

Anti-Corruption Education in the Perspective of Agency Theory to Build the Integrity of the Young Generation

ABSTRACT

This article aims to analyze the relevance of Agency Theory in anti-corruption education to build the integrity of Indonesia's young generation. The problem is focused on the low effectiveness of anti-corruption education approaches that have only emphasized the internalization of moral values without explaining the structural mechanism behind corrupt behavior. To approach this problem, the theoretical framework used is Agency Theory developed by Jensen and Meckling. Data were collected through a literature study of legislation, books, and scientific journals, and analyzed qualitatively using a normative legal research approach. This study concludes that Agency Theory is relevant for application as a conceptual framework in anti-corruption education because it explains the principal-agent relationship, conflict of interest, information asymmetry, and moral hazard that constitute the structural roots of corruption. This article offers an Agency Theory-based anti-corruption education model called Integrity Agency Education (IAE) that integrates awareness of the principal-agent relationship with the strengthening of integrity values, so that students understand corruption not only as a moral issue but also as a structural issue that can be prevented from an early age through education.

Keyword: Anti-Corruption Education; Agency Theory; Corruption Prevention

INTRODUCTION

To this day, corruption remains one of the most complex challenges facing various nations—particularly developing countries, including Indonesia. Corruption is no longer viewed merely as an ordinary crime; rather, it is categorized as an "extraordinary crime" due to its extensive, systemic, and enduring impact on the life of the nation and the state. Corrupt practices not only result in financial losses for the state but also hinder economic development, undermine the rule of law, degrade the quality of public services, exacerbate social inequality, and erode public trust in state institutions (Riyanti et al., 2025). In a democratic context, corruption can even compromise principles of

governmental accountability and transparency, as public decisions often prioritize individual or group interests over the welfare of the broader public.

The impact of corruption is multidimensional, affecting nearly every aspect of societal life. Economically, corruption leads to the inefficient use of state budgets, dampens investment interest, raises transaction costs, and slows national economic growth. Socially, it widens the welfare gap, as public resources fail to reach those in need equitably. In the education sector, corruption can compromise service quality through budget misappropriation, the manipulation of procurement for facilities and infrastructure, and irregularities in administrative processes. Politically, corruption fosters transactional politics, which erodes the quality of democracy and diminishes the government's legitimacy. Consequently, corruption is no longer viewed solely as a legal issue; it has evolved into a complex social, economic, political, and cultural problem requiring a comprehensive approach.

This situation is reflected in various international indicators that measure a country's perceived level of corruption. One of the most widely used indicators is the Corruption Perceptions Index (CPI), published annually by Transparency International. According to a report by Transparency International Indonesia (2026), Indonesia's Corruption Perceptions Index (CPI) score in 2025 stood at 34 on a scale of 0–100, marking a decline from the score of 37 recorded the previous year. This drop caused Indonesia to slide to 109th place out of 180 countries, signaling a worsening international perception of corruption levels within the nation. This ranking places Indonesia alongside countries grappling with governance issues, political conflict, and weak law enforcement. The decline in the CPI score indicates that anti-corruption efforts undertaken thus far have failed to bring about significant changes in public perception regarding the integrity of government administration.

From a normative standpoint, Indonesia possesses a relatively comprehensive legal framework for combating corruption. Law Number 31 of 1999—as amended by Law Number 20 of 2001—concerning the Eradication of Corruption Crimes provides a robust legal basis for prosecuting offenders through penalties ranging from imprisonment and fines to additional sanctions

such as the payment of restitution. Furthermore, the establishment of law enforcement bodies—including the National Police, the Attorney General's Office, and the Corruption Eradication Commission (KPK)—demonstrates the state's commitment to enforcing anti-corruption laws. In recent years, authorities have successfully conducted numerous sting operations, investigated public officials, and exposed high-value corruption cases. Nevertheless, these successes have not succeeded in significantly reducing corruption levels, as corrupt practices persist across various tiers of government, at both the central and regional levels.

This phenomenon demonstrates that a repressive approach relying on law enforcement has not fully succeeded in addressing the root causes of corruption. While repressive measures play a crucial role in deterring perpetrators of corruption, their effectiveness is often limited unless balanced with preventive efforts focused on shaping individual character and integrity. By nature, law enforcement operates only after a crime has been committed, whereas prevention aims to establish a value system that mitigates the potential for corrupt behavior from the outset. Therefore, anti-corruption strategies cannot rely solely on legal instruments; they require support from preventive approaches capable of fostering an anti-corruption culture within society.

