

Ethics and Anti-Corruption Education A Systematic Review of The Role of Education in Shaping the Integrity of the Young Generation

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ABSTRACT

Ethics education and anti-corruption training as transformative tools are important aspects in shaping a young generation with integrity and free from corruption. However, designing an effective and applicable curriculum to achieve this goal remains a major issue. This study aims to understand the effectiveness and best practices in anti-corruption education and provide strategic recommendations to strengthen future efforts. The method used was a systematic literature review using the PRISMA approach for article identification and selection, using database sources such as Scopus, Web of Science, Crossref, PubMed, and Google Scholar. The research sample consisted of relevant articles on ethics and anti-corruption education published between 2020-2024. Data were collected using bibliometric analysis techniques with the help of VOSviewer to map the main themes and relationships between studies. The results showed the importance of moral education, anti-corruption training, and integrity development, which are interrelated in the character-building of the younger generation. This research suggests the development of an educational curriculum that integrates ethical values more systematically.

INTRODUCTION

The pervasive issue of corruption continues to erode public trust around the world. As one of the most significant threats to governance and the integrity of society, eradicating corruption requires a multidimensional approach. Education, as a transformative tool, plays a vital role in fostering ethical awareness and shaping the moral character of future generations. By instilling the values of integrity, accountability and responsibility in the younger generation, education can serve as a foundation for building a society that is resilient to corrupt practices. Corruption not only undermines democratic governance, but also hampers economic growth and exacerbates social disparities. A World Bank Group report (2021) estimates that around \$1 trillion is spent on bribes each year, while \$2.6 trillion is stolen through corruption, representing more than 5% of global GDP. These figures reflect the urgency of finding systemic solutions that not only eradicate corruption but also promote values of integrity at all levels of society. In this context, education emerges as one of the most effective mechanisms to prevent corrupt practices, especially among the younger generation, by providing a strong value framework for creating lasting change.

Research by (Tadege et al., 2022; Prasittichok et al., 2024; Sumaryati et al., 2022) highlights the importance of a values-based approach in anti-corruption education in schools, with a focus on character development through learning materials that integrate ethics and morals. The results of the study showed that a values-based approach can significantly increase students' awareness of the impacts of corruption and strengthen their understanding of the principles of honesty and accountability. However, these findings also revealed major challenges, such as the lack of adequate training for teachers and limited resources to optimally implement the anti-corruption curriculum. In addition, as a step to understand the long-term impact of anti-corruption education, (Thommandru et al., 2024) evaluated various ethics and anti-corruption education programs at all levels which showed that although there was a significant change in attitudes in the early stages, the main challenge lies in maintaining commitment to the values taught in the long term. This evaluation emphasizes the need for a more sustainable and evidence-based anti-corruption education strategy, with an interactive approach to maintain the sustainability of behavioral change.

Despite the recognition of the importance of ethics and anti-corruption education, there is still a substantial gap in understanding its effectiveness and best practices. While various educational initiatives have been designed to promote ethical behavior and prevent corruption, their long-term impact on shaping the integrity of young people remains underexplored. To address this knowledge gap, a systematic review of existing studies is needed to identify effective pedagogical approaches, implementation challenges, and areas that require further attention. More broadly, anti-corruption education has attracted increasing attention in recent years, with countries and international organizations emphasizing its role in supporting the United Nations' sustainable development goals (SDGs) that explicitly call for reducing

corruption and bribery as part of efforts to promote peaceful and inclusive societies (Lister & Timilsina, 2023). In this context, various educational initiatives aimed at fostering moral character and ethical reasoning have begun to be systematically integrated into school curricula. However, despite these growing efforts, there are still gaps in the implementation and impact of these programs across regions, necessitating a more in-depth study of their effectiveness and scalability.

This study is novel in several key aspects, where although many studies have discussed the importance of education in building an anti-corruption culture, there is still limited understanding of the effectiveness of different pedagogical approaches. This study contributes by identifying the most effective teaching methods based on empirical evidence and exploring the implementation of anti-corruption curricula in various educational contexts. This study also offers a new perspective by emphasizing the long-term challenges in maintaining the integrity values taught in anti-corruption education. Most previous studies only assess short-term impacts, whereas this study will explore sustainable strategies to ensure that integrity values remain embedded in students' lives even after they complete formal education.

