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# The Power of Anti-Corruption Education in Shaping Social Attitudes: A Mediation Perspective

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## ABSTRACT

Corruption cases continue to occur, potentially eroding social attitudes, including those of students. Therefore, this study aims to explore the influence of anti-corruption education on social attitudes through perceptions of corruption. The research uses a quantitative approach, survey methods, and a causal design. The population comprises 880 private junior high school students in Bekasi Regency, West Java, while the sample consists of 275 students. Sampling was conducted using a random proportional sampling method at each school. Data collection was conducted using a Likert-scale questionnaire, and analysis was conducted using the Structural Equation Modeling approach based on Partial Least Squares (SEM-PLS). The results show that anti-corruption education negatively affects perceptions of corruption and positively impacts students' social attitudes. Perceptions of corruption negatively affect students' social attitudes and mediate the influence of anti-corruption education on those attitudes. These findings yield new empirical evidence of the mediating role of perceptions of corruption in the causal relationship between anti-corruption education and students' social attitudes. This model makes theoretical contributions to psychology and educational management, particularly in shaping social attitudes through anti-corruption education. Furthermore, it can be used to optimize anti-corruption education as a strategy to prevent corruption and foster positive social attitudes among students.

## ARTICLE INFORMATION

***Keywords:***
*anti-corruption education; perception of corruption; social attitudes; students*

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## INTRODUCTION

Corruption remains a serious structural problem in Indonesia, persisting across sectors and generations and posing a real threat to the quality of democracy, social justice, and sustainable development (Manurung et al., 2025; Mukri, 2024). Various reports and empirical studies show that corrupt practices not only have an impact on the country's economic losses but also erode public trust, damage moral values, and weaken the social attitudes of citizens, especially among the younger generation who are in the character formation phase (Snow, 2024; Pevnaya et al., 2024). This condition confirms that the eradication of corruption does not rely solely on legal and repressive approaches, but requires a systematic, sustainable, value-based preventive strategy from school age (Witarsa, 2023; Tyananda et al., 2025). In this context, anti-corruption education is positioned as a strategic instrument to instill the values of integrity, honesty, accountability, and social responsibility, especially among the younger generation, who are agents of change and future leaders (Utami, 2022).

Through the internalization of moral and ethical values, anti-corruption education not only transmits knowledge about the destructive effects of corruption but also shapes a character resilient to the temptation of corruption across various life contexts (Utami, 2022). In the Indonesian context, the implementation of anti-corruption education has been pursued through the integration of a cross-level curriculum by the government, in collaboration with the KPK and the Ministry of Education and Culture. However, it still faces limitations, including educators' low preparedness, a lack of contextual teaching materials, and weak public awareness. The effectiveness of anti-corruption education requires a holistic and sustainable approach that engages schools, families, communities, and the media. It leverages local values and digital technology to be relevant to the younger generation's character in the information age. The challenges are increasingly complex when the anti-corruption values taught are confronted by contradictory social realities arising from public elite corruption, thereby demanding a collective commitment across actors to create a consistent social ecosystem that upholds integrity (Sutanto, 2021). In the context of formal education, especially at the school level, anti-corruption education plays an important role in shaping social values and attitudes that reject corrupt practices and encourage pro-social behavior grounded in civic ethics (Yorman et al., 2025; Siregar, 2024).

