

Developing the I am Anti-Corruption Learning Model and Its Impact on Reducing Student Fraud

Alhamuddin^{1*}, Dinar Nur Inten², Rabiatal Adwiyah³ & Nizar Fauzan⁴

¹Department of Islamic Education, Universitas Islam Bandung, Indonesia.

²Department of Early Childhood Education, Universitas Islam Bandung, Indonesia.

³Department of Management, Universitas Islam Bandung, Indonesia

⁴Department of Management, Khon Kaen University, Thailand

*Corresponding email: alhamuddinpalembang@gmail.com

Received: 15 May 2024

Accepted: 21 June 2024

Published: 15 July 2024

Abstract: Developing the I am Anti-Corruption Learning Model and Its Impact on Reducing Student Fraud. Objective; this study is to develop the 2A (I am Anti-Corruption) learning model, aimed at integrating anti-corruption concepts and their impact on reducing academic fraud. **Method;** This research is a type of development using the ADDIE model (Analysis, Design, Development, Implementation and Evaluation). The research was conducted at PGII 2 Bandung Senior High School. Data collection was done through observation and in-depth interviews on anti-corruption values and student assignments. and questionnaires on anti-corruption values. Data analysis used qualitative and quantitative approaches. **Findings;** The results showed that the Anti-Corruption Learning Model and its impact on the reduction of student fraud, the R-squared value of 0.349. The R-squared value indicates that although there is a relationship between the anti-corruption learning model and reducing student fraud, there are other factors or variables outside the model that influence or contribute to reducing student fraud. These unaccounted-for factors may include socio-economic conditions, cultural aspects, enforcement mechanisms, individual attitudes or other interventions that may affect fraud reduction. **Conclusion;** Anti-corruption education is a lifelong process. It needs to be instilled in children as early as possible

Keywords: anti-corruption, learning, I'm anti-corruption, student fraud, academic fraud.

To cite this article:

Alhamuddin, Inten, D. N., Adwiyah, R., & Fauzan, N. (2024). Developing the I am Anti-Corruption Learning Model and Its Impact on Reducing Student Fraud. *Jurnal Pendidikan Progresif*, 14(1), 713-731. doi: 10.23960/jpp.v14.i2.202452.

■ INTRODUCTION

Academic fraud is a problem that often occurs at all age levels and especially in the world of education (Amyulianthy et al., 2023; Djaelani, Zainuddin, & Mustari Mokoginta, 2022) ; Sulistiyo Nugroho et al., 2023). Fraudulent behavior includes plagiarism, using electronic devices to obtain answers during exams, using prohibited notes and copying homework or answers. And the online learning process during the Covid_19 pandemic had an effect on

academic fraud (Djaelani et al., 2022). The results of this study are in accordance with the *fraud diamond* theory which is associated with the opportunity dimension. In the *fraud diamond* dimension, it is explained that someone commits fraud because of opportunities (Albrecht, Steve, Albrecht, Albrecht, & Mark F. Zimbelman, 2018; Bin-Nashwan, Sadallah, & Bouteraa, 2023; Sahla & Ardianto, 2023). (Alhamuddin, Inten, Adwiyah, et al., 2023) research showed that as many as 88.3% of students stated that they

committed academic fraud in doing the assignments given to them by the teacher. The fraud was done by copying and pasting a friend's assignment from the internet and doing things without obligation. It was done because there was no particular action from the teacher against cheating students. Particular policies need to be made by schools; namely, the teacher instills the values of Honesty and other anti-corruption values in the learning process.

The phenomenon of academic fraud has become a habit among students. Almost all students in every educational institution are familiar with fraud, taking small notes during exams, *copying and pasting* from the internet, and other fraudulent activities either carried out by themselves or by friends. A survey conducted by Fortune (Greenwood, 2015) showed that 70-80% of high school students commit academic fraud. academic fraud at school will tend to continue on to college and continue into the world of work. Academic fraud arises because there are several factors including individual, personality, contextual and situational factors (Henderson et al., 2023; Newton & Essex, 2023) Thus, it is necessary to have an understanding of academic fraud among students, so that fraudulent behavior is not carried out and does not become a habit. Since the pandemic hit the world, all activities have been carried out online or online using internet media, including in the education sector, learning from planning, implementing to evaluating is done online. At the beginning of the implementation, students as well as teachers and parents experienced many obstacles, but as time went on students became more adept at using devices and other technological media for learning. However, with the convenience obtained, not a few students use the media for negative things, including academic fraud. Based on the results of research on academic fraud, in this case students cheat because of the difficulty of exam questions and the convenience of fraud.

The results of other studies show that students engage in academic cheating because of peer influence, that peer behaviour plays an important role in student academic cheating, and that an effective strategy to promote academic integrity must take into account the influence of peers and the culture in which students are socialized (Utomo & Alawiyah, 2022). So, this should be a concern and immediately followed up by educators so that academic fraud can be anticipated as soon as possible. Because it starts with academic fraud and cheating in life which will eventually shape the individual to commit acts of corruption (Alhamuddin, Inten, Adwiyah, et al., 2023). The results of the study state that national culture and customary values that exist around individuals must be considered in conveying anti-corruption understanding in a community group. Corruption is currently engulfing all aspects of life. From corruption brings loss and even destruction. Based on research on corruption, it is detrimental and has a negative impact on various aspects of life, including that corruption has a significant effect economically and statistically and has a negative effect on company productivity (Alhamuddin, 2018) (Alifuddin, Alhamuddin, & Nurjannah, 2021; Nuriten, Mulyani, Alhamuddin, & Permatasari, 2016)

Corruption is sometimes synonymous with poverty and demands for a better and more decent life. But now it has been proven that many people are even rich and have high positions but commit corruption. It can be said that corruption is likely to occur due to an instant and glamorous lifestyle beyond what one has. The results of the study prove that mental and psychosocial health are one of the substantial factors that cause an individual to commit corruption (Sahama, Shofia, Reiza, & Riyono, 2019). Several developed countries continue to strive to reduce the level of corruption in various government sectors. Because corruption is a contagious disease in an

organization and causes loss and destruction and an unhealthy mental life (Sahama et al., 2019). So, in several countries various things are done with the help of technology, where through technology can help with various government tasks and reduce corruption (Adam & Fazekas, 2021). Research findings suggest that fighting corruption, improving population health, encouraging adoption of aging technologies, and fostering multi-stakeholder partnerships, can serve as important governance spaces to catalyze technology-based anti-corruption approaches (Odilla, 2023). Other research results prove that finding that ICT can support anti-corruption by influencing public oversight in various ways: enabling corruption reporting, promoting transparency and accountability, facilitating citizen participation and government-citizen interaction (Caruso, Bruccoleri, Pietrosi, & Scaccianoce, 2023). The results of the survey indicate that the main drivers of corruption are nepotism, fraud, bribery and tax evasion (Andria, Ernawati, & Eliza, 2023).

