

INTEGRATION OF ANTI-CORRUPTION EDUCATION INTO THE INDEPENDENCE CURRICULUM IN SCHOOLS: A SYSTEMATIC LITERATURE REVIEW OF STRATEGIES, CHALLENGES, AND IMPLEMENTATION EFFECTIVENESS

Muhammad Hizbi Al Ghifari ^{*1}
Jaydel Cajar Maniquez ²
Mukodas Arif Subekti ³

^{1,2,3}Universitas Islam Negeri Raden Mas Said Surakarta

*e-mail: ibialghifari@gmail.com¹, jaydelcajar@gmail.com², 198901012011011009@kemenag.go.id³

Abstract

This study aims to analyze the strategy for integrating anti-corruption education into the Independent Curriculum, its implementation challenges, and its effectiveness in fostering students' integrity in schools. The study employed a systematic literature review, analyzing 20 scientific articles published between 2020 and 2025, obtained through the Google Scholar database and reputable national and international journals. The results indicate that the integration of anti-corruption education is carried out through intracurricular learning, strengthening school culture, project-based learning, and teacher role models. The implementation of anti-corruption education is considered effective in increasing students' moral awareness, honest behavior, and social responsibility when applied contextually and sustainably. However, its implementation still faces challenges such as limited teacher competency, a weak school culture of integrity, and a lack of character evaluation instruments. This study confirms that anti-corruption education within the Independent Curriculum requires systemic support to build a sustainable culture of integrity in the educational environment.

Keywords: *Anti-corruption education, Independent Curriculum, Integrity, School culture, Character education*

INTRODUCTION

Corruption remains a global problem, impacting political stability, economic growth, and the quality of public services in various countries. A Transparency International report shows that most developing countries still face a relatively low corruption perception index, indicating a weak culture of integrity in social governance and education. This situation has led many countries to develop anti-corruption education as a long-term preventive strategy through the formal education system. Education is seen as having the ability to shape moral awareness, social responsibility, and behavior of integrity from an early age. Sukidin et al. (2022) explain that anti-corruption education is a strategic long-term alternative to prevent corrupt behavior by strengthening students' character. This approach demonstrates that education functions not only as a transfer of knowledge but also as an instrument for forming an anti-corruption culture in society.

This global phenomenon has prompted various countries to integrate anti-corruption education into their national curricula, employing varying approaches tailored to their respective social and cultural contexts. Zulaiha and Johan (2025) explain that South Korea has successfully integrated integrity education through pedagogical innovation, cultural familiarization in schools, and a structured character assessment system. This contrasts with Indonesia, where the implementation of anti-corruption education tends to be partial and normative. Differences in approaches between countries indicate that the success of anti-corruption education is heavily influenced by curriculum integration, the preparedness of educators, and the support of the school's institutional culture. This situation demonstrates that anti-corruption education cannot be delivered solely through theoretical learning; it requires strengthening the education system

as a whole. This comparative study emphasizes the urgency of developing a more systematic model for integrating anti-corruption education in Indonesia.

Indonesia itself still faces complex corruption issues across various sectors of life. The high number of corruption cases involving public officials demonstrates that law enforcement efforts have not fully developed public awareness of integrity. This situation has prompted the government to prioritize anti-corruption education as a key component of national education policy. The implementation of the Independent Curriculum opens new opportunities for strengthening character education by providing schools with flexibility to develop values-based learning and the social context of students. Sutanto et al. (2024) explain that the Independent Curriculum offers flexibility that allows for the integration of integrity and anti-corruption values into various elementary school subjects. This flexibility creates a crucial momentum in developing education that is not solely academically oriented but also fosters anti-corruption character development.

Strengthening anti-corruption education within the Independent Curriculum is inseparable from the theoretical foundations of character education and critical pedagogy. Mulya and Pertiwi (2025) explain that anti-corruption education in Indonesia still predominantly uses an individual moral approach that emphasizes self-control as the primary solution to corrupt behavior. This approach is considered inadequate because it fails to consider the broader cultural factors of institutions and the education system. A critical pedagogy perspective holds that education must foster social awareness and value transformation through a democratic and reflective learning environment. Anti-corruption education within the context of the Independent Curriculum should not only instill moral values but also foster a culture of integrity through learning practices and school governance. This evolution of thinking demonstrates that anti-corruption education requires a multidimensional approach involving the curriculum, school culture, and educational policy.