Empirically, several studies show that anti-corruption education influences social attitudes, strengthening students' social awareness, justice, and pro-social behavior (Al-Sabah et al., 2025; Al-Ayyubi et al., 2025; Yorman et al., 2025; Gufran & Rostati, 2025). However, these influences do not operate in isolation; they are mediated by cognitive-affective mechanisms that shape how individuals interpret corruption (Syahputra et al., 2024; Hayati et al., 2025). Some recent literature confirms that anti-corruption education has a significant effect on the perception of corruption, where students exposed to anti-corruption education show a more critical, intolerant, and normative perception of corrupt practices (Siregar, 2024; Hayati et al., 2025; Syahputra et al., 2024; Fajri et al., 2024). Furthermore, perceptions of corruption play a central role in shaping an individual's social orientation, including social beliefs, civic responsibility, and pro-public attitudes (Gonzalez et al., 2019; Incio & Seifert, 2024). Cross-border studies confirm that negative perceptions of corruption correlate with the strengthening of positive social attitudes and commitment to collective values (Santoso & Priono, 2025; Iddrisu, 2025; Olarewaju et al., 2025; Oliveira et al., 2025). In the context of education, this perception serves as a bridge between the normative values taught and the social attitudes that students embody in daily life (Hauk et al., 2022; Khalid, 2025). Although the relationship between these variables has been partially studied, research that explicitly examines the mediating role of perception of corruption in the relationship between anti-corruption education and students' social attitudes is still very limited, especially in the context of education (school) in Indonesia (Mukri, 2024; Manurung et al., 2025). Most previous studies have focused on students or treated perception as an independent variable, thereby failing to fully explain the internal mechanisms underlying students' social attitude formation (Witarsa, 2023; Yorman et al., 2025). Therefore, this study aims to fill this empirical gap by developing a mediation model that explains how anti-corruption education affects students' social attitudes through perceptions of corruption, and to make a theoretical and practical contribution to strengthening anti-corruption character education policies in Indonesia.

Social attitudes are defined as individual awareness reflected in consistent, real behavior in social interactions, characterized by empathy, care, and respect for others. This attitude is manifested through mutually helpful behavior, respect for differences, solidarity, and the upholding of values such as honesty, discipline, and social responsibility (Fengi & Mudana, 2025). In the context of education, social attitudes are understood as affective and cognitive orientations that are internalized and manifested in real behaviors that are carried out repeatedly in daily social interactions (Nasution & Yusnaldi, 2024). Social attitudes do not arise individually; rather, they develop in a social space

characterized by diversity of backgrounds, values, and interests, thereby requiring individuals to build empathy, care, and social responsibility (Snow, 2024). At the student level, social attitudes serve as the foundation for the development of civic character, as students live and learn in a social environment that fosters interaction, cooperation, and interdependence among individuals (Pevnaya et al., 2024). This social awareness fosters pro-social behaviors, such as helping, mutual respect, acceptance of differences, and a willingness to maintain social harmony within the educational community (Fengi & Mudana, 2025). Thus, social attitudes not only function as internal dispositions but also as mechanisms for binding social relations, thereby strengthening cohesion and solidarity in the school environment (Nasution & Yusnaldi, 2024). Further, social attitudes are understood as an individual's readiness to act ethically in a given social situation, which can be observed and judged by the surrounding social environment (Nasution & Yusnaldi, 2024). This means that social attitudes do not stop at the level of personal attitudes; they manifest in social behavior that can be collectively evaluated through interactions among individuals (Snow, 2024).