Anti-corruption education is considered a preventive strategy of strategic importance. It is an educational process designed to instill values such as integrity, honesty, responsibility, discipline, care, courage, simplicity, and justice in students, thereby shaping a character that rejects any form of abuse of authority (Riyanti et al., 2025). Anti-corruption education aims not only to enhance students' understanding of corruption and the relevant legal provisions but also to cultivate anti-corruption attitudes, behaviors, and culture in daily life. Consequently, anti-corruption education serves as a long-term investment in fostering a generation of high integrity, thereby reducing the potential for future corruption.

The implementation of anti-corruption education in Indonesia has seen significant progress in recent years. Various government policies encourage the integration of anti-corruption values into the learning process across all educational levels—through academic subjects, co-curricular and extracurricular

activities, and school culture. This approach is grounded in the conviction that character building cannot be achieved merely through theoretical instruction; rather, it must be realized through habituation, educators setting a good example, and an educational environment that upholds the value of integrity. Various studies indicate that anti-corruption education can heighten students' awareness regarding the importance of honesty, responsibility, discipline, and social concern, provided it is consistently implemented across the entire educational ecosystem (Efendi et al., 2024).

However, the implementation of anti-corruption education largely remains focused on the internalization of moral values and character education. While values such as honesty, responsibility, discipline, hard work, and social concern are indeed crucial foundations for building individual integrity, this approach tends to frame corruption solely as a matter of individual morality. Consequently, it fails to provide a sufficient understanding of the structural mechanisms that lead individuals to abuse their authority. As a result, although students recognize that corruption is wrong, they do not yet fully grasp why it arises within organizational, bureaucratic, or governmental contexts.

To explain this mechanism, a conceptual framework capable of linking moral aspects with the structure of institutional relationships is required. One relevant theory is Agency Theory, introduced by Jensen and Meckling (1976). This theory posits that an agency relationship arises when a principal delegates a mandate to an agent to perform tasks or make decisions on the principal's behalf. Such relationships carry the potential for conflicts of interest, information asymmetry, and moral hazard, as the agent possesses greater access to information and authority than the principal. This information imbalance enables the agent to act in their own self-interest, thereby disregarding the objectives established by the principal.

In the context of governance, the public acts as the principal, granting a mandate to public officials—who serve as agents—through democratic mechanisms. This mandate ought to be exercised to foster public welfare through transparent, accountable, and public-interest-oriented governance. However, when public officials abuse their authority for personal or group gain, a deviation

in the agency relationship occurs, manifesting as a clear instance of moral hazard. Consequently, corruption can be understood not merely as a legal violation or an individual moral failure, but also as a consequence of failures in oversight, accountability, and control mechanisms within the principal-agent relationship.

The Agency Theory framework has been widely employed in research across fields such as accounting, corporate governance, public administration, and government policy to explain the causes of corruption and the abuse of authority (Khairudin et al., 2025). Nevertheless, the application of this theory as a conceptual foundation in anti-corruption education remains relatively limited. Yet, an understanding of the principal-agent relationship can help learners grasp that integrity is not simply a matter of personal character; it is also inextricably linked to the responsibility of managing a mandate, transparency in the exercise of authority, and the vital importance of accountability mechanisms within any organization. A review of prior research indicates that most studies on anti-corruption education still focus primarily on character education through the cultivation of values such as honesty, responsibility, discipline, and social concern (Mita et al., 2025; Rahayu et al., 2024; Marlina et al., 2024). While these studies have contributed significantly to fostering moral awareness among learners, few have integrated organizational or governance theories as a conceptual foundation for anti-corruption instruction. In other words, a research gap remains regarding the underutilization of Agency Theory as an analytical framework for designing anti-corruption education models capable of explaining the causes, processes, and consequences of corrupt behavior within agency relationships.

Addressing this gap, this article introduces a novel anti-corruption education model based on Agency Theory, which integrates character education with an understanding of principal-agent relationships. The proposed model not only instills moral values in learners but also fosters awareness regarding the importance of trustworthiness, accountability, transparency, oversight, and responsibility within organizational relationships and government administration. Consequently, learners gain an understanding not only that corruption is morally and legally wrong but also of the institutional mechanisms that can either facilitate or prevent it.

