

**IMPLEMENTATION OF HONESTY VALUES IN ANTI-CORRUPTION EDUCATION TO PREVENT PLAGIARISM AMONG STUDENTS OF PGRI DELTA UNIVERSITY, SIDOARJO**

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**ABSTRACT**

*Plagiarism in higher education institutions represents a serious challenge that can undermine academic integrity and diminish the quality of graduates. This study aims to examine the implementation of honesty values within anti-corruption education as a preventive measure against plagiarism among students at Universitas PGRI Delta Sidoarjo. The research employs a descriptive qualitative approach with data collected through observation, interviews, and documentation. The findings reveal that the internalization of honesty values in academic activities, through an anti-corruption education curriculum, significantly contributes to the development of students' moral awareness. Learning processes that emphasize integrity, responsibility, and critical attitudes toward manipulative actions foster autonomous anti-plagiarism behavior. Therefore, anti-corruption education integrated with the value of honesty not only shapes ethically grounded students but also serves as a vital instrument in creating an academic culture that is clean and accountable.*

*Keywords; Honesty; Anti-Corruption-Education; College-Students.*

## **INTRODUCTION**

Education is a crucial factor in improving the quality of a nation's human resources (Sanga, 2023). In the context of national development, education plays a role in preparing individuals who are not only intellectually superior but also possess strong character values. Education is a crucial instrument in creating a competitive and integrated society. Therefore, the orientation of education should not solely focus on academic achievement but also on shaping students' moral attitudes and behavior. In line with education's role in developing superior human resources, universities have a greater responsibility in instilling moral and ethical values. This is because universities serve as a transitional environment from the educational world to the professional world, where the values instilled will be carried over into the practicalities of social and national life.

In higher education, academic honesty is a key pillar that ensures the institution's integrity. Honesty is an absolute requirement for creating a credible academic culture and is a key indicator of graduate quality. As agents of change in the academic environment, students are expected not only to excel intellectually but also to possess strong moral character. Students must be equipped with ethical awareness to become academics responsible for their learning processes and outcomes. However, the reality on the ground shows that academic dishonesty, such as plagiarism, remains common. This phenomenon demonstrates the gap between educational ideals and the realities encountered in practice.

Facts show that academic culture in Indonesia remains weak, reflected in various violations such as plagiarism, cheating practices, diploma forgery, and the sale and purchase of degrees, which are widely reported in the mass media and social media (Dina, 2023). This indicates that the values of academic honesty have not been fully internalized in higher education. Plagiarism is the act of copying another person's work without giving due credit. Plagiarism is the act of taking another person's written work without citing the source and passing it off as one's own (Risparyanto, 2020). This practice reflects a low respect for originality and academic ethics. Furthermore, plagiarism also indicates a failure in the learning process, which should encourage students to think critically and independently.

This phenomenon not only violates scientific ethics but also reflects a values crisis in education. Numerous cases of plagiarism among academics demonstrate a moral and ethical crisis among intellectuals (Pratiwi, 2021). The rise in plagiarism cases serves as a warning for educational institutions to review the effectiveness of their learning approaches in building student integrity. This situation indicates that education has not fully succeeded in shaping students' moral awareness of the process and originality of ideas. Therefore, efforts to prevent plagiarism are necessary, one of which is through the implementation of anti-corruption education that prioritizes moral values such as honesty, responsibility, and a critical attitude toward deviation.

The implementation of anti-corruption education is a form of strengthening character and integrity in the educational world by instilling moral values that can positively influence the surrounding environment. Anti-corruption education can be an effective approach to fostering a clean and responsible academic culture. This implementation of education enables students to understand that corruption is not limited to the political or economic realms but can also manifest in the form of academic data manipulation, plagiarism, and other ethical violations.

In the learning process, the success of strengthening moral values depends not only on the teaching material but also on the role of educators as role models. The exemplary behavior of lecturers and teachers serves as a learning tool for students in absorbing the values taught. Teachers and lecturers are required to have good personalities and be role models, as well as be able to interact positively in their social environment (Wibowo, 2018). By demonstrating integrity and consistency in academic behavior, educators can be effective role models in shaping students' character.

