



Assistance in Implementing an Anti-Corruption School Culture to Realize an Integrity Zone at SMKN 1 Baso

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ABSTRACT

The mentoring initiative for the Implementation of the Anti-Corruption Culture School at SMKN 1 Baso represents a strategic intervention aimed at strengthening the integrity zone within the educational environment. The program holds substantial urgency, functioning as an early preventive effort against potential corruption by embedding integrity values across all levels of the school community. The initiative was conducted in collaboration with the Association of Vocational School Principals (MKKS) of Agam Regency, with SMKN 1 Baso designated as the pilot institution. The mentoring activities encompassed enhancing anti-corruption literacy among teachers, education personnel, and students; facilitating the development of institutional policies and anti-corruption standard operating procedures (SOPs); and reinforcing an integrity-driven learning ecosystem. The program was carried out over an eight-month period using a Participatory Action Research framework, progressing through seven structured stages including socialization, capacity-building workshops, implementation assistance, and the establishment of supporting integrity infrastructures. The results indicate that the school successfully formulated and enacted anti-corruption SOPs, produced student-led integrity projects, established a ZI Corner and an Integrity Tree, and strengthened collective commitment toward transparency and accountability. These outcomes suggest a measurable increase in integrity awareness and the gradual institutionalization of integrity practices as part of the school's cultural identity.

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Introduction

The development of Integrity Zones (Zona Integritas/ZI) is a national policy aimed at establishing a clean, accountable, and service-oriented bureaucracy. The Ministry of Home Affairs, through Regulation No. 138 of 2017 on the Self-Assessment of Bureaucratic Reform Implementation, emphasizes that educational institutions constitute one of the strategic units in strengthening transparent governance, internal control systems, and a sustainable culture of integrity. At the global level, UNESCO (2021) and UNODC (2022) also highlight the crucial role of schools in fostering anti-corruption competencies through the cultivation of ethical values, honesty, and responsibility from an



early age. Accordingly, anti-corruption education functions not merely as a process of knowledge transmission, but also as a preventive strategy to mitigate moral deviation among younger generations.

Initial assessments indicate that the partner school, SMKN 1 Baso which represents the Vocational School Principals Association (MKKS) of Agam Regency has not yet established internal policies or standard operating procedures (SOPs specifically supporting the development of an Integrity Zone. Teachers demonstrate limited understanding of anti-corruption pedagogy, while students tend to perceive corruption solely as a macro-political practice, without associating it with everyday behaviors such as plagiarism, data manipulation, or academic dishonesty. These findings are consistent with recent studies by Zulfikar et al. (2023) and Rahmadi (2021), which reveal that students' anti-corruption literacy remains low when it is not contextualized within school culture and lived experiences. Nurdin and Wahyuni (2022) further argue that anti-corruption education becomes effective only when it is integrated through curriculum design, school policies, teacher role modeling, and active student participation.

These conditions indicate an urgent need for systematic, targeted, and evidence-based mentoring to ensure the comprehensive internalization of integrity values within the school environment. Therefore, the Anti-Corruption School Culture Implementation Mentoring Program was designed to: (1) enhance the capacity of teachers, educational staff, and students to understand, apply, and communicate integrity values; (2) assist schools in formulating integrity-based internal policies and SOPs; and (3) develop instructional tools and integrity campaign media that are applicable, innovative, and relevant to the vocational education context.

The program was implemented through seven stages based on a Participatory Action Research (PAR) approach, encompassing needs identification, policy formulation, implementation mentoring, and dissemination of results to stakeholders. This approach enables active collaboration among facilitators, teachers, and students in fostering sustainable cultural change. The implementation of the program succeeded in strengthening transparent and accountable school governance, nurturing integrity-oriented character among school members, and positioning SMKN 1 Baso as a pilot Integrity Zone school in vocational education within Agam Regency.

Beyond supporting national policy agendas, this program aligns with the Asta Cita national development framework, particularly in reinforcing Pancasila ideology through anti-corruption character education and strengthening the development of integrity-driven human resources. The program also contributes to the achievement of the Sustainable Development Goals (SDGs), especially SDG 4 (Quality Education), SDG 8 (Decent Work and Economic Growth through integrity-based work ethics), and SDG 16 (Peace, Justice, and Strong Institutions). Thus, this mentoring initiative not only enhances school governance but also contributes to national and global efforts to cultivate a generation of young people who are ethical, integrity-driven, and prepared to face future challenges.