Based on this premise, the study aims to: (1) analyze the relevance of Agency Theory to anti-corruption education; (2) formulate an anti-corruption education model based on Agency Theory; and (3) analyze the model's contribution to building integrity among the younger generation as a preventive strategy for combating corruption in Indonesia. The findings are expected to make a conceptual contribution to the development of anti-corruption education studies and serve as a reference for formulating more comprehensive educational policies aimed at fostering an anti-corruption culture in Indonesia.

RESEARCH METHODS

This study constitutes normative legal research—an approach that treats law as a system of norms, rules, principles, doctrines, and concepts, rather than as empirical behavior observed directly in the field. Normative legal research aims to identify the legal arguments, principles, and concepts necessary to address the research issue by examining legislation, scholarly literature, and expert doctrines. In this study, the normative approach was selected because the research focus is not to empirically measure the implementation effectiveness of anti-corruption education, but rather to formulate a conceptual model of anti-corruption education based on Agency Theory through an analysis of relevant legal norms and theories.

This study employs three approaches: the statute approach, the conceptual approach, and the analytical approach. The statute approach is used to examine various legal provisions governing the eradication of corruption, the administration of national education, and policies related to anti-corruption education in Indonesia. Through this approach, the researcher analyzes the alignment between prevailing legal norms and the need to strengthen anti-corruption education as a preventive strategy against corruption.

The conceptual approach is used to examine various concepts, theories, and doctrines found in scholarly literature regarding anti-corruption education,

integrity, good governance, and Agency Theory. This approach aims to construct a conceptual framework that elucidates the relationship between anti-corruption values and the principal-agent relationship. Through the conceptual approach, the study seeks to integrate organizational theory with character education, thereby generating a new perspective on the development of anti-corruption education.

Subsequently, an analytical approach is employed to systematically examine the interrelationships among legal provisions, the concept of anti-corruption education, and Agency Theory. The analysis aims to identify the relevance of Agency Theory in explaining the emergence of corrupt behavior stemming from conflicts of interest, information asymmetry, and moral hazard. The findings serve as the basis for formulating an Agency Theory-based anti-corruption education model, which is expected to enhance learners' understanding of the importance of integrity, accountability, transparency, and responsibility within any agency relationship.

The legal materials utilized in this study comprise primary, secondary, and tertiary sources. Primary legal materials—those possessing binding legal force—include the 1945 Constitution of the Republic of Indonesia; Law Number 31 of 1999 concerning the Eradication of Corruption Crimes; Law Number 20 of 2001 regarding Amendments to Law Number 31 of 1999 concerning the Eradication of Corruption Crimes; and Law Number 20 of 2003 concerning the National Education System. Additionally, the study considers various regulations and policies related to strengthening character education and anti-corruption education as integral components of the national education system.

Secondary legal materials encompass relevant scholarly literature, such as textbooks, national and international journal articles, findings from prior research, scientific proceedings, and doctrinal works addressing Agency Theory, anti-corruption education, character education, governance, and the eradication of corruption. The use of secondary materials aims to reinforce the theoretical framework and identify developments in existing research, thereby uncovering the research gap that serves as the foundation for developing the conceptual model in this study. In addition to primary and secondary legal materials, this

research also utilizes tertiary legal materials as supplementary sources—including legal dictionaries, the *Kamus Besar Bahasa Indonesia* (Great Dictionary of the Indonesian Language), encyclopedias, and other reference materials—to help clarify the legal terms and concepts employed in the study.

Legal materials were gathered through library research, involving the search for, identification, cataloging, and examination of various legal materials relevant to the research focus. A systematic literature review was conducted, covering legislation, scholarly books, journal articles, and other academic publications related to anti-corruption education and Agency Theory. All acquired legal materials were classified based on type, substance, and relevance to the research problem to facilitate the analysis process.

The analysis employed a descriptive qualitative approach. The process involved several stages: reduction of legal materials, thematic classification, interpretation of relevant legal norms and theories, and the synthesis of various concepts to construct a comprehensive legal argument. Subsequently, the results of the analysis were used to explain the relevance of Agency Theory to anti-corruption education, identify the conceptual link between integrity values and the principal-agent relationship, and formulate an Agency Theory-based anti-corruption education model as a preventive strategy in the effort to eradicate corruption in Indonesia.

