

Between Awareness and Resistance: Do Anti-Corruption Education and Deradicalisation Encourage Students to Be Critical?

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ABSTRACT: This study aims to analyse the role of anti-corruption and de-radicalisation education in encouraging students to become more critical of social issues. This research methodology uses a qualitative approach with in-depth interview techniques to explore how anti-corruption and de-radicalisation education affects students' critical attitudes. In qualitative research, in-depth interviews also allow researchers to collect rich and detailed data for thorough analysis, which allows them to understand thoroughly, deeply, and contextually the experiences of the interviewees. Participants consisted of 15 students from various majors in higher education who had attended anti-corruption and de-radicalisation education programmes. The selection of participants was purposive to ensure diversity of perspectives. The results showed that anti-corruption and de-radicalisation education significantly increased students' awareness of the negative impact of corruption and the importance of integrity. However, some students also expressed concerns about the lack of transparency and accountability on campus, which may hinder the effectiveness of anti-corruption education. Therefore, this study emphasises the need for a more contextual, participatory and sustainable approach in the implementation of anti-corruption and de-radicalisation education, as well as support from various parties to create a conducive environment for the implementation of integrity values.

Keywords: Anti-Corruption Education, De-Radicalisation, Integrity, Critical Attitude, University Students

INTRODUCTION

Corruption and radicalism are two major challenges faced by many countries in the world, including Indonesia. Corruption not only harms the country's economy, but also undermines social order and public trust in government institutions. Meanwhile, radicalism can threaten national stability and trigger social conflict. To overcome these two problems, education is considered as one of the strategic solutions, especially through the implementation of anti-corruption education and de-radicalisation among

students (Kartika & Mahendra, 2023). Anti-corruption education aims to equip students with an in-depth understanding of the negative impacts of corruption. Through case studies, discussions, and research, students can see how acts of corruption damage the social, economic, and political order. With this knowledge, they are expected to be able to develop a critical attitude towards unethical practices and dare to take a stand against all forms of deviance. Anti-corruption education also has a function for the formation of integrity and ethical values in students (Hasan et al., 2024). In a dynamic campus environment, students are often faced with various moral challenges. With education that emphasises the importance of honesty and responsibility, they will be better prepared to face the temptations and pressures that may arise later in the world of work. This strong character is necessary for the creation of future leaders who are not only professionally competent but also committed to good values.

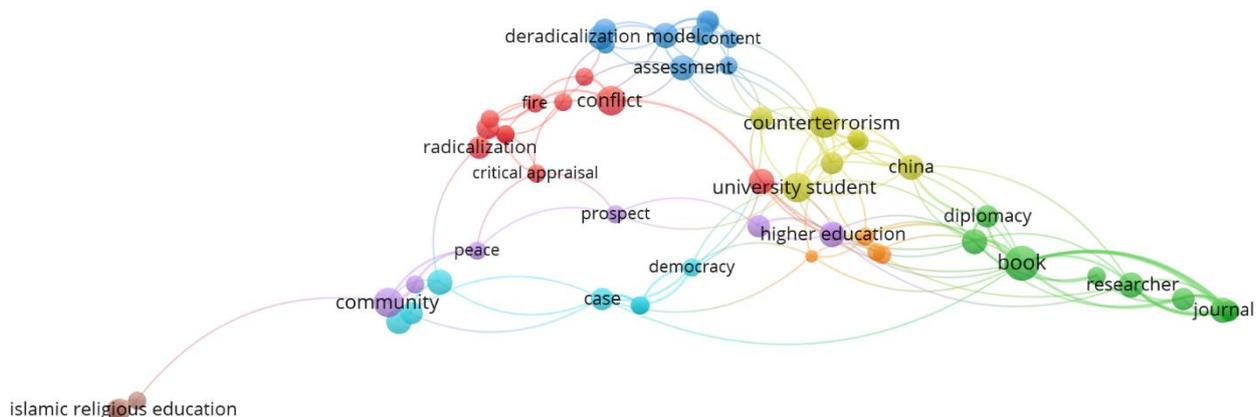
Deradicalisation education in higher education aims to prevent the spread of radical ideologies among students (Pribadi et al., 2023). Through a comprehensive approach, this education is expected to shape a moderate and tolerant understanding, and encourage students to think critically about deviant ideologies. However, the implementation of deradicalisation education still faces various challenges, including resistance from students and a lack of effective teaching methods (Rahmawati et al., 2025). Therefore, it is important to evaluate the extent to which anti-corruption and deradicalisation education can encourage students to become critical individuals. Critical thinking is a key element in shaping young people who are able to face global challenges and contribute positively to society. By understanding the effectiveness of these two types of education, educational institutions can design more effective strategies in shaping students' character and thinking.