The concept of anti-corruption education is essentially a process of instilling the values of integrity, honesty, responsibility, discipline, and social awareness through structured learning activities. Sukidin et al. (2022) state that anti-corruption education can be integrated through contextual learning that encourages students to understand the social impact of corruption in everyday life. The implementation of anti-corruption education is also closely related to strengthening civics and character education in schools. Lubis et al. (2024) explain that reconstructing the Civics Education curriculum is an effective strategy for integrating anti-corruption values into school learning. This integration demonstrates that anti-corruption education is not merely supplementary material, but a crucial part of character development for citizens with integrity. This relationship demonstrates the importance of developing a curriculum that integrates integrity values systematically and sustainably.

The implementation of anti-corruption education in schools still faces various challenges, both in terms of curriculum and the readiness of educational resources. Siregar and Chastanti (2022) revealed that limited learning strategies and weak school culture are the main obstacles to implementing anti-corruption education. These problems are reinforced by the findings of Tri Santoso (2025), who showed that minimal teacher training and limited learning modules hinder the implementation of anti-corruption education within the Independent Curriculum. This condition often results in anti-corruption education being delivered only theoretically without being accompanied by practical practices that foster the habituation of integrity values in school life. These implementation obstacles demonstrate a gap between curriculum policy and educational practices in the field. This situation demonstrates the need for an in-depth study of the strategies and challenges of implementing anti-corruption education within the national education system.

Various previous studies also show debate regarding the effectiveness of anti-corruption education in shaping students' character. Susanti et al. (2025) explained that values-based anti-corruption education has a positive influence on the formation of student integrity in vocational

high schools. These findings indicate that integrating integrity values into learning can increase students' moral awareness. Uma (2025), on the other hand, explained that the implementation of integrity values in schools is still fragmented and has not been systematically integrated into assessments or school culture. These differences in findings indicate that the effectiveness of anti-corruption education is greatly influenced by the consistency of curriculum implementation and the support of the school environment. This condition confirms that anti-corruption education requires a systemic approach that involves integrated learning, evaluation, and school organizational culture.

Research on anti-corruption education in Indonesia has actually progressed considerably in recent years. Sakban et al. (2024) explain that previous research was still dominated by studies on active learning methods and character education in general. Research specifically addressing the integration of anti-corruption education into the Independent Curriculum (Curriculum Merdeka) remains relatively limited, particularly through systematic literature reviews. Most studies also focus on partial classroom implementation rather than a comprehensive analysis of implementation strategies, challenges, and effectiveness. These limitations indicate a research gap that is important to address in greater depth. This situation demonstrates the need for research capable of comprehensively mapping the development of anti-corruption education studies within the context of the Independent Curriculum.

The current Indonesian educational context demonstrates that the Independent Curriculum provides ample space for schools to develop character-based learning and Pancasila-based student profiles. This situation makes schools a strategic sector in strengthening cultural integrity through anti-corruption education. The flexible characteristics of the Independent Curriculum enable the integration of anti-corruption values through intracurricular, co-curricular, and school culture. This implementation requires the support of school policies, teacher preparedness, and the development of learning media tailored to student needs. Anti-corruption education is becoming increasingly important because schools function not only to produce academically competent graduates but also to possess strong character and integrity. This urgency demonstrates that strengthening anti-corruption education within the Independent Curriculum is a crucial part of developing ethical and responsible human resources.

This study aims to analyze the integration of anti-corruption education into the Independent Curriculum through a systematic literature review approach, focusing on implementation strategies, challenges, and the effectiveness of its implementation in schools. This research is expected to provide theoretical contributions to the development of studies on anti-corruption education and integrity-based education management. This study is also expected to provide practical benefits for schools, teachers, and policymakers in developing more systematic and sustainable anti-corruption education implementation strategies. The systematic literature review approach was used to obtain a more comprehensive research mapping based on empirical findings from various previous studies. The results of this study are expected to form the basis for developing an anti-corruption education model that is relevant to the characteristics of the Independent Curriculum and the current needs of Indonesian education.

