

The determinant factors in developing students' anti-corruption behavior through civics education

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ABSTRACT

Anti-corruption behavior is a beneficial habit for students to develop. Civics education can help in this endeavor. The implementation discovered the determining elements that influence the effort of these efforts, and therefore why and how these factors can be the key to anti-corruption behavior success through civics education. The researchers employ a qualitative approach in this study, utilizing case study approaches to elicit in-depth responses to the aforementioned issues. Interviews, observation, documentation studies, and field notes were used to acquire data for this study. The outcomes of this study indicate that approaches as friends and habits of being truthful in civic education are factors in an endeavor to create anti-corruption student conduct at State Vocational High School 9 of Bandung (SMKN 9 Bandung).

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Introduction

Corruption can be traced back to collusion and nepotism. Corruption is a moral wrong that does not reflect civic virtue. Corruption is a social disease that has weakened the nation's foundations and harmed the state's life order. Corruption is also recognized as the primary impediment to growth (Bologna, 2016). Indeed, corruption is not an external sickness; instead, it is a default disease because the seeds of corruption have resided within the Indonesian nation's body since the colonial era and even since the grandeur of the Kingdom of Nusantara (Handoyo, 2013). Bribery, fraud, collusion, embezzlement, nepotism, and extortion are all common forms of corruption that occur or are reported (Chan & Owusu, 2017).

Suppose corruption is not prevented, overturned, and eradicated to its roots. In that case, it does not preclude the possibility of corruption acting as a time bomb, undermining the integrity of life in the nation and state; therefore, efforts may be necessary to prevent and eradicate corruption problems so that life in the nation and state is always following the Pancasila and the Constituent. The corruption act poses a problem for the country since it impedes development, particularly in the economic sector (France, 2019).

In Indonesia, corruption is already ingrained in the culture. Wignyosubroto (in Loso, 2010) reaffirmed this view, stating that corruption, collusion, and nepotism had become ingrained in the Indonesian people's habits and culture. Like Indonesia, corruption is committed in certain underdeveloped countries by manipulating administrative processes (Aladwani, 2016). To overcome the following efforts were made: 1) Broad Outlines of the Nation's Direction (GBHN) in 1978, outlining policies and steps for deconstructing the state apparatus from corruption, abuse of authority, leakage, and waste of state wealth and qualities, illegal levies, and various other forms of fraud

impeding development implementation. Naturally. 2) Law No. 3 of 1971 prohibiting corruption; 3) Presidential Decree No. 52 of 1971 prohibiting corruption among Tax Reporting Officials and Civil Servants; 4) Presidential Directive No. 9 of 1977 prohibiting corruption, and 5) Law No. 11 of 1980 prohibiting bribery. During the post-refraction period, specifically during the Abdurrahman Wahid administration, People's Consultative Council Number XI / MPR / 1998 was issued regarding the country's management that was free of corruption, collusion, and nepotism. Gus Dur's government then established state entities to assist in the fight against corruption, including the Joint Team for Corruption Criminal Activities, the National Ombudsman Commission, and the State Officials Wealth Examination Commission. A long path to eradicating corruption culminated in a breath of fresh air when a state organization was established with a clear mandate and authority to do so, namely the Corruption Eradication Commission (KPK). Even so, these efforts have not fertilized the maximum results in deciding corruption in Indonesia. It can be seen in the KPK report (Corruption Eradication Commission) conducted 30 OTT (Catching Operations) in Indonesia. The 30 OTT KPK has set 121 suspects (KPK, 2018).

According to these statistics, corruption persists in Indonesia to this day. Allowing this scenario to persist would be a direct violation of the constitution's mandate to be realized. Welfare will not be fulfilled if all Indonesians' state assets are instead shared by a few irresponsible individuals or interest groups. There are two strategies for deterring acts of corruption: legal and non-legal (Najih & Wiryani, 2020). According to the argument above, relying solely on law enforcement to combat corruption is insufficient. Another factor to consider is education as a preventive approach (Edytya & Annisa, 2019). Anti-corruption education is a strategy for resolving a country's corruption problem.

As a result, removing corruption must begin at a young age. Character development following the profile of Pancasila students must be bolstered as Indonesians pursue elementary, middle, and high school education. According to researchers, education is a viable approach that may be used to address Indonesia's corruption problem. Education is a preventative measure used to raise public awareness of the hazards and effects of corruption.

