

# Strategies for Implementing Anti-Corruption Culture Education in Higher Education to Reduce Corruption in Indonesia

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## ABSTRACT

Indonesia is ranked 115th in the most corrupt countries based on the Transparency International the Global Coalition Against Corruption report in 2023, scoring 34 out of 180 countries. Decree of the Head of PPSDMK No. HK.02.05 / I / III / 2/06238/2014 concerning the Implementation of Anti-Corruption Education and Culture in the Health Worker Education Environment of the Ministry of Health. The purpose of the study was to determine the learning methods, student perceptions and strategies for anti-corruption education at universities to suppress corruption in Indonesia. The research approach used empirical juridical, namely field research, descriptive specifications and qualitative data. The sample of students of the DIII Midwifery Study Program in North Tapanuli was 113 people (total sampling). The location of the study was the DIII Midwifery Study Program in North Tapanuli, Poltekkes, Ministry of Health, Medan. The results of the study, the most effective method in PBAK with case studies, students have the perception of being Agents of Change and can form anti-corruption characters and most students agree with the strategy to suppress corruption in Indonesia with PBAK in universities.

## 1. Introduction

Indonesia adheres to and practices the values of Pancasila, one of which is enshrined in the fifth principle of social justice for all Indonesian people. This justice has become meaningless due to the prevalence of corruption among officials. Corruption has undermined the country, causing its development to stagnate and even decline amid the prolonged Covid-19 pandemic. In this extremely difficult situation, government officials, instead of supporting each other to alleviate the suffering of the people, have callously committed corruption against social assistance funds intended for those affected by Covid-19. Thus, it is increasingly clear that this welfare is only a dream with no clear timeline for realization. According to *Transparency*

*International's Global Coalition Against Corruption* report for 2023, Indonesia ranks 115th as one of the most corrupt countries.<sup>1</sup>

Corruption in Indonesia is growing and rampant, as if there is no law enforcement that imposes severe penalties on perpetrators. These practices are ingrained in society and extend to various aspects of their lives. This occurs in almost all sectors of government, involving political elites, government officials, and civil servants, without regard for moral and ethical considerations. In addition, criminal acts of corruption have also weakened national economic development, state sovereignty, and the social life of the community. Criminal acts of corruption also have an impact on economic growth, government spending, and the allocation of the state budget for the education sector.<sup>2</sup>

Because corruption is so widespread in Indonesia, the nation's leadership has developed a plan requiring tertiary institution to conduct classes that teach students about building a culture opposed to corruption. Higher education institutions are one of the platforms for providing education and guidance to students. Education is a planned effort through a learning process to develop one's potential. Through education, it is hoped that individuals with character who uphold moral values, ethics, love for the country, a spirit of service, and especially high integrity will emerge.

When UU No. 30 Tahun 2002 tentang Komisi Pemberantasan Tindak Pidana Korupsi often abbreviated as KPK, was enacted, efforts to combat corruption increased and were carried out intensively. The government also issued a Circular Letter from the Director General of Higher Education on the implementation of anti-corruption education in higher education institutions. Since 2012/2013, universities have been required to provide anti-corruption education to their students. The policy explains how to prevent corruption in education, namely by teaching the topic in compulsory or elective courses, or by incorporating it into relevant learning activities.

Health higher education institutions in Indonesia are also participating in efforts to tackle corruption. This is done by providing Anti-Corruption Culture Education (PBAK) to students who will later become health workers. Decision of the Head of PPSDM Kesehatan No. HK.02.05/I/III/2/06238/2014 concerning the Implementation of Anti-Corruption Education and Culture in the Ministry of Health's Health Workforce Education Environment explains that all study programs at Poltekkes Kemenkes throughout Indonesia must add PBAK courses to their curricula. This decision is supported by the issuance of the Minister of Health Decree No. HK 02.02/Menkes/287/2014, which stipulates that PBAK courses must be implemented in all Indonesian Ministry of Health Polytechnic Study Programs. Currently, PBAK courses are already being implemented in all Indonesian Ministry of Health Polytechnics. The implementation of these courses is inseparable from the challenges of facing the 4.0 industrial revolution.

