development of an anti-corruption culture has been carried out by several researchers, for example: Rusdi (2015) who revealed that the idea of implementing character education based on strengthening anti-corruption attitudes for students has emerged since 2015. This idea has been supported by Standart Operational Procedure (SOP), However, its implementation is considered suboptimal. Meanwhile, Saifulloh (2017), in his study entitled "The Role of Higher Education in Cultivating an Anti-Corruption Culture in Indonesia", stated that higher education institutions have a central role in fostering an anti-corruption culture by instilling legal awareness and values of integrity in students. Furthermore, further studies are needed to unravel how an anti-corruption culture is developed within higher education institutions.

Students, as key stakeholders in higher education, play a crucial role in shaping and maintaining an anti-corruption culture (Suryani, 2013; Burhanuddin, 2021). They are not only beneficiaries of an ethical and fair educational environment but also active agents of change in promoting and implementing values of integrity and honesty on campus. Students' active role in anti-corruption efforts can determine the success of higher education institutions in achieving high standards of ethics and integrity.

However, to achieve this, a deeper understanding of how students view and respond to BKAK development efforts within higher education institutions is necessary. Their perceptions of this issue will provide valuable insights into the effectiveness of ongoing initiatives and identify areas for improvement. Furthermore, understanding these student perspectives is crucial for designing more effective and inclusive strategies to encourage their active participation in building and strengthening an anti-corruption culture on campus.

This situation is what truly inspired the researchers to conduct this study, hoping that the results will provide insight into how students view and contribute to the development of an anti-corruption culture in higher education. This information is crucial for policymakers, educators, and other stakeholders in designing and implementing effective strategies to strengthen a culture of integrity and transparency on campus. Furthermore, this study also contribute to the academic literature on the role of universities in combating corruption and promoting ethical values among the younger generation.

Based on the background outlined above, this study aims to explore and understand students' perceptions of the development of an anti-corruption culture in higher education institutions in Indonesia. This study examines how students perceive the importance of an anti-corruption culture, their level of participation in related initiatives, and their views on university policies and practices in promoting and supporting an anti-corruption culture.

2. RESEARCH METHODS

This study used a mixed-method approach, involving surveys (quantitative) and interviews (qualitative), to understand students' perceptions of the development of an anti-corruption culture in higher education institutions in Indonesia. The population comprised students from state universities (PTN), state Islamic religious universities (PTKIN), and private universities (PTS) in Indonesia, encompassing undergraduate (S1) and postgraduate (S2)

programs. The sample consisted of 95 randomly selected students (50 undergraduate students and 45 postgraduate students). Sampling was conducted using Google Forms to reach a wide range of respondents.

The survey was conducted using 16 questions designed to measure various aspects of students' perceptions of building an anti-corruption culture on campus. These questions covered aspects such as the importance of an anti-corruption culture, participation in related initiatives, and views on campus policies related to corruption prevention. Survey data was processed using Microsoft Excel, and analyzed using descriptive statistics to present percentages and general trends in student responses.

To gain a deeper understanding, interviews were conducted with a focus on the important values in strengthening the Anti-Corruption Campus Culture (BKAK) according to students. The interview data analysis technique followed the method proposed by Miles, Huberman, and Saldana (2014). The interview results were analyzed using NVivo 14 Plus to identify key themes, patterns, and in-depth insights from the students' narratives. Data from the survey and interviews were then analyzed in an integrated manner to provide a holistic understanding of students' perceptions of building an anti-corruption culture in higher education. The findings from both these methods are then combined to produce comprehensive conclusions about the research subject.

A robust anti-corruption campus culture significantly shapes university policies. When integrity and transparency are core values, policies become more legitimate and effective. This culture drives proactive policy development across all areas (admissions, finance, research), ensures effective enforcement through consistent reporting and discipline, and encourages resource allocation for integrity initiatives. It also boosts the university's reputation and trust and facilitates curriculum integration of ethical principles.