The legislation's formulation can be aided practically by civics education. Civics education is an educational/learning program that tries to humanize programmatically-procedurally, civilize, and empower individuals/students (selves and their lives) to become good citizens as required by the nation's constitutional/legal/necessary/country concerns (Budimansyah & Syams, 2006). Thus, corruption may be avoided by ensuring that civics education exists to promote anti-corruption behavior.

Civics education, which has existed for an extended time and is taught to students from elementary school to university, if taught properly, produces good citizens and integrity. As a result, educators (teachers or lecturers) become the spearhead of success in presenting civics education to high-quality students and students as the objective of civics education is to train excellent citizens who are patriotic, tolerant, loyal to their nation and state, religious, democratic, and sincere Pancasila.

Anti-corruption education must be integrated into the curriculum of civics education subjects. Learning Anti-corruption in civics education through context is developed by approaches and value education (Komalasari & Saripudin, 2015). If anti-corruption values are incorporated into the civics education topic curriculum, students will gain an understanding. Anti-corruption education was conducted by reviewing the civics education contents, directed by the development of a syllabus and lesson plan that mirrored the anti-corruption education paradigm (Purnama & Sundawa, 2017). According to studies, instructional materials for anti-corruption education have a critical role in students' learning activities (Sarmini et al., 2018). The completion of corruption problems in Indonesia by civics education has been researched. However, no decisive elements have been

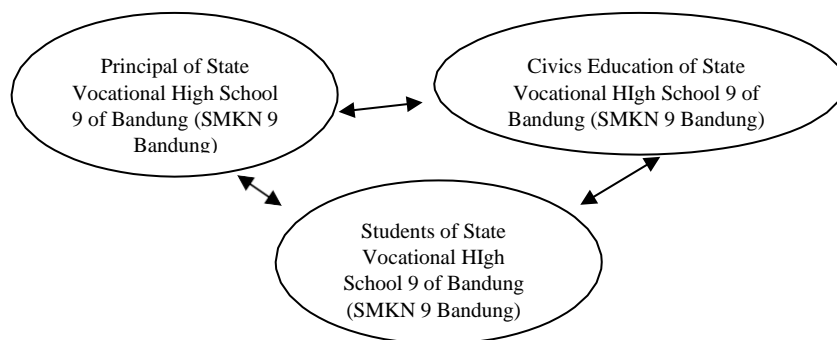
identified that might be used to teach anti-corruption behavior in Indonesia. Thus far, the study has tended to focus exclusively on the objectivity realm, omitting the overarching conclusion regarding the elements influencing the coaching of student anti-corruption behaviors. As such, this study attempts to characterize the determinant elements to encourage anti-corruption behavior among students through citizenship education. This research was done at State Vocational High School 9 of Bandung (SMK Negeri 9 Bandung), which has since become one of the city's anti-corruption education centers.

Method

The method used in this study will be evaluated in terms of various factors deemed significant by researchers. To begin, the research strategy. The research employs a qualitative approach. The qualitative research methodology is a means of examining natural object conditions (as opposed to experiments), in which researchers play a critical role. The employment of a qualitative approach by researchers in this situation is predicated on the researchers' ability to collect correct data in-depth. The researchers are attempting to obtain a relevant picture of the subject's and object's condition for subsequent researchers to obtain things in the form of descriptive data. As a result, researchers hope to uncover more details about the practice of citizenship education through a qualitative method. Second, the methodology of research. This study employs a case study approach. The case study approach focuses on a single occurrence and seeks to understand it thoroughly while neglecting other Sukmadinata phenomena (2012).

The researcher examined the phenomenon of anti-corruption behavior coaching at SateSMK 9 Bandung in this study. Thirdly, the location where to conduct research. The study was done at State Vocational High School 9 of Bandung (SMK 9 Bandung), located on Jalan Soekarno-Hatta Km 10 in Bandung City, West Java Province, because the school incorporates anti-corruption teaching into a variety of learning activities, including citizenship education. Fourth, conduct a resource search. This study will attempt to elicit detailed information from the citizenship education teachers at State Vocational High School 9 of Bandung (SMK 9 Bandung), namely Heni Maryani, Rina Marliani, and Idfi Nurfajar, as well as from the school's principal, Otahari, and students in class X, class XI, and class XII.