In this context, the role of higher education institutions is crucial in realizing character education based on moral values. PGRI Delta University, as one of the higher education institutions, has a significant responsibility in encouraging the strengthening of honesty among its students. As an educational institution, the university has an obligation to create an academic ecosystem that supports the development of ethical values and integrity. The implementation of anti-corruption education on campus is part of the effort to create a healthy academic culture free from deviant practices, including plagiarism.

With a systematic and integrated approach, campuses are expected to be able to minimize unethical actions that can damage academic quality. Therefore, it is important to examine how the implementation of honesty values in anti-corruption education can have an impact on preventing

plagiarism in the student environment. This research is relevant in seeing the relationship between moral values instilled through anti-corruption education and student attitudes in carrying out academic activities. Through this study, the author attempts to examine in more depth the role of honesty values in shaping students' academic attitudes and their contribution in supporting the creation of clean, honest, and responsible education.

This research is expected to provide a comprehensive overview of the importance of integrity in the academic world and provide input for the development of character education policies in higher education. Based on the background outlined, this study analyzes how honesty values are implemented in anti-corruption education among students, and the factors that support and hinder the internalization of honesty values in the learning process at higher education.

## **RESEARCH METHODS**

This research uses a descriptive qualitative method with a phenomenological approach. Simply put, descriptive qualitative is a research method that utilizes a qualitative approach in an easily understood manner. This research begins by observing an event or occurrence, then analyzing it in depth, until the researcher can finally draw general conclusions from the observations. Phenomenology is a philosophical approach that investigates human experience (Yuliani, 2018).

The subjects in this study were students and lecturers at PGRI Delta University, Sidoarjo, who were involved in anti-corruption education activities. The selection of subjects was based on the consideration that students are a group vulnerable to plagiarism, while lecturers play a key role in instilling honesty values through the educational process. Both groups are considered relevant to provide a comprehensive perspective on the implementation of honesty values and their impact on plagiarism prevention in the academic environment.

The object of this research is the application of honesty values in anti-corruption education and its influence on efforts to prevent plagiarism among students at PGRI Delta University, Sidoarjo. The focus of this object includes the process of internalizing honesty values in learning activities, the anti-corruption education strategies implemented, and changes in student attitudes and behaviors toward academic integrity.

Data collection techniques are the most crucial step in any research. Therefore, in this study, researchers will obtain data from informants through qualitative, closed-ended questionnaire-based interviews. This is a data collection instrument designed to deeply explore respondents' opinions, experiences, and perceptions of the anti-corruption education phenomenon. Although using a written format like a typical questionnaire, the resulting data is narrative in nature and analyzed qualitatively, not statistically. The questionnaire is structured based on a four-point Likert Scale to guide respondents' understanding, but the main focus is on the interpretation of the content, the reasons behind the choices, and the meaning contained in each response.

The second technique is a literature review, which involves collecting and reviewing various scientific literature to understand theories and best practices in anti-corruption education. The literature reviewed includes journal articles, books, learning modules, and policy reports. Data from this literature review is analyzed thematically, highlighting challenges, strategies, and the roles of key actors in the implementation of anti-corruption education (Andika, 2021).

This research is descriptive, drawing primarily on interviews and documentation. The data obtained will be analyzed qualitatively and described descriptively. The data analysis techniques employed in this study include data reduction, data display, and conclusion and verification (Gunawan, 2016).

This research also highlights the implementation of anti-corruption education curricula in higher education, particularly in the context of preventing plagiarism among students. Through this approach, the research is expected to provide a deeper understanding of the extent to which anti-corruption education can shape students' character by upholding honesty and integrity. Education plays a strategic role as the primary foundation for developing the quality of human resources.