The aim of this research is the development of an anti-corruption learning model. An anti-corruption learning model is a strategy for educating people about corruption, increasing public awareness of corruption and encouraging moral, upright and anti-corruption behaviour. The concept can be used in a variety of educational settings, including schools, colleges, and corporate training. The anti-corruption learning model ought to be a continuous project that unites instruction, awareness, and action in the struggle against corruption. It is anticipated that using this method will help students or trainees become more responsible, informed, and committed to upholding integrity and preventing corruption in their life.

■ **METHOD**

Research Design and Procedure

This research is part of the development research type (research and development). While

the product of the research is in the form of a learning model. The process of developing this model uses the ADDIE approach, a model developed by Dick and Carey (Dick, Carey, & Carey, 2015). ADDIE stands for analysis, design, develop or produce, implement or deliver and evaluate. The ADDIE model was developed for the design of learning systems. This model can be used for the development of different types of products, such as models, learning strategies, learning methods, media and teaching and learning materials. The choice of this model is based on the consideration that this model is systematically developed and based on a theoretical foundation of learning design. This model is structured programmatically with systematic sequences of activities in an effort to solve learning problems related to learning resources that meet the needs and characteristics of students.

Participants

That will be applied in practice to the subjects of Islamic education at PGII 2 Senior High School Bandung, Indonesia, eleventh grade consisting of 36 students in social science classes and two classes in natural science with a total of 55 students. So that the total participants in this study were 91 students. In addition, there was one Islamic religious education teacher, a principal as the policy-maker, a vice-principal, and one counselling teacher.

Instrument

The research instruments used consisted of tests and non-tests. The research instruments were developed based on the module developed by the Anti-Corruption Learning Centre (ACLC) of the Corruption Eradication Commission (KPK) of the Republic of Indonesia (Anas et al., 2019; Suyata & Yudhiantoro, 2016). The test instruments included an anti-corruption knowledge test and an anti-corruption attitude test. The knowledge test aimed to measure students' understanding of basic anti-corruption

concepts, with multiple-choice, short-form and essay formats. Sample questions include the definition of corruption, examples of acts of corruption, and the impact of corruption on society. The attitude test aims to assess students' attitudes towards corruption and anti-corruption behaviour, using a questionnaire with a Likert scale (1-5) for statements such as "Corruption is an unacceptable act under any circumstances" and "I feel it is important to report acts of corruption that I witness."

Non-test instruments included in-depth observations during learning and outside of learning. Observation during learning aims to observe student behaviour related to the 'I am Anti-Corruption' learning model, including participation in class discussions, response to learning materials, and interaction with peers. Observations outside of learning aimed to assess the application of anti-corruption values in daily life, such as honesty in completing tasks, attitude towards school rules, and social interactions that reflect anti-corruption values (Anas et al., 2019; Firman et al., 2021; Tu, Yang, & Zheng, 2020). Observers used observation sheets and field notes to record students' behaviour and interactions in various situations.

Data Collection and Analysis

The data collection in this study follows the ADDIE steps, the first step is an analysis to identify the needs and context of the development. The design stage involves the development of anti-

corruption learning model based on the results of the analysis, including appropriate learning methods and media. The third stage, development, focuses on translating the design into relevant anti-corruption learning models. Implementation involves using the materials in a real-world context, while collecting data on usage and possible implementation issues. Evaluation, as the final stage, involves formative and summative evaluation to monitor and improve the effectiveness of the anti-corruption model. While data analysis was carried out using qualitative and quantitative approaches. qualitative with an interactive model and Multiple linear regression analyses for quantitative data.

■ RESULT AND DISCUSSION

Need Analysis

Anti-corruption education among senior high school students is very important because adolescence is a crucial period in the formation of character and moral values. Corruption is one of the biggest challenges faced by many countries, including Indonesia, and its impact is very detrimental to society and the country. The results of a survey by Alhamuddin and team (Alhamuddin, Inten, Adwiyah, et al., 2023) in 2023 of 540 senior high school students, as many as 88.3% stated that they had committed academic fraud in various ways. Therefore, anti-corruption education from an early age can be a strong foundation in building a generation with integrity and commitment to eradicate corruption.

Table 1. Frequency distribution of respondents based on the incidence of fraud

Status	Frequency	Percentage
Ever	476	88.3%
Never	64	11.7%
Total	540	100 %

(Source: Alhamuddin, et al) (Alhamuddin, Inten, Adwiyah, et al., 2023)

The Development of anti-corruption learning model in senior high school is aimed at instilling the values of honesty, transparency, and responsibility. With a good understanding, students are expected to be able to recognize and reject all forms of corruptive behaviour in everyday life, both in the school environment and in society. In addition to imparting knowledge, anti-corruption learning models in high school also need to be designed to be interesting and relevant to students. Interactive and contextualized learning can increase students' interest and understanding. Through innovative approaches, such as group discussions, case studies, simulations, and educational games, students can more easily understand anti-corruption concepts and apply them in real life. The use of social media and technology can also be an effective tool to deliver anti-corruption messages to students who are now very familiar with the digital world.

Learning Design

'I am Anti-Corruption ' learning is designed to instill anti-corruption values and build students' character with integrity. This learning design consists of several stages involving interactive teaching methods, use of technology, and practical activities. The first stage in planning was a needs analysis to understand students 'and teachers' initial level of understanding of corruption. This is followed by curriculum development that integrates anti-corruption materials into subjects. Resource preparation was also done by compiling modules, and digital materials needed as well as preparing technological devices that could support the implementation of this learning model.

The learning implementation began with the socialization of the 'I am anti-corruption ' programme to students, teachers and parents. At this opening stage, students were given an introduction to the importance of anti-corruption through a short video or presentation. Material

teaching was conducted for 4-6 weeks, starting with an introduction to the concept of corruption, followed by a discussion of the impact of corruption, and how to prevent and report acts of corruption. The learning methods used include group discussions, case studies, simulations, and role plays, as well as the use of technology to create vlogs or blogs about anti-corruption. In addition to in-class activities, anti-corruption education is also strengthened through extracurricular activities and other supporting programmes. forming anti-corruption clubs that focus on campaign activities and regular discussions on corruption issues. Debate, writing and drama competitions with anti-corruption themes are held to improve student participation and understanding. In addition, guest lectures and seminars from anti-corruption practitioners to provide additional insights and practical strategies in combating corruption.

Evaluation and assessment are an important part of this learning design. Formative assessment takes place through quizzes and short tests after each module to gauge student understanding, as well as assessment of participation in class discussions and activities. Summative assessment includes a final exam covering the entire learning material and a final project in the form of a report or presentation on anti-corruption initiatives that can be implemented in schools or communities. Gathering feedback from students and teachers is also important to evaluate the effectiveness of the programme and make improvements and further development

Developing I am anti-Corruption (2A) Learning Models

Academic fraud is a serious problem in education that needs to be addressed (Sulistiyo Nugroho et al., 2023). It harms students who put in the effort and commitment to learn honestly, and undermines the integrity of the education system. One effective way to address academic

cheating is through 2A learning, known as “I Am Anti-Corruption”. 2A learning is an educational approach that aims to teach students integrity, ethics and moral values. The goal is to shape students’ characters so that they become honest, fair and principled individuals in their daily lives, including in academic matters. Through Learning 2A, students will be taught values such as honesty, responsibility and ethics. They understand the importance of acting with integrity in all aspects of their lives. Real life cases and discussions: Students are encouraged to have discussions about real cases of academic dishonesty and its negative effects. This helps them to understand the consequences of cheating. Strengthening Character: 2A Learning also involves developing character through activities such as social projects, teamwork and extracurricular activities that promote positive values. The steps in anti-corruption learning through the 2A model are explained below.

