



## **Innovative Anti-Corruption Education in the Digital Age: A Team-Based and Student-Focussed**

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### **Abstract**

*Innovative anti-corruption education in the digital age requires integrating technology to effectively engage young people in understanding corruption's dangers. This study explores the application of a Learning Management System (LMS) in anti-corruption education through a student-centered, team-based project learning approach. A qualitative case study was conducted at Universitas Bhinneka PGRI and STKIP PGRI Trenggalek, involving 55 students, two lecturers, and leaders of related universities. Data were gathered via interviews, documentation, and observations and analyzed interactively. The results indicated that LMS facilitated increased student engagement in anti-corruption learning, particularly through discussion forums and project-based activities. However, challenges such as technology access and student comfort with digital learning emerged. The study recommends expanding LMS usage in anti-corruption education, with additional support through technology training and improved accessibility. This approach can enhance the effectiveness, relevance, and sustainability of anti-corruption education, better equipping future generations to combat corruption.*

*Keywords: Anti-Corruption Education, Learning Management System (LMS), Team-based Project Learning, Student-Centred Approach, Digital Age*

### **Abstrak**

Pendidikan antikorupsi yang inovatif di era digital membutuhkan integrasi teknologi untuk melibatkan generasi muda secara efektif dalam memahami bahaya korupsi. Studi ini mengeksplorasi penerapan Sistem Manajemen Pembelajaran (LMS) dalam pendidikan antikorupsi melalui pendekatan pembelajaran proyek berbasis tim yang berpusat pada siswa. Studi kasus kualitatif dilakukan di Universitas Bhinneka PGRI dan STKIP PGRI Trenggalek, yang melibatkan 55 mahasiswa, dan dua dosen serta pimpinan perguruan tinggi terkait. Data dikumpulkan melalui wawancara, dokumentasi, dan observasi, dan dianalisis secara interaktif. Hasil penelitian menunjukkan bahwa LMS memfasilitasi peningkatan keterlibatan mahasiswa dalam pembelajaran antikorupsi, terutama melalui forum diskusi dan kegiatan berbasis proyek. Namun, tantangan seperti akses teknologi dan kenyamanan siswa dengan pembelajaran digital muncul. Studi ini merekomendasikan untuk memperluas penggunaan LMS dalam pendidikan antikorupsi, dengan dukungan tambahan melalui pelatihan teknologi dan peningkatan aksesibilitas. Pendekatan ini dapat meningkatkan efektivitas, relevansi, dan keberlanjutan pendidikan antikorupsi, serta membekali generasi mendatang untuk memerangi korupsi dengan lebih baik.

Kata kunci: Pendidikan Anti-Korupsi, Learning Management System (LMS), Pembelajaran proyek berbasis tim, Pendekatan yang Berfokus pada Siswa, Era Digital

#### **A. Introduction**

Corruption is a serious threat that hinders social, economic, and political development in Indonesia. To overcome this problem at the university level, a preventive approach through anti-corruption education (ACE) courses in the academic world has a very important role. In the context of higher education, ACE not only aims to provide students with an understanding of the dangers of corruption but also to equip students with the critical skills and attitudes needed to face these challenges in the future (Hardiansyah and Samsiah 2023; Jalil, Natalis, and Nasution 2024). The introduction of the values of integrity, honesty, and responsibility in the higher education process is very important in creating the next generation that is ready to play an active role in preventing and eradicating corrupt practices (Tim Penulis Buku Pendidikan Antikorupsi 2018).

As the world's educational institutions evolve, ACE will play an ever-growing role in the digital era. The exponential rise of information and communication technology

makes it increasingly difficult to educate the next generation about the dangers of corruption (Smeer et al. 2023). This demands a more innovative and adaptive approach to education. Many studies focus on the formation of moral character through the education curriculum. However, few still integrate a critical approach to the mechanisms and social impacts of corrupt practices (Wijaya Mulya and Pertiwi 2024).

