

The Influence of Student Attitudes Towards Anti-Corruption and Deradicalization Education Based on the Principle of Amar Ma'ruf Nahi Munkar

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ABSTRACT: This study aims to analyze the influence of students' attitudes towards anti-corruption and deradicalization education based on the principle of amar ma'ruf nahi munkar. Using a mixed methods approach with an explanatory sequential design, this study begins with a quantitative method to measure the relationship between students' attitudes and anti-corruption and deradicalization education through the Spearman correlation test, which is continued with a qualitative method to explore students' attitudes more deeply through interviews and observations. The results of the quantitative analysis show that there is no significant relationship between students' attitudes towards anti-corruption and deradicalization education (sig. = 0.495 > 0.05) with a very weak negative correlation value (-0.143). This finding indicates that changes in students' attitudes do not have a significant effect on the effectiveness of anti-corruption and deradicalization education. However, the results of the interviews showed that students have a good conceptual understanding of amar ma'ruf nahi munkar, but its application in supporting anti-corruption and deradicalization education is still influenced by social and cultural factors. Therefore, a more contextual and experience-based approach in anti-corruption and deradicalization education is needed so that students are more proactive in implementing the principles of amar ma'ruf nahi munkar in everyday life

Keywords: Student Attitudes, Anti-Corruption Education, Deradicalization, Amar Ma'ruf Nahi Munkar

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INTRODUCTION

Corruption and radicalism are two global problems that threaten social, political, and economic stability in various countries. Corruption, defined as the abuse of power for personal gain, has become a significant obstacle to development and community welfare (Heyneman, 2023). Meanwhile, radicalism, which often leads to extremism, threatens security and social harmony. To address these two problems, various countries have implemented anti-corruption and deradicalization education as preventive and curative efforts. Anti-corruption education aims to instill the values of integrity, transparency, and accountability in individuals from an early age. Through this education, it is hoped that individuals can develop a critical attitude towards corrupt practices and have a commitment to reject all forms of deviation. According to the Indonesian Corruption Eradication Commission (KPK), anti-corruption education in schools aims to create a new generation free from corruption for a better future for the nation (A. Abdullah, 2023; Jannah, 2020; Juneman dkk., 2012; Thompson, 2023; Zulaiha dkk., 2025).

On the other hand, deradicalization education focuses on preventing the spread of radical ideology and rehabilitating individuals who have been exposed to extreme views (M. A. Abdullah, 2017; Malik, 2018; Nurhayati & Hamid, 2020). This program involves an educational approach that emphasizes understanding the values of tolerance, peace, and respect for diversity. The goal is to form individuals who are able to think critically, have a moderate understanding, and reject violent ideologies. In the context of higher education, students as agents of change have a strategic role in efforts to prevent corruption and radicalism (Sholeh, 2023). The implementation of anti-corruption and deradicalization education in higher education is expected to shape the character of students who have integrity and have a high awareness of the dangers of corruption. In addition, this education is also expected to increase students' sensitivity and concern for corruption problems around them, both personally, in groups, and institutionally (Jaeni, 2023).

The principle of *Amar Ma'ruf Nahi Munkar*, which means inviting goodness and preventing evil, is in line with the goals of anti-corruption and deradicalization education (Abyakta & Pendidikan, 2023). This principle emphasizes the importance of the role of individuals in upholding moral and ethical values in society (Sholeh dkk., 2023). Thus, the integration of anti-corruption and deradicalization education with the principle of *Amar Ma'ruf Nahi Munkar* is expected to strengthen students' proactive attitude in promoting goodness and preventing deviant behavior. However, the challenges in implementing this education are still significant. Several studies have shown that even though anti-corruption education has been implemented, there are still obstacles in forming consistent anti-corruption attitudes and behavior among students. Likewise, the effectiveness of deradicalization programs is often hampered by

resistance and a lack of in-depth understanding of radical ideology (Abyakta dkk., 2023). Therefore, a comprehensive and sustainable approach is needed in the implementation of anti-corruption and deradicalization education. This includes the development of a relevant curriculum, training for educators, and systematic evaluation and monitoring to ensure the effectiveness of the program. Thus, it is hoped that a young generation can be created who not only have knowledge about the dangers of corruption and radicalism, but also have the commitment and ability to uphold the principle of *Amar Ma'ruf Nahi Munkar* in everyday life (Khanifah, 2023). Corruption and radicalism are two significant problems in Indonesia, especially among the younger generation. To overcome this, anti-corruption and deradicalization education have been implemented in various higher education institutions with the hope of forming student attitudes in accordance with the principles of *Amar Ma'ruf Nahi Munkar*, namely advocating good and preventing evil (Akhyar dkk., 2021).