In the context of value education, social attitudes are an important indicator of the success of internalizing social and moral norms, including honesty, discipline, responsibility, and concern for the common good (Setiawan et al., 2025). Conceptually, social attitudes encompass indicators such as sympathy, loyalty, respect, care, discipline, tolerance, cooperation, friendliness, politeness, and confidence in social interaction (Fengi & Mudana, 2025). These indicators reflect the quality of healthy social relations and are a prerequisite for the formation of social behavior oriented to the public interest (Nasution & Yusnaldi, 2024). In students, these indicators of social attitudes play an important role in shaping moral sensitivity and collective awareness of the impact of individual actions on the broader social environment (Pevnaya et al., 2024). In the context of anti-corruption education, social attitudes are of strategic relevance because corruption is essentially a social phenomenon rooted in weak empathy, low concern for public interests, and the dominance of individualistic orientations. Anti-corruption education not only aims to increase students' knowledge of the forms and impacts of corruption but also fosters social attitudes that reject unethical practices and encourage alignment with the values of social justice (Gufran & Rostati, 2025). Empirical research shows that strengthening social attitudes through value and citizenship education significantly contributes to the development of anti-corruption and integrity attitudes among students (Al-Sabah et al., 2025). Students with high levels of empathy and social concern tend to have negative perceptions of corruption and to show moral resistance to it (Incio & Seifert, 2024). Thus, social attitudes function as a psychosocial bridge between anti-corruption knowledge and ethical behavior tendencies in social life (Hayati et al., 2025). Based on this description, social attitudes can be considered an important construct for explaining how anti-corruption education shapes students' value orientation and their social responses to corruption. A well-internalized social attitude allows students not only to understand corruption as a violation of the law, but also as a threat to social harmony and common well-being (Santoso & Priono, 2025). Therefore, social attitudes are a key element in the conceptual model linking anti-corruption education, perceptions of corruption, and the formation of students' social behavior with integrity.

Anti-corruption education is an educational framework that goes beyond cognitive instruction by emphasizing affective and psychomotor aspects to prepare students not only to understand corruption but also to actively reject and prevent corrupt behavior through contextually oriented, action-oriented learning (Sumaryati et al., 2022). In addition, Tyananda et al. (2025) explain that the core of anti-corruption education is a holistic approach to fostering integrity and moral values from the beginning. The goal is to form the character of youth who are anti-corruption, with awareness and prevention capabilities, through an integrated curriculum, active learning methods (such as examples and discussions), and the development of honest, fair, and responsible attitudes. This is expected to develop into a cultural movement for the realization of a clean nation. On the other hand, anti-

corruption education is interpreted as an effort to control corruption by fostering a strong anti-corruption attitude in the next generation. This method is most effective when carried out within the education sector, because education is a planned, systematic process of mental change that makes it easier to measure changes in anti-corruption behavior (Manurung et al., 2025). Anti-corruption education plays a strategic role in shaping students' social attitudes oriented towards integrity, justice, and collective responsibility by internalizing moral and ethical values integrated into the learning process (Al-Sabah et al., 2025; Gufran & Rostati, 2025; Syahputra et al., 2024). This approach not only emphasizes cognitive understanding of corruption but also strengthens the affective and behavioral dimensions that foster social sensitivity, moral reasoning, and rejection of unethical practices in social life (Setiawan et al., 2025; Hayati et al., 2025; Mukri, 2024). Anti-corruption education includes indicators of honesty, justice, responsibility, and an anti-corruption mindset as the foundation for shaping students' social attitudes (Tyananda et al., 2025). Honesty strengthens trust in social relations, justice fosters respect for equality and common norms, and responsibility builds social accountability, while an anti-corruption mindset strengthens moral resistance to deviant social practices (Suhandi et al., 2023; Irsyadi & Arifani, 2024). Empirical research suggests that anti-corruption education significantly influences students' social attitudes (Pevnaya et al., 2024; Snow, 2024; Mukri, 2024). The findings confirm that the internalization of integrity values through anti-corruption education directly strengthens pro-social orientation, social responsibility, and intolerance of corrupt behavior in the broader educational and social environment. Thus, the first hypothesis can be formulated as follows: ($H_1$) Anti-corruption education has a positive effect on social attitudes.

