The Urgency of Anti-Corruption Education Course in Universities as a Long-Term Approach Model to Preventing Corrupt Behavior and Criminal Acts of Corruption

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Abstrak

Tujuan penelitian adalah untuk mendeskripsikan urgensi mata kuliah pendidikan antikorupsi di perguruan tinggi sebagai model pendekatan jangka panjang dalam mencegah perilaku korupsi dan tindak pidana korupsi. Metode penelitian ini adalah penelitian hukum normative. Pendekatan yang digunakan meliputi (1) pendekatan pustaka, (2) pendekatan konseptual, dan (3) pendekatan kasus. Data penelitian terdiri dari data primer dan data sekunder. Teknik pengumpulan datanya menggunakan penelitian kepustakaan dengan cara menganalisis bahan pustaka, peraturan perundang-undangan, data atau dokumen dari instansi terkait, dan data dari media elektronik yang berkaitan erat dengan pokok permasalahan. Sedangkan teknik analisis data dalam penelitian ini adalah deskriptif kualitatif. Hasil penelitian menunjukkan bahwa penerapan pendidikan antikorupsi pada perguruan tinggi sebagai mata kuliah wajib, pilihan, insentif pada mata kuliah umum dan kegiatan lainnya merupakan upaya preventif dalam membentuk karakter generasi bangsa yang berjiwa bersih dari perilaku korupsi dan tindak pidana korupsi. Selain itu juga menciptakan cara-cara baru dalam memberantas perilaku korupsi dan tindak pidana korupsi. Hal tersebut merupakan model pendekatan jangka panjang dalam mencegah perilaku koruptif dan tindak pidana korupsi yang dampaknya dapat dirasakan pada tahun-tahun berikutnya. Penerapan pendidikan antikorupsi dalam bentuk mata kuliah pilihan dan insentif pada mata kuliah umum tidak menjamin efektivitas pencegahan perilaku korupsi dan tindak pidana korupsi dalam jangka panjang. Selain itu, tidak menjamin keberlangsungan implementasinya. Pendidikan antikorupsi harus diwujudkan melalui mata kuliah wajib minimal dua SKS yang ditawarkan pada semester I atau II dalam kurikulum program studi di perguruan tinggi dengan terstruktur, terukur, dan terarah untuk membangun efektivitas dan keberlanjutan penyelenggaraan pendidikan antikorupsi. pendidikan yang lebih tinggi. Secara teoritis, penelitian ini memberikan sumbangan pemikiran dalam mengembangkan teori hukum pidana khususnya pemberantasan tindak pidana korupsi di Indonesia.

Kata Kunci: *Pendidikan Korupsi, Perguruan Tinggi, Model Pendekatan, Perilaku Korupsi*

Abstract

The research objective is to describe the urgency of anti-corruption education course in universities as a long-term approach model to preventing corrupt behavior and criminal acts of corruption. This research method was normative legal research. The approaches included (1) library, (2) conceptual, and (3) case approaches. The research data consisted of primary data and secondary data. The data collection technique used library research by analyzing library materials, legislation, data or documents from related institutions, and data from electronic media closely related to the main problem. Meanwhile, the data analysis technique in this research was qualitative descriptive, namely describing data for careful measurement of certain social phenomena. The research results showed that implementing anti-corruption education in higher

education as mandatory, elective, incentivized subjects in general courses and other activities was a preventive effort to form the nation's generation character with a clean spirit from corrupt behavior and criminal acts of corruption. Besides, it also created new ways to eradicate corrupt behavior and criminal acts of corruption. It was a model for a long-term approach to preventing corrupt behavior and criminal acts of corruption whose results could be felt in the following years. Implementing anti-corruption education in the form of elective courses and incentivization in general courses did not guarantee the effectiveness of preventing corrupt behavior and criminal acts of corruption in the long term. In addition, it did not guarantee the sustainability of its implementation. Anti-corruption education must be realized through mandatory courses of at least two credits offered in the semesters I or II in the study program curriculum in higher education with structured, measurable, and directed to build the effectiveness and sustainability of implementing anti-corruption education in higher education.   Theoretically, this research contributes ideas in developing criminal law theory, especially the eradication of criminal acts of corruption in Indonesia.

Keyword: *Corruption Education, Higher education, Approach Model, Corrupt Behavior*

INTRODUCTION

Several universities in Indonesia have included anti-corruption education in their curricula as elective courses, mandatory courses, and insertions into general courses offered to students. The Public Administration Study Program at Universitas Madura requires students to take anti-corruption education courses. In the Law Study Program, the Faculty of Law, Universitas Madura, places courses on criminal acts of corruption as mandatory subjects. Anti-corruption education courses are intended to prevent long-term acts of corruption. Based on the Minister of Research, Technology, and Higher Education Regulation Number 33 of 2019 concerning the Implementation of Anti-Corruption Education in Higher Education, this regulation was formed as a concrete effort by the government to prevent corrupt behavior and criminal acts of corruption for the nation's generation.

