A Digital Ecosystem–Based Anticorruption Character Education Model: A Review of the Corruption Eradication Commission's Educational Innovations through e-KPK Learning and KIRANA

Helena Christine D[1] , Musashi Pangeran Batara[2] , Muhammad Abid Djazul[3] , Eka Ardi Handoko[4] , Iwan Armawan[5]

[1]Mpu Tantular University, Indonesia, Tantularhelenachristine@gmail.com
[2]Mpu Tantular University, Indonesia, mpbatara610@gmail.com
[3]Mpu Tantular University, Indonesia, muhamadabid16@gmail.com
[4]Mpu Tantular University, Indonesia, eka_ardi_handoko@yahoo.com
[5]Mpu Tantular University, Indonesia, Iwanaradea84@gmail.com

Abstract
This study aims to analyze the role of digital ecosystem-based anti-corruption character education as a strategy for preventing corruption in Indonesia. The method used is a qualitative approach with a literature study of six national scientific journals relevant to the issues of corruption, anti-corruption education, character education, and the use of digital technology. The data were analyzed using content analysis techniques to identify concepts, findings, and the relevance of digital anti-corruption education models, particularly those developed by the Corruption Eradication Commission through the e-KPK Learning and KIRANA platforms. The results of the study show that anti-corruption character education based on a digital ecosystem is effective in increasing moral awareness, integrity, and student participation. This model is considered adaptive, sustainable, and relevant in addressing the complexity of corruption issues in Indonesia, thus having the potential to strengthen a culture of integrity in public and institutional life.

Keywords: Corruption; Character Education; Anti-Corruption Education; Digital Ecosystem; Corruption Eradication Commission

INTRODUCTION

Corruption remains one of the most serious challenges facing Indonesia in various sectors of national life. Corrupt practices not only directly harm state finances, but also have a systemic impact on the quality of democracy, social justice, and public trust in state institutions. Although various anti-corruption policies, regulations, and institutions have been established, reality shows that corruption is still a deep-rooted phenomenon that is difficult to eradicate completely. This indicates that the issue of corruption is not merely legal-formal in nature, but is also closely related to issues of values, culture, and individual character in society.

Efforts to combat corruption in Indonesia have tended to focus on a repressive approach through law enforcement. This approach is indeed important to provide a deterrent effect, but it has not been fully able to address the root causes of corruption, which stem from weak personal integrity and low ethical awareness. According to Puanandini, Maharani, and Anasela (2024), corruption is categorized as an extraordinary crime because of its widespread and destructive impact on social, economic, and political systems, requiring extraordinary and comprehensive strategies to address it, rather than relying solely on legal instruments.

Empirical data shows that the trend of corruption cases in Indonesia has actually increased in recent years. The Indonesia Corruption Watch (ICW) report notes that in 2023 there were 791 corruption cases with 1,695 suspects. This figure is a significant increase compared to 579 cases in 2022 and much higher than the 271 cases in 2019. Although the potential loss to the state in 2023 is recorded as decreasing compared to 2022, the increase in

the number of cases and perpetrators shows that corruption is still a structural problem that has not been fundamentally resolved. This phenomenon indicates that corruption prevention efforts are still not optimal in shaping collective public awareness.

Corruption can no longer be viewed as a problem limited to certain sectors such as procurement of goods and services or state budget management. Corrupt practices have also spread to other strategic sectors, including education and public services, which should be the main pillars of nation building. According to Putri et al. (2024), corruption has a significant impact on economic development because it creates inefficiency, inequality, and reduces the quality of human resources. When corruption occurs in the education sector, the impact becomes more complex because it not only damages the system but also instills negative values in the younger generation.