To ensure the validity of the arguments, this study applied systematic and conceptual legal interpretation techniques by comparing legislative provisions, legal doctrines, and relevant prior research. Through this process, the resulting arguments are expected to demonstrate normative consistency, be supported by a robust theoretical foundation, and provide a conceptual contribution to the development of anti-corruption education studies in Indonesia.

RESULT AND DISCUSSION

The Relevance of Agency Theory in Anti-Corruption Education

Agency Theory posits that an agency relationship arises when a principal entrusts authority to an agent to act on their behalf (Jensen & Meckling, 1976). In this relationship, the agent possesses greater information and control than the principal, creating the potential for information asymmetry—a condition where the agent holds more information than the principal and may withhold certain details for personal gain. This information imbalance can, in turn, trigger moral hazard—the agent's tendency to deviate from the principal's interests due to a lack of oversight—as well as conflicts of interest, where the agent's personal interests clash with the principal's interests, which ought to take precedence. These three conditions constitute structural preconditions that enable the abuse of authority, including acts of corruption.

The principal-agent framework applies not only to the relationship between the public and government officials but also within educational settings. In schools, the relationship between the government or the community (as principals) and the school administration (as agents) can become compromised if education funds are not managed transparently. In higher education, the relationship between students or the public and the campus bureaucracy (as agents) creates opportunities for moral hazard—for instance, through the mismanagement of student funds or a lack of accountability in academic administrative processes. Similarly, within student organizations, officers entrusted by their members (the principals) may abuse their authority if adequate oversight and accountability mechanisms are not established. Thus, the principal-agent relationship pattern—susceptible to abuse—is present early on within the educational ecosystem, long before students enter the actual government bureaucracy.

An understanding of these relationship dynamics leads to the argument that anti-corruption education must aim to mitigate the potential for moral hazard from an early stage. This should be achieved not merely by normatively instilling the value of honesty, but also by equipping students with the ability to recognize power structures that are prone to abuse. By grasping the concepts of principal, agent, conflict of interest, and information asymmetry during their school or university years, students are expected to recognize signs of the abuse

of authority in their immediate surroundings and, at the same time, become accustomed to demanding transparency and accountability in every agency relationship they engage in.

Anti-Corruption Education as an Instrument for Corruption Prevention

Anti-corruption education serves as a preventive instrument designed to instill values such as integrity, honesty, responsibility, transparency, accountability, and social concern from an early age (Riyanti et al., 2025). Integrity forms the primary foundation, as it entails consistency between words, attitudes, and actions in accordance with prevailing norms. Honesty encourages learners to act based on facts and reject any form of manipulation, while responsibility accustoms them to bearing the consequences associated with the authority they hold. Transparency and accountability are crucial as control mechanisms that mitigate information asymmetry within agency relationships; meanwhile, social concern fosters an awareness of the impact corruption has on society at large.

When these six values are analyzed through the lens of Agency Theory, it becomes evident that each serves as an instrument to control potential misconduct within principal-agent relationships. Transparency and accountability, for instance, can be understood as forms of monitoring costs that limit an agent's opportunity to withhold information (Jensen & Meckling, 1976), whereas integrity and honesty function as internal bonding costs arising from individual awareness, independent of external oversight. Thus, anti-corruption education is not merely a form of moral instruction; rather, it can be positioned as a means of establishing internal control mechanisms within the agent from an early stage, thereby curbing potential conflicts of interest and moral hazard before the individual assumes a position of trust within a government or organizational structure.

Agency Theory-Based Anti-Corruption Education Model

Based on the analysis in the two preceding subsections, this article proposes an anti-corruption education model grounded in Agency Theory, termed Integrity Agency Education (IAE). This model represents a novel contribution designed to address the research gap outlined in the introduction. The IAE model is structured in stages to ensure that learners understand corruption not merely as an issue of individual morality, but also as a structural matter involving power relations.

The model comprises five stages, presented sequentially as shown in Table 1 below.

Table 1. Stages of the Integrity Agency Education (IAE) Model

Stages	Main Focus
1. Understanding Corruption	Understanding the concepts, forms, and impact of corruption on life in society.
2. Principal-Agent Awareness	Building awareness of the principal-agent relationship, conflicts of interest, information asymmetry, and moral hazard.
3. Integrity Development	Strengthening the values of integrity, honesty, and responsibility as internal controls.
4. Accountability Practice	Practicing transparency and accountability in actual activities at school or on campus.
5. Anti-Corruption Leadership	Encouraging students to become agents of change who spread anti-corruption values and awareness.