Anti-corruption education aims to instill the values of integrity and honesty in students. Research conducted at the Indonesian Education University shows that anti-corruption education has a positive influence on students' academic integrity, with the finding that an effective anti-corruption education program can increase student awareness and participation in efforts to eradicate corruption in the educational environment. In addition, research at Sriwijaya University found that there was a significant influence between anti-corruption education and students' honest attitudes (Najah dkk., 2022). The results of a simple regression test showed a significant value that supported a positive relationship between anti-corruption education and increased honest attitudes among students (Birgin & Topuz, 2021; Braslauskienė dkk., 2022; Fuad & Masuwd, 2023).

However, although various anti-corruption and deradicalization education programs have been implemented, challenges in forming students' proactive attitudes in upholding the principles of *Amar Ma'ruf Nahi Munkar* still exist. Several studies have shown that although there is an increase in awareness, the implementation of these values in real actions still requires further attention (Hadisi dkk., 2023). Therefore, it is important to continue to evaluate and improve the effectiveness of anti-corruption and deradicalization education in higher education. A more interactive and participatory approach, as well as the integration of these values into the curriculum and student activities, are expected to strengthen students' attitudes in implementing the principles of *Amar Ma'ruf Nahi Munkar* in everyday life (Abusama dkk., 2020; Hidayatullah, 2021; Hidayatulloh, 2021).

Therefore, the researcher reviewed several articles to find novelty and research gaps regarding the Influence of Anti-Corruption and Deradicalization Education on Students' Attitudes towards the Principles of *Amar Ma'ruf Nahi Munkar*. Researchers analyzed literature reviews from several journal articles through the VOSViewer application, this aims to analyze existing publications regarding this research so that

they can see the extent to which the relationships are connected to each other through the matrix network.

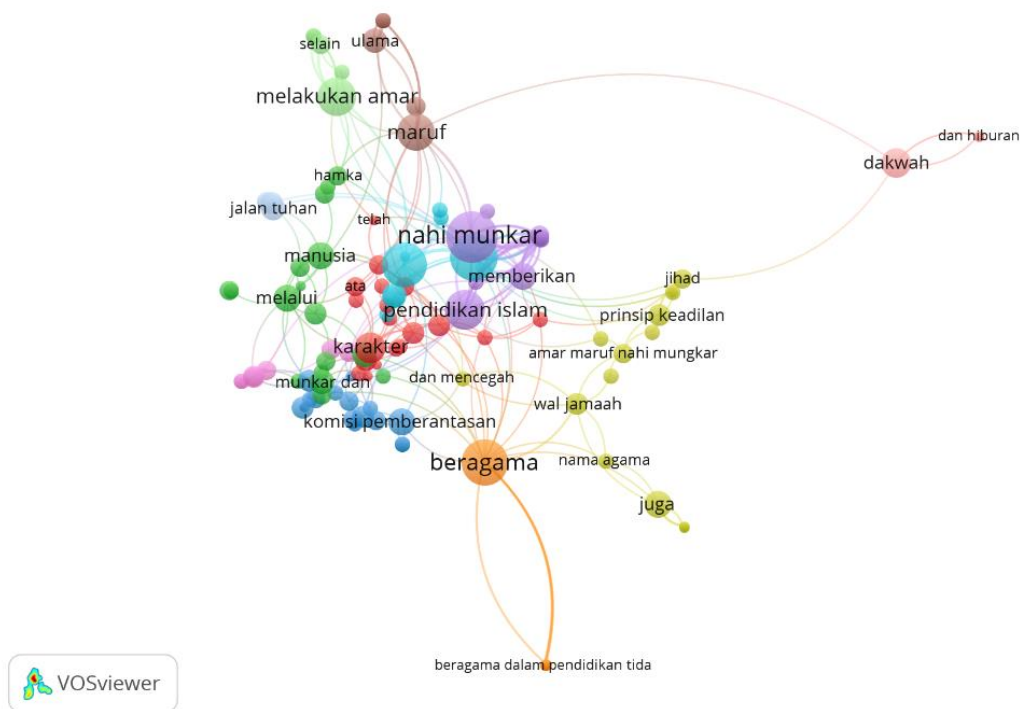


Figure 1. Results of Bobliometric Analysis Regarding Anti-Corruption and Deradicalization Education