The nation's generation is one of the future leaders of the Indonesian nation. It is a golden generation that must be built from the time of higher education to understand the concept of corruption and the consequences of corruption. Corruption is a crime that attracts public attention compared to other criminal acts because it causes financial losses to the state, destruction of the country, destruction of national character, destruction of infrastructure, destruction of the economy, destruction of the quality of life, destruction of democratic values and national morality, loss of public trust in democracy, loss of public trust in state institutions, loss of public trust in law enforcement, loss of public trust in the credibility of state leaders and regional heads. Corrupt behavior and criminal acts of corruption have entered almost all state institutions, both central and regional, and private parties that are permanent government partners. Corrupt behavior and criminal acts threaten a nation's ideals in moving toward a civil society.

Corruption must be viewed as an extraordinary crime, requiring extraordinary efforts to eradicate it. Efforts to eradicate corruption consist of two major parts, namely (1) action and (2) prevention. It will never be optimally successful if it is only done by the government without involving community participation. Therefore, it is not an exaggeration that students, as an essential part of society who are the heirs of the future, are expected to be actively involved in efforts to eradicate corruption in Indonesia (Ita Suryani, 2013).

There are several factors why corruption occurs, namely: (1) internal factors or factors that come from the person of the perpetrator due to a luxurious and consumerist lifestyle and a loss of morals within him. Moreover, (2) external factors are corruption that comes from external due to the usual working environment conditions with corrupt practices and less strict monitoring mechanisms. One of the demands for reform in 1998 in Indonesia was the eradication of corruption, but reform has been running for approximately 26 (twenty six) years, corrupt behavior and criminal acts of corruption have increased and in almost all state institutions there has been corrupt behavior and criminal acts of corruption, and up to Currently, corrupt behavior and criminal acts of corruption from year to year and from the previous generation of leaders to the next are

increasing in Indonesia. Several efforts to eradicate corruption have been made, but all of these efforts to date have not been optimally successful.

The latest Transparency International report showed that Indonesia's Corruption Perception Index was recorded at 34 points on a scale of 0-100 in 2022. This figure decreased by 4 points from the previous year. This decline in the GPA dropped Indonesia's GPA ranking globally. It was recorded that Indonesia's GPA in 2022 was ranked 110th. In the previous year, Indonesia's GPA was ranked 96th globally. The decline in Indonesia's CPI indicated that public perception of corruption in public and political positions has worsened over the past year (Santika (ed), 2023).

Several efforts to eradicate corruption have been carried out using approaches, namely: (1). A law enforcement approach with enforcement efforts carried out by law enforcement agencies such as the Police, Prosecutor's Office, and the Corruption Eradication Commission (KPK), but corruption comes from within the law enforcement institutions. (2). Business Approach. This method is done by providing significant incentives for employees who excel and have high integrity so that employees do not need to be corrupt. (3). Market Approach. This method creates healthy competition between providers of goods and/or services so that everyone competes to perform well, and the public will choose the best service. (4). Approach to the Death Penalty Law. This method is carried out by providing strict sanctions in the form of the death penalty for corruptors who are legally and convincingly proven to have committed criminal acts of corruption both in normal state conditions and in emergency states.

In Indonesia, all of these approaches have been carried out to eradicate corruption, but corruption continues, and there are still more and more corruptors. Therefore, to tackle corruption in the future, universities must build anti-corruption education courses for students as the nation's generation. Anti-corruption education is a conscious and planned effort to create a good generation of the nation through learning and learning processes so that students actively develop their potential for having religious and spiritual strength, self-control, personality, intelligence, ethics, and skills in building society and the nation.

Learning anti-corruption education courses, whether in the form of courses, student activities, and study activities, is a continuous learning process for the nation's generation so that the nation's generation becomes a generation of individuals who have the mental strength to avoid committing corrupt behavior and criminal acts of corruption on campus and when he becomes a state leader and holds public office. Based on the results of research conducted by Yusrianto Kadir in 2018, Anti-Corruption education for students aims to provide sufficient knowledge about the ins and outs of corruption and its eradication as well as instilling anti-corruption values. The long-term goal is to foster an anti-corruption culture among students and encourage students to take an active role in efforts to eradicate corruption in Indonesia. Apart from that, anti-corruption education for students leads to values education, namely good values. Education that supports value orientation is education that makes people feel ashamed if they are tempted to commit corruption, and angry if they witness it. There are three fundamental moral attitudes that will make people immune to the temptation of corruption. The three fundamental moral attitudes are honesty, a sense of justice, and a sense of responsibility. (Yusrianto Kadir, 2018).