Anti-corruption education is seen as a strategic instrument in shaping students' critical awareness, moral reasoning, and integrity through the internalization of the values of honesty, responsibility, and social justice that are integrated in a systematic and sustainable learning process (Khotimah et al., 2024; Gufran & Rostati, 2025; Mukri, 2024). More than just knowledge transfer, anti-corruption education serves as a preventive mechanism that strengthens individuals' ability to recognize, assess, and reject corrupt practices, thereby forming a more critical social assessment of corruption as a structural threat to governance and democracy (Setiawan et al., 2025; Al-Sabah et al., 2025; Tyananda et al., 2025). Perceptions of corruption refer to an individual's evaluative assessment of the level of prevalence, form, and impact of corruption in public institutions, which is influenced by institutional performance, social experience, and normative understanding gained through the educational process (Gonzalez et al., 2019; Oliveira et al., 2025; Incio & Seifert, 2024). In this study, the perception of corruption is understood through several indicators, such as the government's inability to prevent bribery, the practice of bribery in public services and licensing, the dominance of money politics that threatens the quality of democracy, a permissive culture towards money politics, vulnerability to the misuse of tax funds, illegal collection of public services, and the use of authority for personal interests (Hauk et al., 2022; Santoso & Priono, 2025; Maharani et al., 2024). Empirical research shows that anti-corruption education significantly influences students' perceptions of corruption (Setiawan et al., 2025; Witarsa, 2023; Akhayeva & Turgunbayeva, 2023). The findings confirm that participatory, value-based anti-corruption learning is effective in increasing critical awareness, strengthening moral judgment, and fostering negative perceptions of the normalization of corrupt practices in social and institutional life. Thus, the second hypothesis can be formulated as follows: ($H_2$) Anti-corruption education harms perceptions of corruption.

The perception of corruption is a cognitive-normative construct that plays an important role in shaping students' social attitudes towards the values of honesty, justice, and social responsibility, because these perceptions reflect individual judgments of the integrity of public institutions and the legitimacy of governance (Hauk et al., 2022; Oliveira et al., 2025). In addition, Santoso and Priono (2025) interpret the concept of corruption perception as the belief that fiscal policies, especially tax

funds, have loopholes that are exploited unfairly by certain groups, thereby undermining integrity and justice in society. Meanwhile, Maharani et al. (2024) explain that the perception of corruption as behavior involves withdrawing financial rewards for the provision of public services, abusing authority for unauthorized purposes, and neglecting mandated duties. For Dipierro and Rella (2024), the perception of corruption is a cognitive evaluation of the presence and intensity of corruption in government performance, shaped by cultural and social expectations, with national culture and expectations of government performance shaping how corruption is assessed or perceived by the public. This perception not only reflects an individual's understanding of corrupt practices but also a normative evaluation of the moral and social implications of corrupt behavior in public life. Theoretically, perceptions of corruption directly shape social attitudes by influencing levels of social trust, pro-social orientation, and individual attitudes towards norms of justice and collective integrity (Richey, 2010; Snow, 2024). Negative perceptions of corruption tend to weaken trust in public institutions and lower social capital, while critical perceptions accompanied by strong normative understandings can strengthen ethical and anti-corrupt social attitudes (Incio & Seifert, 2024). In the context of education, this perception is important because it shapes how students assess the legitimacy of social behavior and the moral consequences of corruption in their social environment. Empirical research shows that perceptions of corruption significantly influence social attitudes (Khalid, 2025; Incio & Seifert, 2024; Suhandi et al., 2023; Gonzalez et al., 2019). The findings confirm that individuals with critical and negative perceptions of corruption tend to exhibit stronger social attitudes toward honesty, justice, and social responsibility.