Source: Conducted by writer, 2026.

The first stage, Understanding Corruption, introduces learners to the fundamental concepts of corruption, its various forms, and its impact on society. The second stage, Principal-Agent Awareness, specifically equips learners with an understanding of principal-agent relationships, conflicts of interest, information asymmetry, and moral hazard—concepts derived from Agency Theory—enabling them to recognize power dynamics susceptible to abuse in their immediate environments. The third stage, Integrity Development, focuses on reinforcing values such as integrity, honesty, and responsibility as a form of internal "bonding cost." The fourth stage, Accountability Practice, encourages learners to apply transparency and accountability in real-world activities, such as managing student organizations or school events. The fifth stage, Anti-Corruption

Leadership, guides learners to become agents of change capable of disseminating anti-corruption values and agency control mechanisms to the wider community.

The IAE model asserts that comprehensive anti-corruption education must integrate two dimensions: the moral dimension, which fosters value awareness, and the structural dimension, which builds awareness of power dynamics as explained by Agency Theory. This dual-dimensional approach distinguishes the model from conventional anti-corruption education, which often stops at the mere internalization of character values (Mita et al., 2025; Rahayu et al., 2024). Through this model, young people are equipped not only with a normative anti-corruption stance but also with the analytical skills to identify and prevent the abuse of authority while still in an educational setting—long before they eventually assume positions of public trust.

CONCLUSION

Based on the discussion, it can be concluded that Agency Theory is highly relevant as a conceptual foundation for developing anti-corruption education in Indonesia. This theory offers a comprehensive perspective for understanding corruption—viewing it not merely as an individual moral transgression, but as a consequence of principal-agent relationships that are susceptible to conflicts of interest, information asymmetry, and moral hazard. These three factors can drive the abuse of authority if not balanced by adequate oversight, transparency, and accountability mechanisms. Therefore, Agency Theory is not only relevant to the study of organizational and governmental governance but also holds strategic value for integration into anti-corruption education, helping learners understand the structural roots of corrupt behavior.

The research findings also indicate that principal-agent relationships are inherent in various educational activities—whether between the government and educational institutions, schools and teachers, higher education institutions and their academic communities, or student organizations and their members. This suggests that the educational environment serves not only as a setting for

internalizing anti-corruption values but also as a space where learners can study real-world practices regarding the stewardship of trust, transparency, accountability, and oversight. Consequently, anti-corruption education should not focus solely on character building through the instilling of values such as honesty, responsibility, discipline, and social concern; it must also equip learners with the ability to understand the dynamics of principal-agent relationships and the risks of authority abuse that can arise whenever authority or responsibility is delegated.

As a conceptual contribution, this study proposes the Integrity Agency Education (IAE) model as an advancement in anti-corruption education based on Agency Theory. This model represents the study's novelty, as it integrates character education with a governance perspective by incorporating an understanding of principal-agent relationships, transparency, accountability, and oversight mechanisms. Through this integration, anti-corruption education is no longer positioned merely as a process of internalizing moral values, but also as a means to foster students' critical awareness regarding institutional mechanisms that can potentially give rise to the abuse of authority. Consequently, the IAE model is expected to produce graduates who possess not only personal integrity but also the capacity to apply good governance principles when fulfilling responsibilities within organizations, the business sector, or government administration.

Theoretically, this study extends the scope of Agency Theory—traditionally applied in economics, accounting, and organizational governance—to the field of anti-corruption education. From a practical standpoint, the findings can serve as a reference for the government, educational institutions, and stakeholders in designing anti-corruption curricula and learning strategies. These should focus not only on character building but also on enhancing understanding regarding accountability, transparency, and the responsible stewardship of authority within institutional relationships.

However, as this study remains conceptual and grounded in a normative legal approach, the proposed Integrity Agency Education (IAE) model has not yet been empirically tested in actual educational settings. Therefore, future research

should aim to develop learning instruments, modules, and implementation models for various educational levels, as well as evaluate their effectiveness through empirical studies or research and development (R&D). Such testing is crucial to determine the extent to which the IAE model can enhance students' understanding of principal-agent relationships, strengthen integrity, and foster sustainable anti-corruption behavior as part of Indonesia's corruption prevention strategy.

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