Next, Rosida in the results of her research, if this kind of education has been an orientation and aim of the learning process, the school will definitely become a place to seed the honesty habit. It engenders the next generation who is not only smart in intellectual but also has good outlook according to the highest standard of behavior. The efforts to get the rid of corruption cannot be completed instantly. Preventive attempt done to reduce this ulterior harm should be started from the learning process in the education institution. Similarly, in units of higher education, college and university students are expected to play an active role to prevent corruption by acting as an agent of change and a major driving force in the anti-corruption movement in society. (Rosida Tiurma Manurung, 2012). Therefore, based on the description above, a legal issue is raised: the urgency of learning Anti-Corruption Education courses in Higher Education as a Model Approach to Preventing Corrupt Behavior and Long-Term Criminal acts of corruption. Based on this, the aim of this research is to reveal the urgency of learning Anti-Corruption Education courses in Higher Education as a Model Approach to Preventing Corrupt Behavior and Long-Term Corruption Crimes for the nation's generation as Indonesia's future leaders.

RESEARCH METHOD

This research used a Normative legal research method, namely research on laws formed and promulgated by institutions authorized to form and promulgate them. Therefore, this research emphasized written norms, namely the Regulations of the Minister of Research, Technology and Higher Education Number 33 of 2019 concerning the Implementation of Anti-Corruption Education in Higher Education. The approaches included (1) library, (2) conceptual, and (3) case approaches. A library approach involves critical study and analysis of knowledge, ideas, or findings in academic literature. Meanwhile, the conceptual approach was based on several existing concepts and was built by the conceptualizer. Furthermore, the case approach was carried out by analyzing cases relevant to the issue under study, which had been decided by the institution with the authority to examine, adjudicate, and decide cases. The research data consisted of primary data and secondary data. The data collection technique used library research by analyzing library materials, legislation, data or documents from related institutions, and data from electronic media closely related to the main problem. Meanwhile, the data analysis technique in this research was qualitative descriptive, namely describing data for careful measurement of certain social phenomena. The results were presented in qualitative descriptive form.

RESULTS AND DISCUSSION
Implementation of Anti-Corruption Education Course in Higher Education

Universities have an essential role as guardians and developers of national integrity, not only as part of the anti-corruption movement. At the same time, this educational institution can be a milestone for developing accountability and transparency. Higher education can be a driving force for integrity because it can play an essential role in stopping the "supply" of corruption in this country. (Yusrianto Kadir, 2018).

Anti-corruption education courses in universities must be implemented to prevent corrupt behavior for the nation's generation in the long term. The obligation to organize anti-corruption education courses is stated in Article 2, paragraphs (1) and (2) of the Minister of Research, Technology and Higher Education Regulation Number 33 of 2019 concerning the Implementation of Anti-Corruption Education in Higher Education, namely: (1) Anti-corruption education must be provided through courses as intended in Article 1, (2) The courses as intended in paragraph (1) are in the form of inserts in: (a). General Compulsory Courses (MKWU); or (b). Relevant courses. Furthermore, Article 3 of the Minister of Research, Technology and Higher Education Regulation Number 33 of 2019 concerning the Implementation of Anti-Corruption Education in Higher Education mentions: (1) Anti-corruption education as intended in Article 2 paragraph (1) can be provided, apart from through courses, through: (a). Student activities; and/or, (b) b. Assessment activities. (2) Student activities, as referred to in paragraph (1) letter, consist of: (a). Co-curricular activities; (b). Extracurricular activities; And (c). Student affairs unit activities. (3)The assessment activities as intended in paragraph (1) letter b consist of: (a). Study center; And (b). Learning center.

Based on the Regulation of the Minister of Research, Technology and Higher Education above, the implementation of anti-corruption education in universities in the form of courses, student activities, and study activities is a form of anti-corruption education that is carried out consciously and planned to create an atmosphere of learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble morals, and the skills needed by themselves, the nation's community and the state to prevent corrupt behavior and criminal acts of corruption for the nation's generation that will lead state and hold public office. The results of research conducted by Tri Anggoro Mukti in 2018 have made a positive contribution to encourage subsequent research that anti-corruption courses given to students at both tertiary and lower education levels contain four pillars of education, namely learning to know (learning to know). know), learning to implement knowledge (learning to do), learning to live together (learning to live) and learning to become a complete human being (learning to be) all of which are to encourage students to improve their values so that they become proud as non-corrupt person. (Tri Anggoro Mukti, 2018).

Furthermore, the results of research conducted by Sri Wati show that students as an important part of society who are the heirs of the future are expected to be actively involved in efforts to eradicate corruption in Indonesia. The involvement of students in efforts to eradicate corruption certainly does not involve enforcement efforts which are the authority of law enforcement institutions. It is hoped that students' active role will be more focused on efforts to prevent corruption by helping to build an anti-corruption culture in society. Students are expected to act as agents of change and driving forces for the anti-corruption movement in society. To be able to play an active role, students need to be equipped with sufficient knowledge about the ins and outs of corruption and its eradication. What is no less important, to be able to play an active role, students must be able to understand and apply anti-corruption values in everyday life. Anti-corruption education for students is very necessary for the future by shaping the character of these students through learning. (Sri Wati, 2022).

