

# Digital Multiliteracy-Based Anticorruption Education Model: A Framework for Innovation in Pancasila and Civic Education

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## ABSTRAK

Negara ini menghadapi tantangan besar terkait praktik korupsi, yang mengancam berbagai aspek kehidupan masyarakat. Maka dari itu untuk mengatasi persoalan tersebut, sangat penting menanamkan prinsip-prinsip antikorupsi sejak dini, terutama di kalangan pelajar yang kelak menjadi pemimpin masa depan. Penelitian ini bertujuan untuk menciptakan model pendidikan antikorupsi berbasis multiliterasi digital dalam inovasi pendidikan Pancasila dan Kewarganegaraan guna meningkatkan sikap antikorupsi mahasiswa. Penelitian ini menggunakan metode Research and Development (R&D) dengan model pengembangan ADDIE. Sampel penelitian terdiri dari 36 mahasiswa semester 1 program studi Pendidikan Jasmani. Hasil penelitian menunjukkan bahwa uji independent sample t-test menghasilkan, yang menunjukkan adanya pengaruh signifikan antara program pendidikan antikorupsi berbasis multiliterasi digital dan sikap antikorupsi mahasiswa. Sehingga, dapat disimpulkan bahwa terdapat pengaruh antara masing-masing variabel. Selain itu, penelitian ini menunjukkan bahwa model pendidikan anti-korupsi berbasis multiliterasi digital berhasil meningkatkan sikap mahasiswa dalam memerangi korupsi. Penelitian ini merekomendasikan untuk mengintegrasikan program ini ke berbagai departemen dan universitas untuk memperkuat dampaknya. Selain itu, evaluasi berkala juga disarankan untuk memastikan efektivitas yang berkelanjutan.

## ABSTRACT

The country faces significant challenges related to corrupt practices, threatening various aspects of people's lives. Therefore, to overcome this problem, it is essential to instil anti-corruption principles early, especially among students who will become future leaders. This research aims to create a digital multiliteracy-based anti-corruption education model in Pancasila and Citizenship education innovation to improve students' anti-corruption attitudes. This research uses the Research and Development (R&D) method with the ADDIE development model. The research sample consisted of 36 first-semester Physical Education study program students. The results showed that the independent sample t-test result showed a significant influence between the digital multiliteracy-based anti-corruption education program and students' anti-corruption attitudes. Thus, there is an influence between each variable. In addition, this study shows that the digital multiliteracy-based anti-corruption education model successfully improves students' attitudes in fighting corruption. This study recommends integrating this program into various departments and universities to strengthen its impact. In addition, periodic evaluations are also suggested to ensure continued effectiveness.

## 1. INTRODUCTION

Anti-corruption education is one of the important aspects in building the character and integrity of the nation, especially among the younger generation. In the context of Pancasila and Citizenship education, anti-corruption education has a strategic role in shaping moral values that are firmly rooted in the state

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ideology. Pancasila, as the foundation of the Indonesian state, teaches the values of integrity, honesty, and responsibility that should be the foundation for every citizen in living their daily lives (Sarmini et al., 2018; Channiago et al., 2022). Pancasila education provides a strong moral foundation for the Indonesian nation, and integrating anti-corruption education into the curriculum can strengthen the character of the younger generation in facing various life challenges, especially in the context of maintaining integrity and preventing corrupt practices (Halimah et al., 2021; Mengzhen et al., 2021). Corruption is a global issue that severely and widely impacts society worldwide. According to the Transparency International report in 2020, more than two-thirds of countries globally have a corruption perception index score below 50 on a scale of 0 to 100, indicating that corruption remains a widespread issue. Losses due to corrupt practices are estimated to reach US\$ 3.6 trillion annually. Furthermore, the Global Corruption Barometer (GCB) index, used to assess public perceptions of corruption across various sectors, from government to private institutions, shows that corruption remains a serious and widespread problem. According to the GCB report, about one in four respondents admitted to giving bribes or gifts to public institutions in the past year (Crime, 2021; Transparency International, 2021).