Corruption and radicalism are two crucial problems faced by Indonesia today. Corruption not only harms the country's economy, but also undermines social order and public trust in government institutions. Meanwhile, radicalism threatens national stability and unity. To overcome these two problems, education at the tertiary level plays an important role, especially through the implementation of anti-corruption and de-radicalisation education. Anti-corruption education in higher education aims to shape the character of students with integrity and high awareness of the dangers of corruption. According to research published in the *Journal of Psychological Research and Measurement*, anti-corruption education is effective in increasing students' academic honesty, which is one indicator of integrity.

In addition, this education is also expected to instil strong ethical and moral values, so that students are able to become agents of change in society. The involvement of students as actors of change and social control has a significant impact on social life (Syaiful, 2023). On the other hand, deradicalisation education in higher education aims to prevent the spread of radical ideology among students. Through a comprehensive approach, this education is expected to form a moderate and tolerant understanding, and encourage students to think critically about deviant ideologies. However, the implementation of deradicalisation education still faces various

challenges, including resistance from students and the lack of effective teaching methods (Muqtashida & Bachri, 2025). Therefore, it is important to evaluate the extent to which anti-corruption and deradicalisation education can encourage students to become critical individuals. Critical thinking is a key element in shaping young people who are able to face global challenges and contribute positively to society. By understanding the effectiveness of these two types of education, educational institutions can design more effective strategies in shaping students' character and thinking.

There has been a lot of research on anti-corruption education and de-radicalisation, especially in the context of strengthening character and preventing deviant behaviour among students (Ketaren et al., 2025). Several previous studies have shown that anti-corruption education is effective in raising students' awareness of the dangers of corruption and instilling the value of integrity in academic life. However, research on its impact on students' critical thinking is still limited, especially in the context of whether this education is only informative or really able to encourage students to think critically and fight against corrupt practices in the surrounding environment.



Picture 1. Bibliometric Analysis Results Using VOSviewer

In the bibliometric visualisation using VOSviewer software by including 200 articles related to anti-corruption education, there are relationships between key concepts such as 'anti-corruption education', 'primary school', 'Indonesia', and 'knowledge'. According to the visualisation, anti-corruption education has become a major concern in the Indonesian education system, especially at the primary school level. This is in line with previous research showing that anti-corruption education helps students understand the dangers of corruption and instils ethics in academic life. However, there has not been much research on its impact on students' critical thinking, especially if this education is merely informative or actually able to encourage students to think critically and challenge unethical practices around them.

On the other hand, de-radicalisation education often only focuses on prevention and rehabilitation of individuals exposed to radicalism. Previous studies have

highlighted the effectiveness of deradicalisation programmes from a policy and implementation perspective, but there is a lack of studies that specifically examine whether this education can foster a critical mindset that enables students to analyse and reject radical ideologies with strong arguments (Milda et al., 2025). The challenges faced in the implementation of deradicalisation education also include student resistance to teaching methods that are considered too top-down and lack dialogue.

The novelty in this research lies in the approach used to analyse the relationship between anti-corruption and de-radicalisation education and students' critical thinking. Unlike previous studies that focus more on the effectiveness of the program in general, this research focuses on how the two types of education can form students who are not only aware of the dangers of corruption and radicalism, but also have the courage to question, analyse and reject practices that are contrary to the values of democracy and justice. In addition, this research also offers a new perspective in designing more interactive and participatory educational methods so that students are truly able to internalise critical values in their academic and social lives.