Then the results of research conducted by Agus Setiawan, the results obtained were that anti-corruption education for students required the formation of a humanistic character, student knowledge about corruption, legal policies related to corruption cases and obedience and legal awareness of students in tertiary institutions to maintain a caring attitude towards the nation and state (Agus Setiawan, 2023). Article 1 point 1 of the Regulation of the Minister of Research, Technology and Higher Education Number 33 of 2019 concerning the Implementation of Anti-Corruption Education in Higher Education emphasizes that anti-corruption education is a learning process and the formation of behavior carried out in higher education, which is related to preventing corrupt behavior and criminal acts of corruption. It shows that implementing anti-corruption education in the form of courses, student activities, and study activities in universities is necessary to prevent corrupt behavior and criminal acts of corruption in the long term. Suppose a university does not implement or organize anti-corruption education. In that case, the university will be subject to coaching sanctions by the Director General of Learning and Student Affairs on behalf of the Minister of Research, Technology, and Higher Education, who carries out guidance in accordance with the provisions of applicable laws and regulations.

Responsibility for Providing Anti-Corruption Education

Anti-corruption education in Law Number 30 of 2002 concerning the Corruption Eradication Commission is handled by the Education and Community Services Sub-Sector, which is an essential pillar of the Corruption Eradication Commission's Prevention Sector. The existence of the Corruption Eradication Commission's Prevention Division, which oversees the Education and Community Services Subsector, will strengthen the Corruption Eradication Commission's duties, especially in terms of carrying out preventive actions against criminal corruption (Eko Handoyo, 2013). However, the Corruption Eradication Committee did not do this enough because the results did not have a significant impact on reducing corrupt behavior and criminal acts of corruption. Therefore, the role of universities becomes essential when the prevention of corrupt behavior and criminal acts of corruption is carried out from below through the implementation of anti-corruption education courses.

Every action taken by institutional officials requires accountability, both legal and moral. Implementing anti-corruption education in higher education requires responsibility from the implementer. Responsibility means that the action taken is a burden on the perpetrator. If there is an error, then the person who will be held responsible is the perpetrator.

Article 5 of the Minister of Research, Technology and Higher Education Regulation Number 33 of 2019 concerning the Implementation of Anti-Corruption Education in Higher Education emphasizes: (1). Higher education leaders are responsible for providing anti-corruption education; (2). Higher education leaders report the implementation of anti-corruption education to the Minister of Research, Technology, and Higher Education through the Director General of Learning and Student Affairs on a regular basis; (3). The implementation and reporting of anti-corruption education, as referred to in paragraphs (1) and (2), is determined by the Director General of Learning and Student Affairs. Based on Article 5 of Minister of Research, Technology and Higher Education Regulation Number 33 of 2019 concerning the Implementation of Anti-Corruption Education in Higher Education, several essential things can be interpreted, namely: (1). Implementing anti-corruption education in universities is the responsibility of university leaders, both legally, morally and financially. (2). Higher education leaders have a reporting obligation to implement anti-corruption education. It proves that the Minister of Research, Technology and Higher Education Regulation Number 33 of 2019 is actually being

implemented. (3). The legal mechanism for reporting the implementation of anti-corruption education in higher education is determined by the Director General of Learning and Student Affairs. (4). To ensure the continuity of the implementation of anti-corruption education, the Government (Director General of Learning and Student Affairs) has the authority to regulate and administer the legal mechanisms because the final responsibility for implementing anti-corruption education remains with the Director General of Learning and Student Affairs.

According to Stephen P. Heyneman (2004), a school system that is free of corruption is characterized by the following: (1)Equality of access to educational opportunity; (2)Fairness in the distribution of educational curricula and materials; (3) Fairness and transparency in the criteria for selection to higher and more specialized training; (4) Fairness in accreditation in which professional standards judge all institutions; (5) Equally applied and open to public scrutiny; (6) Fairness in the acquisition of educational goods and services; (7)Balance and generosity in curricular treatment of cultural minorities and geographical neighbors; (8) Maintenance of professional standards of conduct by those who administer education institutions.

The results of research conducted by Herdi Wisman Jaya (2021) show that the insertion of anti-corruption education in citizenship education courses at universities carried out at Pamulang University is as follows: (a). The heads of study programs at Pamulang University basically have a voice and assessment and also have the same goals and have the same perception regarding the possibility of anti-corruption education being inserted or included in Citizenship Education courses and to be used by all students at Pamulang University; (b)The head of the study program at Pamulang University can provide input and can also provide additions regarding anti-corruption education which is inserted or included in the general compulsory Citizenship Education course regarding the Lecture Event Unit or SAP and also the syllabus to be used and given input. input to improve and also increase Citizenship Education learning which will be used later by all study programs and also attended by all students at Pamulang University. So the role of the head of the study program and also input from resource persons during the Pamulang University group discussion forum also makes it possible to include anti-corruption education in the general compulsory Citizenship Education courses. (c) Pamulang University has excellent capabilities and also mastery of the Lecture Unit that will include anti-corruption education or PAK in the general compulsory citizenship education courses. So the stakeholders at Pamulang University are very likely and also very capable of providing input to insert Anti-Corruption Education into the Citizenship Education course to add special anti-corruption education material and provide it to all students at Pamulang University. (d) It is very possible for anti-corruption education material to be included in meetings of the general compulsory Citizenship Education course or in sub-subchapters in meetings of the Citizenship Education course.