In Indonesian education, corruption is a significant issue that seriously affects the effectiveness and quality of the learning process. According to a survey conducted by Indonesia Corruption Watch (ICW) 2018, there were at least 363 suspected corruption cases, resulting in state losses of Rp 223 billion in the education sector. Common corrupt practices include manipulating School Operational Assistance (BOS) funds, purchasing counterfeit or low-quality books and school supplies, and charging illegal fees to parents or guardians. Meanwhile, the Indonesian Corruption Eradication Commission (KPK) report in 2021 highlighted various forms of corruption in the education sector. This includes bribery in the admission process to elite schools, misuse of educational funds, and lack of transparency in managing educational resources at the institutional level (Juwita, 2023; Komisi Pemberantasan Korupsi (KPK), 2021). Another concrete issue of corruption in education is in the university admission process (Asiyai, 2020; Schmidt, 2018; Duque, 2021). This process should be based on the student's academic qualifications and potential, but unethical practices such as bribery, nepotism, or political influence often compromise transparency and fairness. This very serious problem not only threatens the integrity of the education sector, but also has far-reaching effects on the social development and morality of young people. Corruption in education not only lowers the quality of education, but also hinders equitable access to education, reduces the availability of educational resources, and prevents students from acquiring the knowledge and skills essential for optimal growth (Haleem et al., 2022; Jellenz et al., 2020). These corrupt practices also have the potential to undermine students' morality, reduce their motivation to learn and lower their trust in the education system as a whole (Julián & Bonavia, 2020). Corruption in education also hampers good governance and undermines efforts to build the foundations of sustainable human development (Mombeuil & Diunugala, 2021; Ndaguba et al., 2018). In the context of education in Indonesia, the main problem found is the lack of effectiveness of anti-corruption education in the current education system, especially in facing the challenges of the digital era (Darusalam et al., 2022; Merkle, 2018). Although anti-corruption values have been integrated into the Pancasila and Citizenship curriculum, its implementation is still not optimal. The number of corruption cases in the education sector shows that awareness and understanding of the importance of integrity and transparency are still low among students and the general public (Hauser, 2019; Zulqarnain et al., 2022). The lack of innovation in learning methods and the minimal use of digital technology in anti-corruption education are among the main causes of this problem.

Therefore, the selection of a multiliteracy digital-based education model in Pancasila and Civic Education innovation is based on the rapid development of technology and the need for in-depth digital literacy skills among students. This model emphasises not only on content understanding, but also on students' ability to access, evaluate and create information critically and ethically in the digital environment. This is important in Pancasila and Citizenship Education as it teaches values of nationhood and citizenship that need to be adapted in a digital context. With good digital literacy skills, students can be wiser in participating in digital public spaces and can apply Pancasila values in everyday life more relevantly. In addition, this model also encourages more interactive and collaborative learning, which is in line with the principles of democracy and active participation in society.

Other researchers have shown that the utilization of the digital world in civic education in higher education has received a positive response from creative and innovative course developers to produce competent and good citizens. This is also in line with research conducted by other researchers, which shows that learning innovation in Citizenship Education is needed as an effort to strengthen and achieve citizenship competencies, as well as downstream the scientific development of Citizenship Education, which can adapt to the development and needs of learning in the era of digitalization of learning media. Other research discusses using learning resources with a multiliteracy approach (Saputra, 2022; Trisiana, 2020;

Wilarsih et al., 2021). The results of this study indicate that learning that is less innovative and still dominated by Student Worksheets (LKS) tends to be less effective. This research emphasizes the need for a more dynamic multiliteracy approach in education, which can support the development of digital competencies while internalizing anti-corruption values. Overall, the findings from these three studies support the increase in innovation in civic learning, primarily through digital technology. This innovation is expected to create a learning environment that is more interactive, relevant, and in line with the demands of the times to produce a competent generation in terms of citizenship in the digital era.

The novelty of this research lies in the integration of digital multiliteracies in anti-corruption learning, which has not been widely explored in the field of Pancasila and Civic education. This research offers an innovative approach by utilising digital technology to strengthen anti-corruption understanding and awareness among students, while also instilling Pancasila values deeply. By developing an educational model based on digital multiliteracy, this research not only addresses the challenges of corruption in Indonesia, but also encourages relevant and critical digital literacy in the context of citizenship education, which can be widely adapted and applied in the current digital era. Previous research conducted by developing learning media in Pancasila and citizenship education subjects that are still based on local wisdom, while this research develops a digital multiliteracy-based anti-corruption education model (Avipa et al., 2023; Purnamasari, 2019). Methodologically, previous research conducted by other researchers used a qualitative approach with a literature study method. This study uses the R&D (Research & Development) type of development research with the ADDIE model.