Through matrix analysis using the VOSViewer application, researchers reviewed articles from Google Scholar and indexed by Sinta with a range of years studied 2020-2023 with the help of publish or perish. It can be seen that research on anti-corruption and deradicalization education has been widely conducted in various contexts, especially in increasing student awareness of the dangers of corruption and radicalism. Most previous studies have focused more on the effectiveness of anti-corruption education programs in increasing students' understanding of ethics and academic integrity. Likewise, studies on deradicalization education have focused more on strategies for preventing and rehabilitating individuals exposed to radicalism.

However, there is a gap in research that specifically examines how anti-corruption and deradicalization education affects students' attitudes towards the principle of Amar Ma'ruf Nahi Munkar. Previous studies have not discussed much about the extent to which this education not only increases awareness, but also forms students' courage in upholding goodness and actively preventing evil in academic and social environments. In addition, there has not been much research exploring a more effective approach in integrating anti-corruption and deradicalization values with moral and religious principles adopted by students. Even the matrix network depicted

between the influence of anti-corruption education, deradicalization, student attitudes, the principle of amar ma'ruf nahi munkar.

The novelty in this study lies in the in-depth analysis of the relationship between anti-corruption and deradicalization education and student attitudes towards the principle of Amar Ma'ruf Nahi Munkar. This study not only measures the level of student understanding of the material taught, but also sees how this education shapes their courage in criticizing corrupt practices and fighting radical ideology with strong arguments. In addition, this study offers a new perspective in developing a curriculum that is more contextual and based on local values, so that it can increase the effectiveness of anti-corruption and deradicalization education in shaping the character of students who have integrity and care about social morality.

This activity aims to analyze the influence of anti-corruption and deradicalization education on student attitudes in upholding the principle of Amar Ma'ruf Nahi Munkar. This study is expected to identify the extent to which education forms students' courage in upholding goodness and preventing actions that are contrary to moral and legal values. In addition, this study aims to reveal the effectiveness of learning methods used in anti-corruption and deradicalization education in forming critical thinking patterns and active participation of students in building an academic culture of integrity.

The urgency of this study lies in the increasing challenges faced by the world of education in countering corruption and radicalism. Amidst the rapid flow of information and rapid social change, students as an intellectual group have great potential to become agents of change. However, without a strong understanding and critical thinking skills, they are vulnerable to negative influences that can hinder the development of morals and ethics in community life. Anti-corruption and deradicalization education needs to be more than just a transfer of knowledge, but also able to form the character of students who are proactive in upholding truth and justice.

It is hoped that this study can provide concrete recommendations for educational institutions in designing a more effective curriculum based on strong moral values. In addition, the results of this study are expected to be the basis for formulating more comprehensive higher education policies in instilling anti-corruption and deradicalization values in a sustainable manner. Thus, the young generation born from this education system not only has a deep understanding of the dangers of corruption and radicalism, but also has the courage to uphold the values of Amar Ma'ruf Nahi Munkar in their academic and social lives.

METHOD

This study uses a mixed methods approach with explanatory sequential design to gain an understanding of the influence of students' attitudes towards anti-corruption and deradicalization education reviewed based on the principle of amar ma'ruf nahi

munkar (Sugiyono, 2021). The quantitative method used to analyze the influence between students' attitudes and anti-corruption and deradicalization education uses correlational statistics, while the qualitative method used to explore students' attitudes is based on the principle of *amar ma'ruf nahi munkar* through interviews and observations. In the application of the correlational method, the independent variable is students' attitudes and the dependent variable is anti-corruption and deradicalization education to see the relationship or influence that occurs between the two variables with a simple linear regression test. Then after obtaining quantitative results, the qualitative stage is continued to understand how students' attitudes are reviewed based on the principle of *amar ma'ruf nahi munkar* with data collection techniques through in-depth interviews and observations of students' attitudes. The data analysis technique at the qualitative stage uses thematic analysis. This research was conducted at the State Islamic Institute of Kendari with a population of all students who had received anti-corruption and deradicalization education interventions with a sampling technique using purposive sampling, namely 25 students in semester 5. The research instruments used in this study were tests and questionnaires.