Introduction to Anti-Corruption Values

The introduction of anti-corruption values in learning is an important step towards shaping honest, ethical and anti-corruption attitudes and behaviours among students or trainees. Introduction to anti-corruption values the teacher begins by providing a clear understanding of the meaning of anti-corruption values such as integrity, honesty and ethics. These values form an important foundation for creating a healthy and ethical educational environment. The teacher leads the class in a discussion about the importance of these values in education. Ask students to share their thoughts about integrity, honesty, and ethics. Then, the teacher asks them to share specific experiences or examples of situations where these values are important. Use case studies or real-life stories about corruption in an educational context or in everyday life. Discuss how dishonest or unethical behaviors can

damage the learning environment and disrupt the educational process. In addition, role plays or simulations that put students in situations where they have to make decisions based on anti-corruption values. In this way, they can have a more in-depth understanding of these concepts.

Anti-Corruption Campaign in Schools

Anti-corruption campaigns in schools through learning are proactive efforts to shape a younger generation that is not only academically smart, but also has strong moral integrity. By understanding the dangers of corruption and the importance of integrity, students can become agents of change who contribute to a cleaner and fairer society in the future. This is a valuable investment for a better future and an important step towards a world without corruption. Shaping students’ character is one of the main keys in the global fight against corruption. Anti-corruption campaigns are conducted through Integration in the Curriculum. Subjects that cover anti-corruption values should be integrated in the curriculum. This includes learning about values, ethics, and the negative impact of corruption, which is then implemented in the form of Active Learning. The use of active learning methods such as class discussions, case studies, role plays and projects can help students understand anti-corruption concepts more deeply. Involving Parents and Communities. The role of parents and the community in supporting this campaign is crucial. They can participate in discussions, seminars or volunteer activities that support anti-corruption values in schools. There is a positive impact of anti-corruption campaigns in schools. Integrity, transparency and accountability become more important to students. Academic cheating decreases and a school culture that values honesty develops. Through the collaboration of teachers, students and school staff, the campaign helps shape a more ethical and anti-corruption generation.

Implementation of the Academic Code of Conduct

The implementation of the Academic Code of Conduct is very important in the world of education. An academic code of conduct is a set of rules and moral principles that govern the behaviour of students, lecturers, researchers, and all parties involved in the academic environment. Its purpose is to ensure integrity, honesty, and quality in the education and research process. Here are some principles and examples of the application of the Academic Code of Conduct: **Honesty in One's Own Work:** Students and researchers must conduct their academic work with honesty. This includes clearly stating sources of information, avoiding plagiarism, and not lying about the results of research or assignment work. Example: A student should give proper citations and reference sources when using literature from books or other articles in his/her paper. **Honest Collaboration:** When collaborating with others, whether in research or other academic projects, it is important to maintain honesty in each individual's contribution and give appropriate recognition to them. Example: In group research, each member should list his/her contribution in the research report and give credit to all team members. **Avoidance of Plagiarism:** Plagiarism is a serious offence in the Academic Code of Conduct. It involves taking someone else's ideas, text or work without giving proper credit. Example: A student who takes a quote from a book or article must give proper reference by citing the source.

Proper Use of Resources: Students and researchers should use academic resources, such as libraries and research facilities, wisely and respect the rights of others. Example: Not damaging library books or research equipment, and respecting schedules for using shared facilities. **Integrity in Research:** Research should be conducted with high integrity. Data should be

collected and reported honestly, and results that do not meet expectations should be reported transparently. Example: A researcher should report negative results or results that do not match the hypothesis in their publications, not just results that support the hypothesis. **Respect for Privacy:** Students and researchers must respect the privacy of individuals and research subjects. This includes obtaining appropriate permission before conducting research involving personal or human data. Example: Before conducting a survey of human subjects, researchers must obtain written permission and explain the purpose of the study and its potential consequences.

No Copying of Results: Students should avoid copying the results of other people's assignments or exams and should do their own work. Example: A student should not copy answers from their friends during an exam or assignment. **Reporting Violations:** Every member of the academic community has a responsibility to report violations of the Academic Code of Conduct if they become aware of such violations. Example: If a student learns that a friend is committing plagiarism, they should report it to the lecturer or the competent authority. The implementation of the Academic Code of Conduct is critical to maintaining the integrity and quality of education and research within an institution. It also helps to create a fair, honest, and ethical environment in academia. In many cases, violations of the academic code of conduct can have serious consequences, including serious academic sanctions such as disqualification or dismissal. Therefore, it is important to understand and respect the principles of the Academic Code of Conduct in all your academic activities.

Awareness of the Impact of Academic Fraud

Teachers need to talk openly about cheating. As a start, they can have class discussions about what constitutes cheating and why it is wrong.

By opening up honest channels of communication, teachers can help students understand that they can talk about these issues without fear of being punished. Teachers should also educate students about the importance of integrity in education. They can hold a class session explaining how honesty is a core value in learning. Teachers can use real-life examples to illustrate how integrity helps people succeed in life. Using high profile cases of academic fraud can be an effective way of illustrating the impact. Teachers can discuss cases such as cheating in university entrance exams or fraud scandals in university sports. In this way, students can see the harm that cheating does not only to the individual, but also to society as a whole.

Teachers should be committed to giving fair evaluations to students. This means giving clear instructions on assignments and exams, as well as allowing sufficient time for preparation. This way, students will not feel compelled to commit academic fraud as they have an equal chance to succeed. In addition, Teachers must follow the school's rules and regulations related to academic fraud. They must insist that the act of fraud will result in serious consequences. This creates an environment where students know that their actions will be watched and the consequences are real.

Teachers provide support to students who struggle in learning. Sometimes, students cheat because they feel stressed or unable to cope with academic demands. By providing extra support, teachers can help students feel more confident in facing learning challenges. Finally, teachers have a role in helping build students' character. This is not only about understanding the subject matter, but also about being ethical, honest and integrity individuals. Teachers can set a good example through their own actions and in this way inspire students to follow in the same footsteps. In shaping awareness about the impact of academic fraud in learning, teachers play a key role. With open

communication, education, and a fair approach, teachers can help create an educational environment where integrity is valued and fraud is avoided. In this way, students can grow into individuals of integrity, ready to face challenges in the real world with strong honesty and integrity.