This study offers a foundation for developing a more effective approach to shaping the integrity of the younger generation through ethics education. Therefore, this study aims to understand the effectiveness and best practices in anti-corruption education. In addition, this study also aims to synthesize existing knowledge about effective pedagogical approaches to ethics and anti-corruption education. Through a systematic review, this study is designed to answer several important questions: (1) How can education contribute to fostering integrity among the younger generation? (2) What pedagogical strategies and curriculum designs have proven effective in the context of anti-corruption education?. Through an analysis of the relationship between ethics education and anti-corruption efforts, this study can contribute to the development of strategies for policy makers, educators, and practitioners because education can be used as a sustainable solution to suppress corrupt practices and instill a culture of integrity among the younger generation

LITERATURE REVIEW

A. *Ethics*

Ethics education is a learning process that aims to shape and develop moral awareness and behavior in accordance with the values of goodness, justice, and responsibility in everyday life (Tuturop & Sihotang, 2023). Through ethics education, students are taught to understand the basic principles of what is right and wrong, and how to make moral decisions in various situations. This education not only focuses on theory, but also encourages personal reflection, empathy, and the habituation of positive attitudes in interacting with others. With ethics education, students are trained to become individuals who respect the rights of others, uphold honesty, and are able to act fairly in personal and social life. The role of ethics education is very important in forming a strong

character and building a civilized, harmonious, and responsible society (Furnamasari et al., 2024).

B. Anti-Corruption Education

Anti-corruption education is a learning process that aims to instill the values of integrity, honesty, responsibility, and concern for justice in order to prevent and combat corrupt practices (Musyarofah et al., 2024). This education not only equips students with knowledge about the definition, forms, and impacts of corruption, but also encourages the formation of a strong character in rejecting all forms of deviation. Through a contextual and applicable approach, anti-corruption education seeks to form moral awareness and the courage to be honest and act correctly even under pressure. Implemented from elementary to tertiary education, anti-corruption education is an important part of building an anti-corruption culture in society (Aziza, 2022). By equipping the younger generation with the principles of integrity from an early age, it is hoped that individuals will be born who are not only intellectually intelligent, but also ethical and committed to eradicating corruption in various aspects of life.

C. The Role of Education in Shaping the Integrity of the Young Generation

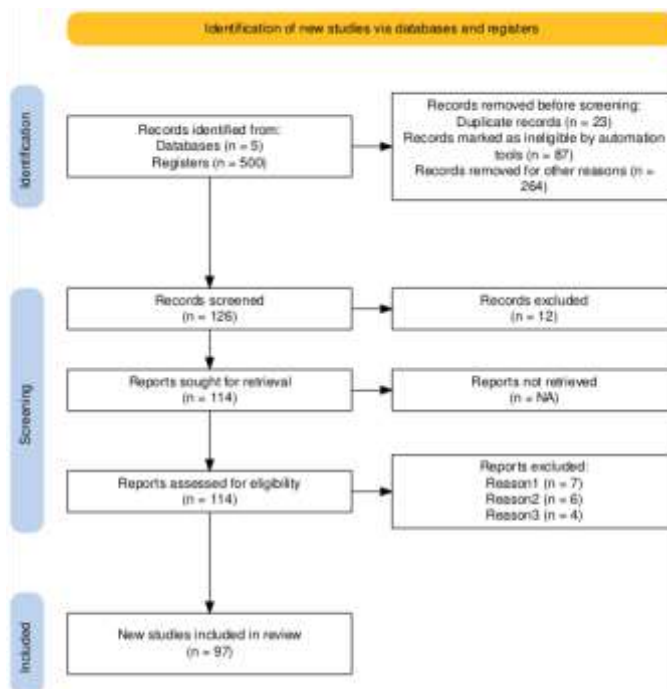
Education has a very important role in shaping the integrity of the young generation, especially through ethics and anti-corruption education (Althafullayya, 2024). From an early age, education can instill moral values, honesty, responsibility, and a critical attitude towards deviant actions. Through ethics education, students are taught to understand the difference between right and wrong and the importance of acting in accordance with moral principles in everyday life (Armini, 2024). Meanwhile, anti-corruption education provides an understanding of the negative impacts of corruption on society and the state, and encourages an active attitude in rejecting all forms of such deviations. By strengthening these values in the school and family environment, the young generation is expected to grow into individuals with high integrity, have social awareness, and are ready to become agents of change who are able to maintain justice and transparency in community and state life (Dilen et al., 2024).