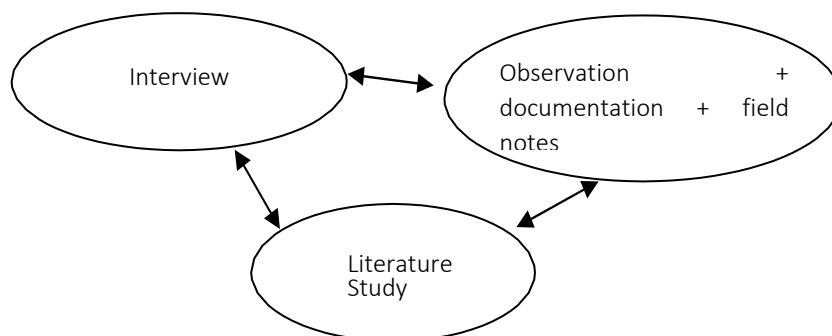
Figure 1.
Triangulation source Source: Processed by researchers (2015)



Fifth is methods of data collecting. When it comes to data collecting, it may be defined as acquiring primary or secondary data for the researchers' goals. Qualitative research relies heavily on researchers to acquire data. As a result, researchers must devote significant time and effort to developing a sound and mature research tool. If the instrument is well-designed, it will accurately predict the study's outcomes in the form of relevant data. Triangulated (mixed) data gathering procedures are used, inductive data analysis is used, and qualitative research results underline the

meaning of the generalization (Sugiyono, 2009). Interviews, observation, documentation, and literature research are used to obtain data. Interviews were performed to get information about the pattern of anti-corruption behavior coaching from instructors, principals, and students. Observation, documentation, and field notes all contributed significantly to determining the success of the anti-corruption behavior coaching for students at State Vocational High School 9 of Bandung (SMKN 9 Bandung). Meanwhile, literature reviews are conducted to identify appropriate theory sources for the study that will be conducted to determine the relationship between theory and field findings, or vice versa.

Figure 2 Triangulation technique
Source: Processed by researchers (2015)



Sixth is data analysis techniques. Data analysis in this study is inductive, and the results of qualitative research emphasize the meaning of generalization (Sugiyono, 2009). Seventh, testing of data validity. Data validity uses source triangulation and technical triangulation. Data analysis in this study occurred during the data collection process and after completing data collection using the techniques from Miles and Huberman (1992), starting from data reduction activity, display data, and conclusion drawing/verification.

Result and Discussion

The commitment to combat or eradicate corruption cannot be satisfied solely by apprehending and imprisoning corrupt individuals. It is regarded insufficient to close the loophole for future corrupt acts committed by new corrupt candidates. One may argue that this anticorruption enforcement method contributed to the intensity of anti-corruption behavior (Wedeman, 2005). Thus, efforts to instill anti-corruption ideals in the younger generation, in this example, the students at State Vocational High School 9 of Bandung (SMKN 9 Bandung), are critical.

The meaning of corruption varies according to the socioeconomic features of those who discuss it, resulting in a range of corruption and anti-corruption discourses (Harrison, 2007). In this framework, the author regards initiatives to encourage students' anti-corruption conduct as a worthy endeavor. Anti-corruption behavior is critical for the nation and state of Indonesia to progress. Because it will subsequently shape people's lives in a nation and moral country, enabling them to develop what is referred to as "Civic Virtue" (Winarno, 2013). As a young generation, students will undoubtedly be a precious asset for the nation and state's future. As such, they must be intended, which becomes a task of education. Students must be proposed by being educated about corruption, why it is terrible, and how to conduct themselves in an anti-corruption manner. Thus, kids will become enlightened, freeing the nation's future and the country from the shackles of hidden dangers corruption, which is presently eroding the nation's joints.