In contrast, permissive perceptions of corruption are associated with weak ethical orientation and increased tolerance for deviations from social norms (Gonzalez et al., 2019). Thus, the perception of corruption functions as a psychosocial mechanism that bridges anti-corruption education and the formation of students' social attitudes. This perception not only mediates the internalization of anti-corruption values but also determines the extent to which students develop social attitudes oriented towards integrity, justice, and concern for the public interest. Therefore, the third hypothesis can be formulated as follows: ($H_3$) Perceptions of corruption negatively affect social attitudes. The above empirical evidence shows that perceptions of corruption can serve as mediators of the causal relationship between anti-corruption education and social attitudes. As evidenced in several previous studies, perceptions of corruption not only affect social attitudes (Khalid, 2025; Incio & Seifert, 2024; Suhandi et al., 2023) but are also influenced by anti-corruption education (Setiawan et al., 2025; Witarsa, 2023; Akhayeva & Turgunbayeva, 2023). The mediation mechanism can be explained through the cognitive-social theory and behavioral ethics frameworks, which view perception as an internal cognitive structure resulting from a normative learning process that transforms anti-corruption knowledge into social attitudes. From a causal perspective, perceptions of corruption serve as a mediator, explaining how and through what mechanisms anti-corruption education influences social attitudes. Perceptions formed through the educational process further shape individuals' moral orientation, social beliefs, and tendencies toward ethical behavior, thereby strengthening anti-corruption social attitudes (Richey, 2010). Therefore, the perception of corruption, both conceptually and empirically, warrants being positioned as a mediator in the relationship between anti-corruption education and social attitudes. Based on the empirical evidence and arguments, the fourth hypothesis can be formulated as follows: ($H_4$) Perceptions of corruption mediate a positive relationship between anti-corruption education and social attitudes.

## METHOD

This study employs a quantitative methodology grounded in a positivist perspective, emphasizing knowledge derived from actual experience and observable phenomena (Neuman, 2021).

The objective is to delineate and elucidate the relationship between variables. Each research variable is delineated objectively, ensuring that the relationship is founded on data, facts, or information gathered through surveys (McMillan & Schumacher, 2021). This study employs a causal design utilizing a structural equation model. The objective is to ascertain the correlation between exogenous variables (anti-corruption education) and endogenous variables (perceptions of corruption and social attitudes). The population of this study is 880 active 8th and 9th-grade students from four private junior high schools (SMP) in Bekasi Regency, West Java: Central Attaqwa Junior High School (318), Nurul Hidayah Junior High School (107), Magda Nusantara Junior High School (270), and Madani Global Junior High School (184). According to Slovin's formula, with a 5% error margin, the sample size for that population is 275 students. Sampling was carried out randomly and proportionally from four schools, based on the population in each school (Widodo, 2021). This study employed a survey to ascertain the frequency, distribution, and relationships among variables (Widodo, 2021). The study utilized a Likert-scale questionnaire featuring five response options, ranging from strongly disagree (score 1) to strongly agree (score 5). The researchers prepared the questionnaire using expert indicators. The questionnaire was created using Google Forms and sent via email and WhatsApp.

The variables of anti-corruption education include indicators of honesty, fairness, responsibility, and an anti-corruption mindset (Tyananda et al., 2025). Perceptions of corruption: the government's inability to prevent bribery, bribery of public services and licensing, money politics that threaten the quality of democracy, a permissive culture of money politics, tax policies that are prone to abuse, collecting money for public services, and using authority for personal gain (Hauk et al., 2022; Santoso & Priono, 2025; Maharani et al., 2024). Then, social attitudes: sympathy, friends' loyalty, respect, tolerance, cooperation, friendliness, politeness, and confidence in social interactions (Fengi & Mudana, 2025). The variables included anti-corruption education (8 items), perception of corruption (14 items), and social attitudes (16 items). The questionnaire was first tested with 30 trial participants to assess its validity and reliability before use in research. The validity test uses Pearson's Product-Moment correlation, while the reliability test uses Cronbach's alpha formula. The results showed that the correlation coefficients for the anti-corruption education variable ranged from 0.534 to 0.862, perception of corruption from 0.392 to 0.830, and social attitudes from 0.526 to 0.817, with the Alpha coefficients for the variables = 0.852, 0.866, and 0.905, respectively. All items have a correlation coefficient > 0.361 and an alpha coefficient> 0.7. This demonstrates the validity and reliability of a good instrument (Widodo, 2021), making it suitable for collecting research data.