RESEARCH METHODS

This study uses a systematic literature review (SLR) method with a descriptive qualitative approach to analyze the integration of anti-corruption education into the Independent Curriculum in schools, specifically regarding implementation strategies, challenges, and effectiveness. The systematic literature review approach was chosen because it can provide a comprehensive synthesis of various previous studies in a systematic and structured manner to gain a deeper conceptual understanding (Snyder, 2019). Data collection was conducted through a search of scientific articles in the Google Scholar database with a publication range of 2020–2025 using the keywords "anti-corruption education," "Independent Curriculum," "integrity," "anti-corruption education," and "curriculum integration." This study used 20 scientific articles selected based on topic relevance, publication recency, and suitability to the research focus, as library research

emphasizes the importance of using credible and relevant scientific sources to ensure strong academic validity of the research results (Yusuf, 2014).

Data analysis was conducted manually through literature identification, article selection, data classification, data reduction, and narrative interpretation of findings using content analysis techniques to identify patterns, relationships, and trends related to implementation strategies, implementation challenges, and the effectiveness of integrating anti-corruption education into the Merdeka Curriculum (Creswell & Creswell, 2017). The analysis results were then compiled descriptively to produce a comprehensive research mapping of the integration of anti-corruption education in the Indonesian educational context.

RESULT AND DISCUSSION

Characteristics and Distribution of Research Findings

A systematic literature review of 20 scientific articles shows that studies on the integration of anti-corruption education into the Independent Curriculum (Curriculum Merdeka) have significantly increased over the past five years. The majority of research focuses on strengthening character education, internalizing integrity values, and implementing strategies for anti-corruption education through project-based learning and school culture. These findings indicate that anti-corruption education is no longer perceived as supplementary material but is beginning to be positioned as an integral part of developing the Pancasila Student Profile and strengthening student character (Kholid et al., 2025; Sutanto et al., 2024). The analyzed research also indicates that elementary and secondary schools are the most dominant research contexts, as the primary education phase is considered a strategic period in the formation of students' morals and integrity (Ningrum & Prastyaningsih, 2024; Yunarti et al., 2024).

Furthermore, most studies utilize a descriptive qualitative approach and literature review, focusing on the implementation of anti-corruption values through Pancasila Education, Islamic Religious Education, and Pancasila student profile strengthening projects (Irianto, 2023; Salamudin & Ibrahim, 2023). The distribution of findings also shows that the integration of anti-corruption education is more often carried out through a hidden curriculum approach than through the development of specific subjects (Ayuningtyas, 2020; Subkhan, 2020). This condition indicates that schools tend to internalize integrity values through school culture, teacher role models, and habituation activities rather than through a stand-alone formal curriculum structure. In general, the research pattern shows a paradigm shift from a normative approach to an integrative and contextual approach in anti-corruption education in Indonesia (Lubis et al., 2024; Trisiana et al., 2024).

Table 1. Distribution of Research Focus in Analyzed Articles

Research Focus	Number of Articles	Percentage	Research Focus
Anti-Corruption Education	8	40%	Anti-Corruption Education
Integration Strategy Implementation of the Independent Curriculum	5	25%	Integration Strategy Implementation of the Independent Curriculum
Culture of Integrity and Character	4	20%	Culture of Integrity and Character

Data distribution indicates that the largest research focus is on strategies for integrating anti-corruption education into school learning and culture. This indicates that researchers are more focused on practical implementation aspects than on developing quantitative evaluation models for anti-corruption education. Research also indicates that project-based learning and habituation approaches are the most frequently used strategies in the implementation of the Independent Curriculum (Saifullah et al., 2024; Yuliana, 2022). Furthermore, some studies

highlight the importance of collaboration between teachers, schools, and government policies in building a sustainable culture of integrity. Other findings indicate that anti-corruption education is more effective when integrated with students' real-life contexts, allowing for contextual understanding of the values of honesty, responsibility, and discipline (Sakban et al., 2024; Siregar & Chastanti, 2022). Thus, the descriptive results of the study show that the integration of anti-corruption education in the Independent Curriculum is developing towards a multidimensional approach that simultaneously involves learning, school culture, and strengthening students' character.