Reward Promotion for Integrity

Integrity is not only about current actions, but also about lifelong character building. By promoting rewards for integrity, schools are not only educating students about the importance of integrity now but also helping them form the character traits that will lead them to a successful and meaningful life in the future. However, it is important to remember that the promotion of rewards for integrity must be done wisely. These rewards should be balanced and should be aligned with educational goals. In addition, education about the value of integrity should be provided continuously, and it is important to emphasize that integrity is a value that is upheld even without rewards. Promotion of rewards for integrity is an effective tool in shaping students' character. It helps students understand the importance of integrity, forms positive habits, and increases trust in the educational environment. With a wise approach, schools can help students develop integrity that will guide them towards a successful and meaningful future.

Anti-corruption learning focuses not only on knowledge, but also on developing the social skills needed to cope with pressures and situations that might trigger corruptive behaviors. Students learn how to communicate honestly, understand the impact of their actions on others, and how to support anti-corruption policies within their environment. They understand that corruption harms people and can hinder a country's progress. This can motivate them to not only stay away from corruption, but also become agents of change who contribute to the fight against corruption. By incorporating anti-corruption

learning into the curriculum, schools convey the message that integrity is important and non-negotiable. It also sends a message to students that the school supports and encourages them to be honest and ethical individuals. Anti-corruption education in the classroom is not just an additional task, but an integral part of a comprehensive education. It helps shape a generation that has integrity, strong social awareness, and is prepared to become future leaders who behave ethically. It is important for education to play a leading role in fighting corruption and shaping a more just and integrity society.

Identify Integration Opportunities. Identify specific subjects and topics that are most relevant for integrating anti-corruption learning. For example, a history subject could relate to the history of corruption in your country, while a math subject could relate to financial analysis related to corruption. **Align with the Curriculum.** Review the school curriculum and understand the objectives and competencies to be achieved in each subject. Ensure that the integration of anti-corruption learning fits within the existing curriculum framework. **Create an Integration Plan.** Create a detailed plan on how you will integrate anti-corruption learning into the selected subjects. Decide on appropriate, concepts and activities.

Identify Resources. Look for relevant resources, such as textbooks, articles, videos or online resources that support the integration of anti-corruption learning. Ensure that these resources are appropriate for learners' age and comprehension levels. **Develop Learning Materials.** Create learning materials specifically designed to integrate anti-corruption learning with selected subjects. These materials should match the curriculum and cover relevant corruption concepts. **Collaborative Activities.** Design activities that allow students to work together to understand and apply anti-corruption concepts. For example, in Bahasa Indonesia, students can create a presentation on the role of the media in reporting corruption.

Evaluation of Understanding. Create an evaluation method that includes measuring students' understanding of the integrated anti-corruption materials. This could be a test, project, presentation or group discussion. **Class Discussions.** During lessons, always encourage class discussions on anti-corruption concepts relevant to the subject being studied. These discussions allow students to think critically and apply their knowledge. **Active Learning.** Focus on active learning where students engage in problem solving, case analysis, or simulations dealing with corruption issues **Continuity and Integration Across Subjects.** Ensure that the integration of anti-corruption learning does not only occur within a single subject, but is also integrated across subjects. This ensures a more holistic understanding of corruption.

Self-Evaluation. After integrating anti-corruption learning, reflect on the results. Do learners understand anti-corruption concepts? Are they able to apply them in a real context? **Continuity and Continuous Development.** Continue the integration of anti-corruption learning into subjects on an ongoing basis. Also, consider professional development for teachers to improve their ability to teach about corruption prevention. The integration of anti-corruption learning with other subjects not only allows students to understand corruption holistically, but also helps them develop the critical and ethical skills needed to face the challenges of corruption in society.

Effectiveness Of 2a Learning to Reduce Academic Fraud

Based on the implementation of the learning model, then the results are analyzed to find out how it impacts academic fraud. The t-test was conducted to see the effect of the independent variables partially on the dependent variable. How to make a decision. The results of the t test in this study can be seen in the following table:

Table 2. Data analysis

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	std. Error	Betas		
1 (Constant)	72.455	6.172		11.739	.000
Honest	.214	.102	.414	2089	.040
Responsibility	-.049	.113	-.099	-.428	.670
Discipline	.063	.105	.113	.593	.555
Independent	-.185	.117	-.309	-1.590	.116
Hard work	.405	.124	.709	3.258	.002
Simple	-.152	.084	-.246	-1.826	.072
Brave	.080	.077	.149	1047	.298
Care	-.023	.119	-.040	-.189	.851
Fair	-.157	.126	-.235	-1.246	.216

Based on the above table, the results of testing the partial hypotheses can be obtained as follows: 1) learning 2A about honesty and hard work has a Sig value < 0.05 , then H_a is accepted. This means that learning 2A about honesty and hard work partially has a significant effect on learning outcomes; 2) learning about responsibility, discipline, independence, simplicity, courage, care and fairness has a Sig value > 0.05 , then H_a is rejected. This means that learning 2A about responsibility, discipline, independence, simplicity,

courage, caring and fairness partially has no significant effect on learning outcomes. Hypothesis testing with the F-test was carried out to determine the effect of independent variables X1, X2 on the dependent variable Y simultaneously or together. if the relationship between the independent and dependent variables shows significant results, then the relationship can be applied to the population. How to make a decision: The F-test results of this study are shown in the following table:

Table 3. F test results

ANOVA ^a					
Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	449.695	9	49.966	4.831	.000 ^b
residual	837.696	81	10.342		
Total	1287.392	90			

Based on the table above, it can be seen that the significance value is $0.000 < 0.05$, so it can be concluded that H_a is accepted, meaning that learning 2A about honesty, responsibility, discipline, independence, hard work, simplicity, courage, care, and fairness simultaneously significant effect on learning outcomes. The coefficient of determination is used to determine

the percentage change in the independent/free variable (Y). if *R Square* is greater than the percentage change in variable Y caused by variable X. if *R Square* is smaller than the percentage change in variable Y is caused by variable is lower. The value of the coefficient of determination (R^2) is shown in the table below:

Table 4. Analysis of the coefficient of determination (R^2)

Summary models				
Model	R	R Square	Adjusted R Square	std. Error of the Estimate
1	.591 ^a	.349	.277	3.216

Based on the results of the coefficient of determination (R^2) in the table above, the R square value is 0.349 or 34.9%. This shows that learning 2A is about honesty, responsibility, discipline, independence, hard work, simple, courageous, caring and fair. able to explain changes in learning outcomes of 34.9% and the remaining 65.1% is influenced by other variables not examined. The dependent variable: Reduction in student fraud. The independent variable: Anti-Corruption Learning Model 34.9% R-squared value suggests that while there is a relationship between the Anti-Corruption Learning Model and the reduction in student fraud, there are other factors or variables beyond the model that also contribute to the reduction of fraud among students. These unaccounted factors might include socio-economic conditions, cultural aspects, enforcement mechanisms, individual attitudes, or other interventions that could impact fraud reduction (Syakur & Muhibbin, 2022). Collaborating with external organizations, such as anti-corruption organizations, can provide a more in-depth view of anti-corruption, which is another reason that should be considered. In addition, the use of technology in continuous monitoring, evaluation and learning, in addition, increases the school's awareness of the implementation of anti-corruption principles (Sugiarti & Husain, 2021). For the anti-corruption learning model to be successful, parental involvement and improved teacher training are essential. Anti-corruption education is a lifelong education that must be instilled in children as soon as possible. Human resources are the most important factor to consider when it comes to national development (Sarah, Prasetyo, & Wilujeng, 2019).