In addition, the context is limited to the research sample, namely only 1 PPKN subject teacher, 1 Waka for kurikulum and class IX-C students Wilarsih (2020). Meanwhile, this study used student research samples at Samudra University. Therefore, this research has a novelty that lies in the integration of digital technology with Pancasila values in the context of anti-corruption education which has not been studied in depth in previous studies. The urgency of this research lies in the pressing need to shape young people who have a deep understanding of civic and integrity issues, especially in an increasingly complex digital era. The integration of digital multiliteracies in anti-corruption education is crucial to raise students' awareness of the importance of anti-corruption values as well as shaping ethical and responsible characters. In an era where digital technology has become an inseparable part of daily life, digital literacy has become an essential competency that must be possessed by every individual. Thus, this research aims to develop a digital multiliteracy-based anti-corruption education model in Pancasila and Citizenship education innovation to improve students' anti-corruption attitudes.

## 2. METHOD

### Research Design

This study used a Research and Development (R&D) approach by applying the ADDIE development paradigm. This paradigm consists of five main stages: analysis, design, development, implementation, and evaluation. In this study, the main focus was on product development, where the researcher provided an in-depth description of the development process. The procedure used in this study is depicted in Figure 1.

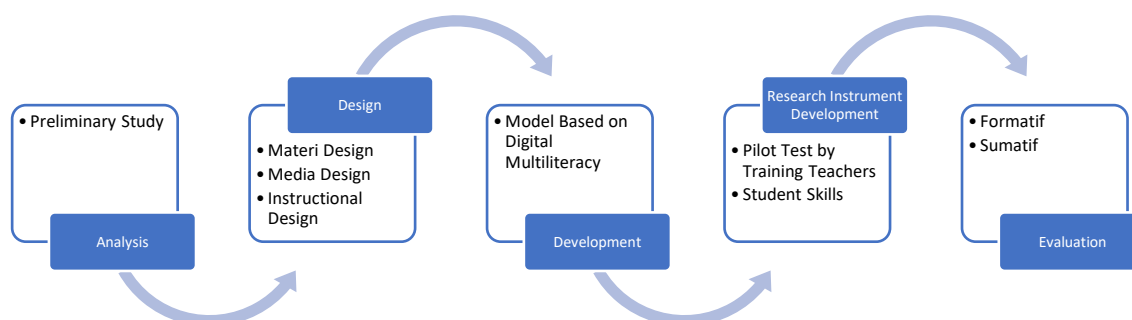


Figure 1. Research Method Design

This research begins with a needs analysis. Initial investigations and student anti-corruption education issues are addressed in this analysis. This analytical phase will uncover Pancasila ideals associated with anti-corruption attitudes for the Digital Multiliteracy-Based Model. Researchers evaluate digital assets that match students' Pancasila comprehension. After the research, the Anti-Corruption Education Model is created using Digital Multiliteracy. Content, media, and instructional materials are made at this phase. This research's material design comes from needs and problem analysis. The project uses

media design and instructional design to teach anti-corruption using the Digital Multiliteracy-Based Model. Next, create the Digital Multiliteracy-Based Model. Researchers build the model utilizing the previous design. After making the instructional model, researchers teach educators to use it in trials. To improve pupils' technological and critical thinking capabilities. The last phase involves continuing formative and summative evaluations to evaluate student progress and model efficacy. This test measures how long students' anti-corruption and digital multiliteracy knowledge lasts.

This study used one-group pre and post-tests. Participants take pre- and post-tests before and after learning. After the subjects are administered a pre-test and a post-test, the results are evaluated to determine the model's validity. These results will form the basis for evaluating the model's suitability for application. The research was conducted on 36 first-semester students from the Samudra University Physical Education program. This study involved 24 male students and 12 female students. The type of sample used is non-probability sampling, where each population member has a different probability of being selected as a sample. The instrument used consisted of 2 items measuring anti-corruption attitudes with an experience dimension (consisting of 2 items), conceptualisation dimension (consisting of 2 items), analysis dimension (consisting of 2 items), and application dimension (consisting of 2 items). Table 1 below shows the lattice of instruments used to measure anti-corruption attitudes.

**Table 1. Research Instruments**

Dimension	Indicator	Instrument
Experience	Review	How often do you witness acts of corruption?
	Novelty	How often do you seek out the latest information about corruption?
Conceptualisation	Planting	How well do you define corruption?
	Specialisation	How able are you to recognise different forms of corruption?
Analysis	Critical	How well do you distinguish corrupt acts from those that are not?
	Institutionalise	How familiar are you with corruption reporting procedures?
Implementation	Accurate	How often do you apply anti-corruption principles?
	Creative	How often do you participate in creative anti-corruption movements?