The Education Integrity Index survey conducted by the Corruption Eradication Commission (KPK) in 2024 shows that the integrity score of the national education sector is 69.5 on a scale of 1–100. This score has decreased compared to the previous year, indicating that the educational environment is still vulnerable to practices that contradict the values of integrity, such as academic fraud, gratification, and abuse of authority. According to Arfa (2023), weak integrity in the world of education has the potential to create a generation that is permissive of corruption, because the values of honesty and responsibility are not strongly instilled from an early age.
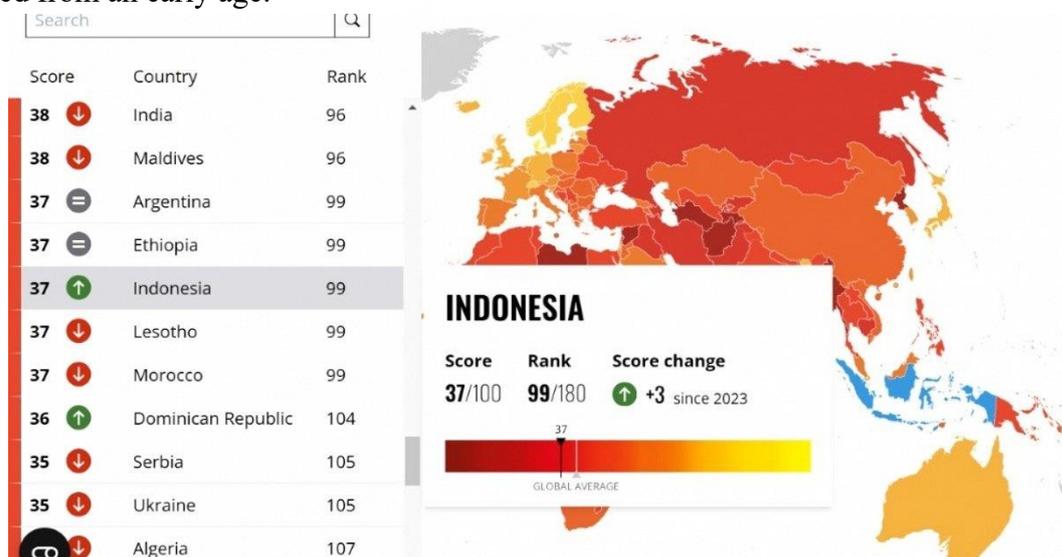

Figure 1. *Corruption Perceptions Index* (CPI)

In the global context, the challenge of corruption in Indonesia is also reflected in international indicators. Based on the 2024 Corruption Perceptions Index (CPI), Indonesia scored 37 out of 100 and ranked 99th out of 180 countries. Although there was an increase in score compared to the previous year, this position still shows that the perception of corruption in Indonesia is relatively high. According to Salmon (2024), high perceptions of corruption correlate with low public trust and increased economic losses for the country, so that efforts to eradicate corruption must be directed not only at legal aspects, but also at cultural and behavioral change.

This reality emphasizes that a law enforcement approach alone is not sufficient to foster comprehensive anti-corruption awareness. A preventive approach focused on character

education and the internalization of integrity values is needed. Anti-corruption education is a strategic instrument in building moral awareness, ethics, and social responsibility in society. According to Supandi and Vernia (2015), anti-corruption education has a fundamental role in realizing clean national development, as it is capable of shaping individuals with integrity who reject all forms of misconduct. This approach also emphasizes the important role of teachers as moral exemplars who serve as references for values in the daily lives of students (Armawan et al., 2025).

This article specifically aims to move beyond a purely descriptive account of anti-corruption policies and initiatives by examining the effectiveness of digital ecosystem-based character education in fostering integrity among various societal actors in Indonesia. Unlike conventional policy reports, this study emphasizes the intersection of technology, pedagogy, and behavioral change, highlighting how narrative-driven and interactive digital platforms can transform anti-corruption education from a formal compliance exercise into a participatory and reflective process. The novelty of this research lies in its focus on evaluating the role of digital learning environments as both a preventive and transformative tool, bridging gaps between individual moral development, institutional ethics, and broader societal reform.

Anti-corruption education should not be understood merely as the delivery of material on laws and criminal sanctions, but rather as a holistic character-building process. Values such as honesty, justice, courage, and social awareness must be instilled systematically and continuously. In fact, according to Sri (2023), anti-corruption education can begin at an early age through creative approaches such as storytelling, which can instill values of integrity in a contextual manner that is easily understood by children.

In facing these challenges, the Corruption Eradication Commission (KPK), as an institution with a strong mandate in corruption prevention, has taken innovative steps by utilizing digital technology as a means of anti-corruption education. The use of digital technology is seen as a strategy that is relevant to the times and the characteristics of a modern society that is increasingly digitized. According to Wibowo et al. (2024), the integration of digital technology in character education can increase the effectiveness of learning because it is flexible, interactive, and able to reach a wider audience.

One of the KPK's digital innovations is the launch of the e-KPK Learning platform. This program was launched in commemoration of World Anti-Corruption Day 2025 and is intended for civil servants (ASN) throughout Indonesia. Approximately 5.85 million ASN are expected to participate in anti-corruption training through this platform. E-KPK Learning is designed as an online learning medium that allows participants to understand issues such as conflicts of interest, gratification, integrity, and public ethics in a systematic and sustainable manner. According to Baharudin and Zalhairi (2025), the use of e-learning in anti-corruption education can increase the awareness and commitment of state officials to the values of integrity because the learning process can be accessed independently and continuously.