Developments in anti-corruption education research over the past four years indicate a paradigm shift from a predominantly cognitive approach toward a social-ecological perspective. International studies (UNESCO, 2021; UNODC, 2022; Heyneman, 2020) emphasize that anti-corruption literacy cannot be sufficiently developed through curricular content alone; rather, it must be supported by school culture, ethical social interactions, and habitual practices. This trend marks a new phase in integrity education, highlighting school climate, institutional ethics, and integrity-based leadership as key determinants of successful value internalization.

Recent national research further reinforces this perspective. Studies by Zulfikar et al. (2023), Yusra (2023), and Lestari (2021) consistently demonstrate that students—particularly in vocational schools—experience a gap between conceptual understanding of anti-corruption principles and their application in everyday behavior. Students tend to recognize corruption at a macro level but fail to identify minor unethical acts such as data manipulation, plagiarism, or misuse of facilities. Meanwhile, teachers face challenges in designing value-based learning due to limited instructional resources, the absence of integrity-focused SOPs, and underdeveloped ethical campaign media. The state of the art suggests that schools require a structured integrity ecosystem to ensure consistent internalization of values.

Moreover, the literature on school empowerment highlights the growing adoption of Participatory Action Research (PAR) approaches in programs aimed at strengthening integrity culture. Through PAR, schools do not merely receive instructional materials; instead, they actively engage in problem identification, policy design, development of supporting instruments, and reflective evaluation of outcomes (Azizah, 2022; Hadi & Prabowo, 2021). A notable gap in existing studies is the limited implementation of comprehensive PAR-based models for developing Anti-Corruption School Culture, particularly within vocational education settings. Accordingly, the mentoring program at SMKN 1 Baso addresses this gap by integrating internal policy development, instructional practices, and digital integrity campaigns as a more systematic and sustainable model for strengthening Integrity Zones.

Methods

The mentoring program was conducted over an eight-month period using a Participatory Action Research (PAR) approach, which emphasizes active collaboration among teachers, students, educational staff, and partners from the Vocational School Principals Association (MKKS) of Agam Regency. This approach ensured that the program was not externally prescriptive, but rather fostered shared commitment and a strong sense of ownership toward strengthening an anti-corruption school culture. The implementation of the program was structured into seven main stages. The first stage involved socialization activities on the concept of an anti-corruption school culture and the Integrity Zone, aimed at strengthening a shared understanding among all school members. The second stage consisted of workshops on the development of Standard Operating Procedures (SOPs) and the



establishment of an Integrity Zone Team as the driving force for implementation. The third stage focused on mentoring the implementation of the SOPs, including pilot testing, reflection, and refinement to ensure consistent application.

The fourth stage involved mentoring student-led projects, in which students produced posters, videos, and digital media on integrity themes as part of the school-wide campaign. The fifth stage comprised the development of an Integrity Zone Corner and an Integrity Tree, serving as educational centers and symbolic representations of the school's commitment to integrity. The sixth stage involved the signing of an integrity pact by all school members as a formal declaration of commitment. The final stage focused on the launch and reinforcement of change agents, marked by the official launch of the Integrity Zone Corner, the selection of Integrity Zone initiator teachers and student integrity ambassadors, and the dissemination of program outcomes through publications and video documentation. The PAR-based seven-stage approach resulted in tangible improvements in school governance, school culture, and stakeholder participation, positioning SMKN 1 Baso as a model for Integrity Zone implementation in vocational education within Agam Regency.

Results and Discussion

The implementation of the Anti-Corruption School Culture Implementation Mentoring Program at SMKN 1 Baso was conducted effectively over an eight-month period, involving the Vocational School Principals Association (MKKS) of Agam Regency as a strategic partner. The entire sequence of activities was designed to address the previously identified issues, namely the absence of a structured Integrity Zone (IZ) policy, limited capacity of teachers and educational staff in anti-corruption education, low levels of student participation, the lack of a monitoring and evaluation system, and the absence of recognition spaces for school community initiatives. The program was implemented through seven main stages based on a Participatory Action Research (PAR) approach, actively engaging teachers, students, educational staff, and school management.

The first stage began with a consolidation meeting with partner stakeholders on June 20, 2025, at SMKN 1 Baso. The meeting was attended by representatives of MKKS SMK Agam Regency, the school principal, teachers, and the service team from Universitas Negeri Padang. During this stage, the overarching program agenda, role assignments, and activity schedules for the entire mentoring period were agreed upon. This initial consolidation provided a solid coordination framework among stakeholders and ensured the readiness of facilities, participants, and collaborative working mechanisms.