The results of research conducted by Sitti Uswatun Hasanah (2018), concluded from the results of interviews with twelve heads of universities throughout West Kalimantan that the implementation of Anti-Corruption Education starting in the New Academic Year 2012/2013 was "requested" in the form of Compulsory/Elective Courses or inserted In relevant subjects, not all of them have implemented the Anti-Corruption Education course into a special subject or integrated the values of Anti-Corruption Education into other subjects. This certainly needs to be addressed, considering that student involvement in efforts to eradicate corruption is certainly not in enforcement efforts. which is the authority of law enforcement institutions. It is hoped that students' active role will be more focused on efforts to prevent corruption by helping to build an anti-corruption culture in society. Students are expected to act as agents of change and driving forces for the anti-corruption movement in society. To be able to play an active role, students need to be equipped with sufficient knowledge about the ins and outs of corruption and its eradication. What is no less important, to be able to play an active role, students must be able to understand and apply anti-corruption values in everyday life. Through anti-corruption education, the future generation will have an anti-corruption character while freeing Indonesia as a country with a high rate of corruption. The characteristic of anti-corruption education is the need for appropriate synergy between the use of information and knowledge possessed by the ability to make moral judgments. Therefore, anti-corruption learning cannot be carried out conventionally, but must be designed in such a way that aspects of students' cognition, affection and communication can be developed optimally and sustainably.

Prevent the Nation's Generation from Corrupt Behavior and Criminal Acts of Corruption

Corrupt behavior and criminal acts of corruption practiced in Indonesia are currently uncontrolled and uncontrolled even though there are law enforcement agencies and anti-corruption agencies. This condition will have a broad impact on the life of the nation. The approach model for preventing corrupt behavior and criminal acts of corruption has been used. However, it does not stop corrupt behavior and criminal acts of corruption because criminal acts of corruption are carried out systematically and neatly.

Criminal acts of corruption in Indonesia are widespread in society. Their development continues to increase every year both in terms of the cases that occur and the amount of state financial losses as well as in terms of the quality of the crimes committed, which are increasingly systematic, and their scope penetrates all aspects of people's lives (Djaja, 2008). Corruption is no longer a local problem but rather a transnational phenomenon affecting entire societies and economies that encourages international cooperation to prevent and control it essentially. Another thing that needs to be done to eradicate corruption is to carry out international cooperation or cooperation both with other countries and with international NGOs. For example, at the international level, Transparency International (TI) created the National Integrity Systems program. OECD created the Ethics Infrastructure program, and the World Bank created A Framework for Integrity program. (Nanang T. Puspito, et.al, 2011).

Corruption is one of the significant problems and challenges faced by the international community currently. Corruption not only threatens the fulfillment of basic human rights and causes democracy and the democratization process to stall, but it also threatens the fulfillment of human rights, damages the environment, hampers development, and increases the poverty rate of millions of people throughout the world. The desire of the international community to eradicate corruption in order to create a better, cleaner, and more responsible government is very significant. This desire will be realized not only in the public sector but also in the private sector. This movement is carried out by both international organizations and International Non-Governmental Organizations (International NGOs). These various movements and international agreements can show the international community's desire to eradicate corruption. Civil society movements and the private sector at the international level should be taken into account because they have persistently fought against corruption, which has had a negative impact on the destruction of human life (Puspito et al., 2011).

According to Wijayanto (2010), movements against corruption are carried out in various parts of the world. Four approaches can be identified that are most widely adopted by various groups, namely: (1) Lawyer approach: In this approach, what is done is to eradicate and prevent corruption through law enforcement, with legal regulations that have the potential to close the loopholes of corrupt acts and legal officials who are more responsible. This approach usually has a quick impact in the form of uncovering cases and arresting corruptors. However, it requires high costs, even though in Indonesia, for example, the biggest challenge comes from the legal apparatus (police and courts) themselves; (2) Business Approach, In this approach, what is done is to prevent corruption by providing incentives for employees through performance competition. With healthy competition and optimal incentives, hopefully, people will not need to commit corruption to gain profits; (3) Market or Economic Approach: In this approach, what is done is to create competition between agents (fellow government employees, for example) and fellow clients so that everyone competes to show good performance (not corruption) so that their services are chosen; (4)Cultural Approach: In this approach, what is done is to build and strengthen individual anti-corruption attitudes through education in various ways and forms. This approach tends to take a long time to see success; the costs are not high (low costly), but the results will have a long-term impact (long-lasting). It is where attention to the importance of a cultural approach begins to strengthen. Formal and non-formal education ultimately becomes a choice. In general, education aims to rebuild society's correct understanding of corruption, increasing awareness of all potential corrupt acts that occur, not committing even the smallest act of corruption, and having the courage to oppose acts of corruption that occur. This practical goal, if carried out together by all parties, will become a mass movement that will be able to give birth to a new nation that is free from the threat and impact of corruption; (5) Monitoring and Evaluation: There is one more important thing that must be done in order to eradicate corruption, namely carrying out monitoring and evaluation successfully. Without monitoring and evaluating all work or activities to eradicate corruption, it is not easy to know the achievements that have been made. By carrying out monitoring and evaluation, it can be seen which strategies or programs are successful and which ones fail. For a strategy or program to be successful, it should be continued. For those that fail, the cause must be found. The experiences of other countries