METHODOLOGY

This study uses PRISMA (Preferred Reporting Items for Systematic Reviews and Meta-Analyses) which allows systematic and structured identification, selection, and analysis of literature. Literature searches were conducted through major databases such as Scopus, Web of Science, Crossref, PubMed, and Google Scholar by Elsevier, Sage, Taylor & Francis, MDPI, & Emerald. Literature searches were conducted using keywords related to the topic, such as "ethics education", "anti-corruption", "youth integrity", "moral education", "integrity programs", and "corruption prevention" in the last 5 years, namely from 2020 to 2024, to ensure relevance to the latest developments in the field of ethics and anti-corruption education. In the selection of articles, inclusion criteria were set which included articles that specifically discussed ethics or anti-corruption education, with a focus on the younger generation as

research subjects, both at the elementary, secondary, and higher education levels. Articles published in indexed and peer-reviewed journals were also included in the inclusion criteria to ensure the quality and validity of the information. In addition, only articles that discuss the implementation of anti-corruption education in formal or informal contexts in educational environments will be accepted. The exclusion criteria include articles that are not published in English, as well as articles that are not relevant to the research topic or do not discuss ethics education or anti-corruption education, will also be excluded.

The literature selection process began with the identification of relevant articles from the Scopus, Web of Science, Crossref, PubMed, and Google Scholar databases, which resulted in 500 articles after an initial search using the specified keywords. After screening to remove duplicates, the number of articles remaining was 126. The next eligibility process, namely full-text review according to the inclusion and exclusion criteria, resulted in 114 eligible articles. After further analysis based on relevance and quality criteria, a total of 97 final articles were accepted and analyzed in this study. The selected articles cover various approaches to ethics and anti-corruption education applied at various levels of education and geographical areas. After that, bibliographic data from the selected articles were exported to VOSviewer software for bibliometric analysis, such as bibliographic coupling and co-occurrence, to identify key themes and relationships between articles in the existing literature.



Source: Adapted from Haddaway et al., 2020

Figure 1. PRISMA SLR logic flow diagram (2020-2024)

In order to explore the relationships between the selected articles and identify dominant thematic patterns, a bibliometric analysis was conducted using VOSviewer software. As a basis for the bibliometric analysis to be

conducted, a database was compiled using Microsoft Excel, where information related to indicators such as year of publication, journal, number of publications by country, and country ranking based on Scimago was entered for further analysis

RESEARCH RESULT

The data on the number of publications per year (2020–2024) on this research shows an interesting trend. In 2020, the number of publications was recorded at 18%, reflecting relatively low attention to the theme of anti-corruption and ethics education. However, there was a significant increase in 2021 with the publication figure reaching 21%, indicating a growing global awareness of the importance of anti-corruption education, especially amid global challenges such as the pandemic which may worsen the level of corruption. In 2022, the publication figure remained stable at 21%. Furthermore, in 2023, the number of publications reached its highest figure of 22%. This spike can be attributed to increasing global efforts to integrate anti-corruption education into the education curriculum. However, in 2024, the number of publications decreased slightly to 20%. This decrease may reflect saturation in the discussion of this theme or a shift in research focus to other sub-themes, such as innovation in educational approaches or integration of technology in ethics and anti-corruption learning. This trend shows an increasing global awareness of the importance of anti-corruption education as a long-term solution in shaping the integrity of the younger generation (Figure 2).