Based on this, the data analysis technique used in the quantitative method uses descriptive statistics and inferential statistics assisted by SPSS version 26. This is used to describe the initial conditions of the data and test the hypothesis. As for inferential statistics, the first step is to see the normality of the data based on Kolmogorov-Smirnov. If the data is normally distributed, it is continued with a parametric statistical test using the Pearson test, but if the data is not normally distributed, a non-parametric statistical test is carried out using the Spearman test without continuing to see the influence between the independent variables and the dependent variables in the form of equations.

While at the qualitative stage, thematic analysis is carried out to identify, analyze, and report patterns in the data. This method helps to find the meaning contained in interviews, observations, and documentation by classifying information into certain themes. The steps of thematic analysis in this study include (1) Familiarization with data; (2) Generating initial codes; (3) Searching for Themes; (4) Reviewing Themes; (5) Defining and Naming Themes; and (6) Writing a report on the results of the analysis.

RESULT AND DISCUSSION

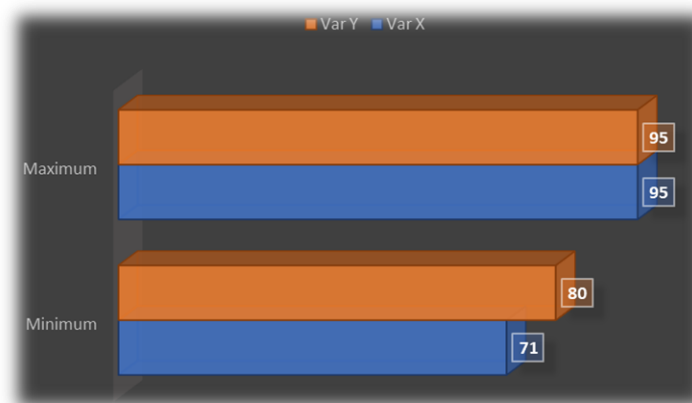
Result

Descriptive statistical tests are conducted to analyze and visualize the characteristics of data on independent and dependent variables. So the purpose of this test is to provide an overview of the data being studied, especially the average value, standard deviation, minimum value, maximum value, and range presented in the following table.

Table 1. Descriptive Statistics

	Min	Max	\bar{x}	s
Var X	71	95	80.52	7.072
Var Y	80	95	88.52	3.549

Based on Table 1 above, it can be seen that the average value of the independent variable, namely student attitudes and the dependent variable, namely anti-corruption and deradicalization education, is 80.52 and 88.52 with a standard deviation value of 7.072 and 3.549. The average value is intended to provide an overview of the center of data distribution and reflects a representative central point because it is influenced by extreme values, while the visible standard deviation shows how spread the data is from its middle value. Where if the value of the standard deviation is large, the data tends to move away from the average value, and vice versa, if the value of the standard deviation is small, the data is more centered around the average value.

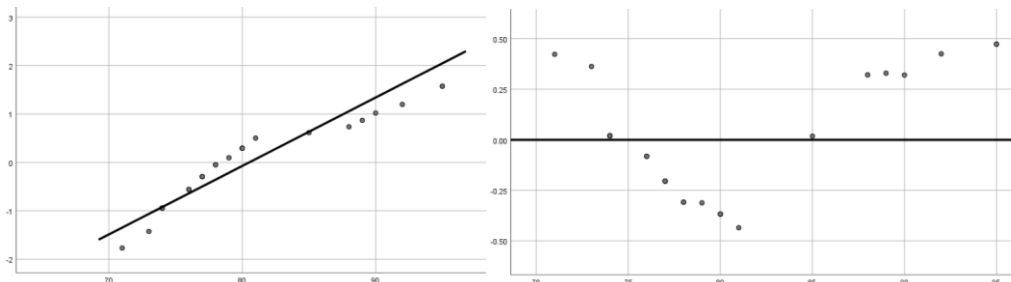
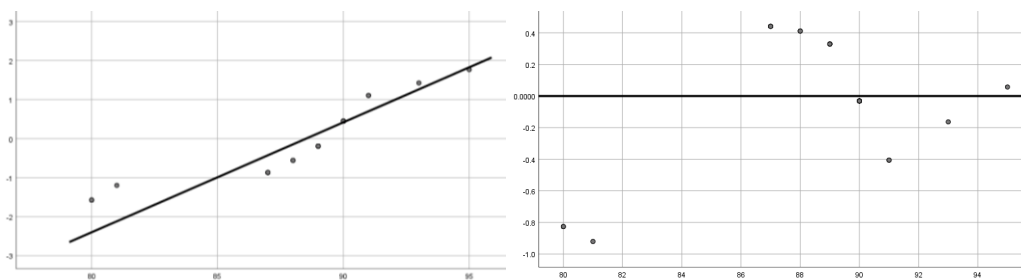
**Figure 2.** Minimum and Maximum Values