This study aims to analyse the extent to which anti-corruption and deradicalisation education can encourage students to become individuals who are critical of the social, political and legal phenomena around them. This research is expected to reveal the effectiveness of such education not only in raising students' awareness of the dangers of corruption and radicalism, but also in shaping a critical, analytical mindset, and being able to fight against practices that are contrary to the values of democracy and justice. In line with research conducted by Islawati et al. (2024), Increasing the mindset to be more critical, analytical, evaluative, interpretative, and reflective can help students face complex challenges in the real world and in their lives in the future. Through this study, it is hoped that more effective learning methods can be found in internalising critical values among students.

The urgency of this research lies in the increasing challenges faced by the world of education in counteracting corruption and radicalism amid the swift flow of information and technological developments. Digital technology in the form of the TikTok application is used by cyberspace communities to spread information on corruption news, express opinions, and educate the public about the dangers of corruption and the importance of anti-corruption attitudes (Karuniakhalida et al., 2019; Kim et al., 2020; Liam et al., 2023; Park et al., 2021; Setiyadi et al., 2021). Therefore, students as a group of intellectuals are expected to have great potential in maintaining the integrity of the nation and building a more neutral and intelligent society in both real and virtual life. However, without a strong understanding and critical thinking skills, they are vulnerable to being trapped in corrupt practices and distorted radical narratives. Therefore, anti-corruption and de-radicalisation education must be more than just the delivery of material, but also able to form students who have the courage to criticise policies, actively participate in social change, and reject all forms of deviation with strong arguments.

It is hoped that the results of this activity can serve as a basis for educational institutions in designing a more effective curriculum in instilling anti-corruption and de-radicalisation values with a more interactive and critical thinking-based approach. In addition, this research is also expected to provide policy recommendations for stakeholders in improving the effectiveness of character education in higher education in order to create a younger generation with more integrity, tolerance and high critical thinking.

METHOD

This research methodology uses a qualitative approach with in-depth interview techniques (Susanty et al., 2023), to explore how anti-corruption and de-radicalisation education affects students' critical attitudes. In qualitative research (Creswell, 2010), in-depth interviews also allow researchers to collect rich and detailed data for thorough analysis, which allows them to understand thoroughly, deeply, and contextually the experiences of the interviewees. The research aims to understand students' perceptions of the materials taught in these programmes, as well as their impact on their awareness of corruption and radicalisation issues. Participants consisted of 15 students from various majors in higher education who had attended anti-corruption and de-radicalisation education programmes. The selection of participants was purposive to ensure diversity of perspectives.

Semi-structured interviews were used to allow researchers to explore information in depth, with questions focusing on students' personal experiences, their understanding of corruption and radicalisation, and how such education influences their critical attitudes towards social issues. The interview process was conducted face-to-face or online, with a duration of approximately 30-60 minutes per session, and all conversations were recorded with the participants' permission for transcription and further analysis. The data obtained will be analysed using a thematic analysis approach to identify the main patterns and themes that emerge from the students' experiences. This research also pays attention to ethical aspects, including maintaining the confidentiality of participants' identities and obtaining consent before the interviews begin. With this methodology, it is hoped that the research can provide deep insights into the role of anti-corruption education and de-radicalisation in encouraging students to become more critical of social issues around them.

RESULT AND DISCUSSION

Result

The results of this study show that anti-corruption and de-radicalisation education significantly encourages students to become more critical of social issues related to corruption and radicalisation. Through in-depth interviews with 15 students who have participated in the education programme, it was found that the majority of

participants experienced increased awareness and understanding of the negative impact of corruption and the importance of integrity in everyday life. Most students revealed that the material taught not only provided theoretical knowledge, but also encouraged them to apply anti-corruption values in real actions, both in the campus environment and in the wider community. One of the students stated,

"After attending this programme, I feel more able to recognise corrupt practices around me and commit to not engaging in such acts."