The second stage consisted of the Anti-Corruption School Culture Implementation Mentoring activities and the establishment of the Integrity Zone Initiator Team, conducted



on September 5–6, 2025, at the SMKN 1 Baso Hall. A total of 45 participants, comprising representatives of MKKS SMK Agam Regency, teachers, and educational staff, took part in the activities. The program featured external resource persons, including representatives from the Agam District Prosecutor's Office, who discussed the role of the prosecution service in preventing corruption within educational institutions, as well as education experts from Universitas Negeri Padang, who presented strategies for values-based learning and the strengthening of integrity-oriented school governance. Figure X illustrates the activities conducted during the second stage.



Figure 2. Stage 2 Activities Conducted on September 5, 2025



Figure 3. Stage 2 Activities Conducted on September 6, 2025

This stage resulted in the establishment of the Integrity Zone (IZ) Initiator Team as the driving force behind the development of an integrity culture within the school. The third stage focused on the development and finalization of the Integrity Zone Standard Operating Procedures (SOPs). The SOPs were developed by the Integrity Zone Team, consisting of 15 teachers and educational staff, through a series of discussions, simulations, and internal socialization activities. On September 12, 2025, a draft SOP was produced covering six main aspects: teacher management, student management, administration, finance, laboratory management, and learning processes. The SOPs were subsequently pilot-tested on a limited basis to ensure their alignment with practical needs before being implemented more broadly within school governance.



The fourth stage focused on mentoring student work as a form of active student engagement in the anti-corruption culture campaign. The mentoring activities were conducted both online through a WhatsApp Group and offline on September 6 and 12, 2025, involving 15 students from the student council (OSIS) and various extracurricular organizations. Students were guided in producing educational posters, videos, and digital content with integrity-related themes. These works were disseminated through the school's digital media platforms and displayed within the school environment to expand the reach of anti-corruption messages.

The fifth stage involved the development of the Integrity Zone Corner and the Integrity Tree, carried out from August to September 2025. This stage engaged teachers, students, the mentoring team, and technical staff. The Integrity Zone Corner was designed as an integrity education space equipped with an Integrity Tree, bookshelves, an aspiration board, student desks, an educational television, anti-corruption book packages, and thematic posters. This output serves as a central hub for integrity learning and a symbolic representation of the school's collective commitment to fostering an anti-corruption culture. *Figure X presents an overview of the activities conducted during the fifth stage.*



Figure 5. Stage 5 Activities: Development of the Integrity Zone Corner and Integrity Tree

The sixth stage involved the formulation and signing of an Integrity Pact on September 22, 2025, involving approximately 500 members of the school community. This activity served as a formal declaration of collective commitment to upholding integrity values and strengthening an anti-corruption culture within the school environment. Figure X illustrates the activities conducted during this stage.



Figure 6. Stage 6 Activities: Signing of the Integrity Pact



The Integrity Pact document was developed through a participatory process and contains commitments to honesty, transparency, accountability, and the prohibition of corrupt practices. The signing of the pact marked a significant milestone in building both moral and institutional commitment to the consistent implementation of the Integrity Zone.

The seventh stage represented the culmination of the program, consisting of the official launch of the Integrity Zone Corner and the Integrity Tree, as well as the formal appointment of Integrity Zone initiator teachers and student Integrity Zone ambassadors as agents of change. The launch activities were scheduled for October–November 2025 as a momentum for disseminating the mentoring outcomes to the wider public and to other vocational schools within the MKKS SMK Agam Regency network. This stage also included program evaluation through monitoring, reflection, and video documentation, which were disseminated via the school's and partners' communication channels. Overall, the PAR-based stages not only produced tangible outputs in the form of physical facilities and school policies, but also strengthened the culture of integrity, enhanced active participation among school members, and consolidated SMKN 1 Baso's position as a model for Integrity Zone implementation in vocational education institutions.

Discussion

The results of the Anti-Corruption School Culture Implementation Mentoring Program at SMKN 1 Baso demonstrate that the development of an integrity culture cannot be achieved through a one-directional approach, but instead requires participatory, sustainable strategies involving all elements of the school community. The application of a Participatory Action Research (PAR) approach proved effective by providing space for teachers, students, educational staff, and school management to collaborate at every stage of the program. These findings reinforce the arguments of McTaggart (2016) and Koshy (2019), who emphasize that PAR fosters a shared sense of ownership over change processes and promotes long-term commitment to the implementation of integrity values.