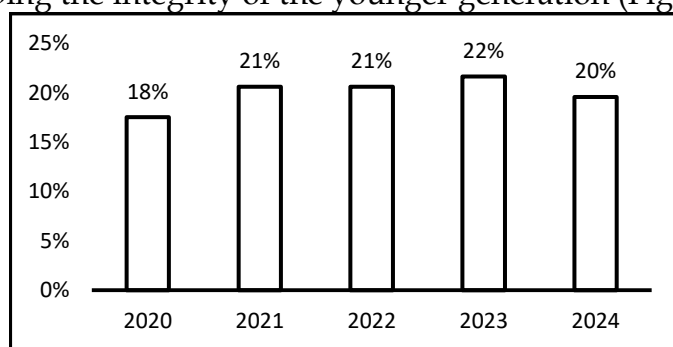


Figure 2. Number of publications related to anti-corruption and ethics education (2020–2024)

The bibliographic keyword network in Figure 3 visualized using VOSviewer shows two main interconnected clusters, focusing on themes related to corruption and moral education. The green cluster is centered on the keyword “corruption” and includes related terms such as “country,” “intervention,” “analysis,” and “relationship.” This cluster focuses on the analysis of corruption in different countries, intervention approaches, and the relationship between corruption and other relevant factors. On the other hand, the red cluster is centered on the keywords “education” and “value,” which are closely related to terms such as “student,” “approach,” “teacher,” and “moral education.” This cluster shows a strong focus on educational efforts to shape integrity, moral values, and effective educational approaches, especially in the context of student learning. The keyword “study” acts as the main link between

these two clusters, indicating that studies related to corruption and moral education complement each other in understanding and mitigating social problems. The relationship between education and corruption reflects the important role of moral education in building integrity values as a preventive measure against corruption. This visualization shows the complexity of the relationships between key themes, with terms such as “practice,” “development,” and “research” to analyze innovative approaches in education and social intervention. This keyword network highlights the importance of multidisciplinary research that integrates education and the study of corruption in building a more integrated society.

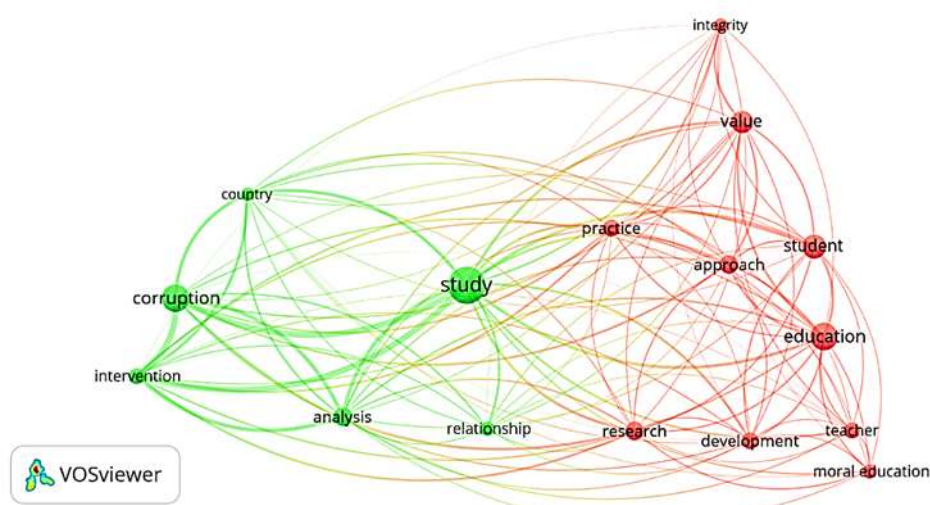


Figure 3. Bibliographic Keyword Network

The network visualization results for all keywords taken from the title and abstract in Figure 4, reveal the main dimensions in ethics and anti-corruption education. This network involves 3 main clusters where the first cluster is related to the analysis and approach to anti-corruption, including keywords such as "analysis," "approach," "behavior," "corruption," "data," "impact," "integrity," "leadership," and "organization." This dimension highlights the importance of studies that link leadership, organization, and behavioral impact to integrity and corruption, with analytical approaches that rely on data to understand the factors that play a role in preventing corruption. The second cluster, which focuses on moral and ethical education, includes keywords such as “challenge,” “education,” “educator,” “ethic,” “moral education,” “practice,” “school,” “student,” and “teacher,” which emphasize the role of formal education, especially in schools, in shaping students’ ethics and morals, with the aim of instilling ethical values and character in the younger generation. On the other hand, the third cluster, which deals with policy and environment, contains keywords such as “country,” “environment,” “factor,” “importance,” “policy,” and “quality,” which emphasize the importance of educational policies, the quality of the social environment, and external factors that influence the effectiveness of anti-corruption education.