## **RESULTS AND DISCUSSION**

College Students play an active role in upholding academic integrity values, particularly in upholding honesty in all learning activities. In practice, students at the University of PGRI Delta Sidoarjo demonstrate a commitment to the importance of upholding academic honesty. This is reflected in the questionnaire results, which show that most students independently compile assignments or scientific papers and refuse to plagiarize even under pressure. Lecturers, acting as

learning facilitators, also revealed that the implementation of these values has begun to be established through various approaches, such as integrating anti-corruption materials into lectures, emphasizing originality in assignments, and fostering a critical attitude toward manipulative actions.

College Students' awareness of the importance of academic honesty stems from both internal and external motivations. Several students stated that the importance of maintaining originality in their work stems not only from campus regulations but also from personal moral awareness. In this context, students are not merely recipients of grades but also subjects capable of identifying, choosing, and upholding the value of honesty as a form of personal integrity in academic life.

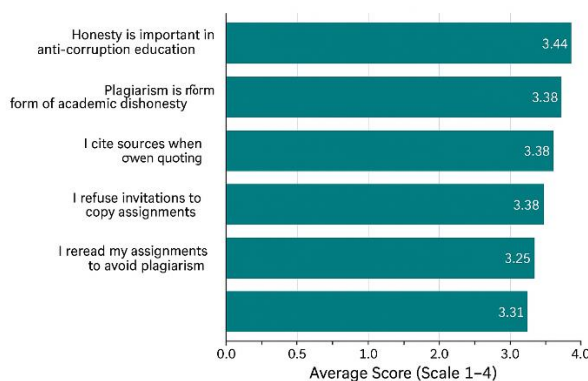
The implementation of anti-corruption education that prioritizes the value of honesty is also implemented by maximizing students' internal potential and building a supportive academic environment. Anti-corruption education has the fundamental goal of internalizing the values of honesty, responsibility, transparency, and integrity into the daily lives of each individual (Dari, et al., 2025) The process of instilling honesty values in anti-corruption education also aims to improve overall academic quality.

Honesty in preparing assignments, writing papers, and writing scientific papers is an important indicator in measuring student integrity in the academic environment. This shows that academic integrity cannot be separated from academic culture, which includes honesty and a commitment to the originality of scientific work (Trinovani & dkk, 2025) This practice of honesty not only reflects adherence to academic norms but also embodies an individual's moral commitment to respecting the learning process and intellectual achievement.

Consistently applying the value of honesty in academic activities can shape students' character to be responsible, independent, and ethical. Therefore, instilling the value of honesty is not only aimed at curbing academic violations such as plagiarism, but also at fostering a healthy, dignified, and humane educational environment.

The application of honesty in preventing plagiarism is also closely related to Abraham Maslow's (1943; 1970) theory of basic human needs, particularly the need for esteem and self-actualization. Students who have a positive understanding and experience of honesty tend to be motivated to demonstrate original academic abilities, without relying on cheating, such as plagiarizing others' work.

Based on the results of a questionnaire distributed to students at PGRI Delta Sidoarjo University regarding the application of honesty values in anti-corruption education to prevent plagiarism, perception data were obtained, categorized into six main indicators. Each indicator was measured using a Likert scale of 1–4, and the average results for each indicator are presented in the form of a bar chart.



**Figure 1. Average Student Perceptions of Honesty and Plagiarism**

The first indicator, "Honesty is important in anti-corruption education," received the highest average score of 3.44. This indicates that the majority of students understand that honesty is a key foundation for strengthening character and integrity education, particularly in the context of preventing corruption and academic misconduct. This high score demonstrates an awareness that anti-corruption education is not merely supplementary material, but rather an integral part of developing ethical academic attitudes.

The second indicator, "Plagiarism is a form of academic dishonesty," received an average score of 3.38. This score indicates that students are able to identify plagiarism as a violation of moral values

and scientific integrity. This understanding is crucial for building a responsible academic culture that values the originality of scientific work.

The third indicator, "I compile assignments by myself," received an average score of 3.31. This score indicates that most students are accustomed to completing assignments without relying on others or plagiarizing others' work. This academic independence indicates that the value of honesty has begun to be internalized in their daily lives as students.