Based on Figure 2 above, it can be seen that the minimum values of variables x and y are 71 and 80 with their respective maximum values of 95. So it can be seen that the range between variables x and y is 24 and 15. However, this is not enough to generalize the relationship between variables x and y which are tested using descriptive statistics, so it is continued with inferential statistical tests to see how big the relationship is and how the attitudes of students who receive anti-corruption and deradicalization education are related based on the principle of amar ma'ruf nahi munkar.

Table 2. Tests of Normality

	Statistic	Sig.
Var X	.209	.006
Var Y	.234	.001

Based on table 2 above, it can be seen that the statistics of variables x and y are 0.209 and 0.234 with significance values of 0.006 and 0.001. From these data, it is obtained that the significance value is less than 0.05 so that it can be said that the data is not normally distributed.

**Figure 3.** Normal Q-Q Plot of Var X**Figure 4.** Normal Q-Q Plot of Var Y

Based on figures 3 and 4 above, it can be seen that the data or points of variables x and y are not spread around the diagonal line and are predominantly far from the line, so it can be said that the data is not normally distributed. So for the next step, a non-parametric statistical test is carried out using the Spearman test to see whether there is a relationship between variables without conducting a Regression test.

Table 3. Correlations

	Var X	Var Y
Correlation Coefficient	1	-.143
Sig.		.495
Correlation Coefficient	-.143	1
Sig.	.495	

Based on Table 3 above, it can be seen that the significance value between variables x and y is $0.495 > 0.05$, so it can be said that there is no relationship between students' attitudes towards anti-corruption education and deradicalization. However, to see how strong the relationship is between the variables, it can be seen that the correlation coefficient value is -0.143 , which illustrates that the strength of the relationship between the two variables is very weak and negative. So it can be said that the relationship between the two variables is very small and can be ignored or in other words, changes in one variable do not have much effect on the other variable. Because the negative correlation coefficient indicates that there is an inverse relationship between the two variables, so it can be said that if one variable increases, the value of the other variable tends to decrease.

To understand more deeply about students' attitudes towards anti-corruption education and deradicalization based on the principle of *amar ma'ruf nahi munkar*, in-depth interviews were conducted with several students. Here are some quotes from the interview results:

Student A (Faculty of Tarbiyah):

"In my opinion, anti-corruption education is very important because it can shape students' character to be more responsible. However, there are still many students who are less concerned about the issue of corruption in the campus environment."

Student B (Faculty of Sharia and Law):

"In Islam, we are taught to uphold *amar ma'ruf nahi munkar*. Therefore, I feel that students must have a firm stance against corruption and radicalism. Unfortunately, many of my friends are still hesitant to speak out or act."

Student C (Faculty of Ushuluddin):

"I feel that anti-corruption and deradicalization education is very helpful in shaping students' critical thinking. However, some of the materials provided are still too theoretical and less applicable in everyday life."

Student D (Faculty of Islamic Economics):

"Some students may be afraid to reprimand or report acts of corruption in the campus environment because they are afraid of the consequences. This is a challenge in implementing *amar ma'ruf nahi munkar* among students."

From the interview, it was found that most students understand the importance of anti-corruption and deradicalization education. However, they also expressed several challenges, such as the lack of application in real life, fear of acting, and the lack of collective awareness of the importance of this issue.

Based on the results of this interview, it can be concluded that students' attitudes towards anti-corruption and deradicalization education are still diverse, with

several obstacles that need to be considered in implementing the principle of amar ma'ruf nahi munkar in the academic environment.

Discussion

The results of this study indicate that there is no significant relationship between students' attitudes towards anti-corruption education and deradicalization based on the principle of amar ma'ruf nahi munkar. This finding provides new insights into understanding how attitude factors contribute to the effectiveness of moral and social values education. According to (Benawa, 2021) in his social cognitive theory, individual attitudes are greatly influenced by the social environment and learning experiences. In this context, even though students have received anti-corruption and deradicalization education interventions, their attitudes do not automatically reflect an understanding and active involvement in implementing these values. This can be caused by external factors such as the social environment, academic culture, or the lack of more applicable learning methods.