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Along with the rapid advancement of technology, developing relevant and innovative educational approaches has become increasingly urgent, especially in anti-corruption education (ACE). Technologies such as social media, technology integration, and the use of Learning Management Systems (LMS) have offered effective options to enhance the quality of anti-corruption training (Eva et al. 2022; Machmud et al. 2024; Sumaryati et al. 2022). This technology-based approach focuses on the formation of morality and the critical understanding of the mechanisms and social impacts of corruption practices (Jalil, Natalis, and Nasution 2024). Moreover, technology-based learning, such as LMS, has proven capable of supporting more interactive, team-based, and student-centered learning methods in the context of ACE, which also encourages analytical thinking and teamwork (Morze, Terletska, and Varchenko-Trotsenko 2024; Rahmawati, Suryani, and Akhyar 2020). Thus, ACE can be integrated into a broader educational framework, leveraging technology to create engaging, relevant, and suitable learning experiences for today's youth.

Some earlier research on using LMS, such as that conducted by Syamsudin, shows that mobile LMS can enhance collaborative learning experiences through project-based learning (PjBL) and self-efficacy (Syamsudin, Mariono, and Khotimah 2024). Nonetheless, some studies argue that using an LMS may not necessarily improve collaborative learning significantly, as relying too much on technology may reduce direct

interaction between students, which is essential for collaboration skills (Chisega-Negrilă 2024; Prasetyani et al. 2024; Subagio and Limbong 2023). On the other hand, project-based learning (PBL) has been shown to boost academic performance, encourage students' intrinsic motivation, and facilitate their ongoing learning, according to studies (Wu 2024).

Technologies in collaborative learning, such as virtual classrooms and online discussion forums, have been shown to increase interaction and personalization of the learning experience (Morze, Terletska, and Varchenko-Trotsenko 2024). Despite widespread use in education, there is a dearth of research on the application of learning management systems (LMSs) in ACE. Adopting a learning management system (LMS) to promote student-centered and collaborative learning is restricted in this context. In contrast, most research concentrates on technology's ability to improve general learning (Sumaryati et al. 2022). In addition, cultural and contextual diversity factors, especially in areas with high levels of corruption, also need to be considered (Sakuntala et al. 2024).

Previous research on project-based learning and technology has been explored, but few studies still focus on the application of LMS in team-based project learning in ACE courses. Despite considerable concentration on several facets of ACE, research examining the application of LMS in collaborative project-based learning within this framework remains very scarce. Furthermore, examining the use of ACE through a learning management system that makes use of team-based project learning is the main objective of this study. This research is expected to fill the existing gap and contribute to developing educational strategies that can empower the younger generation to face the challenges of corruption in a more proactive and informed manner.

## **B. Research Method**

This study employed a qualitative methodology utilizing case studies from Bhinneka PGRI University and STKIP PGRI Trenggalek. The research took place over one semester, focusing on ACE courses. The research subjects involved 35 students from the Pancasila and Citizenship Education (PPKn) Study Program at Bhinneka PGRI University, 20 from STKIP PGRI Trenggalek, and two lecturers and leaders of related universities. The ACE course under the Civics Study Program is an elective that employs team-based project learning, initially conducted online during the odd semester of 2024/2025. The Civics study program is the sole curriculum to incorporate ACE within its framework formally.

The data-gathering methods comprised written interviews, direct observation, and documentation. After finishing the ACE course, students were asked to fill out Google Forms with their thoughts on the learning experience as a whole, including the platforms, strategies, media, assessment, and results. The interviews examined students' emotions during lectures, reactions to the anti-corruption campaign, and suggestions for improvement. Discussions held during lectures via Zoom meetings and WhatsApp groups concentrated on the strategizing of anti-corruption initiatives executed by students within the framework of collaborative project-based learning for community education. Data was also collected through documentation in the form of assessments for each meeting, as well as reports on the team-based project learning process carried out by students in the community.

The data analysis in this research used an interactive analytical paradigm, including three stages: data condensation, data presentation, and conclusion formulation and verification (Miles, Huberman, and Saldaña 2014). Students' perspectives on anti-corruption initiatives and their interactions with ACE classes were among the overarching topics that informed the data filtering and grouping during the condensation stage. Furthermore, in the display stage, the organized data is displayed in an easy-to-understand form, such as tables and diagrams, to identify relevant patterns and relationships. Finally, drawing conclusions and verification are carried out continuously by ensuring the validity of the findings through cross-checking between the results of interviews, observations, and documentation. This approach allows the research to explore in-depth findings regarding the effectiveness of project-based learning methods in anti-corruption education.

