Anti-Corruption and Deradicalisation: Shaping a Generation with Integrity or Creating Apathetic Students?

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ABSTRACT: This study aims to explore the impact of anti-corruption and de-radicalisation education on student character building, especially related to integrity and the potential for apathy. A qualitative method with in-depth interviews was used to explore the perspectives of students who have participated in these programmes. The results showed that although anti-corruption education and de-radicalisation increased students' awareness of the importance of integrity and the dangers of corruption, there were indications of the potential for apathy due to inconsistencies between the values taught and the reality faced. Differences in perceptions based on major background and personal experience also affect the effectiveness of the programme. Therefore, this research emphasises the need for a more contextual, participatory and sustainable approach in the implementation of anti-corruption and de-radicalisation education to maximise its impact in shaping a generation with integrity. By continuously improving the quality and effectiveness of anti-corruption and de-radicalisation education, we can build a more just, inclusive and prosperous future for future generations.

Key words: *Anti-Corruption Education, De-Radicalisation, Integrity, Apathy, University Students*

INTRODUCTION

Corruption and radicalism are two significant challenges faced by many countries in the world. Corruption, defined as the abuse of power for personal gain, has undermined social, economic and political order. Meanwhile, radicalism, which often leads to acts of extremism, threatens the stability and security of society. To address these two issues, various countries have implemented anti-corruption and de-radicalisation education programmes, particularly among university students (Prayetno, Mubaraq, dkk., 2024).

Corruption and radicalism are two major challenges faced by Indonesia today. To address these issues, the government has issued policies such as Permenristekdikti No. 33 of 2019 which requires the implementation of Anti-Corruption Education in

higher education institutions(Yuniarti, 2024). However, until now, there has been no clear design of de-radicalisation programmes among students, either from the Ministry of Religious Affairs, the Ministry of Education and Culture, or the universities. This lack of a structured policy could make deradicalisation efforts less effective and potentially lead to apathy among students (Prayetno, Amalia, dkk., 2024). Therefore, it is important to evaluate and develop more effective teaching methods and design programmes that are interactive and relevant to students' needs (Prayetno & Khofifah, 2024).

In the context of Indonesia's changing socio-political developments, the issues of corruption and radicalisation are of serious concern, especially among the younger generation (Abdullah, 2017; Anderson dkk., 2021; Boulu-Reshef & Schulhofer-Wohl, 2022; Cénat dkk., 2024; Juneman dkk., 2012; Malik, 2018; Mappiasse, 2017; Nikolov, 2022; Prayetno, Mubaraq, dkk., 2024; Roy dkk., 2020). Anti-corruption and de-radicalisation are two themes that are not only relevant in social development, but also in national character building(Johnson dkk., 2024). Therefore, researchers reviewed several articles to find novelty and research gaps regarding anti-corruption and deradicalisation: forming a generation of integrity or creating apathetic students. The researcher analysed the literature review of several journal articles through the VOSViewer application, this aims to analyse existing publications regarding this research so as to see the extent of the relationship that is connected to each other through the matrix network.

Picture 1. Bibliometric Analysis Results Using VOSviewer

From the results of bibliometric analysis using the VOSViewer application, researchers examined articles indexed by Sinta from 2020-2024 with the help of the Publish or Perish application. A matrix network describing research on Anti-Corruption and Deradicalisation: Shaping a Generation with Integrity or Creating Apathetic Students is still rare. Even studies that investigate the direct impact of anti-corruption and de-radicalisation efforts on student attitudes and behaviour, especially in terms of strengthening integrity values, are still very limited. Existing research more often focuses on one aspect only, either anti-corruption or de-radicalisation, without paying attention to their relationship in forming a generation that is more aware of the

importance of integrity. In addition, many studies only discuss theoretical aspects without exploring the direct influence on students involved in these programmes.

The novelty of this activity lies in its approach that integrates anti-corruption efforts with de-radicalisation to shape student character, which promotes integrity values as the key to avoiding social apathy. This research presents a new perspective by exploring more deeply the impact of both on shaping students' behaviour, as well as identifying potential changes in their attitudes towards broader socio-political issues. This approach is expected to contribute significantly to the understanding of more effective ways to address the challenges faced in shaping a generation that is not only academically intelligent, but also has integrity in their actions and thoughts.

In this regard, this study aims to examine and analyse the influence of anti-corruption and de-radicalisation efforts on student character building, especially in shaping integrity and high social awareness. This study also aims to explore whether these efforts can form a generation of students who are more concerned about social issues and play an active role in fighting corruption and radicalisation, or instead produce students who tend to be apathetic towards these matters.