In addition to e-KPK Learning, the KPK has also developed KIRANA (Interactive Compass for Digital Transformation), an interactive learning platform based on narrative and story-driven learning. KIRANA is designed to improve the internal competence of the KPK's human resources and instill an ethical digital mindset. The story-based approach was chosen because it is considered capable of touching the affective aspects of learners, so that learning does not only stop at the cognitive aspect. According to Mita et al. (2025), narrative-based

learning has advantages in building empathy and moral reflection, which are very important in anti-corruption character education.

KPK data shows that the implementation of anti-corruption education during the 2020-2024 period has reached tens of thousands of educational units from early childhood education to higher education. Standardized anti-corruption material has been incorporated into relevant curricula and courses. In addition, digital platforms such as PRAKTISI (Integrated Digital Anti-Corruption Learning) allow learners to access material flexibly. By 2024, the number of KPK e-learning users reached around 457,905 people, which shows the public's acceptance of the digital-based anti-corruption education model. According to Putera et al. (2023), technology-based anti-corruption education in the era of the Industrial Revolution 4.0 is an urgent need to address the moral challenges of the younger generation.

The digital ecosystem-based anti-corruption character education model developed by the KPK focuses not only on technology as a tool but also on creating a holistic learning environment. The digital ecosystem includes educational content, social interaction, behavioral change, and a continuous evaluation system. According to Sartika et al. (2025), the digital ecosystem approach allows character education to be more adaptive and collaborative because it involves various stakeholders simultaneously.

Furthermore, the use of digital learning in anti-corruption education is in line with the global trend of placing technology as an enabler of social change. Digital education can reduce geographical barriers, provide personalized learning experiences, and generate evaluative data that is useful for improving program effectiveness. This approach reflects a paradigm shift from instructional anti-corruption education to reflective, participatory character education that is oriented towards long-term behavioral change.

Thus, digital ecosystem-based anti-corruption character education can be seen as a strategic response to the complexity of corruption issues in Indonesia. This model is not only relevant in building individual integrity, but also in shaping a clean and ethical organizational and institutional culture. As part of broader social reform efforts, the digital education innovations developed by the KPK are expected to bridge the gap between anti-corruption policies and the practice of integrity values in the public and professional lives of Indonesians.

METHOD

This study uses a qualitative approach with a library research method, which aims to examine in depth the concept of digital ecosystem-based anti-corruption character education through the search and analysis of relevant scientific literature. The research data was sourced from six national scientific journals that were selectively chosen based on topic suitability, publisher credibility, and relevance to the focus of the study, namely corruption, anti-corruption education, character education, and the use of digital technology in the context of corruption prevention in Indonesia. The six journals were analyzed using a content analysis approach by examining the main ideas, conceptual frameworks, and important findings related to corruption prevention efforts through digital-based education. The analysis process was carried out by comparing and synthesizing the researchers' views to obtain a comprehensive understanding of the effectiveness, challenges, and relevance of the digital ecosystem-based anti-corruption character education model, particularly that developed by the Corruption Eradication Commission (KPK) through the e-KPK Learning and KIRANA platforms. The

results of this literature review were then used as the basis for conceptual analysis in formulating inductive research conclusions.

RESULTS AND DISCUSSION

This subsection of results and discussion presents an analysis of the research findings obtained from a literature review of six national scientific journals relevant to the issues of corruption, anti-corruption education, character education, and the use of digital technology. The results of the study are summarized in Table 1 to provide a comparative overview of the research focus, methods used, and main findings of each study as a basis for further discussion.