## **C. Result and Discussions**

### **1) Implementation of Learning Management System (LMS) in Anti-Corruption Education course**

Bhinneka PGRI University and STKIP PGRI Trenggalek are committed to providing high-quality education for their students. In this digital era, online learning is becoming increasingly important to improve access and flexibility of learning (Jalil, Natalis, and Nasution 2024). To support the implementation of online learning, Bhinneka PGRI University already has a learning management system (LMS) with the link <https://vlearn.ubhi.ac.id> and STKIP PGRI Trenggalek has LMS <http://sim.stkippgritrenggalek.ac.id>; the LMS has been utilized since 2017. The quality

of education could be significantly enhanced if the two universities' students worked together online using the Spada Indonesia learning management system (LMS), accessible at <https://spada.kemdiktisaintek.go.id>. A policy of Merdeka Belajar Kampus Merdeka (MBKM) would dictate this.

Before starting the lectures, the ACE lecturers from the two campuses developed standard operating procedures to facilitate the learning process, developed online RPS through LMS, implemented online RPS through LMS, and evaluated and assessed how well the ACE courses were being implemented for the number of meetings, which were held for 16 meetings asynchronously entirely through the Spada Indonesia LMS.

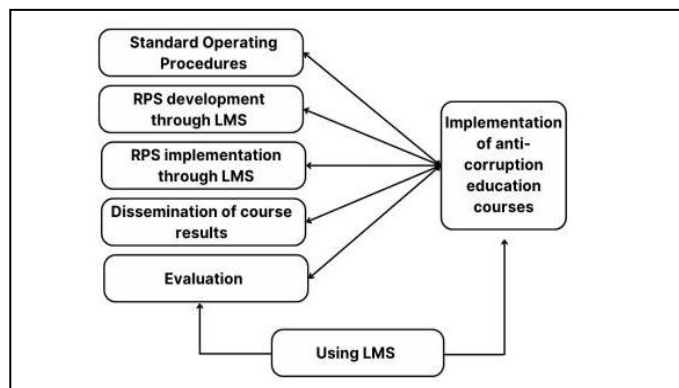


Figure 1. Activity Flow of ACE Course

In the first meeting of the ACE course, the instructors and students drafted a learning contract outlining the course's lecture method. The second through eighth events of the lecture series focused on strengthening ACE teaching materials. The ninth meeting was held as the Mid-Term Test (UTS), while the next meeting focused on implementing team-based project learning. Activities at the meeting include identifying the phenomenon of corrupt behavior at the local community level as material for investigation and project planning, preparing project proposals with topics based on group division, and going to the field to work on projects according to the predetermined topics. Furthermore, students compile project reports based on the topics of their respective groups, followed by presentations of scientific project results according to the topic (Generalization Stage) and publication of scientific project results based on group division. In the final stage, if students obtain satisfactory results, they are entitled to an award certificate for their success in completing the project.

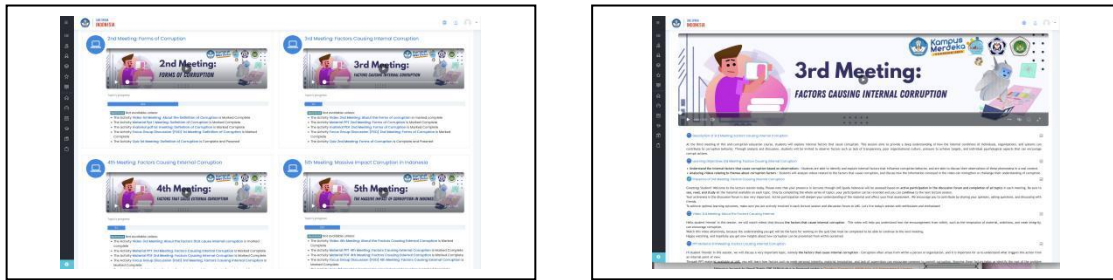


Figure 2. View of the ACE LMS

The use of LMS in ACE has been shown to provide significant benefits in providing more straightforward and structured access for students to learn specific topics (Sumaryati et al. 2022). As previously said, students have expressed their satisfaction with the online format, stating that the lectures are hassle-free and accommodating. With online learning media like this LMS, the material delivered is easy because it can contain videos and other visuals." Based on other research findings, students experience obstacles, namely when an unstable signal results in difficulties in accessing online learning media (LMS). Students have conveyed their contentment with the online format, asserting that the lectures are convenient and accommodating (Jayawardhana 2025).