The urgency of this activity is very important considering the great challenges faced by the Indonesian nation, especially in the face of rampant corruption and radicalisation practices that can damage the social and moral order of the younger generation. Current anti-corruption and de-radicalisation programmes are often top-down, with no in-depth understanding of how they affect students in the context of their daily lives. Therefore, this research is expected to contribute to a better understanding of effective ways to shape the character of young people with integrity, while preventing apathy towards important issues in society. It is hoped that the findings from this study can provide strategic recommendations for the development of educational programmes that focus more on integrity and social awareness.

METHOD

This research methodology uses a qualitative approach (Sugiyono, 2021), with data collection techniques in the form of in-depth interviews to explore students' views on anti-corruption education and de-radicalisation (Creswell, 2010). This research aims to understand how these programmes affect students' character building, especially in terms of integrity, and whether they create apathy towards social issues. The participants in this study were students from various majors who had participated in anti-corruption or de-radicalisation education programmes in higher education. A total of 10-15 participants were purposively selected to ensure a diversity of perspectives

based on their experiences. Interviews were conducted in a semi-structured manner, with flexible guiding questions to allow the researcher to dig deeper information according to the participants' answers and experiences. The questions asked included their understanding of anti-corruption and de-radicalisation education, its impact on their views on integrity, as well as how the programme has influenced their involvement in 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 to be transcribed. The data obtained was analysed using an inductive approach, where key themes and patterns emerging from the interview transcripts were identified and analysed to gain in-depth understanding. Data validity was maintained through triangulation with other data sources, such as documents related to the anti-corruption education programme or additional observations. In addition, the reliability of the research results was enhanced by involving multiple researchers in the data analysis process. This research also adheres to the principles of research ethics, including obtaining participants' consent before the interview begins, explaining the purpose of the research, and maintaining the confidentiality of participants' identities and the data provided. With this approach, the research is expected to provide a comprehensive insight into the impact of anti-corruption education and de-radicalisation on university students, both in terms of integrity building and the potential for apathy.

RESULT AND DISCUSSION

Result

The interview results show that there are various perspectives among students regarding the effectiveness of anti-corruption education and de-radicalisation in shaping a generation with integrity. Most participants stated that the anti-corruption education programme has increased their understanding of the negative impact of corruption and the importance of integrity values. They claimed to be more aware of corrupt practices around them and motivated to act honestly and responsibly. One of the students majoring in Law revealed,

"Before joining this programme, I knew corruption was wrong, but didn't really understand its impact. Now, I am more critical and have the courage to reject invitations to do things that are not right."

However, some participants also felt that the approach used in the programme was sometimes too theoretical and less relevant to the realities they face on a daily

basis. They argued that the examples of corruption cases discussed were often too far removed from their experiences as students, making it difficult to internalise.

On the other hand, there is also a concern that anti-corruption and de-radicalisation education can actually lead to apathy in some students. Some participants felt that the overemphasis on the dangers of corruption and radicalism made them feel pessimistic and powerless to change things. A student majoring in Social Sciences stated,

"After participating in this programme, I feel that corruption is very rampant and difficult to eradicate. It feels useless trying to be honest if everyone around us is corrupt."

In addition, some participants also revealed that they were uncomfortable with the indoctrination approach sometimes used in de-radicalisation programmes. They argued that this method could trigger resistance and be counterproductive in efforts to instil the values of tolerance and diversity. Overall, the interviews show that anti-corruption education and de-radicalisation have the potential to shape a generation with integrity, but also risk creating apathy if not properly designed and implemented. A more contextual, participatory and inclusive approach is needed to ensure that the programmes are truly effective in instilling positive values and encouraging students' active involvement in efforts to eradicate corruption and radicalism.

Furthermore, the results also highlighted differences in perceptions between students based on their major background and personal experience. Students from majors directly related to corruption issues, such as Accounting, Law, and Political Science, tend to be more critical and analytical in responding to the material presented in the anti-corruption education programme. They are able to relate theory to practice and provide concrete examples of corruption cases they have witnessed or know about. In contrast, students from majors that are less relevant to corruption issues, such as Engineering or Arts, tend to be more passive and less interested in the material presented. They feel that corruption issues are not very relevant to their field of study and are less motivated to get involved in corruption eradication efforts.

Personal experiences also influence students' views on anti-corruption education and de-radicalisation. Students who have been victims or witnesses of corruption tend to be more eager to get involved in corruption eradication efforts. They feel they have a moral responsibility to prevent corruption in the future. Meanwhile, students who come from families with high integrity tend to accept the values taught in the anti-corruption education programme more easily. They feel that these values are in line with the values they have instilled since childhood.