teach moral values that shape students' personalities, through a curriculum that focuses not only on academic aspects, but also character development. In line with this, research by (Tadege et al., 2022; Huang et al., 2024; Dawson et al., 2023) identifies various models of character education that are effective in instilling moral values, especially empathy and deep moral understanding. A holistic approach that integrates academic learning with moral education is also proposed by (Chen et al., 2023; Gimbert et al., 2023), who emphasize the importance of educating students to become responsible individuals in their social lives. In addition, studies (Wang, 2023; Martinsone & Žydžiūnaite, 2023) reveal how a moral value-based educational environment can positively influence students' behavior, by emphasizing the application of values such as honesty and empathy in teacher-student interactions. Studies by (Chen et al., 2023; Peng et al., 2021) show that education that emphasizes ethical values can help students achieve higher moral levels. A cognitive-based approach is also proposed by (Zhai et al., 2023; Machost & Stains, 2023; Ulvik et al., 2020; Cheruvalath & Chandrakant, 2024), which involves in-depth reflection on moral concepts through discussion and instilling values through role models so as to help shape the attitudes of the younger generation to become honest, integrity-based individuals and contribute positively to creating an environment free from corrupt practices.

Research by (Ye et al., 2021; Begum et al., 2022) with their theory of stages of moral development, shows that good moral education can help individuals achieve a higher level of morality. This is very important to teach the younger generation to face moral dilemmas by considering ethical values, so that they can make the right decisions in various situations. In practice, the role of educators is very important as facilitators who provide examples of integrity and honesty. The educational environment, both schools and families, must also be supportive through the implementation of a culture that upholds moral values. In addition, research by (Hart, 2021; Sugiarti et al., 2022; García-Moriyón et al., 2020) emphasizes the importance of character education for the positive development of adolescents because it helps shape personality, morals, and values that form the basis for their decision-making in the future. Adolescents are at a critical phase in the formation of self-identity, so character education can be a guide to understanding and internalizing values such as honesty and responsibility.

Research by (Hudson & Brandenberger, 2023; Chen & Madni, 2024) also explains the relationship between moral education and social and political responsibility, while (Ayane & Mihiretie, 2024; Hoek et al., 2024) explains how moral education can help shape good citizens through democratic values such as justice and freedom. In addition, research by (Snieder & Zhu, 2020; Prendeville & Kinsella, 2022) emphasizes value-based teaching in moral education to develop personal ethics. These studies show that effective moral education requires the integration of ethical values into formal and informal curricula. Values such as honesty, empathy, responsibility, and integrity are the foundations that not only shape individual character but also prepare students to become positively contributing members of society. By instilling these values

from an early age, Ethics and Anti-Corruption education is expected to be able to create a young generation with strong character, not only in rejecting corrupt practices but also in encouraging a culture of transparency, justice, and accountability in their environment. A generation with strong morals and ethics will become agents of change who are able to build a society with more integrity and free from corruption, while creating a more just and sustainable future.

Anti-Corruption Training

Anti-corruption training has become an important strategy in educating the public, especially the younger generation, about the negative impacts of corruption and how to recognize and avoid it. Sumaryati et al (2022) highlighted the importance of anti-corruption education for the younger generation in Indonesia through a training program designed to raise awareness of corruption. This study found that anti-corruption training can improve understanding of the legal and social consequences of corrupt acts (Triatmanto & Bawono, 2023). Routine training can change their attitudes and behaviors towards corrupt practices (Wahyono & Narmaditya, 2022; Tafolli & Grabner-Kräuter, 2020). In addition, (Hunter et al., 2020; Khan et al., 2021; Fomba et al., 2023), highlight the role of anti-corruption training in strengthening governance in developing countries, with a focus on training tailored to the local context to create a transparent and accountable environment. In addition, the effectiveness of anti-corruption training in the corporate sector can increase employee understanding of corrupt practices in the business world (Ferris et al., 2021).