This study will employ several stages of data analysis to ensure validity and reliability. The normality test will evaluate whether the data is normally distributed. Next, the homogeneity test will verify the equality of group variances before proceeding with the analysis. After that, the independent T-test will compare the means of two unrelated groups to determine significant differences. All analyses will be conducted using SPSS 23. Contains how data is collected, data sources and ways of data analysis.

### 3. RESULT AND DISCUSSION

#### Result

A validity test that included eight questions was completed before the actual research was carried out. The validity of the questionnaire was evaluated by administering it to thirty-six students enrolled in the first semester of the Physical Education Program at Universitas Samudra. In Tables 2, the results of the validity test achieved with SPSS 23 are presented.

**Table 2. Validity Test Results**

Item	Dimension	r-table	r-count	Description
Digital Multiliteracy-Based Anti Corruption	Y1.1	0.32	0.74	Valid
	Y1.2	0.32	0.66	Valid
	Y1.3	0.32	0.83	Valid
	Y1.4	0.32	0.79	Valid
	Y1.5	0.32	0.86	Valid
Anti Corruption Attitudes	Y2.1	0.32	0.82	Valid
	Y2.2	0.32	0.77	Valid
	Y2.3	0.32	0.84	Valid
	Y2.4	0.32	0.94	Valid
	Y2.5	0.32	0.88	Valid
	Y2.6	0.32	0.76	Valid

Item	Dimension	r-table	r-count	Description
	Y2.7	0.32	0.82	Valid
	Y2.8	0.32	0.91	Valid

These findings from the validity test are provided in [Table 2](#), and they demonstrate that the r-value determined for each item is higher than the r-table value of 0.32. It is possible to consider the instrument genuine, and it is possible to move on to the reliability test. The reliability test was carried out in this particular investigation using Cronbach's alpha. According to this method, an instrument is dependable if its Cronbach's Alpha value exceeds 0.600. The outcomes of the reliability tests are presented in [Table 3](#).

**Tabel 3. Reliability Test Results**

No	Variable	Standart	Cronbach's Alpha	Description
1	Y1 Digital Multiliteracy-Based Anti-Corruption	0.6	0.832	Reliabel
2	Y2 Anti Corruption Attitude	0.6	0.882	Reliabel

Following [Table 3](#), it is possible to observe that the value of Cronbach's Alpha is 0.832, which indicates that all of the components are reliable or consistent in measurement. The Kolmogorov-Smirnov test using a single sample was utilised to determine whether or not the control and experimental classes were normal. The findings of the normality test results for both the control and experimental classes are displayed in [Table 4](#).

**Tabel 4. Normality Test Results**

Class	Variable	Komogoro v-Smirnov	Sig	Description
Control	Y1 Digital Multiliteracy-Based Anti-Corruption	0.721	0.772	Normal
	Y2 Anti Corruption Attitude	0.836	0.696	Normal
Experiment	Y1 Digital Multiliteracy-Based Anti-Corruption	0.921	0.842	Normal
	Y2 Anti Corruption Attitude	0.862	0.774	Normal

[Table 4](#) displays the significant values for each variable in the control and experimental classes, demonstrating that each variable follows a normal distribution. It was necessary to carry out the homogeneity test to guarantee that the data variance in the control and experimental groups was the same. This was accomplished by the utilization of Levene's test, and the outcomes are detailed in [Table 5](#).

**Tabel 5. Homogeneity Test Results**

No	Variable	Levene Statistics	Sig	Description
1	Y1 Digital Multiliteracy-Based Anti-Corruption	3.487	0.534	Homogen
2	Y2 Anti Corruption Attitude	5.243	0.316	Homogen

If the significance value is more significant than 0.05, the findings of Levene's test show that variance is homogeneous in all dimensions. The independent sample t-test was utilized when the data were normally distributed, and parametric testing was valid to determine the degree of statistical significance of the difference between the two groups. These findings are presented in [Table 6](#).