In addition, this study includes a common method bias (CMB) test to address concerns raised by some academics who hypothesize that survey research using a self-assessment questionnaire, as applied in this study, may be subject to CMB. A source of error that sometimes occurs is the divergence between the apparent relationship and the actual correlation due to variance introduced by the common method (Bastian & Widodo, 2024). Kock (2015) stated that if the Harman's single-factor test is below the 0.5 tolerance threshold, the research data is not biased. The CMB value obtained in this study was 0.395, which is < 0.5. Therefore, it can be concluded that the data in this study are free of data bias (CMB). The data analysis employed Structural Equation Modeling via Partial Least Squares (SEM-PLS), supplemented by descriptive and correlational statistical analyses. SEM-PLS analysis is employed to evaluate hypotheses and determine model appropriateness, whereas descriptive and correlational analyses are utilized to elucidate variable states and interrelations among variables. SEM-PLS uses SmartPLS 4.0, whilst descriptive and correlational analyses utilize SPSS version 27.

## RESULTS AND DISCUSSION

The results of the descriptive analysis, as summarized in Table 1, show that the mean value of the anti-corruption education variable is 28,225 with a standard deviation of 5,778, indicating that respondents' understanding and exposure to anti-corruption education is in the moderate category, with relatively controlled variation in responses. The corruption perception variable has a mean of 30,316 and a standard deviation of 8,305, indicating a fairly high (negative) perception of corruption among respondents. Meanwhile, the social attitude variable had a mean of 59.131 and a standard deviation of 10.578, indicating that respondents' social attitudes were at a relatively high level, although responses varied significantly. The results of the correlation analysis showed that anti-corruption education was negatively associated with perceptions of corruption (r = -0.453), indicating that the more respondents received anti-corruption education, the lower their tolerance for corrupt practices. In addition, anti-corruption education showed a positive relationship with social attitudes (r = 0.446), indicating that greater anti-corruption education was associated with stronger social attitudes. Perceptions of corruption are negatively related to social attitudes (r = -0.406), suggesting that more permissive (positive) perceptions of corruption are associated with weakened social attitudes oriented towards integrity and social concern. Overall, these findings indicate that anti-corruption education plays an important role in shaping a more critical perception of corruption and strengthening social attitudes.

**Table 1.** Descriptive and Correlation Analysis Results

| Variables | Red | SD | 1 | 2 | 3 |
|---|---|---|---|---|---|
| Anti-corruption education | 28.225 | 5.778 | 1 | | |
| Perceptions of Corruption | 30.316 | 8.305 | -0.453 | 1 | |
| Social Attitudes | 59.131 | 10.578 | 0.446 | -0.406 | 1 |

** $p < 0.01$

**Table 2.** Variable Measurement Model Results

| Variables | Indicator | Load Factor | CA | CR | AVE |
|---|---|---|---|---|---|
| Anti-corruption education | Honest | 0.844 | 0.936 | 0.943 | 0.758 |
| | Fair | 0.833 | | | |
| | Responsible | 0.839 | | | |
| | Anti-corruption mindset | 0.806 | | | |
| Perceptions of Corruption | The government's inability to prevent bribery | 0.753 | 0.887 | 0.918 | 0.691 |
| | Public service bribery and licensing | 0.784 | | | |
| | Money Politics that threatens the quality of democracy | 0.770 | | | |
| | Permissive culture towards money politics | 0.846 | | | |
| | Tax policies that are prone to abuse | 0.848 | | | |
| | Collecting money for public services | 0.828 | | | |
| | Abuse of authority for personal gain | 0.869 | | | |
| Social Attitudes | Sympathy | 0.740 | 0.964 | 0.970 | 0.780 |
| | A sense of loyalty from a friend | 0.778 | | | |
| | Respect | 0.729 | | | |
| | Tolerance | 0.735 | | | |
| | Collaboration | 0.740 | | | |
| | Hospitality | 0.765 | | | |
| | Politeness | 0.728 | | | |
| | Confident in social interaction | 0.757 | | | |