that have succeeded or failed can be taken into consideration when choosing methods, strategies, efforts, and programs to eradicate corruption in our country. However, considering that there are so many strategies, methods, or efforts that can be used, we still have to look for ways to find solutions to eradicate corruption (Puspito et al., 2011); (6). International Cooperation: If looking closely, the crime of corruption is now no longer seen as a local problem in a country but a transnational problem in the life of the nation and state. It is confirmed in the Preamble to the 4th paragraph of the United Nations Convention Against Corruption in New York, 2003, which states: *"Convinced that corruption is no longer a local matter but a transnational phenomenon that affects all societies and economies, making international cooperation to prevent and control it essential."*

Before an act of corruption occurs, prevention efforts are in a preventive manner. In the position of corruption acts, efforts to identify or detect corruption occur in a detective manner. Meanwhile, in the position that after a corruption act occurs, efforts to resolve it legally as best as possible are repressive. Preventive strategies that are directed at the things that cause corrupt practices must be created and implemented. Every identified cause of corruption must be made preventive measures so as to minimize the causes of corruption. Apart from that, efforts need to be made to minimize opportunities for corruption (Tuasikal, 2017).

A detective strategy must be created and implemented, especially with the aim that if an act of corruption has already occurred, the corruption act will be identified in a short time and accurately. Early detection of an act of corruption can speed up appropriate follow-up action so as to avoid more significant losses that may arise. A repressive strategy must be created and implemented, primarily directed at providing appropriate legal sanctions quickly and appropriately to parties who are seen to be involved in corrupt practices. Thus, the process of handling corruption from the investigation and prosecution stages up to the judiciary needs to be studied to be perfected in all aspects so that the handling process will be carried out quickly and precisely (Tuasikal, 2017).

Corrupt behavior and criminal acts of corruption will endanger the nation's generation. Forming a generation of a nation that is free from corrupt behavior and criminal acts of corruption as the nation's generation of future leaders in Indonesia is not an easy thing to do for universities. However, through anti-corruption education, people can form a generation of a nation that is free from corrupt behavior and criminal acts of corruption. The implementation of anti-corruption education in the form of courses, student activities, and study activities aims to form the nation's generation character that is free from corrupt behavior and criminal acts of corruption. Besides, it aims to strengthen the spirit and determination of the nation's future leaders with character and integrity so that, ultimately, it will foster an anti-corruption culture among students and encourage students to be able to take an active role in efforts to eradicate corruption in Indonesia.

The existence of law enforcement agencies against corruption has not apparently discouraged corruptors from stealing or robbing state and people's property for the benefit of themselves, their families, and their groups. Curative efforts provide immediate results and a significant deterrent effect, but because the spectrum of corrupt behavior is so broad, other efforts are needed whose results cannot be seen now, namely through anti-corruption education (Handoyo, 2013). In addition, there is a need for anti-corruption education to be provided in higher education institutions either as a separate course or integrated with other courses. It specifically aims at providing knowledge and, at the same time, transforming students into anti-corruption agents whose high competence and moral commitment (Azyumardi Azra, 2006: viii).

Anti-corruption education is an effort to prevent acts of corruption. As values and character education, anti-corruption education is undoubtedly a significant factor in developing the attitude aspects of the younger generation. One of the targets of providing anti-corruption education to the younger generation is giving it to students or people who are currently studying at university. (Zenda Vidya Uttamo, 2023). Anti-corruption education is a very appropriate effort to develop the nation's future generations so that corrupt behavior and criminal acts of corruption are eliminated with the following conditions to strengthen the spirit of personality of the nation's anti-corruption generation: (1) Implementation of anti-corruption education in higher education must be carried out in the form of courses of at least two credits with measurable and focused lecture material, for example, the meaning of corruption, the consequences of corruption, the impact of corruption, law enforcement efforts, the consequences of the absence of corruption in a country which are prepared in Semester Learning Plan (RPS); (2) Implementation of recruitment activities for ASN and private employees must be far from forms of Corruption, Collusion, and Nepotism; (3)There is space for freedom for individuals and groups to control public policy.