The implementation of PBAK learning in the era of the Industrial Revolution 4.0 or The Fourth Industrial Revolution (4IR) can be carried out by utilizing technological developments. To support 4.0 activities, it is necessary to develop up-to-date PBAK learning methods so that PBAK lecturers can more easily apply the material in their respective institutions. Until now, the implementation of PBAK courses at Poltekkes Kemenkes is still diverse. Therefore, technical guidelines are needed with the hope of aligning the understanding of lecturers in delivering

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<sup>1</sup> François Valerian, 'Corruption Perceptions Index', *Transparency International The Global Coalition Against Corruption*, 2023.

<sup>2</sup> Mustafa A Rahman, 'The Discursive Construction of Strategies for Implementing Anti-Corruption Education at State Islamic Higher Educational Institutions', *Jurnal Ilmiah Peuradeun*, 10.3 (2022), 555–78.

PBAK materials across all Poltekkes Kemenkes in Indonesia, as well as supporting efforts to curb the increasing prevalence of corruption in education and campaigns.<sup>3</sup>

The fight against corruption is very important for students as future professionals, managers, and decision makers. In addition, corruption violates norms, morals, and laws, weakens education, damages culture, and causes a lack of trust.<sup>4</sup> Students are the next generation who will continue the wheel of government. Therefore, it is necessary to equip them as early as possible with anti-corruption cultural education before they enter the workforce. When they are in a position as stakeholders or sit as drivers of the wheel of government, they will not be contaminated by the virus from people who are already in the circle of corruption.

Progress in education, especially higher education, is a shared responsibility for all parties, including students. As agents of change, students are expected to bring about academic change and possess the character necessary to lead the nation toward a more dignified future. Character education is one of the right solutions for the younger generation in determining their identity so that they can avoid negative behaviors such as corruption. Universities are the intellectual spearhead for students, a place to forge behaviors that can build anti-corruption mindsets, behaviors, and attitudes through the learning process in higher education.<sup>5</sup> To what extent has the implementation of anti-corruption education strategies in higher education been effective in reducing corruption in Indonesia?

## 2. Research Method

In this study, the author used an empirical juridical approach, namely field research (primary data) that examined the implementation strategy of anti-corruption cultural education.<sup>6</sup> This study provides a detailed overview of the implementation of anti-corruption cultural education for students studying in the Diploma III Midwifery Study Program in North Tapanuli. The sample in this study was all 113 Diploma III Midwifery Study Program students in North Tapanuli (total sampling).

The research specification for this study is descriptive analytical, that is, research that describes specific legal issues in society, ranging from implementing to clarifying positive law into various legal categories.<sup>7</sup> Data analysis in this study was conducted qualitatively, meaning the data obtained was then systematically compiled and analyzed qualitatively.<sup>8</sup>

## 3. Results and Discussion

### 3.1. Anti-Corruption Cultural Education Learning Methods in Higher Education Institutions

The North Tapanuli Midwifery Diploma Program is one of the remote programs at the Medan Ministry of Health Polytechnic that implements the updated 2017 Indonesian National Qualifications Framework (KKNI) curriculum model. Based on this curriculum, the Anti-

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<sup>3</sup> Kementerian Kesehatan RI, *Implementasi Mata Kuliah Pendidikan Budaya Antikorupsi (PBAK) Di Poltekkes Kemenkes* (Kementerian Kesehatan RI, 2019).

<sup>4</sup> Fahimeh Mahmoudi and Rouhollah Bagheri Majd, 'The Effect of Lean Culture on the Reduction of Academic Corruption by the Mediating Role of Positive Organizational Politics in Higher Education', *International Journal of Educational Development*, 80 (2021), 102319.

<sup>5</sup> Jagad Aditya Dewantara and others, 'Anti-Corruption Education as an Effort to Form Students with Character Humanist and Law-Compliant', *Jurnal Civics: Media Kajian Kewarganegaraan*, 18.1 (2021), 70–81.