Furthermore, the fourth indicator, "I cite sources when citing," also achieved an average score of 3.38. This result indicates that students understand the importance of properly attributing sources in every academic paper. This attitude reflects adherence to the ethical principles of scientific writing, which foster a credible and transparent academic culture.

On the fifth indicator, "*I refuse invitations to copy assignments,*" an average score of 3.25 was obtained, which is the lowest among the set of indicators. Although still categorized as high, this score indicates that a small portion of students remain permissive or are not yet fully assertive in rejecting invitations to engage in plagiarism. This serves as an indicator of the need to strengthen resistance toward unethical behavior through more participatory and contextual character education approaches.

The sixth indicator, "*I reread my assignments to avoid plagiarism,*" received an average score of 3.31. This score reflects a reflective awareness among students to ensure originality and academic honesty in every submitted assignment. The practice of rereading assignments represents a form of self-control driven by a sense of responsibility and caution.

Overall, the six indicators demonstrate that the value of honesty has been fairly well internalized among students. The generally high average scores across each indicator signify that the implementation of anti-corruption education has had a positive impact on shaping honest and responsible academic behavior. Nevertheless, the aspect of resisting invitations to commit academic dishonesty still requires further reinforcement. Therefore, the anti-corruption education approach in higher education institutions should not be limited to cognitive development but should also engage affective and conative dimensions in order to influence students' attitudes and real actions in their academic lives.

### **The Implementation of Honesty Values in Anti-Corruption Education Among University Students**

The implementation of anti-corruption education among university students is an integral part of efforts to build an academic culture grounded in integrity. In various higher education institutions, this implementation is carried out by integrating anti-corruption materials into course content, seminars, and character development activities (Santoso, 2025). The aim is not only for students to understand the general negative impact of corruption, but also to comprehend its relevance in the academic context such as in the form of plagiarism, data manipulation, and the use of academic ghostwriting services.

This implementation also takes place through the habituation of honest behavior in various campus activities. For instance, lecturers emphasize the importance of citing sources in academic writing, encourage the use of plagiarism detection tools, and enforce sanctions for violations of academic codes of ethics. Value-based discussions and ethical reflection activities are also effective methods for helping students grasp the real-life and educational impacts of corruption.

However, the effectiveness of this implementation is highly influenced by the consistency of institutions in providing role models and enforcing rules. Anti-corruption education that is merely symbolic or treated as a formality tends to be ineffective. Therefore, anti-corruption education must be developed comprehensively, involving cognitive (knowledge), affective (attitude), and psychomotor (real action) aspects. This approach aims to produce graduates who are not only academically capable but also possess high integrity as agents of change in society.

Research findings indicate that the majority of respondents understand that honesty is a core value in anti-corruption education. This is reflected in the high scores on items such as completing assignments independently, citing sources, and refusing to engage in plagiarism. Respondents also demonstrated a high level of awareness regarding the importance of maintaining the originality of academic work as a form of personal integrity. In several responses, students emphasized that copying others' work without permission or citation is not only an academic offense but also undermines the formation of their scholarly character. Honesty is regarded as a moral foundation that must be applied in every learning process, whether in completing daily assignments or in

producing major academic works such as theses. Students with a strong understanding of academic ethics tend to be more independent, meticulous in writing, and consistent in referencing sources.

Nonetheless, the results also indicate variation in the level of understanding and practice of honesty values. Some students displayed a permissive attitude toward plagiarism or were reluctant to report violations committed by their peers. The use of plagiarism detection tools is not yet widespread, indicating a lack of literacy regarding academic support technologies. The campus environment and lecturers' role modeling serve as supporting factors for internalizing values, while academic pressure and the lack of sanctions act as hindrances.

More broadly, the development of anti-corruption attitudes based on honesty values is highly dependent on the learning ecosystem. Students who are part of an academic environment that emphasizes ethical values tend to be more resilient in maintaining their personal integrity. Conversely, in academic cultures that are permissive toward dishonest behavior, honesty values struggle to develop. This is reinforced by findings that students enrolled in institutions with strict plagiarism policies are more consistent in demonstrating honest conduct.