In addition, although the LMS provides many conveniences, not all students feel comfortable using technology for learning (Caplan 2024). From observation, some students still show dependence on conventional learning methods and feel less confident interacting online. Therefore, sufficient training and mentoring from lecturers are needed to help students overcome this barrier.

Overall, the LMS application in the ACE course shows a higher level of engagement in the learning process using LMS compared to traditional learning methods (Singh and Jeevanandam 2019; Syamsudin, Mariono, and Khotimah 2024; Villegas-Ch et al. 2019). The LMS allows students to flexibly access materials and participate in online interactive discussions, which enriches their understanding of corruption issues in social and political contexts (Jalil, Natalis, and Nasution 2024). According to Trisiana, this type of learning allows students to unleash their creativity and innovate by creating and utilizing learning materials (Trisiana, Priyanto, and Sutoyo 2024).

Table 1. Benefits of Using LMS for ACE

No	Features	Advantages
1.	Collaboration Tools	Building a community of learners focused on anti-corruption.
2.	Interactive Features	Increase engagement through virtual office hours, reminders, and group work.
3.	Content Management	Efficient distribution and management of ACE materials.
4.	Electronic Testing	Ensure objective and fair assessments, reducing opportunities for corruption.
5.	Plagiarism Detection	Maintain academic integrity by preventing plagiarism.

## 2) Team-based project learning through LMS for Anti-Corruption Education Course

Collaborative online learning is an important step in supporting universities in pioneering and initiating distance learning programs per the "Merdeka Belajar-Kampus Merdeka" policy. This development also plays a role in strengthening institutional capacity to achieve the college's Indikator Kinerja Utama (IKU), especially IKU 7, which focuses on developing courses that implement a solution approach or project-based learning. (Wilyanti, Wulandari, and Izar 2024). By adopting collaborative online learning, higher education institutions can leverage the benefits of technology-enabled education to provide more flexible and accessible learning opportunities for students while also enhancing their capacity to achieve strategic objectives related to curriculum development and innovative teaching methods.

During the briefing phase, students are provided with an idea of the project's goals, advantages, and processes. This phase guarantees that pupils comprehend the project and its anticipated results. Well-prepared students will be inspired to engage fully in the project and be ready for the subsequent design stage (Wu 2024). This stage is essential for developing students' comprehension of important factors that must be considered, especially in ACE, which necessitates a clear aim and pertinent instructional materials (Morze, Terletska, and Varchenko-Trotsenko 2024).

Project design is a crucial phase in which students organize how the project will be carried out, including creating a proposal that details the project's history, goals, advantages, and targets. Furthermore, students must develop the theoretical underpinnings and pertinent solutions to deal with the issues (Rahmawati, Suryani, and Akhyar 2020). Creating a planned work agenda facilitates project execution and ensures clear steps to project goals (Singh and Jeevanandam 2019).

Table 2. Flow of project-team based learning implementation

No	Debriefing	Planning	Implementation	Reflection and Evaluation
1.	Substance of ACE lecture material.	Choosing a theme.	At this stage, the lecturer acts as a facilitator who assists students in the project implementation process.	Project management process
2.	Project-based ACE management guidelines.	Formulate essential questions.	-	Project management results
3.	-	Determine the type of project.	-	Values that can be learnt from the implementation of the project
4.	-	Develop a project plan.	-	Achievement of learning objectives

One of the key components is team-based project learning, which emphasizes student collaboration (Prayitno et al. 2025). The results of this study demonstrate that students are more actively involved in group discussions and activities when they use the LMS as a platform to share resources and discuss anti-corruption-related topics. The findings support research from Morze that the LMS facilitates interaction between students in a way that is not limited by time and place, which allows students to collaborate more effectively (Morze, Terletska, and Varchenko-Trotsenko 2024).

One key feature of an effective LMS in ACE is the discussion forum, which allows students to share views, exchange ideas, and solve problems collaboratively. This supports team-based project learning and collaborative approaches that focus on solving real corruption-related problems (Syamsudin, Mariono, and Khotimah 2024; Wu 2024).