Implementation Strategy, Challenges, and Effectiveness of Anti-Corruption Education in the Independent Curriculum

The analysis results show that the strategy for implementing anti-corruption education in the Independent Curriculum is carried out through three main approaches: integration in intracurricular learning, strengthening school culture, and project-based learning. Intracurricular integration is generally carried out through the subjects of Pancasila Education, Islamic Religious Education, Civic Education, and the Pancasila Student Profile Strengthening Project (P5) which is oriented towards building students' integrity character (Mubarok et al., 2025; Sutanto et al., 2024). Research findings show that teachers play a central role in transforming anti-corruption values into contextual learning activities that are close to the realities of students' lives (Anwar et al., 2025; Ningrum & Prastyaningsih, 2024). Furthermore, the implementation of anti-corruption education through school culture is achieved through the instilling of honest behavior, strengthening discipline, transparency in student organizations, and the exemplary behavior of teachers as role models of integrity (Siregar & Chastanti, 2022; Uma.S, 2025).

Project-based learning strategies are also considered effective because they enable students to understand the social impacts of corruption through simulations, case studies, and real-life problem-solving (Saifullah et al., 2024; Yunarti et al., 2024). From a critical pedagogy perspective, participatory and reflective approaches are considered more effective in building social awareness than the normative lecture method currently dominant in character education (Subkhan, 2020; Wijaya Mulya & Pertiwi, 2025). These findings indicate that the successful integration of anti-corruption education is greatly influenced by a school's ability to create an educational ecosystem that supports the sustainable internalization of integrity values.

Table 2. Anti-Corruption Education Implementation Strategy in the Independent Curriculum

Implementation Strategy	Implementation Methods	Dampak Utama	Implementation Strategy
Intracurricular Integration	Civic Education, Islamic Religious Education, and P5 Subjects	Strengthening understanding of integrity values	Intracurricular Integration
School Culture	Cultivating Discipline and Honesty	Students' character development	School Culture
Project-Based Learning	Case Studies and Problem-Solving	Increasing social awareness	Project-Based Learning

Although the implementation of anti-corruption education has shown positive progress, various studies still identify structural and pedagogical challenges in its implementation. Limited teacher competency in understanding anti-corruption education is a major obstacle to the implementation of the integrity-based Independent Curriculum (Kholid et al., 2025; TRI SANTOSO, 2025). Teachers also tend to use a theoretical approach and are not yet optimal in developing reflective learning that encourages students' critical awareness of corrupt practices (Subkhan, 2020; Trisiana et al., 2024). Furthermore, limited modules, evaluation tools, and

implementation guides result in uneven implementation of anti-corruption education in schools (Ayuningtyas, 2020; Sakban et al., 2024). The weak culture of integrity in schools, which remains largely symbolic, also hinders the development of transparent and participatory organizational practices (Lubis et al., 2024; Uma.S, 2025). Several studies have also shown a gap between the Independent Curriculum policy and the readiness of educational resources, particularly in schools with limited infrastructure and teacher quality (Rahmania et al., 2025; Sasmitha et al., 2023). Therefore, the integration of anti-corruption education requires systemic support in the form of teacher training, strengthening school policies, and developing more applicable character assessments.

The results of this research synthesis indicate that the effectiveness of anti-corruption education is influenced by consistent implementation and the involvement of all school elements in building a culture of integrity. Values-based anti-corruption education has been shown to increase students' moral awareness and honest behavior when implemented contextually and sustainably (Susanti et al., 2025). These findings are supported by research by Irianto (2023), which shows that integrating anti-corruption values into Islamic Religious Education learning can strengthen students' social and ethical responsibility. Conversely, the effectiveness of anti-corruption education tends to be low if implementation focuses solely on knowledge transfer without cultivating real behavior within the school culture (Siregar & Chastanti, 2022; Uma.S, 2025). Other studies also show that collaborative, project-based learning is more effective than conventional methods because it encourages students' social reflection on the impact of corruption on society (Anwar et al., 2025; Yunarti et al., 2024). Furthermore, the successful implementation of anti-corruption education is closely related to school leadership in building transparent and integrated governance (Kholid et al., 2025; Lubis et al., 2024). Thus, the effectiveness of anti-corruption education within the Independent Curriculum is determined not only by the formal curriculum, but also by the quality of the educational environment and the consistency of integrity values in schools.