### **Supporting and Inhibiting Factors in the Internalization of Honesty Values in Higher Education Learning Processes**

The internalization of honesty values in the learning process at higher education institutions is influenced by various factors that function both as supports and as obstacles. Understanding the dynamics of these two factors is crucial for educational institutions in designing appropriate strategies to develop students' integrity-based character.

A key supporting factor is the role modeling provided by lecturers and teaching staff. When educators consistently demonstrate honesty, fairness, and transparency in assessment and daily conduct, students are indirectly encouraged to emulate such behavior. Lecturers who uphold academic ethics create a conducive learning atmosphere for the growth of integrity. This role modeling is reinforced through open communication between lecturers and students regarding the importance of honesty in the learning process.

A curriculum that integrates character education, particularly anti-corruption values, also serves as a crucial instrument in the internalization process. When honesty values are made an explicit part of learning, students are more likely to understand and practice them in their academic tasks. Furthermore, an academic environment that encourages openness, healthy collaboration, and appreciation for original scholarly work strengthens the development of an honesty-centered culture. Recognition of students who demonstrate academic integrity such as through independent publication and plagiarism-free assignments also reinforces these values.

On the other hand, some inhibiting factors stem from the internal and external pressures faced by students. High academic pressure such as tight assignment deadlines, a heavy course load, and the pursuit of academic achievement often leads students to take shortcuts. In such situations, honesty may be overridden by academic pragmatism (Rohmah, 2024).

Another obstacle is the limited understanding among students regarding academic ethics and plagiarism. A lack of training or workshops on scientific writing techniques, proper citation, and referencing makes students vulnerable to plagiarism, whether intentional or not. Low digital literacy related to the use of plagiarism detection tools also hinders students' ability to check the originality of their own writing.

Institutional factors are equally significant. The lack of effective supervision over students' academic conduct and the absence of clear and consistent sanctions for ethical violations result in students not experiencing the real consequences of dishonest behavior. Weak enforcement of academic codes of ethics also undermines the authority of institutions as guardians of integrity. Additionally, inadequate monitoring systems during thesis writing and academic evaluations create opportunities for misconduct, such as hiring ghostwriters or undetected copy-pasting.

At some universities, the disconnect between academic policies and their practical implementation on the ground also poses serious challenges. For example, inconsistencies in how lecturers assess ethical violations or the absence of standard guidelines for using plagiarism detection tools lead to confusion. The lack of institutional training or mentoring for new students regarding the importance of academic integrity further contributes to poor understanding of scientific writing ethics.

Furthermore, institutions that fail to cultivate a culture of appreciation for original and critical work tend to foster a transactional academic climate, where students focus more on achieving grades

rather than engaging in honest and meaningful learning processes. Therefore, strong institutional support in the form of policies, supervision, and a values-oriented academic culture is essential in shaping an integrity-based learning environment.

As such, the internalization of honesty values must be carried out through a comprehensive approach, one that not only addresses the cognitive dimension of students but also facilitates character development through a supportive environment, healthy academic relationships, and a system that responds to both ethical violations and positive value reinforcement.

## CONCLUSIONS

The implementation of honesty values in anti-corruption education plays a crucial role in shaping students' integrity and ethical conduct in academic activities. Findings from Universitas PGRI Delta Sidoarjo indicate that most students already understand the importance of honesty as a moral foundation to prevent plagiarism, supported by contextual and integrative learning approaches as well as lecturer role models. Although values of honesty, originality, and anti-plagiarism have been internalized, challenges remain in students' resistance to dishonest peer influence and limited academic literacy. Factors such as exemplary lecturers, value-based curricula, and an integrity-oriented campus environment support this process, while academic pressure, weak sanctions, and low ethical literacy hinder it. Thus, anti-corruption education should be comprehensively integrated into learning as both a preventive measure against plagiarism and a means to build responsible academic character, reinforcing higher education policies that promote honesty for a clean, dignified, and sustainable academic culture.

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