Table 1. Journals Studied

Research Title	Researcher Name (Year)	Method	Research Results
Digital Multiliteracy-Based Anticorruption Education Model: A Framework for Innovation in Pancasila and Civic Education	Wibowo, G. A., et al. (2024)	Research and Development (R&D) using the ADDIE model	The research shows that the digital multiliteracy-based anticorruption education model has a significant effect on improving students' anticorruption attitudes and is relevant to be integrated into Pancasila and Civic Education.
Combating Corruption Through Anti-Corruption Education: Building Integrity, Awareness, and Critical Thinking Skills	Arfa, A. M. (2023)	Qualitative study with a literature review approach	Anti-corruption education has been proven to play an important role in shaping the integrity, moral awareness, and critical thinking skills of the community as a foundation for long-term corruption prevention.
Corruption as an Extraordinary Crime: Analysis of Impact and Law Enforcement Efforts	Puanandini, D. A., Maharani, V. S., & Anasela, P. (2024)	Normative legal research	Corruption is categorized as an extraordinary crime due to its systemic impact on the state, thus requiring a firm and sustainable law enforcement approach.
Socialization and Education on Anti-Corruption Integrity in the Era of the Industrial Revolution 4.0 at SMPN 13 Padang City	Putera, R. E., et al. (2023)	Community service and qualitative descriptive methods	Digital technology-based anti-corruption education can improve students' understanding and awareness of integrity in the era of the Industrial Revolution 4.0.
The Impact of Corruption on Economic Development in Indonesia	Putri, A. N., et al. (2024)	Descriptive quantitative method	The results of the study show that corruption has a negative impact on national economic growth, reduces investment, and weakens public welfare.

Research Title	Researcher Name (Year)	Method	Research Results
Fairy Tales as Anti-Corruption Education for Early Childhood	Sri, E. (2023)	Descriptive qualitative research	Fairy tales are an effective medium for anti-corruption education in early childhood because they are able to instill values of honesty and integrity in a contextual and enjoyable way.

This discussion aims to analyze and interpret the research findings based on the literature review that has been conducted, as well as relate them to the issues and context described in the introduction. The main focus of the discussion is how the digital ecosystem-based anti-corruption character education model, particularly through the Corruption Eradication Commission (KPK) educational innovations of e-KPK Learning and KIRANA, can be understood as a relevant, adaptive, and sustainable corruption prevention strategy amid the complexity of corruption challenges in Indonesia.

As described in the introduction, corruption in Indonesia is a multidimensional problem that is not only related to violations of the law, but also to a crisis of values, culture, and character. The high number of corruption cases and the low scores for corruption perception and educational integrity indicate that the law enforcement approach has not been fully effective in suppressing corrupt practices. The findings of Puanandini, Maharani, and Anasela (2024), which confirm corruption as an extraordinary crime, reinforce the argument that tackling corruption requires an extraordinary approach that focuses not only on repressive aspects but also on fundamental and long-term prevention efforts.

In this context, anti-corruption character education emerges as a crucial preventive strategy. Education is seen as the primary means of shaping individuals' perspectives, attitudes, and behaviors toward the values of honesty and integrity. Arfa's (2023) findings show that anti-corruption education plays a significant role in shaping the integrity, moral awareness, and critical thinking skills of society. This is in line with the conditions described in the introduction, where the weak internalization of integrity values from an early age has the potential to create a generation that is permissive of corrupt practices.

Furthermore, a review of the research by Putri et al. (2024) shows that corruption has a direct impact on national economic development, ranging from a decline in investment to a weakening of public welfare. These findings provide additional justification that anti-corruption character education is not merely a moral or ethical issue, but is also closely related to the sustainability of national development. Thus, character-based anti-corruption education can be understood as a long-term social and economic investment aimed at creating human resources with integrity.

The discussion on anti-corruption education cannot be separated from the context of the education sector itself. As described in the introduction, the decline in the Education Integrity Index score indicates that the world of education is still vulnerable to various forms of value deviation. Sri's (2023) findings confirm that anti-corruption education should begin at an early age through a contextual approach that is appropriate to the characteristics of the students. This approach emphasizes that the formation of an anti-corruption character is not instantaneous, but is a gradual process that must be carried out consistently from primary to higher education.

Along with the times, anti-corruption character education is also required to adapt to digital transformation. Modern society, including the younger generation and state officials, is increasingly familiar with digital technology as part of their daily lives. In this context, the findings of Putera et al. (2023) show that digital technology-based anti-corruption education in the era of the Industrial Revolution 4.0 can increase students' understanding and awareness of integrity. The results of this study reinforce the argument that the use of digital technology can be a strategic means of expanding the reach and effectiveness of anti-corruption education.

The most relevant finding to the title of this study is the research by Wibowo et al. (2024), which developed a digital multiliteracy-based anti-corruption education model. The study shows that the integration of digital multiliteracy in anti-corruption education has a significant effect on improving students' anti-corruption attitudes. This model emphasizes that anti-corruption education in the digital era is not enough to simply convey normative material, but must also equip students with digital literacy skills, critical thinking, and ethical awareness in using technology. These findings provide a strong theoretical basis for the development of a digital ecosystem-based anti-corruption character education model.