The urgency of anti-corruption education in higher education finds its starting point when reality shows that corruption is difficult to eradicate only through law enforcement. Prevention of corruption must be done by instilling anti-corruption values and culture. Basically, anti-corruption education is not a new educational system or pattern. Anti-corruption education is in line with the concept of character education, which has recently been intensively campaigned for by the Ministry of Education and Culture. Character education and anti-corruption education are both based on the condition of the nation's morality, which is increasingly deteriorating due to increasingly entrenched corruption. Therefore, as a preventive measure, anti-corruption education in schools/campuses must not only be theoretically cognitive but must place more emphasis on affective, psychomotor, and practical aspects for students. Anti-corruption education not only introduces anti-corruption values but also continues to understand values, appreciate values, and practice anti-corruption values in daily living habits. (Siful Arifin, 2015).

In this regard, as an effort to prevent corrupt behavior and criminal acts of corruption, the President of the Republic of Indonesia has instructed the Ministry of Education and Culture to carry out actions to develop anti-corruption education in higher education as stated in Presidential Instruction Number 17 of 2011 concerning Actions to Prevent and Eradicate Corruption in 2012. Therefore, the Ministry of Education and Culture, Directorate of Higher Education issued Circular Letter Number 1016/E/T/2012 concerning the Implementation of Anti-Corruption Education in Higher Education, calling and requesting state universities and private universities (through Private Higher Education Coordination or Kopertis) to provide education anti-corruption starting from the new academic year 2012/2013 in the form of mandatory or elective courses or inserted in relevant courses.

Several years later, as a form of action to develop anti-corruption education, Minister of Research, Technology and Higher Education Regulation Number 33 of 2019 concerning the Implementation of Anti-Corruption Education in Higher Education was issued. This regulation is evident as an effort by the government to prevent corrupt behavior and criminal acts of corruption for the nation's future generation of leaders. Besides, the government assesses that because corrupt behavior and criminal acts of corruption in Indonesia are increasing from year to year, it can even be said that Indonesia is in an emergency for corrupt behavior and criminal acts of corruption.

Minister of Research, Technology, and Higher Education Regulation Number 33 of 2019 concerning the Implementation of Anti-Corruption Education in Higher Education is a strong legal basis and forces state and private universities to provide anti-corruption education. However, the existence of alternative forms of providing anti-corruption education other than in the form of courses has provided space and opportunities for universities to provide anti-corruption education in the form of courses. Providing anti-corruption education in the form of courses given at universities is an appropriate and effective way to form the personality of the nation's generation to avoid corrupt behavior and criminal acts of corruption.

The legal instruments mentioned above and the common desire to eradicate corruption in Indonesia show that until now, many universities have provided anti-corruption education as a compulsory or elective course or as an insertion into general courses in the curriculum at their universities, which aims to provide knowledge what corruption is, and its eradication and to instill anti-corruption values for future generations of the nation. However, the Regulation of the Minister of Research, Technology, and Higher Education Number 33 of 2019 concerning the Implementation of Anti-Corruption Education in Higher Education should not provide an opportunity to include anti-corruption education as an elective or insertion course but instead make it a mandatory subject in the tertiary curriculum. Respectively, it will be very effective in preventing corrupt behavior and criminal acts of corruption in the future because ethical and anti-corruption values have been instilled in the souls of the nation's generation as potential future leaders.

For example, universities that provide anti-corruption education, whether mandatory, elective, or embedded in general courses, are: (1) Institut Teknologi Bandung (ITB) opened an Anti-Corruption Education course with a weight of two credits in the 2009/2010 academic year as an optional, non-compulsory course. The opening of this anti-corruption education course was the result of collaboration between ITB and the Corruption Eradication Commission (KPK). In addition to anti-corruption education courses, through the Chancellor's Decree Number 230/SK/K01/OT/2008 dated October 9, 2008, the ITB Student Corruption Prevention Education Commission (KPPK) was formed; (2) Universitas Negeri Semarang placed Anti-Corruption Education lectures as an independent course since 2010 in the Civil Education (PPKN) study program and for all Anti-Corruption Education students as an insertion course in Conservation Education courses in all Faculties since 2019; (3) Universitas Tadulako

placed the Anti-Corruption Education course in the Nutrition Study Program with the name Character Education and Anti-Corruption course, which were included in the 2018 Semester Learning Plan (RPS). (4) Universitas Muhammadiyah Surabaya regulates that all students are required to receive material on Anti-Corruption and Anti-Tolerance. Anti-Corruption and Anti-Tolerance material is included in the mandatory general courses on Pancasila and Citizenship Education. It is where the Anti-Corruption and Anti-Tolerance material is inserted. Graduation of Pancasila and Citizenship Education, which includes Anti-Corruption and Anti-Tolerance, is a judicial requirement in accordance with the Chancellor's Decree Number 0501.1/KEP/II.3.AU/A/2020 concerning the Implementation of Anti-Corruption and Anti-Tolerance Education at the Muhammadiyah University of Surabaya dated September 7, 2020; (5). Universitas Muhammadiyah Jember opened an Anti-Corruption Education course, such as in the Legal Studies Program in the 2021 MBKM curriculum with the name Anti-Corruption and Drug Education course as a mandatory subject with a weight of two credits placed in semester 2; (6). Universitas Madura opened an anti-corruption education course, such as in the Public Administration Study Program, in the 2021 MBKM curriculum. The Anti-Corruption Education course is a mandatory course with a weight of two credits placed in semester 1.