Anti-corruption education is theoretically compatible with existing school curricula, including citizenship education. Anti-corruption education is not taught as a separate subject but is blended into

other aspects of citizenship education. Civics education subjects are tasked with a very noble mission. Concerning the civics education mission, Maftuh (2008) believes that, in light of the demands of society's development and the growing existence of the state, citizenship education now has the following purposes: 1) Civics education as a form of political education; 2) Civics education as a form of value education; 3) Civics education as a form of nationalism education; 4) Civics education as a form of legal education; 5) Civics education as a form of multicultural education; 6) Civics education as a form of conflict resolution education.

Apart from the principles of broader nationality, anti-corruption behavior is a focus of attention in the citizenship education curriculum (Marquette, 2007). Citizenship education is founded on the fundamental capabilities of civic competence since it is vital to foster successful learning by arming students with the knowledge and enabling them to develop fundamental citizenship capabilities. Anti-corruption education is integrated into civics education themes because both anti-corruption education and civics education share a common goal: to develop decent, intelligent, moral, and character. The purpose of anti-corruption education is to develop knowledge and awareness of the nature and features of corruption, change perceptions and attitudes toward corruption, and develop new skills and abilities to combat corruption.

There are 4 (four), educational modeling models for instilling anti-corruption ideals that can be used in the classroom (Kementerian Agama, 2013) namely: *First*, the model is integrated into subjects, implying that anti-corruption education can also be offered integrated into all courses. Teachers can select values to instill through topic matter conversation. Anti-corruption ideals can be ingrained in a variety of courses or themes associated with life values. With this concept, all teachers are, by definition, anti-corruption educators. The benefits of this paradigm include the fact that all teachers are accountable for instilling anti-corruption attitudes in children. Students' comprehension of the importance of anti-corruption life is informative-cognitive and applies to each subject. The downside of this technique is that all teachers' understanding and impressions of the anti-corruption norms that will be implanted must be consistent. There should be no disparity between perception and comprehension of values, as this will confuse students.

Second, models can be embedded outside the classroom through extracurricular activities, such as planting anti-corruption ideals through extracurricular or accidental activities. With this strategy, value is preferentially processed and planted through an action that may be debated and peeled—the worth of life. The benefit of this strategy is that students gain actual value from experiences - concrete experiences. When compared to information, let alone monologue information, the experience will be more ingrained. Students are more engaged in the exploration of life values, and the learning environment is more supportive. The disadvantage of this technique is that no structure is retained in schools' education and teaching framework, which adds to the time required. Additionally, this approach requires ingenuity and an in-depth awareness of students' needs; rather than a simple joint event, a compact companion with the same perception is required. This type of exercise cannot be held only once or twice a year but must be repeated.

Third, the nurturing model values habituation throughout all school activities and atmosphere, specifically planting anti-corruption principles, which can also be implanted through cultivation throughout all school activities and business—cultivation results in habit formation. In building a culture of anti-corruption in schools, it is necessary to plan cultural and habituation exercises. The habit is critical for small students. Because after a period of habituation, an activity will eventually become a part of the students' lives. Positive habituation will result in the development of an upbeat personality.

On the other hand, inadequate habituation forms a human figure that is also a lousy personality. Students become acclimated to and compliant with school and societal regulations due

to their habituation education in schools. They are also carried away in their everyday lives at home and into adulthood due to their school habituation education. It is not easy to create a good habit. It can take a long time to instill anti-corruption ideals through the habituation of kids - students who are already resistant to change. Increased anti-corruption efforts, anti-corruption ideals can also be instilled through cultivation in all school activities and environments—cultivation results in habit formation. The development of an anti-corruption culture in schools, the education of a culture, and habituation actions must be processed. The habit is critical for students who are still little. Because after a period of habituation, an activity will eventually become a part of the students' lives. Positive habituation will result in the development of an upbeat personality. On the other hand, inadequate habituation results in forming a human figure that is also a lousy personality.

Furthermore, *fourth*, a combined model, more precisely, a combined model, is a combination of integrated models and beyond learning. They are establishing values through formal integrated learning and non-academic activities. This strategy can be implemented in partnership with teachers' teams or with individuals from outside the school. The benefits of this strategy are that all teachers are involved and can even learn from external sources to develop students. Children understand life values in order to form them both informatively and contextually through well-planned activities. The disadvantage of this strategy is that it necessitates the involvement of numerous parties and a significant amount of time for coordination. Furthermore, not all teachers possess the knowledge and abilities necessary to develop anti-corruption attitudes.