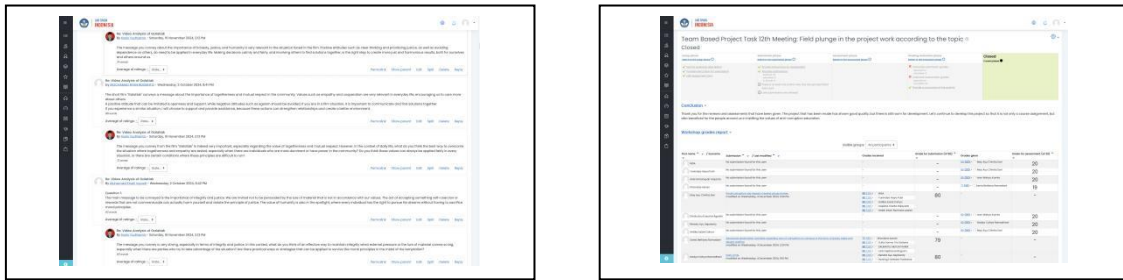


Figure 3. Discussion features on the LMS

Further findings show that while student engagement increased, challenges emerged in effectively managing discussions and coordinating group work. This indicates that although the LMS can support team-based project learning, guidance and supervision from the lecturer are still needed to ensure the smoothness of the collaboration process and prevent disintegration in the group (Kumar 2021). Therefore, in addition to discussions through the features in the LMS, lecturers monitor each student's progress in the WhatsApp group to monitor each student's progress.

Students' engagement and participation in anti-corruption learning using LMS showed positive results. Students feel more empowered to actively participate in learning, as the LMS allows them to access materials at their own pace and ask questions or give responses directly through the online forum (Tamaki and Ishii 2023).

In this case, students feel an increased sense of responsibility for their learning, which aligns with student-centered learning. In addition, students feel more motivated to learn anti-corruption topics due to gamification elements in the LMS, such as achievement-based assessment, which strengthens their engagement in the learning process (Nursyahidin, Rohman, and Febriyanti 2021). To lend a hand to the Gerakan Nasional Revolusi Mental (GNRM) in its mission to strengthen the spirit of the Indonesian people, all course materials are video recordings and shared on web media platforms like YouTube and Instagram.

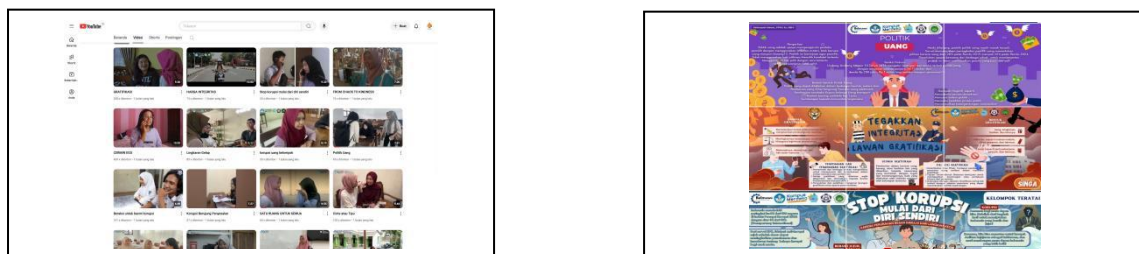


Figure 4. Team-based project output published on YouTube and Instagram

#### **D. Conclusions**

This study demonstrates that using a Learning Management System (LMS) in anti-corruption education (ACE) may augment student involvement and enrich their critical comprehension of corruption concerns, especially via collaborative project-based learning. These results enhance the current literature by illustrating the capacity of LMS to facilitate technology-driven learning while augmenting the educational experience via a more participatory and collaborative methodology. This study contributes to a more profound comprehension of the use of LMS within the framework of ACE. It elucidates how technology might enhance a critical perspective on corruption in the educational curriculum. Nonetheless, it is crucial that obstacles concerning technology accessibility and students' proficiency with technology-mediated learning approaches are resolved to optimize the use of LMS in anti-corruption education. This research advocates for creating a more inclusive technology-driven learning model. It proposes additional studies that incorporate methodologies to improve the accessibility and user-friendliness of Learning Management Systems (LMS), thereby facilitating broader implementation across diverse educational institutions and significantly empowering the younger generation to oppose corruption actively. Future research could also explore the long-term impact of LMS-based anti-corruption education on students' attitudes and behaviors toward corruption. Furthermore, it would be valuable to examine the effectiveness of LMS in different cultural and institutional contexts, including both urban and rural settings, to assess its scalability and adaptability in diverse environments.

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