Recommendations for policy development to develop strong anti-corruption policies: 1) Develop a Comprehensive Anti-Corruption Code of Conduct: Clearly define unacceptable behaviors for all members, ensuring clarity and accessibility; 2) Strengthen Whistleblower Protection Policies: Guarantee anonymity, non-retaliation, and provide multiple safe reporting channels; 3) Enhance Transparency and Accountability Mechanisms: Implement public disclosure for finances, transparent admission/graduation processes, and clear performance metrics; 4) Integrate Anti-Corruption Principles into Curriculum and Training: Make ethics courses mandatory and integrate anti-corruption into various disciplines, with regular training for all staff; 5) Establish Clear Sanctions and Consistent Enforcement: Implement graduated penalties and independent review boards, with zero tolerance for serious offenses; 6) Promote Student Engagement and Ownership: Encourage student-led initiatives, integrity pacts, and provide feedback mechanisms; 7) Regular Policy Review and Adaptation: Periodically review and update policies with stakeholder input to address new challenges.

3. RESULT AND ANALYSIS

Student survey analysis

This survey was designed to assess students' views and attitudes toward various aspects of building an anti-corruption culture in higher education. The survey consisted of 16 statements, and respondents were asked to indicate their level of agreement with each statement using a four-point Likert scale, including "Strongly Disagree", "Disagree", "Agree", and "Strongly Agree". The survey results are presented in Table 1 below.

Table 1. Result of the survey analysis of students

No	Statement	Percentage (%)			
		Strongly disagree	Don't agree	Agree	Strongly agree
1	An anti-corruption campus culture is an important component that must exist in higher education.	0	0	13,65	69,16
2	I will be involved in activities or initiatives that support an anti-corruption campus culture in Higher Education.	0	0,91	49,14	32,76
3	There are no obstacles faced in building an anti-corruption campus culture in higher education.	2,73	27,3	36,4	16,38
4	Building an anti-corruption campus culture in higher education is difficult.	6,37	36,4	33,67	6,37
5	I will actively participate in preventing corruption in order to build an anti-corruption campus culture.	0	3,64	49,14	30,03
6	Universities should have policies that support the prevention of corruption in order to build an anti-corruption campus culture.	0	0	29,12	53,69
7	Universities need to provide curricular programs through anti-corruption education courses for students.	0	6,37	40,95	35,49
8	Universities need to provide training programs for students in order to build an anti-corruption campus culture.	0	0,91	40,95	40,95
9	Universities need to have a monitoring mechanism to prevent corruption.	0	0,91	33,67	47,32
10	Universities need to encourage active participation from students in building an anti-corruption campus culture.	0	0,91	38,22	42,77
11	Universities should have leaders who are committed to building an anti-corruption campus culture.	0	0	29,12	53,69
12	Higher education leaders should be role models and role models in building an anti-corruption campus culture.	0	0	30,03	52,78
13	Higher education leaders need to build a system that guarantees the realization of integrity in the implementation of higher education.	0	0,91	32,76	48,23
14	Higher education leaders need to build a system that ensures accountability in the management of higher education services.	0	1,82	30,94	50,05
15	Higher education leaders need to build a system that ensures transparency in providing public information services.	0	2,73	31,85	47,32
16	Universities need to conduct anti-corruption campaigns for the academic community to build an anti-corruption campus culture.	0	5,46	38,22	39,13

In an effort to build an anti-corruption culture within universities, a survey showed that the majority of students emphasized its importance. 82.81% of respondents strongly agreed that an anti-corruption culture is an essential aspect that should exist in universities. Regarding student involvement in anti-corruption activities, a nearly identical figure, 82.90%, expressed a willingness to participate in activities that support this culture.

However, there were mixed views regarding the obstacles to building an anti-corruption culture. More than half of respondents (52.78%) felt there were no significant obstacles, while 40.04% considered building such a culture difficult. The majority of students (79.17%) stated that willingness to actively participate in corruption prevention, and 82.81% agreed that universities should have specific policies for corruption prevention.

Highlighting the educational aspect, 76.44% of respondents agreed with the need for an anti-corruption education curriculum, and 81.90% agreed with the importance of anti-corruption training for students. Oversight mechanisms were also considered important by 81.99% of students, who agreed with the need for an effective oversight system to prevent corruption.