<sup>6</sup> Dadang Sumarna and Ayyub Kadriah, 'Penelitian Kualitatif Terhadap Hukum Empiris', *Jurnal Penelitian Serambi Hukum*, 16.02 (2023), 101–13.

<sup>7</sup> Rianto Adi, *Metodologi Penelitian Sosial Dan Hukum* (Yayasan Pustaka Obor Indonesia, 2021).

<sup>8</sup> Samiaji Sarosa, *Analisis Data Penelitian Kualitatif* (Pt Kanisius, 2021).

Corruption Culture Education (PBAK) course has been included. This is in accordance with Permenristekdikti No. 33 of 2019 concerning the Implementation of Anti-Corruption Education in Higher Education. In support of this policy, the Ministry of Health, as one of the ministries responsible for higher education in the health sector, issued Minister of Health Decree No.HK.02.02/Menkes/287/2014 concerning the Implementation of Anti-Corruption Education and Culture in the Ministry of Health's Health Workforce Education Environment. Anti-Corruption Education and Culture, hereinafter abbreviated as PBAK, is a compulsory course with 2 (two) credits. The purpose of PBAK in higher education is to shape the character and integrity of students as future health workers to prevent corruption on campus and later implement it when they enter society.

The teaching or learning methods for PBAK courses vary, such as interactive lectures and presentations, group discussions and seminars, case studies and real-world analysis, simulations and role-playing, research projects and community service, and technology-based training and e-learning. The teaching methods used by lecturers in delivering PBAK material aim to enable students to learn and achieve the predetermined learning objectives.

The results of interviews with the majority of students showed that the most effective methods of teaching anti-corruption culture were case studies (46%), simulations (19.5%), and research and community service projects (15.9%).

PBAK is held to increase awareness, understanding, attitudes, and actions against corruption, especially among the nation's younger generation. Choosing the right learning method is important because it aims to help students more easily understand and apply an anti-corruption culture. Based on research conducted by Ibrahim (2023), it is mentioned that in effective learning, case studies are used to increase student participation in learning.<sup>9</sup>

A good way to make learning better is to update teaching materials using real-life examples from case studies. Quality teaching materials will help students hone their ability to solve problems logically, systematically, and independently. This can be developed in lectures, one of which is the PBAK course. This is in line with research conducted by Syafril and Ulfa (2024), which found that the majority of students were satisfied with teaching materials based on case studies (44.6%). The case study learning method is flexible and adaptive because it helps students solve problems they encounter in the real world.<sup>10</sup>

### 3.2. Student Perceptions Regarding Corruption and Anti-Corruption Education

Amidst the government's efforts to develop various fields to improve the welfare of the Indonesian people, various forms of irregularities have emerged, including corruption. Corruption is an act that harms society in various fields such as education, health, economy, defense, and others. This act causes great losses to the country, which ultimately triggers crises in various fields. The high rate of corruption in Indonesia has prompted the government to make various efforts to suppress corruption because corruption is no longer considered an extraordinary crime but is often declared a crime against humanity.<sup>11</sup> The Indonesian government has been cracking down on corruption since the 1998 reform era, focusing on prevention, enforcement, and education. These efforts involve state institutions, the law, and international cooperation. Despite progress, such as the arrest of many corrupt officials, this has

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<sup>9</sup> Ibrahim, 'Pengaruh Penerapan Metode Studi Kasus Dalam Efektifitas Pembelajaran', *SOCIAL: Jurnal Inovasi Pendidikan IPS*, 3.1 (2023), 1–10.

<sup>10</sup> Abdul Rahmat and others, *Desain Pembelajaran Berbasis Kasus* (Ideas Publishing, 2023).

<sup>11</sup> Bambang Waluyo, *Pemberantasan Tindak Pidana Korupsi: Strategi Dan Optimalisasi* (Sinar Grafika, 2022).

not had a deterrent effect, and corruption continues to run rampant. Therefore, the government is making an effort to emphasize the importance of anti-corruption culture in higher education.<sup>12</sup>

The results of the study show students' perceptions of corruption and PBAK. The majority of respondents agreed with a total score of 495 on various statements presented. These results indicate that students' awareness of the importance of anti-corruption education on campus is quite high. Students believe that anti-corruption education can shape honest and responsible character and are confident that they can be agents of change in the eradication of corruption.