First, capacity building among school members emerged as one of the most significant outcomes. Initial assessments indicated that teachers' and students' understanding of corruption was largely macro-level and abstract, limited to political issues and high-profile cases. Following interventions such as socialization sessions, workshops, and values-based discussions, school members demonstrated an improved ability to recognize micro-level forms of corruption, including academic dishonesty, data manipulation, misuse of facilities, and procedural violations. This shift aligns with the findings of Zulfikar et al. (2023), who



highlight the importance of contextualized anti-corruption education that is directly connected to students' everyday realities.

Second, the development of Integrity Zone Standard Operating Procedures (SOPs) had a tangible impact on improving school governance. The six SOPs jointly formulated with the school team covering teacher management, student management, administration, finance, laboratory management, and learning processes addressed the absence of internal regulations that had previously contributed to procedural inconsistencies and potential misconduct. The pilot-tested and formally adopted SOPs strengthened transparency, accountability, and procedural discipline within the school, supporting UNODC's (2022) recommendations on the importance of robust internal control systems for corruption prevention in educational institutions.

Third, student participation through creative project mentoring demonstrated that anti-corruption education becomes more effective when delivered through campaign media closely aligned with students' interests and experiences. Outputs in the form of posters, short videos, and digital content not only reflected students' understanding of integrity values but also functioned as horizontal educational tools reaching the wider school community. This finding is consistent with Putra et al. (2023), who argue that creative projects enhance moral awareness and strengthen school-wide engagement with ethical values.

Fourth, the establishment of the Integrity Zone Corner and the Integrity Tree underscores the role of the physical school environment as a critical instrument for value internalization. The presence of an attractive and interactive integrity education space provided more vivid and meaningful learning experiences. In line with O'Connor and Lee (2020), conducive learning environments featuring symbols, visuals, and spaces for ethical interaction—have a significant influence on character formation and organizational culture.

Fifth, the signing of the Integrity Pact and the appointment of Integrity Zone initiator teachers and student ambassadors reinforced the dimensions of role modeling and ethical leadership within the school. Values literacy cannot be effectively sustained without role models who consistently demonstrate integrity in everyday practice. This finding aligns with Yusra (2023), who emphasizes that teacher exemplarity is a key factor in shaping students' ethical behavior and sustaining positive school culture.

Overall, the mentoring program indicates that fostering an integrity culture requires an integrated combination of policy instruments (SOPs), individual capacity building, campaign media, physical learning environments, and moral role modeling. This approach



offers a comprehensive and replicable model for Integrity Zone implementation in vocational schools. The findings strengthen the state-of-the-art argument that successful anti-corruption education is not merely about knowledge transmission, but about building an integrity ecosystem. Accordingly, the mentoring program at SMKN 1 Baso not only addressed technical governance challenges but also established a long-term foundation for an integrity-driven school culture that is highly relevant to the needs of vocational education in the contemporary era.

Conclusion

The implementation of the Anti-Corruption School Culture Implementation Mentoring Program at SMKN 1 Baso demonstrates that a Participatory Action Research (PAR) approach is effective in enhancing the capacity of school members, improving school governance, and building a sustainable integrity ecosystem. The program successfully produced six Integrity Zone Standard Operating Procedures (SOPs) that had not previously existed, increased anti-corruption literacy among teachers and students, encouraged student participation through creative projects, and established educational facilities such as the Integrity Zone Corner and the Integrity Tree. In addition, the signing of the Integrity Pact and the appointment of Integrity Zone Initiator Teachers and Student Integrity Ambassadors strengthened both moral and institutional commitment, positioning SMKN 1 Baso as a model for Integrity Zone implementation in vocational education.

The success of this program offers several important recommendations for sustainability and replication. Schools are encouraged to strengthen the performance of the Integrity Zone Team, integrate integrity values into teaching and learning processes, and optimize the Integrity Zone Corner as a center for integrity literacy. Regular monitoring and evaluation mechanisms should be developed to ensure the effectiveness of SOP implementation and the integrity-related behavior of school members. Furthermore, continued collaboration with MKKS, the Prosecutor's Office, and higher education institutions is recommended to enhance school capacity. The strategic use of digital media as an anti-corruption campaign platform is also essential to ensure that integrity culture is continuously and widely disseminated in a sustainable manner.

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