The implementation of Anti-Corruption Education courses should be highly respected as a preventive effort to eradicate corruption in Indonesia in the future. The results of the existence of anti-corruption education in universities as a compulsory, elective, incentive subject in general courses in the tertiary curriculum can be felt in the next few years. Furthermore, the implementation of anti-corruption education in Indonesia helps ease the burden on the government and the Corruption Eradication Commission (KPK) to eradicate corruption in Indonesia because the nation's generation has become the entrance to preventing and eradicating corruption. Therefore, the seeds of corrupt behavior and criminal acts of corruption can be prevented through the implementation of Anti-Corruption Education.

According to Puspito (2016), the concept of anti-corruption learning for generations of students in higher education, namely:(1). The concept of internalization of learning integrity emphasizes the importance of lecturers ensuring the achievement of students' cognitive (understanding), affective (attitude), and psychomotor (skills) abilities. (2). Concept of Corrupt Behavior Intentions in research regarding the results of cognitive, affective, and psychomotor abilities of students who were former participants in the Anti-Corruption Education course showed that students still had high cognitive and affective abilities. However, on the contrary, their psychomotor skills were still low; that is, their commitment to being anti-corruption was still weak, especially when facing the corrupt behavior of other people. Therefore, lecturers must increase their role by never stopping to provide motivation and encourage students' courage to act anti-corruption in dealing with other people. (3). Incorporate local characteristics in lectures. The material for each learning method indeed adapts to the topic of discussing defecation being taught, but hopefully, the lecturer will add and enrich it by including local characteristics. What is meant by local characteristics is that apart from general material, it is also highly recommended that lecturers relate it to: (a). Regional locality, corruption cases, and various anti-corruption practices/forms of anti-corruption movements that occur in the area where a university is located. (b). *Pameo* local wisdom, as a classic and modern slogan, contains corruption or anti-corruption values found in the culture of a region where a university is located. (c). College characteristics are the primary competency of a college, which can be the specialty of a course. For example, universities that concentrate on technology provide sessions on the Role of Science and Technology in Preventing and Eradicating Corruption. (d). Characteristics of a study program or scientific context of the study program where this course is taught. For example, the Nursing study program conducts case studies of cases of corruption in the nursing field. The inclusion of the four things above in an Anti-Corruption Education course at a university will be a distinctive feature because the substance of the course becomes more contextual and can give rise to concrete problem-solving for the local community.

Apart from the learning concepts above, several anti-corruption education learning concepts can be carried out in the following ways: (1) Retention rate; (2) Student-centered learning; (3) Participatory learning; (4) Problem-based learning; (5) Theory of planned behavior; (6) Class discussion; (7) Case studies; (8) Public lectures; (9) Analysis of films/events; (11) System improvement scenarios; (12) Thematic exploration; (13) Making prototypes; (14) Evaluation of government policies; (15) Making educational tools; (16) Investigation report.

The long-term goals to be achieved in implementing anti-corruption education are:Forming the character of the nation's generation with a spirit that is clean from corrupt behavior and criminal acts of corruption, preventing other people from corrupt behavior and criminal acts of corruptio, preventing

ourselves from behaving corruptly and committing criminal acts of corruption, forming knowledge and understanding about forms of corrupt behavior and criminal acts of corruption, building an anti-corruption culture among the nation's generations, encouraging the generation to be active in efforts to eradicate corrupt behavior and criminal acts of corruption, creating new ways to eradicate corrupt behavior and criminal acts of corruption, building higher education awareness of corrupt behavior and criminal acts of corruption both in higher education institutions and in government agencies

Conclusion

Based on the research results, it can be concluded that the implementation of anti-corruption education in higher education as a compulsory subject, electives, incentives in general courses, and other activities was a preventive effort to form the character of the nation's generation with a clean soul from corrupt behavior and criminal acts of corruption. Besides, it is an approach model to preventing corrupt behavior and long-term criminal acts of corruption whose results can be felt in the following years. The implementation of anti-corruption education in the form of elective courses and incentivization in general courses did not guarantee the effectiveness of preventing corrupt behavior and criminal acts of corruption in the long term. It did not guarantee the sustainability of its implementation. To build the effectiveness and sustainability of the implementation of anti-corruption education in higher education, anti-corruption education must be realized in the form of mandatory courses of at least two credits offered in semester I or II in the study program curriculum in higher education with structured, measurable and focused on the concept of good, clean and authoritative governance; the concept of corruption, integrity, anti-corruption values, and principles; factors causing corruption; the massive impact of corruption; efforts to eradicate corruption; criminal acts of corruption in legislation and their development; law enforcement for criminal acts of corruption; the result of the absence of corruption in a country which is prepared in the Semester Learning Plan (RPS).

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