In addition, (Yunita dkk., 2022) through the Theory of Planned Behavior (TPB) explains that a person's attitude towards a behavior is not always directly proportional to the actions taken. Other factors such as subjective norms and perceived behavioral control also influence whether a person will actually act in accordance with the attitudes they have. In this study, students may have positive attitudes towards anti-corruption and deradicalization education, but other factors such as peer influence or lack of institutional support may hinder the implementation of these attitudes in real action.

The principle of amar ma'ruf nahi munkar in Islam emphasizes the importance of the individual's role in inviting goodness and preventing evil. However, according to the opinion of (Bukhori dkk., 2023; Bukhori & Al Ayyubi, 2023; Kurniasih dkk., 2022; Murharyana, Al Ayyubi, & Rohmatulloh, 2023; Murharyana, Al Ayyubi, Rohmatulloh, dkk., 2023), the effectiveness of moral teachings in Islam depends not only on the transfer of knowledge, but also on the internalization of these values in everyday life. If anti-corruption and deradicalization education is only delivered in the form of theory without any practical experience or real role models, then it is likely that students' attitudes will not have a significant effect on the implementation of these values.

The results of the interviews also revealed that most students understand the importance of anti-corruption and deradicalization education, but they feel that implementation in the campus environment is still less than optimal. This is in line with research conducted by (Anggrarini, 2023), which found that even though students' moral awareness is high, without an adequate support system, behavioral change is still difficult to achieve.

Thus, these findings indicate that anti-corruption and deradicalization education requires a more holistic approach, not only focusing on cognitive aspects but also on strengthening values in real actions. One strategy that can be applied is experiential learning, as stated by (Yu dkk., 2021), which emphasizes the importance of direct involvement in activities that allow students to experience, reflect, and internalize the values taught. As an implication, higher education institutions need to design a more applicable and interactive curriculum in teaching anti-corruption and deradicalization values. Programs such as role-playing, case studies, and involvement in social activities can be alternatives to increase the effectiveness of education in these moral values (Murharyana, Al Ayyubi, Rohmatulloh, dkk., 2023; Mutaqin dkk., 2024; Pancawardana dkk., 2023; Sabarudin, Al Ayyubi, & Rohmatulloh, 2023; Sabarudin, Al Ayyubi, Rohmatulloh, dkk., 2023; Sabarudin, Al Ayyubi, Suryana, dkk., 2023; Sabarudin dkk., 2022). Thus, the principle of amar ma'ruf nahi munkar can truly become a foundation in shaping students' attitudes and behavior towards crucial social issues.

CONCLUSION

Based on the results of the research that has been conducted, it can be concluded that students' attitudes towards anti-corruption and deradicalization education do not show a significant relationship based on quantitative analysis. The results of the Spearman correlation test show a significance value of 0.495, which is greater than 0.05, so it can be said that there is no significant correlation between students' attitudes and anti-corruption and deradicalization education. In addition, the correlation coefficient value of -0.143 indicates a very weak and negative relationship, so that changes in students' attitudes do not have a significant effect on the effectiveness of anti-corruption and deradicalization education.

However, the results of qualitative analysis through interviews and observations show that some students understand the importance of the principle of amar ma'ruf nahi munkar in forming awareness of corruption and radicalism issues. Some students show a good understanding of how Islamic values can be used as a basis for preventing corrupt and radical behavior, but there is still a gap in the application of these attitudes in everyday life. Factors such as the social environment, lack of reinforcement of values in the curriculum, and the lack of an experience-based approach in anti-corruption and deradicalization education are the main obstacles in building stronger attitudes among students.

Thus, although students' attitudes do not have a statistically significant relationship with anti-corruption and deradicalization education, this study indicates the need for a more effective approach in internalizing the principle of amar ma'ruf nahi munkar. Universities are expected to develop more contextual and interactive learning strategies, so that students not only understand the importance of anti-corruption and deradicalization education theoretically, but are also able to apply it in real life. In

addition, synergy is needed between educational institutions, families, and communities in shaping students' awareness so that the principle of amar ma'ruf nahi munkar truly becomes the basis for their daily actions.

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