**Tabel 6. Independent Sample T-test Hypothesis Test Results**

No	Variable	t-statistic	Sig	Description
1	Y1 Digital Multiliteracy-Based Anti-Corruption	3.923	0.003	Significant
2	Y2 Anti Corruption Attitude	4.138	0.019	Significant

The results of the independent sample t-test indicate that the Y1 and Y2 variables have statistically significant values to a degree that is less than 0.05. It is possible to conclude that there is a connection between the variables Y1 and Y2 and that this connection exists. The following [Table 7](#) shows the findings based on the pre-test and post-test scores given to the experimental and control groups.

**Tabel 7.** Results from the Anti-Corruption Education Model Development

No	Variable	Control			Experiment		
		Pre-test	Post-test	Gain	Pre-test	Post-test	Gain
1	Y1 Digital Multiliteracy-Based Anti-Corruption	48	60	12	58	82	24
2	Y2 Anti Corruption Attitude	58	67	9	53	72	19

The results of the anti-corruption knowledge test performed before and after the test are presented in [Table 7](#). For the control group, the Digital Multiliteracy-Based Anti-Corruption variable was evaluated using the pre-test and the post-test. The number of participants in the control group was equivalent to 36. Concerning these two examinations, the average increase in score was twelve points. After taking the pre-test, the experimental class received a score of 58, but by the time they took the post-test, they had achieved a score of 82. Twenty-four points were added to the average score as a result of the increase. These findings illustrate the outcomes of the anti-corruption knowledge evaluation conducted before and after the training. At a sample size of 36, the influence of the Digital Multiliteracy-Based Anti-Corruption variable resulted in an increase of 12 points on average for the control group. The score during the pre-test was 48, and the score after the post-test was 60. With a pre-test score of 58 and a post-test score of 82, the experimental class demonstrated an average increase of 24 points in their overall performance. To recap, the anti-corruption education model based on digital multiliteracy benefits the participants in terms of their knowledge, comprehension, and attitudes towards anti-corruption. It can be observed that the experimental group and the control group both experience a notable increase in their scores for both variables.

**Discussion**

This study used a sample of first-semester students from the Physical Education program. A pre-test was administered before the treatment to evaluate the student's understanding level, after the education on Pancasila and citizenship using the digital multiliteracy-based anti-corruption education model, the post-test aimed to assess the students' understanding and improvement in anti-corruption attitudes. The results of the research and data processing from the pre-test and post-test, using the N-Gain score test, indicated an improvement in outcomes. The normality test showed that the data were normally distributed, allowing for data processing using parametric tests, specifically the independent sample t-test. The anti-corruption education model is an innovation aimed at enhancing anti-corruption attitudes among students by utilizing digital technology and media literacy ([Chaniago, 2022](#); [Turner et al., 2022](#)). Anti-corruption education in schools has been proven effective in raising students' awareness of the dangers of corruption and encouraging them to play an active role in its prevention ([Baharuddin & Samad, 2019](#); [Berland et al., 2020](#); [Yafie, Samah, Kustiawan, et al., 2020](#)). Research from other researchers shows that the integration of anti-corruption education in the curriculum can shape students' humanist and law-abiding characters. By utilizing technology, students can be more involved in the learning process, which in turn can strengthen their understanding of Pancasila values. In addition, other researchers says that the integration of anti-corruption education in the curriculum can increase students' awareness of the values of honesty, which is an important foundation in shaping the character of the younger generation with integrity. Therefore, this is in line with the purpose of this research, which is to combine anti-corruption education with digital multiliteracy to create a more effective learning model ([Dewantara et al., 2021](#); [José Sousa & Conçalo Marques, 2022](#); [Usmi & Murdiono, 2021](#); [Wekerle et al., 2022](#); [Yafie, Samah, Mohamed, et al., 2020](#)).

The model also emphasises the importance of developing students' social and political skills. Through an interactive approach, students not only gain theoretical understanding, but are also trained to become active and responsible citizens ([Cottafava et al., 2019](#); [Goloshchapova et al., 2023](#)). Previous research shows that the values internalised in the anti-corruption culture include honesty, responsibility and discipline, all of which are integral parts of character education ([Agussalim et al., 2023](#); [Vilanova et al., 2022](#)). Furthermore, this research seeks to integrate anti-corruption education into various fields, including religious education and civic education, to create a holistic and comprehensive approach ([Fiala & Premand, 2018](#); [Skorobogatov et al., 2021](#)). Thus, the model focuses not only on academic aspects, but also on developing students' character and social skills, which are crucial in building a society of integrity and freedom from corruption.