However, the interviews also revealed challenges in internalising the values taught. Some students felt that although they had better knowledge about corruption, the reality around them often made them feel pessimistic and sceptical about change. One participant added,

"I know that corruption is wrong, but when I see the number of unsolved cases, sometimes I feel there is no point in fighting."

This shows that anti-corruption education needs to be supported by real efforts from institutions and the government to create an environment conducive to the implementation of integrity values (Sintia, 2023). Furthermore, the results of this study reveal that the effectiveness of anti-corruption and de-radicalisation education is strongly influenced by the method of material delivery and the role of the facilitator. Students who attended the programme with interactive learning methods, such as group discussions, case studies, and simulations, tended to be more motivated and able to internalise the values taught. This is in line with the findings in a study conducted by Mazna et al. (2024) which states that interactive learning encourages students to be actively involved in the learning process, increases learning motivation, and helps them develop critical thinking skills. For example, through group discussions, students are encouraged to solve problems together, share viewpoints and develop arguments based on evidence.

Meanwhile, case studies and simulations allow students to analyze real situations and test their understanding practically. Thus, interactive learning methods not only help students understand the material deeply, but also train them to think critically and internalize the values taught in the learning process. They felt that these methods provided opportunities to share experiences, debate, and think critically about issues of corruption and radicalisation. In contrast, students who attended programmes using lectures or one-way presentations felt less engaged and less able to relate the material to real life. This happens because the approach tends to be passive, where students only receive information without being given the opportunity to interact, discuss, or apply the concepts learned in contexts relevant to their daily experiences. As a result, students may struggle to understand the material deeply and internalize the values taught, thus reducing the effectiveness of learning (Sulaiman et al., 2024).

In addition, the role of the facilitator is also crucial in creating a conducive learning environment and facilitating meaningful discussions. Facilitators who are able to build good relationships with students, provide constructive feedback, and encourage active participation tend to be more successful in instilling anti-corruption

and de-radicalisation values. Students feel more comfortable sharing their experiences and views if facilitators are able to create an open, inclusive and non-judgemental atmosphere. According to Faridli et al. (2024), anti-corruption education aims to build anti-corruption character and produce change agents in society, where facilitators play a crucial role in providing constructive feedback and encouraging collaboration between students. Thus, facilitators who are able to create a supportive and interactive learning environment are essential for effective internalization of anti-corruption values.

Another interesting finding is the difference in views between students from different majors. Students from social humanities majors, such as law, politics and communication, tend to be more critical and have a deeper understanding of corruption and radicalisation issues compared to students from science and technology majors. This suggests that educational background and prior knowledge affect students' ability to understand and respond to the material taught in the anti-corruption and de-radicalisation education programme.

Not only that, this study also highlights the importance of family support and social environment in shaping students' critical attitudes towards corruption and radicalisation. Students who come from families that uphold the values of integrity and honesty tend to be stronger in rejecting corrupt practices. Similarly, students who hang out with friends who share the same views tend to be more motivated to get involved in efforts to eradicate corruption. This suggests that anti-corruption education and de-radicalisation cannot rely solely on formal programmes on campus, but also need to be supported by a conducive family and social environment. Interactions within social networks and social isolation can significantly influence an individual's mindset, both in the adoption of positive and negative values. Therefore, to strengthen anti-corruption and de-radicalization education, it is important to create a supportive family environment and healthy social relationships, thereby encouraging students and adolescents to internalize critical attitudes towards negative phenomena such as corruption and radicalization. This holistic approach provides a solid foundation for effective prevention and intervention.