According to Villeneuve et al (2020) and Cochrane (2020), anti-corruption training policies and practices, focusing on programs for public officials and the general public, can increase anti-corruption awareness among young people. Research by (Bowra et al., 2022; Chang et al., 2021) discusses anti-corruption training conducted by international organizations such as the UN and NGOs, which shows that a collaborative and participatory approach with various stakeholders produces a more significant impact. Research by (Mugellini et al., 2021; Koller et al., 2020) examines the role of anti-corruption education in supporting public sector reform, focusing on the effectiveness of training in creating a more transparent governance paradigm. Leadership training programs integrated with anti-corruption education can strengthen anti-corruption awareness and actions among young people (Hope, 2024). These studies provide a broad overview of various approaches in anti-corruption training in increasing awareness, integrity, and anti-corruption behavior in various levels of society, which ultimately supports efforts to create a more transparent, accountable, and ethical environment.

Integrity Development

Integrity development is the main foundation in fostering an anti-corruption attitude that reflects consistency between values, words, and actions, which is the basis for building trust and responsibility. In the context of anti-corruption, integrity development is carried out by instilling moral values such

as honesty, fairness, and obedience to the law from an early age through formal and informal education. Research on integrity development, especially in the younger generation, emphasizes the importance of value-based education to form a strong attitude of responsibility and integrity. Character education in schools can help students understand the concept of integrity and its application in everyday life (Zahari et al., 2022; Ramli et al., 2022). In line with that, (Newstead et al., 2020) shows that education that emphasizes character and integrity development can create young leaders who are ethical and responsible. Research (Sibarani, 2024) in Indonesia emphasizes that the application of ethical values in education helps students develop honest, responsible, and trustworthy attitudes, which are important for personal and professional integrity.

In addition, research by (Nguyen et al., 2023; Wu et al., 2020; Astrachan et al., 2020) found that ethics education has a long-term positive impact on the moral behavior of the younger generation. Integration of integrity values into the primary and secondary education curriculum in Indonesia can build a strong moral foundation for students (Umar et al., 2021). Research (Hamoudah et al., 2021; Sajari et al., 2023) shows that training based on integrity values such as honesty, responsibility, and fairness can support the development of ethical behavior. In addition, (Pizzolato & Dierickx, 2023) highlights the role of mentors and moral education in strengthening the integrity values of the younger generation. Youth leadership programs that integrate integrity development help create responsible future leaders (Tammeleht et al., 2022; Meyer & Rinn, 2021; Hornyak et al., 2022).

Research by (Akram et al., 2021) confirms the relationship between character education and integrity development, showing that value-based education plays an important role in shaping the younger generation. Other studies (Zhou et al., 2021; Akbar & Picard, 2020) emphasize the importance of ethics and social responsibility education in supporting integrity development among young people, both through formal and non-formal education. These studies show that education based on moral and ethical values plays a central role in integrity development among the younger generation. This strategy is expected to produce individuals who are responsible, have strong characters, and are able to contribute positively in their personal and professional lives. Based on these findings, the design of an anti-corruption curriculum must consider various important aspects, such as character development that focuses on integrity and ethical values. One practical implication that can be drawn is the need for a curriculum that not only provides theory on anti-corruption but also involves direct practice that allows students to face moral dilemmas and make decisions based on the values they have learned. In addition, the results of this study indicate that ethics education, anti-corruption training, and integrity development are very necessary steps to form a young generation that has a strong and ethical character.

CONCLUSIONS AND RECOMMENDATIONS

This study shows the important role of ethics education, anti-corruption training, and integrity development in forming a young generation that is ethical and free from corruption. The results of the PRISMA analysis found that this study focused on moral education, anti-corruption training, and integrity development. The findings of the VOSviewer analysis show that the three themes are interrelated and contribute to strengthening ethical and integrity values in individuals, especially the younger generation. In this context, a number of studies have shown the importance of integration between formal and non-formal education in moral and ethical development, as well as the need for a more systematic curriculum that emphasizes anti-corruption values. In addition, through bibliometric analysis it was found that integrity development is not only the responsibility of formal education, but also involves the role of family and society in shaping individual character. This study recommends integrating ethical and anti-corruption values into the formal education curriculum from an early age, providing integrity training and development for educators and students and encouraging open communication within the family regarding the importance of ethics and the dangers of corruption. Further research is recommended to evaluate the long-term impact of ethics education on changing the behavior of the younger generation so that it can provide a strong basis for the development of ethics education curricula and anti-corruption training, as well as provide direction for further research that can improve the effectiveness of the implementation of these programs.

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