This finding is in line with the research by Suyadi and Anton (2020), which states that anti-corruption education is more effective in shaping students' character if it is integrated into other courses.<sup>13</sup> The KPK's 2020 policy in the research conducted by Hasan (2024) also emphasizes the importance of the role of students as strategic agents in building an anti-corruption culture.<sup>14</sup> This high level of agreement is most likely due to the role of lecturers who incorporate anti-corruption values into other courses and the implementation of seminars and socialization activities that increase students' understanding of the importance of integrity values.

For a long time, student movements have played an important role in shaping the direction of Indonesia's development. This is because students are considered to have a sincere spirit, influenced by idealism, fresh minds, and good thinking skills. Based on this view, students are considered capable of driving change in society or the nation.

This high level of awareness also indicates that students support more tangible strategies such as compulsory courses, non-academic activities, and the integration of local cultural values, even though they remain aware of the obstacle that anti-corruption education is currently still more theoretical in nature.

### 3.3. Anti-Corruption Cultural Education Strategies Can Reduce Corruption

Reducing corruption in Indonesia is not an easy task and requires continuous effort and the involvement of all parties. Currently, Indonesia is implementing three (3) strategies to tackle corruption, referred to as the Trisula Anti-Corruption Strategy by the Corruption Eradication Commission (KPK).<sup>15</sup> Of the three strategies, Sula Pendidikan (Education) is an effort to raise awareness among students about the negative impacts of corruption, encourage them to get involved in the movement against corruption, and foster an anti-corruption culture and attitude within them. One concrete example of this effort is the issuance of Minister of Research, Technology, and Higher Education Regulation No. 33 of 2019 concerning the Obligation to Implement Anti-Corruption Education (PAK) in Higher Education. This regulation stipulates that all universities, both public and private, are required to implement PBAK for their students.

The importance of PBAK for students is as a forum for fostering honest and integrity-based character. One of the strategies implemented by the government to prevent and reduce corruption in the future is the implementation of PBAK in college courses. Based on the research results, most respondents agreed with a total score of 284. In the research results, students believed that PBAK should be made a compulsory course at universities. The outcomes

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<sup>12</sup> Iwan Rasiwan, 'Pemberantasan Tindak Pidana Korupsi: Dari Konsep, Penindakan, Hingga Visi Masa Depan', *AMU Press*, 2025, 1–301.

<sup>13</sup> M Pdi Suyadi and S T Anton Yudhana, 'Neuro-Anticorruption', *Universitas Ahmad Dahlan*, 2022.

<sup>14</sup> Zainudin Hasan and others, 'Strategi Dan Tantangan Pendidikan Dalam Membangun Integritas Anti Korupsi Dan Pembentukan Karakter Generasi Penerus Bangsa', *Perkara: Jurnal Ilmu Hukum Dan Politik*, 2.2 (2024), 241–55.

<sup>15</sup> ACLC KPK, 'Trisula Strategi Pemberantasan Korupsi KPK Untuk Visi Indonesia Bebas Dari Korupsi', *Pusat Edukasi Antikorupsi*, 2022 <<https://aclc.kpk.go.id/aksi-informasi/Eksplorasi/20220511-trisula-strategi-pemberantasan-korupsi-kpk-untuk-visi-indonesia-bebas-dari-korupsi>>.



of this study correspond with the investigation conducted by Ayuningtyas in 2020, which demonstrated that every student participant expressed their complete agreement regarding the significance of education focused on preventing corruption.<sup>16</sup>

Students also agree that it's important to change the learning environment to match local culture, making it easier for anti-corruption values to be accepted. This agrees with the view that anti-corruption education which includes local values will be more relevant and easier for students to use.<sup>17</sup> These results also support the view of the KPK (2021) which emphasizes the need for collaboration between universities and external institutions to improve the effectiveness of anti-corruption education.<sup>18</sup> This pattern shows that students not only understand the value of integrity, but also want concrete, systematic steps to ensure that anti-corruption education is truly internalized on campus. Student support for their role as agents is also increasingly evident, although they still acknowledge obstacles in the form of a lack of real change and the dominance of theoretical aspects in anti-corruption education.