According to the results of an interview conducted with Idfi Nurfajar, a civics education teacher for class X at State Vocational High School 9 of Bandung (SMKN 9 Bandung) on March 8, 2016, civics education teachers have a specialized lesson plan for civics education subject usually created in collaboration with civics education teachers at the school's teacher organization (MGMP) forum.

According to Idfi, the first step in developing the Lesson Plan of Civics Education that contained anti-corruption values was formulating the indicator and learning objectives by referring to the core competencies (KI) and basic competencies (KD) in the curriculum structure provided by the Ministry of Education and Culture. When teaching the primary content that discusses citizens' rights and responsibilities, for example, pay close attention to the core competency (KI) in the curriculum, which includes (KI.1) living and practicing the adopted teachings, and (KI 2) living and practicing the behavior. Honest, disciplined, responsible, caring (mutual cooperation, cooperation, tolerance, and peace), polite, responsive, and proactive in interacting effectively with social and natural environments and in representing the nation in international organizations (KI.3) Understand, apply, and analyze factual, conceptual, and procedural knowledge Procedural in the field of specific studies following the interests in problem-solving, and (KI.4) processing, placing, and monitoring in the concrete and abstract realm realms related to the development of those he learned in school independently and able to use the method according to scientific rules. After that, chose KD, which was adjusted to the material to be taught as living the values of religious teachings and trust in community life (KD 1.1), practicing the value and culture of democracy by prioritizing the principle of consensus deliberation in everyday life in the context of the Unitary State of the Republic of Indonesia (KD 2.6), analyzing cases of violations of rights and denial of obligations as citizens (KD 3.6), studying the analysis of handling cases of violations of rights and denial of obligations as citizens (KD 4.6).

When developing indicators and learning objectives for the anti-corruption lesson plan, values such as honesty, discipline, responsibility, and care will be incorporated into the indicators and learning objectives, resulting in learning indicators in the form of applying honest behavior, discipline, responsibility, and care (mutual cooperation, tolerance, and peace), and policing. To accomplish the Idfi learning objectives through approaches appropriate for the teaching materials and student personalities, such as lectures, group discussions, question and answer sessions, and assignments.

If further stated that teaching sources use teacher books, student books, the internet, and other sources pertinent to teaching and learning activities. Regarding the usage of educational media, Idfi stated that it formerly utilized school facilities and infrastructure such as the White Board and projector to display educational media such as photographs, photos, video shows, and film footage. While Idfi said that the civics education learning evaluation system utilizes knowledge assessment through evaluations conducted during the mid-term exam and final exam, either in writing or orally, or through the on-network test system, skills assessment occurs during the time students are present. Each week of meetings, students and teachers are asked to present and assess their attitudes through assignments. These can be gathered directly or through the use of the Android application device "Emodo." The teacher's role in assessment is always open by verifying the list of values for learning outcomes and allowing students to see their values in the value list.

Meanwhile, according to an interview conducted on March 29, 2016, with Heni Maryani, a Civic Education Class XII teacher at State Vocational High School 9 of Bandung (SMKN 9 Bandung), about the implementation of anti-corruption behavior learning for students at State Vocational High School 9 of Bandung (SMKN 9 Bandung), she stated that observing activities were conducted by dividing students into several groups. Then students are invited to study textbooks about corruption; the idea is to be confronted with questions that prompt exploration. Students are encouraged to generate as many questions as possible concerning corruption, how corruption cases are resolved, and what punishments someone will face if they commit corruption. Students are then asked to construct hypotheses or questions as quick responses to the issues provided. Then, during the information gathering activity, the teacher instructs the students to seek additional material via civics education textbooks or other sources. At this stage, the teacher's responsibility is to provide various learning tools, such as student textbooks and other reference books.

Additionally, the teacher serves as a student resource by validating student responses and answering unresolved group questions. Additionally, teachers can display books with other sources that can be utilized as references when answering questions. The teacher encourages the students to conclude corruption violations in Indonesia and worldwide during the associated activity. Meanwhile, students are required to take turns reading/presenting the results of essays, articles, or brief debates concerning corruption during communication activities. After that, the results of student writing are gathered for assessment.