When linked to the educational innovations developed by the KPK, the findings of these six journals show conceptual compatibility with the e-KPK Learning and KIRANA models. E-KPK Learning, as an online learning platform, reflects the KPK's efforts to build a structured, massive, and sustainable anti-corruption education system. This platform allows civil servants and the wider community to access anti-corruption materials without space and time limitations, thus being in line with the principles of flexibility and affordability in digital education.

Meanwhile, KIRANA, as a narrative-based and story-driven learning platform, represents a more humanistic and reflective approach to anti-corruption character education. This approach is in line with the findings of Sri (2023) and Arfa (2023), which emphasize the importance of the affective aspect in character building. Through narratives and stories, students are not only invited to understand the concept of anti-corruption cognitively, but also to reflect on the values, ethical dilemmas, and moral consequences of corrupt behavior.

The digital ecosystem-based anti-corruption character education model developed by the KPK can also be understood as an integration of various interrelated components. The digital ecosystem not only includes technological platforms, but also educational content, social interaction, the process of internalizing values, and a continuous evaluation system. In this context, anti-corruption education is no longer one-way, but rather a participatory learning process involving various stakeholders, including educational institutions, state apparatus, and the community.

This discussion shows that the digital ecosystem approach is able to address the weaknesses of conventional education approaches, which tend to be limited to the classroom and specific times. Through the digital ecosystem, anti-corruption character education can take place in a sustainable manner and be adaptive to social change. In addition, the use of digital technology enables the collection of learning data that can be used for continuous program evaluation and improvement, making anti-corruption education more evidence-based.

The findings of the six journals reviewed collectively support the main argument that the digital ecosystem-based anti-corruption character education model is a relevant and strategic approach to preventing corruption in Indonesia. The KPK's initiatives through e-KPK Learning

and KIRANA exemplify the practical implementation of holistic, character-based anti-corruption education that adapts to technological developments. This model not only enhances knowledge but also fosters changes in attitudes and behavior, bridging the gap between anti-corruption policies and the actual practice of integrity values. Strengthening and further developing such digital education programs is therefore a strategic step toward building a sustainable culture of integrity in Indonesia.

CONCLUSION

Based on the results of discussions and literature reviews of six relevant scientific journals, it can be concluded that corruption in Indonesia is a complex problem that is not only related to legal and institutional aspects, but is also deeply rooted in weak character education and the internalization of integrity values in society. The law enforcement approach that has been dominant so far has proven to be ineffective in suppressing corrupt practices in a sustainable manner, thus requiring a preventive, systematic, and character-building strategy. Anti-corruption character education has emerged as a strategic instrument to build moral awareness, ethics, and social responsibility from an early age to adulthood.

The results of the study show that effective anti-corruption education cannot be separated from the context of technological development and digital transformation. The use of digital technology in anti-corruption education has been proven to increase the reach, flexibility, and effectiveness of the learning process, while also responding to the characteristics of an increasingly digitized modern society. The digital ecosystem-based anti-corruption character education model, as reflected in the Corruption Eradication Commission's educational innovations through the e-KPK Learning and KIRANA platforms, demonstrates conceptual consistency with previous research findings that emphasize the importance of integrating values, technology, and active student participation.

Thus, the digital ecosystem-based anti-corruption character education model can be seen as a strategic response to the increasingly complex challenges of corruption. This model not only focuses on increasing cognitive knowledge about corruption, but also on shaping attitudes, moral awareness, and commitment to integrity in personal, professional, and institutional life. The digital educational innovations developed by the KPK have the potential to bridge the gap between anti-corruption policies and the practice of a culture of integrity in society, thereby contributing to efforts to build a clean and sustainable nation.

RECOMMENDATIONS

Based on these conclusions, it is recommended that the development and implementation of digital ecosystem-based anti-corruption character education continue to be strengthened and expanded, both in formal education settings and in the context of state apparatus and the general public. The Corruption Eradication Commission needs to continue to develop the quality of content, learning methods, and evaluation systems on the e-KPK Learning and KIRANA platforms to be more adaptive to social dynamics and technological developments. In addition, the integration of digital-based anti-corruption education into the national education curriculum needs to be carried out in a more systematic and tiered manner so that

values of integrity can be consistently instilled from early childhood education to higher education.

For future researchers, it is recommended to conduct empirical research to directly measure the effectiveness of digital ecosystem-based anti-corruption character education on changes in the attitudes and behavior of students. Further research can also examine implementation challenges, supporting factors, and the role of stakeholders in strengthening the digital anti-corruption education ecosystem. Thus, the research results are expected to not only enrich academic studies but also provide practical contributions to the formulation of policies and the development of more comprehensive corruption prevention strategies in Indonesia.