Interpretation of Findings, Unexpected Patterns, and Limitations of the Analysis

The interpretation of the results shows that the integration of anti-corruption education into the Independent Curriculum not only functions as character building but also as a strategy for transforming educational culture in schools. This finding marks a shift from a moralistic approach to a systemic approach that positions schools as spaces for collectively forming a culture of integrity (Kholid et al., 2025; Lubis et al., 2024). The implementation of anti-corruption education is considered more effective in schools that integrate integrity values through organizational culture, participatory leadership, and contextual learning compared to purely theoretical approaches (Anwar et al., 2025; Uma.S, 2025). Furthermore, the flexibility of the Independent Curriculum allows schools to develop integrity education according to local needs and student characteristics (Rahmania et al., 2025; Sutanto et al., 2024). This condition indicates that anti-corruption education has the potential to develop into an adaptive and participatory transformational educational approach. In this context, schools function not only as institutions for transferring knowledge but also as spaces for the ongoing development of students' ethical awareness (Subkhan, 2020; Wijaya Mulya & Pertiwi, 2025).

Research synthesis also shows that anti-corruption education is more effective through a hidden curriculum approach than through specialized subjects. Habituating honest behavior, a transparent school culture, and teacher role models are considered more influential in shaping student character than theoretical, cognitive approaches (Siregar & Chastanti, 2022; Yunarti et al., 2024). Furthermore, project-based learning and problem-solving can increase students' critical awareness of the impact of corruption on social life (Saifullah et al., 2024; Trisiana et al., 2024). Several studies have also found that students are more responsive to anti-corruption education when learning is linked to current social issues rather than abstractly conveying moral values (Ningrum & Prastyaningsih, 2024; Susanti et al., 2025). These findings suggest that the

effectiveness of anti-corruption education is influenced by the relevance of the learning context and students' active involvement in social reflection. Therefore, a dialogic and contextual approach is considered more appropriate to the characteristics of the Independent Curriculum, which emphasizes active learning and holistic character building.

On the other hand, research findings indicate implementation limitations that could hinder the sustainability of anti-corruption education in the national education system. Most research remains conceptual and descriptive, resulting in a lack of longitudinal and empirical measurement of the effectiveness of anti-corruption education on student behavioral change (Sakban et al., 2024; TRI SANTOSO, 2025). Another limitation is the lack of standardized integrity character assessment instruments in the implementation of the Independent Curriculum (Ayuningtyas, 2020; Salamudin & Ibrahim, 2023). Furthermore, some research still focuses on urban schools, thus not fully representing the conditions of schools with limited resources in remote areas (Rahmania et al., 2025; Sasmita et al., 2023). The lack of integration between national education policies and integrity-based character evaluation systems also poses a challenge (Irianto, 2023; Zulaiha & Johan, 2025). Therefore, strengthening anti-corruption education within the Independent Curriculum requires more systematic policy support, ongoing teacher training, and a more applicable character evaluation design. Overall, anti-corruption education has strategic potential in building a culture of integrity in the younger generation, but its implementation still requires systemic strengthening for consistency and sustainability.

Table 3. Interpretation of Research Findings and Patterns

Findings	Interpretation	Findings	Interpretation
Hidden curriculum is more dominant	Internalization of values is more effective through school culture	Hidden curriculum is more dominant	Internalization of values is more effective through school culture
Project-based learning is more effective	Students are more reflective about corruption issues	Project-based learning is more effective	Students are more reflective about corruption issues
Teacher role models have a significant impact	Teachers are the main factor in building integrity	Teacher role models have a significant impact	Teachers are the main factor in building integrity

CONCLUSION

The results of a systematic literature review indicate that the integration of anti-corruption education within the Independent Curriculum has developed into an educational approach oriented not only toward character building but also toward transforming a culture of integrity within the school environment. The most dominant implementation strategies are through the integration of intracurricular learning, strengthening school culture, project-based learning, and teacher role models in fostering honest, disciplined, and responsible student behavior. Research findings also demonstrate that the effectiveness of anti-corruption education is strongly influenced by the consistent practice of integrity values in daily school life, not solely by the availability of formal learning materials. The contextual and participatory approach within the Independent Curriculum has proven more effective in fostering critical student awareness of the impacts of corruption than a normative, theoretical approach. However, the implementation of anti-corruption education still faces various challenges, including limited teacher competency, a weak school culture of integrity, a lack of character evaluation instruments, and disparities in educational resource readiness across regions. Therefore, strengthening anti-corruption education requires more systematic policy support, the development of sustainable teacher

training, and the development of an educational ecosystem that consistently instills integrity values holistically.

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