This research supports the findings of several relevant previous research (Alhamuddin, 2024; Alhamuddin & Fatwa Rosyadi Satria Hamdani, 2024; Heryanto, Susanti, & Darmansyah, 2023; Montessori, Tiara, & Islami, n.d.; Sriartha, Yasmiati, & Lasmawan, 2021; Syakur & Muhibbin, 2022; Takdir, Hosnan, & Khair, 2022; Tu et al., 2020), which show that strengthening anti-corruption values through interactive and integrated learning in senior high schools is effective in shaping students' character with integrity and commitment to eradicate corruption.

The 2A learning model, known as "I am anti-corruption", is an educational approach that aims to build individual awareness and commitment to preventing corruption. It involves a participatory approach that actively encourages learners to discuss ethics, integrity and the negative impact of corruption in society. Learners are taught to recognize signs of corruption in different contexts and to take preventive action. Through this model, it is hoped to create a generation that is more aware and committed to fighting corruption, promoting integrity, transparency and accountability in all aspects of life, and thus reducing the level of corruption in society.

Learning and understanding anti-corruption at school level must always be prioritized and clearly communicated (Owusu, Chan, DeGraft, Ameyaw, & Robert, 2019), so that students can easily understand the concepts and apply them in everyday life. This will lead to a growing awareness among students of the importance of living free from corruption (Putra, Jazilah, Adishesha, Al Uyun, & Wiratraman, 2023). The results of the study prove that one of the causes

of corruption is an act of academic fraud committed by individuals at the school and higher education levels (Curaj, Deca, & Pricopie, 2018). The implementation of online exams during 2020 had negative consequences for academic integrity, namely a high level of fraud (Alhamuddin, Inten, Adwiyah, et al., 2023; Putra et al., 2023). This is due to a lack of self-confidence and low self-motivation in learning and achieving success. The results of the study suggest: "Self-determined motivation is the most beneficial for learning, achievement and well-being" (Park, 2022). Therefore, it is very important to support and maintain students' motivation in the school context (Alhamuddin et al., 2022; Muassomah et al., 2022)

Teachers play a very important role in teaching anti-corruption (Martini, Rahmadania Ningrum, Setiaji Himawan, & Suyato, 2023; Takdir et al., 2022)). Teachers are not only providers of material, but also role models who should inspire integrity and morality. They can discuss concrete examples of the negative impact of corruption in society, teach ethics and encourage open discussions on corruption issues. Teachers should also create a safe classroom environment where students are comfortable with questions and discussions about ethics and integrity. Teachers can help shape a generation committed to fighting corruption by acting as role models and promoting a deep understanding of anti-corruption. Through the teacher's ability to package learning, it will make students enthusiastic about following it and give birth to meaningful and useful learning for the future provision of life for students (Nickl et al., 2022). The research results prove that (Alhamuddin, Alhamuddin, Bukhori, 2016), involving teachers in the process of developing various learning media will help contextualize learning for students so that it will contribute to real learning and have an impact on students' social change.

Teachers are also required to be literate in technology and collaborate with various learning models with technology. The learning of anti-corruption with Model 2A is carried out through the integration of technology. Teachers provide learners with material on the negative effects of corruption and integrity values using social media, educational videos and e-learning platforms. Technology also provides access to wider information resources, including actual case studies of corruption around the world. In addition, learners can engage in simulations, educational games and online discussions that enhance their understanding of anti-corruption through the use of online platforms. In this way, technology can be a powerful tool in shaping a more aware and responsible anti-corruption generation. The results of the study state that the current learning model that has a high level of success effectiveness is an information technology-based learning model (Divayana, Suyasa, & Widiartini, 2021; Ghavifekr & Rosdy, 2015; Nickl et al., 2022; Sjarief, 2022). In line with the above-mentioned research, (Akram, Abdelrady, Al-Adwan, & Ramzan, 2022; Sa'diyah, Wilujeng, & Nadhiroh, 2021), states that teaching materials delivered through electronic media that students can access via smart phones can improve students' critical thinking skills in learning.

The choice of learning model must of course be adjusted to the needs in the field, where these needs are seen from the age level of the students studying, the material to be delivered and the culture that exists in the learning environment. Anti-corruption learning with the 2A model in high school takes into account the maturity level of students and their diversity. The material is presented with a relevant and interactive approach. It uses real case studies that students can relate to. In-depth discussions on ethics and the impact of corruption at the senior high school level can help students to internalize integrity

values. It is also important to understand the different backgrounds of students in order to create an inclusive and effective learning environment when teaching them about the importance of fighting corruption in society. The results of the study stated that students' difficulties in learning can be helped by developing students' creativity or interest in certain fields (Alhamuddin, Inten, Mulyani, et al., 2023; Lodge, Kennedy, Lockyer, Arguel, & Pachman, 2018; Naser & Almutairi, 2015), so that students are enthusiastic and interested in participating in the learning process carried out (Sun et al., 2022). The results of other studies related to learning strategies that can be carried out so that children are used to being honest, namely through giving awards and in the form of guidance from adults (Utomo & Alawiyah, 2022). The children commit dishonesty, namely cheating, because they are used to playing and cheating, no one from the people around him reminds him (Aida Fitri, Syukur, & Justisa, 2019; Martini et al., 2023; Sulistiyo Nugroho et al., 2023) and the children will be honest if there is appreciation, even verbal, from adults for the kindness or honesty they are doing (Barbeau et al., 2022; Nurhaliza Suhada, 2021).

Everyone - children, young people and adults - likes to have fun and to be free from pressure. Therefore, the choice of an anti-corruption learning model must also be fun, so that both the knowledge and the skills taught are easily digestible by students, and to raise students' awareness of avoiding academic fraud, so that they get used to living with honesty (Nuriten et al., 2016). The results of the study (Beltrán-Morillas et al., 2023) prove that the level of pressure and the size of the nerves in the brain predict the amount of cheating that an individual will commit. Similarly, activities that involve the physical, not just sitting in class, are one of the learning models that can be carried out at the high school level. Research results (Creighton,

Paradis, Blackburn, & Tully, 2022) state that class-based physical activities that emphasize learning have an impact on current and future student learning.