Anti-corruption education can be incorporated into the school curriculum but should not be treated as a separate subject. Instead, it should be integrated into existing subjects such as citizenship education to color the mindset, attitude, and behavior of the students. Civics education as anticorruption education can be defined as education that imparts knowledge, attitudes, and skills to students to enable them to live as citizens with awareness and habit of not doing or behaving corruptly, specifically instilling the value of consciousness and habits not to do or behave corruptly in community life, nationalism, and state.

According to research at State Vocational High School 9 of Bandung (SMKN 9 Bandung), there are determining variables in an endeavor to nurture students' anti-corruption behavior through citizenship education in the form of teacher-led techniques and habits. The teacher is a critical pillar in the realm of education since he or she is responsible for developing each student's emotive, cognitive, and psychomotor potential. The teacher's constant goal is to develop high-quality human resources through the teaching and learning process so that students can develop into valuable citizens who assist others in the future. In implementing the civics education, the teacher at State Vocational High School 9 of Bandung (SMKN 9 Bandung) always takes a person-to-person approach and regards students as friends, owing to the message conveyed by the teacher to be easily accepted and the atmosphere created between the teacher and students becoming more fluid in order to

provide direction. To each student, corruption is bad behavior that should not be mimicked, let alone committed. The Incultation Approach is a method that focuses on instilling social values in students to acquire particular social values and modify students' values that are inconsistent with the intended social values (Komalasari, 2010).

The method of interpersonal communication is used to plant values here. Interpersonal communication is the process of communicating directly and indirectly between senders and receivers. Direct communication (primary) occurs when the persons communicating can exchange information without using media; otherwise, indirect communication occurs when certain means are used (Aghaei et al., 2020). According to this view, interpersonal communication can occur directly or indirectly (through the media) between the message's source and recipient.

Interpersonal communication is the exchange of messages between individuals and small groups of individuals, with various consequences and the ability to provide instant replies (Brown et al., 2020). According to (2013), interpersonal communication is a highly practical art form. Your effectiveness as a friend, relationship partner, coworker, or manager depends on your interpersonal skills. Thus, interpersonal communication is an efficient talent. An individual's efficacy in relationships as friends, lovers, coworkers, or supervisors depends on their interpersonal abilities.

Because communication talents are a basic aspect of human control, the investment strategy with the interpersonal method in the efforts of anti-corruption coaching at State Vocational High School 9 of Bandung (SMKN 9 Bandung) also incorporates a role-playing learning model. The goal is to create a space for students to express themselves freely. However, the instructor can also intervene to instill anti-corruption ideals in pupils during this role-acting learning paradigm. According to the counseling guidance literature review, numerous approaches may be employed to assist students in developing interpersonal skills, one of which is the role-playing Technique (Dharmayanti, 2013). Role-Playing is a strategy for professionals in the field of exercise study. Experts have demonstrated role-playing to be an effective method. Behavior psychologists use the technique to teach communication experts or interpersonal interaction experts in the workplace. At the moment, role acting is more frequently regarded as a tool for developing various interpersonal relationships (Romlah, 2006). Students' emotional skills got more robust and more developed as a result of this successful training (Larson, R., & Brown, 2007)

Additionally, teaching the students to always be honest in their learning activities, always complete the tasks assigned by the teacher, and refrain from cheating on tests or exams becomes critical in fostering anti-corruption behavior in students. It is accomplished through the use of reward and punishment systems. Reward and punishment are effective techniques for inspiring someone to do well and achieve more (Ngatijan, 2018). Reward and punishment both have a positive and negative side; when used for educational purposes, the reward concept is critical to forming the heart of the child's development; when used for punishment purposes, the concept of punishment can improve behavior and strengthen the willingness; in the meantime, when used for educational purposes, the reward concept has a negative side. This punishment will induce numerous conditions, including thoughts of vengeance, increased intelligence, concealment of transgressions, and diminished feelings of guilt.

Rewarding/awards and punishing/punishment/punishment are both components of the educational method-or what is now referred to as the learning method - used with students/children to ensure that they feel comfortable and capable of achieving a predetermined goal while participating in the learning process. Reward/awards and punishment/penalty are ways to reach out to a person's psychic side so that he understands what happens when you make a mistake; consequently, the youngster will remain optimistic as long as what he does is right and he acknowledges his error. The motivational value and cautions for humans to continue performing ideal

will be found in rewards/awards and punishment/penalty. Doing good earns rewards, whereas doing inadequate/incorrect earns punishment, a fundamental principle of natural law (Setiawan, 2017).