Based on the results of the independent sample t-test, it shows that the digital multiliteracy-based anticorruption variable and anti-corruption attitudes each have a sig value <0.05 and it is concluded that

there is an influence between each variable. These findings indicate that the digital multiliteracy-based anti-corruption education program is effective in improving anti-corruption attitudes in students. The effectiveness of this model confirms the importance of integrating anti-corruption education in the education curriculum in higher education to strengthen students' understanding of the values of honesty and integrity. In addition, this model also succeeded in increasing students' knowledge and understanding of anti-corruption issues, developing critical and analytical thinking skills that are very important in dealing with corrupt practices, and increasing awareness and concern for the negative impact of corruption on society (Astafurova et al., 2020; Montessori et al., 2021). One of the key aspects that need to be considered in the success of this model is the good integration between Pancasila values and civic education. This integration is proven to be able to strengthen students' understanding not only of the importance of ethical behavior and social responsibility, but also in building a strong foundation to instill these values in real actions in everyday life. Previous research conducted by other researchers shows that anti-corruption education through Pancasila courses can improve students' understanding of honesty. In addition, other studies also emphasize the importance of character education based on anti-corruption values in schools and relevant to higher education (Chouaibi & Zouari, 2022; Everaert & Safari, 2021; Lewerissa et al., 2021).

The use of digital multiliteracies offers significant innovation compared to conventional methods that are often based on printed modules. Other studies have also shown that models and strategies for inculcating anti-corruption values in schools can be strengthened with a more interactive and technology-based approach. Digital multiliteracies, in this context, serve not only as learning aids, but also as an effective medium to instill anti-corruption values through different types of literacy, including visual, media and technological literacy (Guerrero-Dib et al., 2020; Reddy et al., 2023; Wibisana, 2023). In addition, the results showed that the use of digital multiliteracies significantly improved students' understanding of anti-corruption concepts. Students who engaged in digital projects showed better ability in identifying forms of corruption and understanding its impact. This is in line with other research findings which emphasize that interactive and technology-based learning can increase students' learning motivation. In addition, students' collaboration and active involvement in group discussions also increased, which ultimately strengthened their social skills and understanding of the importance of integrity and honesty (Perdana et al., 2021; Tsai et al., 2020).

The innovation of this research lies in the integration of digital multiliteracies in anti-corruption education, thus creating a new concept in Pancasila and civic education at the tertiary level. This research shows that digital literacy is an important part of today's world and should be adopted in various aspects of education, including character education among university students. This is in line with the views of other researchers who emphasize the importance of implementing digital literacy in strengthening student character education. Thus, character education, especially anti-corruption education, must utilize all aspects of literacy to form a generation that is not only technologically literate, but also has high moral integrity (Beetham et al., 2022; Buchholz et al., 2020; Othman et al., 2022). Through this model, students can experience the negative impact of corruption and understand the urgency to avoid it. This experience also builds social and moral sensitivity that is essential in forming a strong anti-corruption attitude. This educational model not only increases student interest and engagement, but also helps them better internalize anti-corruption values. In addition, technology is used for ongoing monitoring and evaluation of the program's effectiveness, ensuring that the education program can continue to evolve and make a significant contribution to the fight against corruption.

This research is expected to contribute to strengthening anti-corruption character education through the integration of digital multiliteracies, which can increase students' awareness and competence in understanding and preventing corruption early on. However, the research has limitations, especially related to the dependence on students' access to digital technology. In areas with limited internet access or digital devices, the effectiveness of this model may be reduced. Therefore, it is recommended to develop a broader and more inclusive curriculum, improve digital infrastructure especially in remote areas, and conduct continuous evaluation of the effectiveness of this model in the long term.

#### 4. CONCLUSION

Based on the results of the independent sample t-test, the variables of Anticorruption Education Based on Digital Multiliteracy and Anticorruption Attitude each have significance values that exceed the standard, so it can be concluded that there is an influence between each variable. This study reveals that the importance of developing an anti-corruption education model rooted in digital multiliteracies as an innovative approach to addressing the problem of rampant corruption in the educational environment. Through the integration of digital technology and the concept of multiliteracy, this model offers a transformative framework in the context of Pancasila and civic education. With the main objective of

increasing anti-corruption understanding and awareness among students, thus fostering a more moral and equitable learning environment. The implementation of the digital multiliteracy-based anti-corruption education model has shown substantial improvement in shaping students' attitudes towards anti-corruption.

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