At present, learning at different levels, from kindergarten to higher education, often uses an integrated learning model. This is a mode of learning that combines or unites different fields of knowledge, with the hope that students will be able to understand different knowledge and skills not only from one scientific point of view, but from different scientific points of view, so that students will have diverse knowledge and be useful for all things in life. The results of the research (Jackson, Shan, & Meek, 2022) prove that an integrated learning model, which combines language content with other disciplines in learning, influences students' creativity and self-concept. The integration of anti-corruption education into other subjects in the classroom can be an effective approach (Hartanto, Zulianto, Suharso, & Febri Andika Hudori, 2022; Indriyani, 2023; Takdir et al., 2022). For example, in a history lesson, teachers can highlight how corruption has affected historical events. An economics lesson can teach the concept of anti-corruption policy. By integrating anti-corruption into different subjects, students can see the link between corruption and different aspects of life, thus strengthening their understanding of the importance of integrity and transparency in society.

Anti-corruption learning should follow structured steps. It includes an introduction to understanding the basic concepts of corruption, recognition of its negative effects, case studies, ethical discussions and concrete steps to prevent corruption. These stages help students to prevent corruption in their environment by helping them to understand, reflect and take appropriate action. In a learning model there are a number of stages that have to be passed through so that the learning outcomes can be monitored and can be optimized. These stages consist of three, namely:

planning, implementing and evaluating. The study results prove that learning evaluation is effective and can be done at this time, namely through IT-based learning evaluation. (Jackson et al., 2022; Rodliyah & Saraswati, 2020), this is because in the 4.0 era digitalization touches all aspects of life and education is required to be able to provide services best through digital technology. And learning and assessment on the basis of high technology can be carried out in a variety of places and under a variety of conditions. The learning and evaluation activities through Internet media can be widely applied (Sun et al., 2022).

■ CONCLUSION

The 2A learning model, which focuses on anti-corruption education, has proven effective in reducing academic cheating rates. By educating students about ethics, integrity and the negative effects of corruption, the model builds a strong understanding of the value of honesty. Students who engage in this approach tend to be more aware of the consequences of cheating and more committed to avoiding it. Through the 2A Learning Model, we can create an educational environment that promotes integrity and reduces the incidence of academic cheating, providing a solid foundation for the formation of a responsible and ethical generation. As a result, students become more aware of the implications of cheating and more committed to avoiding it. In addition, this model promotes the establishment of a school culture that values integrity and transparency.

The 2A learning model has proven to be an effective approach to reducing academic cheating in schools. By focusing on anti-corruption education, the model helps to instill in students a strong understanding of ethics, integrity and the negative effects of corruption. Consequently, students become aware of the consequences of cheating and committed to avoiding it. In addition,

the model promotes the establishment of a school culture that values integrity and transparency.

It is recommended and suggested to improve the learning model on anti-corruption: It is important to include elements of anti-corruption education throughout the curriculum. In addition, teachers should be trained to effectively implement the 2A learning model. They should understand how to deliver anti-corruption materials in a way that is engaging and relevant to students. Supplementary materials: Schools should provide additional resources such as books, videos and case studies on corruption to support learning. The creation of a school environment that is conducive to integrity is important. This could include a school code of conduct, monitoring and rewards for honest behavior. Parents should also be involved in anti-corruption efforts at school. They can be a source of support for the teaching of integrity values at home. Schools can play an active role in reducing academic cheating and creating a more ethically aware and anti-corruption generation that will have a positive impact on society in the future by seriously adopting and integrating the 2A learning model. This holistic approach is expected to have a greater impact on shaping students' attitudes towards corruption.

■ ACKNOWLEDGMENT

The researchers would like to thank the Education Fund Management Institute (LPDP) and the Ministry of Education and Culture, Research and Technology of the Republic of Indonesia for providing funding, monitoring and evaluation support for this research activity. In addition, we also thank the Research and Community Service Institution of UNISBA and PGII 2 Senior High School Bandung who have become partners in this research activity. We hope that the results of this research can add intellectual value and contribute to the inculcation of anti-corruption values among students.

■ REFERENCES

- Adam, I., & Fazekas, M. (2021). Are emerging technologies helping win the fight against corruption? A review of the state of evidence. *Information Economics and Policy*, 57. <https://doi.org/10.1016/j.infoecopol.2021.100950>
- Aida Fitri, F., Syukur, M., & Justisa, G. (2019). Do the fraud triangle components motivate fraud in indonesia? *AABFJ*, 13(4), 63–72.
- Akram, H., Abdelrady, A. H., Al-Adwan, A. S., & Ramzan, M. (2022, June 6). Teachers' perceptions of technology integration in teaching-learning practices: a systematic review. *Frontiers in Psychology*, Vol. 13. Frontiers Media S.A. <https://doi.org/10.3389/fpsyg.2022.920317>
- Albrecht, W., Steve, C. O., Albrecht, C. C., Albrecht, & Mark F. Zimbelman. (2018). *Fraud examination*. Cengage Learning.
- Alhamuddin. (2024). Enhancing social skills in islamic religious education at the junior high school level: a differential instruction approach. *Jurnal Pendidikan Islam Indonesia*, 8(2). <https://doi.org/10.35316/jpii.v8i2.565>
- Alhamuddin, A. (2018). Abd shamad al-palimbani's islamic education concept: analysis of kitab hidayah al-sâlikin fi suluk mâsâlâk lil muttâqin. *Qudus International Journal of Islamic Studies*, 6(1). <https://doi.org/10.21043/qjijis.v6i1.3717>
- Alhamuddin, A., Dermawan, O., Azis, H., & Erlangga, R. D. (2022). Character education based on minangkabau local wisdom. *Hayula: Indonesian Journal of Multidisciplinary Islamic Studies*, 6(2), 185–204. <https://doi.org/10.21009/hayula.006.02.03>
- Alhamuddin, A., Inten, D. N., Adwiyah, R., Murniati, A., & Fanani, A. (2023). Academic fraud during the covid-19 pandemic for high school students. *Indonesian Journal of Islamic Education Studies (IJIES)*, 5(2), 233–251. <https://doi.org/10.33367/ijies.v5i2.3062>
- Alhamuddin, A., Inten, D. N., Mulyani, D., Suganda, A. D., Juhji, J., Prachagool, V., & Nuangchalerm, P. (2023). Multiple intelligence-based differential learning on critical thinking skills of higher education students. *International Journal of ADVANCED AND APPLIED SCIENCES*, 10(8), 132–139. <https://doi.org/10.21833/ijaas.2023.08.015>
- Alhamuddin, Alhamuddin, Bukhori, B. (2016). The effect of multiple intelligence-based instruction on critical thinking of full day islamic elementary schools students. 21(1), 31–40.
- Alifuddin, M., Alhamuddin, A., & Nurjannah, N. (2021). School of anak laut (sea children): educational philanthropy movement in bajo community of three-coral world center. *Jurnal Iqra'/: Kajian Ilmu Pendidikan*, 6(1), 164–179. <https://doi.org/10.25217/ji.v6i1.1057>
- Amyulianthy, R., Astuti, T., Wahyudi, A., Harnovinsah, Sopanah, A., & Sulistyan, R. B. (2023). Diamond fraud determinants: an implementation of indonesia's wisdom value. *International Journal of Professional Business Review*, 8(8), e02938. <https://doi.org/10.26668/businessreview/2023.v8i8.2938>
- Anas, A., Supriyatna, A., Kembara, M. D., Hadiana, D., Warsihna, J., Setiawan, W., ... Nurlatifah, , Eva. (2019). *Implementasi-Pendidikan-Antikorupsi-Bagi-Guru-Kelas-SMP-MTS* (Murhananto, Vol. 1). Jakarta : Direktorat Pendidikan dan Pelayanan Masyarakat Kedeputian Bidang Pencegahan Komisi Pemberantasan Korupsi.
- Andria, Y., Ernawati, D. P., & Eliza, Y. (2023). Corruption and governance factors as the