REFERENCES

Arfa, A. M. (2023). Fighting corruption through anti-corruption education: Building integrity, awareness, and critical thinking in society. Jendela Pengetahuan, 16(2), 128–142.

Armawan, I., Pasaribu, R. S., Sitohang, M., Sirait, E. P., Ruknan, Sukariasih, L., Faqihudin, A., Laksana, Y. D., Misnawati, D., Domino, P., Oberian, & Hartati. (2025). Character building and anti-corruption in the digital age. Publisher Bukuloka.

Baharudin, & Zalhairi, M. (2025). Development of technology-based anti-corruption learning media that integrates local wisdom and community participation. Indonesian Journal of Education and Learning (JPPI), 5(4), 2048–2063. https://doi.org/10.53299/jppi.v5i4.2721

Feisal, R. (2025, December 8). KPK launches e-learning so that 5.58 million civil servants can prevent corruption. Antara News. https://www.antaranews.com/berita/5293138/kpk-luncurkan-e-learning-agar-558-juta-asn-dapat-cegah-korupsi

Corruption Eradication Commission. (December 19, 2024). KPK Performance 2020–2024: Anti-corruption education implemented in tens of thousands of educational institutions in Indonesia. https://www.kpk.go.id/id/ruang-informasi/berita/kinerja-kpk-2020-2024-pendidikan-antikorupsi-diterapkan-di-puluhan-ribu-satuan-pendidikan-di-indonesia

Corruption Eradication Commission. (2025, February 11). 2024 IPK score increases, KPK encourages strengthening of corruption eradication. https://kpk.go.id/id/ruang-informasi/berita/skor-ipk-2024-meningkat-kpk-dorong-penguatan-pemberantasan-korupsi

Corruption Eradication Commission. (December 12, 2025). KPK launches KIRANA: Interactive e-learning to support more optimal anti-corruption efforts. https://kpk.go.id/id/ruang-informasi/berita/kpk-luncurkan-kirana-e-learning-interaktif-dukung-kinerja-pemberantasan-korupsi-lebih-optimal

Mita, N. M., Lia, L., Fadillah, A., Sugandi, M. I. H., & Wahyiah, I. R. (2025). The role of anti-corruption education in building the integrity of Indonesia's younger generation. Journal of the Research Center for Digital Democracy, 1(1), 6–11.

Puanandini, D. A., Maharani, V. S., & Anasela, P. (2024). Corruption as an extraordinary crime: Analysis of the impact and law enforcement efforts. Public Sphere: Journal of Social Politics, Government and Law, 3(3).

Putera, R. E., Yoserizal, Y., Putri, A. A., Purnama, T. H., Ariani, F., & Ahmad, T. (2023). Socialization and education on anti-corruption integrity in the era of the 4.0 industrial revolution at SMPN 13 Padang City. Community Development Journal: Journal of

Community Service, 4(5), 9927–9932.

Putri, A. N., Fernando, R., Putri, C. L., Alkasadi, S. M., & Nurrohmat, D. (2024). The influence of corruption on economic development in Indonesia. Merdeka: Multidisciplinary Scientific Journal, 1(3), 50–57.

Salmon, H. C. J. (2024). The relationship between corruption crimes and economic losses to the state. LUTUR Law Journal, 5(2), 97–104.

Sartika, D. (2025). Building an anti-corruption culture through socialization and education. Kalandra: Journal of Community Service, 4(1).

Sri, E. (2023). Fairy tales as anti-corruption education for early childhood. Sanskara Education and Teaching, 1(1), 10–18.

Suhenda, D. (2025, April 30). KPK survey shows 'integrity crisis' in education sector. The Jakarta Post. https://www.thejakartapost.com/indonesia/2025/04/30/kpk-survey-shows-integrity-crisis-in-education-sector.html

Supandi, A., & Vernia, D. M. (2015). The role of anti-corruption education in realizing national development free from corruption. Research and Development Journal of Education, 1(2).

Wibowo, G. A., Panda, F. M., Farikiansyah, I. M., Paotonan, N., Judijanto, L., & Asparill, T. A. (2024). Digital multiliteracy-based anticorruption education model: A framework for innovation in Pancasila and civic education. Indonesian Journal of Education, 13(4), 746–755. https://doi.org/10.23887/jpiundiksha.v13i4.83289