Efforts to encourage active student participation in building an anti-corruption culture were supported by 81.99% of respondents. Commitment from university leaders is also needed, with 82.81% agreeing that leaders must be committed to and role models in anti-corruption efforts.

Furthermore, there is a widespread understanding of the importance of integrity, accountability, and transparency in higher education, supported by over 80% of students in each aspect. Anti-corruption campaigns conducted by universities were deemed necessary by 77.35% of respondents.

The survey results provide a clear picture that students desire and support the implementation of various strategies to strengthen integrity and prevent corruption. This insight is invaluable to universities in designing effective policies and strategies that not only address student needs but also lay the foundation for a more ethical and responsible academic environment.

Important values in strengthening the anti-corruption campus culture (BKAK)

In order to build and strengthen the anti-corruption campus culture (BKAK), various student responses highlighted the fundamental aspects that must be integrated into the university's ethos. Integrity and honesty are integral foundations of this culture, and these two values must be fundamental principles for every member of the campus, from leaders to students. Quotes such as "The values of honesty, responsibility, caring, and courage" and "The honest attitude of leaders in carrying out their mandates, from small to large, demonstrate the importance of upholding these values in every aspect of campus life.

Responsibility is also seen as a crucial pillar in realizing BKAK, with students and staff encouraged to take full responsibility for their actions. This is reflected in the quote, "The values of responsibility, honesty, and integrity... will achieve an anti-corruption campus culture", which emphasizes that a culture of collective responsibility can foster a rejection of corruption.

Transparency in campus administration and finances is emphasized as a key element in preventing corruption, with clear management of student funds and regulations preventing unethical practices. This is expressed in the statements "Transparency in the use of student fees from the rectorate and "The need for transparency between students and regulations".

Education and awareness about corruption are also crucial steps, with curricula incorporating anti-corruption education as a means of equipping campus members with the knowledge necessary to understand, identify, and prevent corruption. Quotes such as "Educating campus members about the concept of corruption, its negative impacts, and how to prevent it is an important step" demonstrate the need for structured awareness-building efforts.

Exemplary leadership is needed to strengthen BKAK, where university leaders are expected to be role models who promote integrity and honesty. The quotes "First, leaders must be honest" and "Corruption is reduced by having leaders who are not corrupt and serve as role models for their students" emphasize the role of leaders in setting ethical standards.

Discipline and exemplary behavior are considered essential, with attitudes that support truth and service to the community becoming part of the academic culture. This is reflected in the quotes "Honesty, discipline, an attitude of defending the truth, serving the community" and "discipline and professionalism in the anti-corruption education program".

Openness and collaboration between all campus elements are emphasized as a way to prevent and combat corruption. The quotes "Honesty, Cooperation, and Transparency" and "Administration, planning, programs, and activities are carried out transparently" illustrate the importance of open and transparent collaboration. Strict sanctions for violations and the promotion of anti-corruption values are considered crucial to strengthening the BKAK. Through severe penalties or social sanctions for violators, universities can affirm their commitment to integrity. Quotes such as "there needs to be a special anti-corruption monitoring team on campus" highlight the need for a robust oversight structure.

This article attempts to outline the importance of an anti-corruption culture on campus, from a student perspective. The survey results provide in-depth insights into their views. The survey data shows that the majority of students (69.16%) strongly agree that an anti-corruption campus culture is an important component of higher education, demonstrating a high level of awareness. Furthermore, students also demonstrated a willingness to participate in various initiatives. Anti-corruption, with 82.9% agreeing or strongly agreeing to participate. This finding aligns with Rusdi's (2015) findings, which indicate the need to implement anti-corruption education in higher education.

The survey also revealed perceptions of barriers to building an anti-corruption culture on campus. A total of 29.73% of students either agreed or disagreed that there were barriers to this process, indicating challenges that need to be addressed. Higher education involvement in corruption prevention was also a focus, with students emphasizing the importance of university policies that support this effort. Over 50% strongly agreed that universities should have leaders committed to an anti-corruption culture, as well as provide anti-corruption curricula, training programs, oversight, and campaigns. Leadership is key, and therefore, an integrity pact is needed to govern universities (Basuki, 2010).