Furthermore, the civic education teacher sets a good example of each action demonstrated so that students can emulate the teacher's behavior. The instructor always attempts to be on time, dresses neatly and respectfully, instills discipline, and motivates pupils to be self-sufficient. This is consistent with the Ki Hajar Dewantara, which states that Sung Tulodo, Ing Madyo Mangun Karso, and Tut Wuri Handayani have the function of instructor. A model is something that exemplifies something, whether it is a value, attitude, or conduct. Educators are the primary figures in the primary educational environment who serve as role models for students to emulate in terms of values, attitudes, and behaviors. Students have an understanding of the value and the understanding and confidence in the value they want to form as a result of exemplary figures (Wardhani & Wahono, 2017).

Teachers' exemplary and professional behavior cannot be divorced from one another. There is an element of exceptional in the personality of the professional teacher, and vice versa; it should be the particular teacher who exemplifies professionalism. However, it appears in numerous cases that the exemplary has remained a concept and has not developed into an aspect of applicable imitation. In contrast, in learning, the adverse advance from the others should be the case. Thus, implementation of the exemplary intersects both directly and indirectly with teacher personality and student personality. It is only that the issue manifests differently than it should because the personality of pupils during the learning process is not always inherited from the teacher's exemplary behavior. Student behavior bears little resemblance to instructor behavior because pupils are more likely to inherit the behavior of their colleagues or a comparable acquaintance. As a result, the representation of teacher behavior in student behavior is extremely low because the students acquire only the teacher's knowledge; they do not inherit the teacher's attitude or behavior (Misdar, 2017).

According to Saputra & Fahmi (2021), civics education must be packaged to make it more fun and relevant for students. Through the application of learning for civics education based on living value education. One of them is by incorporating anti-corruption values into the legislative process. As a result, instructors serve as both teachers and student counselors in schools (classes). He delivered classes in such a way that pupils grasped all of the information imparted. Apart from that, he attempted to influence attitudes, abilities, habits, social relationships, and appreciation through the training he offered. The instructor is obligated to aid the students in identifying and resolving their difficulties, becoming acquainted with themselves, and adapting to their environment (Hamalik, 2008).

The Center for Indonesian Civics Education expressed a clearer position in the study's conclusion (2000), stating that the content of new civic education should include key concepts such as democracy, good governance, anti-corruption, the constitution, national identity, and civic value. The findings of this conclusion reinforce the critical nature of anticorruption insight as one of the new paradigms for civics education's contents. The Recommendation Center for Indonesian Civic Education is one of the pillars of the civics education's mission at the elementary and secondary levels, namely "acts responsibly and intelligently in society, nation, and state, and anti-corruption" (Ministry of Education and Culture Regulation No. 22 years 2006).

Citizenship Education teachers must possess the expertise and ability to read, clarify, and operate the curriculum in conjunction with the students' hidden world (the hidden curriculum) in order to transform it into a proper learning program (the proper curriculum) / designing as a necessity, reading, and clarifying values - moral (message contents) along with concepts, theories, and laws, and skills, teaching the full potential of students, utilizing a variety of materials and sources,

as well as teaching media in multiple dimensions (domain, data, and time), learning about the physical and non-physical environment (local - regional - national, and the world), fostering and implementing the process of school learning activities, and continuously assessing (Budimansyah and Syam, 2006). Thus, citizenship education should be deliberate and organized to humanize, cultivate, and empower humans on both a physical and mental level so that they can become good citizens following the State's Constitution.

Conclusion

The conclusion can be expressed as follows based on the findings of the research and debates mentioned. Civics education as a required subject in schools can encourage students' anti-corruption conduct and help them develop into citizens of intelligence, goodness, and integrity. It is part of State Vocational High School 9 of Bandung (SMKN 9 Bandung) Civics Education Learning Corridor. Through civic education, determinant variables in encouraging anti-corruption students' behavior at State Vocational High School 9 of Bandung (SMKN 9 Bandung) are approaching friends and developing habits of integrity in studying.

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