In addition, some students also expressed concerns about the lack of transparency and accountability in financial and resource management on campus. They feel that if the campus itself is unable to demonstrate clean and honest practices, then it is difficult for them to believe that the anti-corruption education they receive will have a positive impact. Therefore, it is important for universities to set a good example and demonstrate a real commitment to eradicating corruption on campus. Studies such as The University of Muhammadiyah Jakarta study also shows how important collaboration between educational institutions and students is in building an anti-corruption culture through socialization and education. Student communities such as KOMPAK-UMJ contribute to this change by integrating anti-corruption education programs with approaches that engage students (Sa'diyah et al., 2022). To encourage students to become more critical of corrupt practices around them, a combination of a supportive educational environment and active student participation can be the key to

success. Overall, the results of this study provide a comprehensive picture of the role of anti-corruption education and de-radicalisation in encouraging students to become more critical. Although there are challenges and obstacles that need to be overcome, these programmes have great potential to shape a young generation with integrity and commitment to building a better society.

DISCUSSION

This research agrees that anti-corruption education and de-radicalisation play a crucial role in shaping students' character and raising their awareness of pressing social issues. The results show that anti-corruption education not only teaches the theory of corruption, but also builds integrity, ethical awareness, and anti-corruption attitudes among students. This is in line with the views of experts, such as Karen B. Schmaling, which emphasises that anticorruption education strengthens an individual's commitment to strong moral principles. This is in line with the results of a study Yuser (2024) which showed that anti-corruption education not only provides a theoretical understanding of corruption but also builds integrity, ethical awareness, and anti-corruption attitudes among students. This view supports the idea that anti-corruption education can be an effective tool to shape students' character and raise their awareness of pressing social issues.

Anti-corruption education also encourages students to reflect on the ethical implications of their actions, as emphasised by Joseph Badaracco (Tamphu et al., 2024). By thinking critically, students become more proactive in voicing opposition to corrupt practices. The research also revealed challenges in the implementation of anti-corruption education, including limited resources and lack of trained teaching staff. Greater investment and collaboration between educational institutions, governments and communities are needed to address these challenges and create an enabling environment for effective learning (Al Ayyubi, Hayati, et al., 2024; Al Ayyubi, Rohmatulloh, Saputra, et al., 2024; Al Ayyubi, Rohmatulloh, Suryana, et al., 2024; Fauzi et al., 2025; Murharyana et al., 2024).

The effectiveness of anti-corruption education programmes in higher education is influenced by institutional support, faculty quality, teaching methods, student participation, evaluation systems, external cooperation, and the social and cultural environment (Arif et al., 2023; Murharyana et al., 2023; Mutaqin et al., 2024; Pancawardana et al., 2023; Sabarudin et al., 2023). Programmes that encourage active participation through practical activities and direct involvement in anti-corruption projects tend to be more successful. In addition, allowing students to participate in programme development and evaluation can also increase their sense of ownership and commitment to the programme. As noted by Transparency International, students involved in anti-corruption education tend to have more negative attitudes towards corruption, and increase their ability to identify acts of corruption and report them.

CONCLUSION

This research confirms that anti-corruption and de-radicalisation education has significant potential in shaping students into individuals who are critical, have integrity, and are committed to ethical values. Through increased awareness, understanding and ability to reflect on the ethical implications of actions, students become better equipped to face the challenges of corruption and radicalisation in their environment. This education not only provides theoretical knowledge, but also fosters a proactive attitude in voicing opposition to practices that harm society.

However, the effectiveness of anti-corruption and de-radicalisation education is highly dependent on institutional support, the quality of teachers, interactive teaching methods, active student participation, and a conducive social environment. Challenges such as limited resources and lack of trained teaching staff need to be addressed through greater investment and collaboration between various parties. In addition, the integration of anti-corruption education into the curriculum in a holistic and sustainable manner, as well as the active involvement of students in programme design and evaluation, will increase its effectiveness.

Therefore, this study recommends that universities, government and society jointly work to improve the quality and accessibility of anti-corruption and de-radicalisation education. By creating an enabling environment for effective learning, we can shape a younger generation that is capable of leading ethically, socially responsible and committed to building a better society. Anti-corruption education is not only an investment in knowledge, but also in a more just and prosperous future for all.

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