The interview results revealed that integrity and honesty are the foundation. These values are the core values of BKAK, where these values must be the fundamental principles for every campus member, including leaders and students. Quotes such as "The values of honesty, responsibility, caring, and courage" and "The honest

attitude of leaders” emphasize the importance of these values in building a campus environment free from corruption. Furthermore, collective responsibility is also emphasized as a crucial pillar in realizing BKAK. Students and staff are encouraged to take full responsibility for their actions, with the understanding that a culture of collective responsibility can foster a rejection of corruption. This is reflected in the quote that states, “The values of responsibility, honesty, and integrity... will achieve an anti-corruption campus culture”.

Transparency in campus administration and finances is also emphasized as a key element in corruption prevention. Clear management of student funds and regulations are considered to prevent unethical practices. This is expressed in the statements “Transparency in the use of student fees from the rectorate” and “The need for transparency between students and regulations”. Education and awareness about corruption are considered essential steps. A curriculum that includes anti-corruption education is needed to equip campus members with the knowledge necessary to understand, identify, and prevent corruption. Quotes such as “Educating campus members about the concept of corruption, its negative impacts, and how to prevent it is an important step” demonstrate the need for structured efforts to build awareness. These findings demonstrate the importance of transparency, which aligns with what was conveyed. Larasati (2018) and Niatrians (2019), that there needs to be good university management to support various character education programs, including anti-corruption education.

Exemplary leadership is a key focus, with university leaders expected to be role models who promote integrity and honesty. The quote, “First and foremost, leaders must be honest”, emphasizes the role of leaders in setting ethical standards. Discipline and exemplary conduct are also considered essential, with attitudes that support truth and service to the community becoming part of the culture. Academic. Finally, openness and collaboration between all campus elements are emphasized as ways to prevent and combat corruption. Strict sanctions for violations and the development of anti-corruption values are also considered crucial in strengthening the BKAK. Through severe penalties or social sanctions for violators, universities can affirm their commitment to integrity. Overall, these interviews highlight the importance of various values and principles in building an effective and sustainable anti-corruption campus culture.

Students have a very positive perception of the need to develop an anti-corruption culture in higher education (Burhanuddin, 2021). They demonstrate a willingness to participate in anti-corruption activities and view the active role of higher education institutions in this regard as crucial. However, further efforts are needed to address existing barriers to effectively building an anti-corruption campus culture. Higher education institutions can utilize the results of this survey and interviews to develop better strategies to increase student awareness and engagement in anti-corruption initiatives, as well as to identify and address existing barriers.

4. CONCLUSION

The survey shows that students strongly support an anti-corruption culture in universities, recognizing it as crucial to the academic environment. Most students are eager to participate in related initiatives, and interviews highlight integrity and honesty as foundational values. Key aspects identified include collective responsibility, transparency in administration, and the need for education on corruption. Strong leadership from university officials is seen as essential in setting ethical standards. This study underscores the importance of incorporating anti-corruption values into university policies and curricula, with students positioned as active agents of change. A transparent, collaborative approach involving students, faculty, and staff is necessary to promote anti-corruption practices. Building a robust anti-corruption culture requires a multifaceted strategy that combines education, policies, and best practices. Steps to strengthen this culture include: 1) ensuring university leadership models ethical behavior through initiatives like a “Leadership Integrity Pledge”; 2) fostering transparency and accountability with measures such as a “Public Financial Dashboard” and clear admissions policies; 3) enhancing awareness and education through mandatory training, such as an “Anti-Corruption Module” for new students; 4) establishing safe reporting channels, like a “Whistleblower Protection Policy”; 5) ensuring fair enforcement of rules with bodies like an “Ethics and Disciplinary Committee”; 6) recognizing and rewarding ethical behavior with programs such as an “Annual Integrity Award”; 7) engaging students as agents of change by supporting initiatives like “Student Integrity Clubs”; and 8) periodically reviewing and adapting initiatives through tools like an “Annual Campus Integrity Survey”.

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