- determination of the regional government revenue in indonesia. *Target: Jurnal Manajemen Dan Bisnis*, 5(1), 109–116. <https://doi.org/10.30812/target.v5i1.3041>
- Barbeau, K., Guertin, C., Boileau, K., & Pelletier, L. (2022). The effects of self-compassion and self-esteem writing interventions on women's valuation of weight management goals, body appreciation, and eating behaviors. *Psychology of Women Quarterly*, 46(1), 82–98. <https://doi.org/10.1177/03616843>
- Beltrán-Morillas, A. M., Villanueva-Moya, L., Sánchez-Hernández, M. D., Alonso-Ferres, M., Garrido-Macías, M., & Expósito, F. (2023). Infidelity in the adolescence stage: the roles of negative affect, hostility, and psychological well-being. *International Journal of Environmental Research and Public Health*, 20(5). <https://doi.org/10.3390/ijerph20054114>
- Bin-Nashwan, S. A., Sadallah, M., & Bouteraa, M. (2023). Use of chatgpt in academia: academic integrity hangs in the balance. *Technology in Society*, 75. <https://doi.org/10.1016/j.techsoc.2023.102370>
- Caruso, S., Bruccoleri, M., Pietrosi, A., & Scaccianoce, A. (2023). Artificial intelligence to counteract “KPI overload” in business process monitoring: the case of anti-corruption in public organizations. *Business Process Management Journal*, 29(4), 1227–1248. <https://doi.org/10.1108/BPMJ-11-2022-0578>
- Creighton, R. M., Paradis, K. F., Blackburn, N. E., & Tully, M. A. (2022). Group-based physical activity interventions targeting enjoyment in older adults: a systematic review. *Journal of Ageing and Longevity*, 2(2), 113–129. <https://doi.org/10.3390/jal2020011>
- Curaj, A., Deca, L., & Pricopie, R. (2018). European higher education area: the impact of past and future policies. In *European Higher Education Area: The Impact of Past and Future Policies*. Springer International Publishing. <https://doi.org/10.1007/978-3-319-77407-7>
- Dick, W., Carey, L., & Carey, J. O. (2015). The systematic design of instruction. Vital Source (for Pearson) VST E+p.
- Divayana, D. G. H., Suyasa, P. W. A., & Widiartini, N. K. (2021). An innovative model as evaluation model for information technology-based learning at ICT vocational schools. *Heliyon*, 7(2). <https://doi.org/10.1016/j.heliyon.2021.e06347>
- Djaelani, Y., Zainuddin, Z., & Mustari Mokoginta, R. (2022). Academic fraud of students in the Covid-19 period. *International Journal of Research in Business and Social Science (2147- 4478)*, 11(2), 414–422. <https://doi.org/10.20525/ijrbs.v11i2.1640>
- Hamdani, F. F. R. S. (2024). Harmony in the classroom: integrating the values of appreciation and empathy through learning and the anti-bullying campaign in schools. *Tarlim: Jurnal Pendidikan Agama Islam*, 7(1), 1-13.
- Firman, F., Kaso, N., Arifuddin, A., Mirnawati, M., Ilham, D., & Rahim Karim, A. (2021). Anti-Corruption Education Model in Islamic Universities. *AL-ISHLAH: Jurnal Pendidikan*, 13(3), 2146–2158. <https://doi.org/10.35445/alishlah.v13i3.843>
- Ghavifekr, S., & Rosdy, W. A. W. (2015). Teaching and learning with technology: effectiveness of ICT integration in schools. *International Journal of Research in Education and Science (IJRES)*, 1(2), 175–191. Retrieved from www.ijres.net
- Greenwood, C. A. (2015). Whistleblowing in the Fortune 1000: What practitioners told us about wrongdoing in corporations in a pilot study. *Public Relations Review*, 41(4),

- 490–500. <https://doi.org/10.1016/j.pubrev.2015.07.005>
- Hartanto, W., Zulianto, M., Suharso, P., & Febri Andika Hudori, R. (2022). The education of anti-corruption in secondary school (long-term alternative in preventing corruption). *Jurnal Pendidikan Ekonomi: Jurnal Ilmiah Ilmu Pendidikan, Ilmu Ekonomi, Dan Ilmu Sosial*, 16(1), 144–154. <https://doi.org/10.19184/jpe.v16i1.30888>
- Henderson, M., Chung, J., Awdry, R., Ashford, C., Bryant, M., Mundy, M., & Ryan, K. (2023). The temptation to cheat in online exams: moving beyond the binary discourse of cheating and not cheating. *International Journal for Educational Integrity*, 19(1). <https://doi.org/10.1007/s40979-023-00143-2>
- Heryanto, D., Susanti, A., & Darmansyah, A. (2023). The implementation of integrity values to foster anti-corruption attitudes in elementary school students. 6(3). <https://doi.org/10.31764/ijeca.v6i3.19476>
- Indriyani, L. (2023). Rationalization of character education in islamic religious education through anti-corruption education strategies: neuroscience studies. *Jurnal Ilmiah PESONA PAUD*, 10(1). Retrieved from <http://ejournal.unp.ac.id/index.php/paud/index>
- Jackson, D., Shan, H., & Meek, S. (2022). Enhancing graduates' enterprise capabilities through work-integrated learning in co-working spaces. *Higher Education*, 84(1), 101–120. <https://doi.org/10.1007/s10734-021-00756-x>
- Lodge, J. M., Kennedy, G., Lockyer, L., Arguel, A., & Pachman, M. (2018, June 28). Understanding difficulties and resulting confusion in learning: an integrative review. *Frontiers in Education*, Vol. 3. Frontiers Media S.A. <https://doi.org/10.3389/educ.2018.00049>
- Himawan, F. S. (2022, December). The Role of Teachers in the Implementation of Anti-corruption Education in Yogyakarta, Indonesia. In International Conference of Social Science and Education (ICOSSED 2021) (pp. 103-108). Atlantis Press.ation (ICOSSED 2021) (pp. 103-108). Atlantis Press.
- Montessori, M., Tiara, M., & Islami, S. (n.d.). Dialogue method in high school anti-corruption education. In *www.jsser.org Journal of Social Studies Education Research Sosial Bilgiler Eđitimi Arařtıymaları Dergisi* (Vol. 2021). Retrieved from www.jsser.org
- Muassomah, M., Abdullah, I., Hasanah, U., Dalmeri, D., Sihombing, A. A., & Rodrigo, L. (2022). The academic demoralization of students in online learning during the COVID-19 Pandemic. *Frontiers in Education*, 7. <https://doi.org/10.3389/educ.2022.888393>
- Naser, A., & Almutairi, M. (2015). The effect of using brainstorming strategy in developing creative problem solving skills among male students in kuwait: a field study on saud al-kharji school in kuwait city. *Journal of Education and Practice* 136, 6(3), 146. Retrieved from www.iiste.org
- Newton, P. M., & Essex, K. (2023). How common is cheating in online exams and did it increase during the covid-19 pandemic? a systematic review. *Journal of Academic Ethics*. Springer Science and Business Media B.V. <https://doi.org/10.1007/s10805-023-09485-5>
- Nickl, M., Huber, S. A., Sommerhoff, D., Codreanu, E., Ufer, S., & Seidel, T. (2022). Video-based simulations in