There are also some students who are sceptical about anti-corruption and de-radicalisation education programmes because they see inconsistencies between what

is taught and what happens in the real world. They cite cases of corruption involving public officials or public figures who go unpunished. This makes them feel that efforts to eradicate corruption are mere formalities and not really effective. Therefore, it is important to remember that the effectiveness of anti-corruption and de-radicalisation education is highly dependent on the social, cultural and political context in which the programme is implemented.

DISCUSSION

This research shows that the implementation of anti-corruption and de-radicalisation education among university students produces complex and multidimensional impacts, in line with the findings of previous research (Yasin dkk., 2023). The majority of students recognised their increased awareness of the negative impact of corruption and the importance of integrity, an encouraging result. However, the potential for apathy, especially among students who are pessimistic about the effectiveness of corruption eradication, indicates the need for an in-depth evaluation of the approach used. This is in line with the cognitive dissonance theory (Citraresmana & Susilawati, 2022; Fitriati dkk., 2014; Gulacar dkk., 2013; Sukarna dkk., 2020; Wenren dkk., 2024), where individuals tend to experience discomfort when faced with information that contradicts their beliefs. In this context, the inconsistency between the anti-corruption values taught and the reality of rampant corruption can trigger cognitive dissonance and ultimately lead to apathy as a self-defence mechanism.

Differences in perceptions based on departmental backgrounds and personal experiences also underline the importance of a contextualised and relevant approach. As stated by Paulo Freire in "Pedagogy of the Oppressed"('Azah & Sholeh, 2024), Effective education must be able to connect knowledge with the real experiences of students. In this context, anti-corruption and de-radicalisation education materials need to be tailored to the backgrounds and interests of students from various majors, as well as increasing case studies that are relevant to their daily lives. Furthermore, this finding confirms Granovetter's arguments (Tamphu dkk., 2024) about "the strength of weak ties," where diverse and inclusive social networks can broaden perspectives and increase individual engagement in social issues. Therefore, anti-corruption and deradicalisation education programmes need to be designed in such a way that they are able to build strong social networks among students from various backgrounds, so that they can learn from each other, share experiences, and collaborate in efforts to eradicate corruption and radicalism.

In addition, the findings indicate the need to integrate anti-corruption and de-radicalisation education into the curriculum in a more holistic and sustainable manner. As emphasised by John Dewey in "Experience and Education" (Nurhikmah, 2024), Education is not just a transfer of knowledge, but a continuous process of experience that shapes the character and morality of learners(Sholeh dkk., 2024). Therefore, anti-corruption and de-radicalisation education should not just be an incidental programme or a one-off seminar, but should be integrated into various courses and extracurricular activities on an ongoing basis. This can be done through a problem-based learning approach, where students are invited to critically analyse cases of corruption and radicalism and find innovative solutions.

It is important to involve the active participation of students in the design and implementation of anti-corruption and de-radicalisation education programmes. As stated by Edgar Dale in the 'Cone of Experience', learning will be more effective if students are actively involved in the process (Rahim dkk., 2024). In this context, students can be involved as facilitators, mentors, or researchers in anti-corruption and de-radicalisation education programmes.

This will not only increase the effectiveness of the programme, but also empower students to become active agents of change in the fight against corruption and radicalism. Finally, this research also highlights the importance of the role of leaders and role models in shaping student integrity. As stated by Albert Bandura in social learning theory, individuals learn through observation and imitation of the behaviour of others, especially those they admire or respect. Therefore, it is important for universities to present leaders and role models who have high integrity and are committed to anti-corruption and de-radicalisation values (Lestari dkk., 2022). Thus, students will have real examples that they can emulate in their daily lives.

CONCLUSION

This research highlights the complexity of implementing anti-corruption and de-radicalisation education among university students. While most students show an increased awareness and understanding of the issues, the potential for apathy, particularly due to inconsistencies between the values taught and the reality faced, indicates the need for evaluation and improvement of the approaches used. Differences in perceptions based on major backgrounds and personal experiences also demand adjustments to learning materials and methods to make them more contextual and relevant to each student. To maximise the effectiveness of anti-corruption and de-radicalisation education, it is important to integrate it into the curriculum in a holistic

and sustainable manner, involve students' active participation in programme design and implementation, and present leaders and role models with high integrity. With a more inclusive, participatory and contextual approach, anti-corruption and de-radicalisation education can be a powerful tool in shaping a generation with integrity that is able to fight corruption and radicalism, instead of creating students who are apathetic and pessimistic towards change. Finally, this research provides important implications for policy makers, education practitioners, and the wider community. Anti-corruption and de-radicalisation education is not an instant solution to the problems of corruption and radicalism, but rather a long-term process that requires commitment and collaboration from all parties. By continuously improving the quality and effectiveness of anti-corruption and de-radicalisation education, we can build a more just, inclusive and prosperous future for future generations.

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