The KPK has issued nine values of integrity to prevent corruption. These nine values include honesty, caring, independence, discipline, responsibility, hard work, modesty, courage, and fairness. At the university level, these values are put into practice through the Tri Dharma Perguruan Tinggi, which are three main areas: education, research, and community service. Instilling anti-corruption values in the community is carried out according to their needs, while for students themselves, it is carried out through counseling, seminars, socialization, campaigns, and extracurricular activities. Students must be given the opportunity to actively participate and make real contributions in efforts to prevent and reduce corruption.<sup>19</sup>

In addition, the strategy for eradicating corruption is divided into three (3) types, namely system improvement strategies, repressive strategies, and education and campaign strategies.<sup>20</sup> The education program carries out various activities such as creating learning materials about PBAK, integrating these materials into the curriculum, and forming anti-corruption institutions on campus.<sup>21</sup> Meanwhile, the campaign program is carried out by utilizing media such as mass media, electronic media, social/online media, or competitions, and can also be modified in the real work lecture program (KKN).<sup>22</sup>

Every skill that students have in the field of education and campaigning can be a way to fight corruption. These activities can be carried out by utilizing various skills in the arts, such as singing, writing anti-corruption songs, theater, or writing poetry, books, and articles. Student organizations are also encouraged to contribute, such as BEM, Hima, and various activity units, which can also be examples and commit to maintaining integrity within the organization.<sup>23</sup> It is

<sup>16</sup> Dumilah Ayuningtyas, 'Integrasi Kurikulum Antikorupsi: Peluang Dan Tantangan: Integration of Anti-Corruption Curriculum in FKM UI: Opportunities and Challenges', *Integritas: Jurnal Antikorupsi*, 6.1 (2020), 93–107.

<sup>17</sup> Ahmad Asroni, 'Peran Pendidik Dalam Penanaman Nilai-Nilai Anti-Korupsi', *Jurnal Manajemen Pendidikan*, 10.1 (2025), 195–204.

<sup>18</sup> Supardi Supardi, 'Pendidikan Anti Korupsi Untuk Perguruan Tinggi'.

<sup>19</sup> Monalisa Siahaan, Rince Marpaung, and Hotmaida Simanjuntak, 'Pendidikan Anti Korupsi', 2024.

<sup>20</sup> Edy W Susilo, 'The Battle against Corruption in Indonesia's Municipalities: A Guide to Diagnosis, Strategy, and Implementation', 2023.

<sup>21</sup> Sumaryati and others, 'Anti-Corruption Action: A Project-Based Anti-Corruption Education Model During COVID-19', in *Frontiers in Education* (Frontiers Media SA, 2022), vii, 907725.

<sup>22</sup> Sandri Justiana, *Buku Ajar Pendidikan Dan Budaya Antikorupsi (PBAK)* (Pusat Pendidikan dan Pelatihan Tenaga Kesehatan, Badan Pengembangan dan ..., 2014).

<sup>23</sup> S K M Vina Yulia Anhar and others, *Mahasiswa Berdaya, Organisasi Berkarya: Membangun Kepemimpinan Dan Pengembangan Organisasi* (Uwais Inspirasi Indonesia, 2025).

not surprising that corruption also occurs within student organizations, so it needs to be prevented from the outset, as students can manage and oversee the organizations among them.

#### **4. Conclusion**

The results of the research and discussion above can be concluded by the North Tapanuli DIII Midwifery Study Program Students:

- a. The most effective method in PBAK learning is case studies.
- b. Student perceptions regarding corruption and anti-corruption cultural education. The majority of respondents chose "Agree" with a total score of 495. Students are agents of change and can shape their character.
- c. The majority of respondents agreed with a total score of 284 that PBAK in higher education is one strategy to suppress corruption in Indonesia.

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- d. Lecturers of the PBAK Course
- e. All students of the North Tapanuli Diploma III Study Program, Ministry of Health Polytechnic, Medan

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