- teacher education: the role of learner characteristics as capacities for positive learning experiences and high performance. *International Journal of Educational Technology in Higher Education*, 19(1). <https://doi.org/10.1186/s41239-022-00351-9>
- Nurhaliza Suhada, N. (2021). The role of family in instilling a child's honesty. *International Conference on Education, Humanities, and Social Science*, 79–88. Retrieved from <http://icehos.nusaputra.ac.id>
- Nuriten, D., Mulyani, D., Alhamuddin, & Permatasari, A. N. (2016). *Kearifan lokal sebagai media pendidikan karakter antikorupsi pada anak usia dini melalui strategi dongkarak*. *Integritas Jurnal Anti Korupsi*, 2(1), 135–154. Retrieved from <https://acch.kpk.go.id/id/jurnal-integritas-volume-02/nomor-1>
- Odilla, F. (2023). Bots against corruption: Exploring the benefits and limitations of AI-based anti-corruption technology. *Crime, Law and Social Change*. <https://doi.org/10.1007/s10611-023-10091-0>
- Owusu, E. K., Chan, A. P. C., DeGraft, O. M., Ameyaw, E. E., & Robert, O. K. (2019). Contemporary review of anti-corruption measures in construction project management. *Project Management Journal*, 50(1), 40–56. <https://doi.org/10.1177/8756972818808983>
- Park, S. (2022). Relationship of self-determined motivation with time-related academic behavior in Korean primary school students: A person-centered approach. *Heliyon*, 8(10). <https://doi.org/10.1016/j.heliyon.2022.e11191>
- Putra, I. E., Jazilah, N. I., Adishesa, M. S., Al Uyun, D., & Wiratraman, H. P. (2023). Denying the accusation of plagiarism: power relations at play in dictating plagiarism as academic misconduct. *Higher Education*, 85(5), 979–997. <https://doi.org/10.1007/s10734-022-00875-z>
- Rodliyah, I., & Saraswati, S. (2020). The development of IT-based learning evaluation media using wondershare quiz creator on the statistics course. *Journal of Physics: Conference Series*, 1657(1). IOP Publishing Ltd. <https://doi.org/10.1088/1742-6596/1657/1/012043>
- Sa'diyah, A., Wilujeng, I., & Nadhiroh, N. (2021). The effect of using smartphone based learning media to improve students' critical thinking skills during Covid-19 Pandemic. *Proceedings of the 6th International Seminar on Science Education (ISSE 2020)*, 374–379. Atlantis Press.
- Sahama, S., Shofia, A., Reiza, M., & Riyono, B. (2019). Corruption in Indonesia: An investigation from mental health, spirituality, and leadership perspectives. In *Malaysian Journal of Medicine and Health Sciences* (Vol. 15).
- Sahla, W. A., & Ardianto, A. (2023). Ethical values and auditors fraud tendency perception: testing of fraud pentagon theory. *Journal of Financial Crime*, 30(4), 966–982. <https://doi.org/10.1108/JFC-04-2022-0086>
- Sarah, S., Prasetyo, Z. K., & Wilujeng, I. (2019). Development of living values (honesty) assessment instrument in learning process. *International Journal of Instruction*, 12(4), 443–458. <https://doi.org/10.29333/iji.2019.12429a>
- Sjarief, J. (2022). E-learning acceptance model in a pandemic period with an expansion to the quality of work life and information technology self-efficacy aspects. In *CommIT Journal* (Vol. 16).
- Sriartha, P., Yasmianti, N. L. W., & Lasmawan, I. W. (2021). The implementation of anti-

- corruption character education through bali local wisdom in junior high schools. *JPI (Jurnal Pendidikan Indonesia)*, 10(4). <https://doi.org/10.23887/jpi-undiksha.v10i4.36732>
- Sugiarti, & Husain, H. (2021). An influence of the contextual-based discovery learning model on the academic honesty of high school students. *International Journal of Instruction*, 14(3), 645–660. <https://doi.org/10.29333/iji.2021.14338a>
- Sulistiyo Nugroho, B., Ayu Anggreni, M., Afnanda, M., Novie Citra Arta, D., Tannady, H., Akamigas, P., ... Jayapura, K. (2023). The role of academic fraud as an intervening variable in relationship of determinant factors student ethical attitude. *Journal on Education*, 05(03), 9584–9593.
- Sun, H. L., Sun, T., Sha, F. Y., Gu, X. Y., Hou, X. R., Zhu, F. Y., & Fang, P. T. (2022). The influence of teacher–student interaction on the effects of online learning: based on a serial mediating model. *Frontiers in Psychology*, 13. <https://doi.org/10.3389/fpsyg.2022.779217>
- Suyata, P., & Yudhiantoro, I. (2016). *Modul materi “integritas untuk umum”* (1st ed., Vol. 1; T. Handoko, H. Muharrani, M. A. Al Fikri, & A. A. Nurul, Eds.). Jakarta: *Direktorat Pendidikan dan Pelayanan Masyarakat Kedeputian Bidang Pencegahan Komisi Pemberantasan Korupsi*.
- Syakur, Abd., & Muhibbin, A. (2022). Development of anti-corruption learning through comic media and anti-corruption poster. *Jurnal Basicedu*, 6(3), 3875–3881. <https://doi.org/10.31004/basicedu.v6i3.2686>
- Takdir, M., Hosnan, M., & Khair, N. (2022). The implementation of anti-corruption education models in pesantren. *El-Tarbawi*, 15(1), 23–54.
- Tu, W., Yang, J., & Zheng, Y. (2020). Influence of individual values on attitudes toward corruption: What undermine formal anticorruption effectiveness. *Asian Journal of Social Psychology*, 23(3), 264–277. <https://doi.org/10.1111/ajsp.12402>
- Utomo, P., & Alawiyah, I. (2022). Family-based character education: the role of parenting as the basic of character education for elementary children. *JPE: Journal of Primary Education*, 2(1). <https://doi.org/10.29300/hawapsga.v4i1.6888>