Based on the results of the evaluation of the measurement model (outer model) as summarized in Table 2, all indicators in each construct (variable) show a factor loading value above the minimum limit of 0.70. This shows that all indicators have strong convergent validity and adequately reflect the constructs they measure. Thus, there are no indicators that need to be omitted from the measurement model. Cronbach's Alpha (CA) values for the variables of anti-corruption education, perception of corruption, and social attitudes were 0.936, 0.887, and 0.964, respectively. All of them exceeded the threshold of 0.70. This shows that the research instrument has excellent internal consistency. In line with that, the Composite Reliability (CR) values for the three constructs were also above 0.70, namely 0.943 for anti-corruption education, 0.918 for perception of corruption, and 0.970 for social attitudes. This confirms that all constructs have excellent reliability. The results of the Average Variance Extracted (AVE) test also showed the following values for each variable: 0.758, 0.691, and 0.780. All AVE values exceed the minimum criterion of 0.50, indicating that each construct can explain more than 50% of the variance of its indicators. Thus, the measurement model in this study meets the criteria for convergent validity and reliability, making it suitable for testing the structural model (inner model) at the next stage of analysis.

**Table 3.** HTMT and Fornell-Lacker Test Results

| Variabel | 1 | 2 | 3 |
|---|---|---|---|
| Anti-corruption education | 0.831 | 0.514* | 0.515* |
| Perceptions of Corruption | -0.458 | 0.815 | 0.452* |
| Social Attitudes | 0.453 | -0.413 | 0.747 |

*HTMT

Based on Table 3, the results of the discriminant validity test using the Fornell–Larcker criteria and the Heterotrait-Monotrait Ratio (HTMT) show that all constructs in the model have met the criteria of discriminant validity. The square root of AVE, displayed on the main diagonal of the table, is 0.831 for anti-corruption education, 0.815 for perception of corruption, and 0.747 for social attitudes, all of which are greater than the correlation values between other constructs. This indicates that each construct explains its own indicators better than it explains those of other constructs, thereby meeting the Fornell–Larcker criteria. The test results using the HTMT criterion, marked with a sign (*), showed that all HTMT values between constructs were below the threshold of 0.9: 0.514 between anti-corruption education and perception of corruption, 0.515 between anti-corruption education and social attitudes, and 0.452 between perception of corruption and social attitudes. These values indicate a good level of discrimination between constructs, so it can be concluded that there is no conceptual multicollinearity and that all variables in the model exhibit adequate construct differences. Thus, based on the Fornell–Larcker and HTMT criteria, the measurement model in this study meets the requirements for discriminant validity, indicating that the constructs used are empirically distinct and suitable for structural model analysis at a later stage. This study assessed the goodness of fit utilizing three test models: standardized root mean square residual (SRMR) < 0.08, chi-square> 0.9, and NFI approaching 1 (Hair et al., 2022). The model fit test findings indicated that the SRMR (0.061) was below 0.08, the chi-square (542.905) exceeded 0.9, and the NFI (0.826) approached 1. The results indicate that the model aligns with empirical data. The data-driven empirical model in this study aligns with the proposed theoretical model.

**Table 4.** Structural Model Assessment

| Hypotheses | Path Coefficient | T Statistics | P Value | Decision | VIF | $f^2$ | $R^2$ |
|---|---|---|---|---|---|---|---|
| $H_1$: Anti-corruption education on social attitudes | 0.333 | 5.199 | 0.000 | Significant | 1.266 | 0.118 | 0.258 |
| $H_2$: Perceptions of corruption on social attitudes | -0.260 | 4.093 | 0.000 | Significant | 1.266 | 0.072 | |
| $H_3$: Anti-corruption education on the perception of corruption | -0.458 | 8.201 | 0.000 | Significant | 1,000 | 0.266 | 0.210 |
| $H_4$: Anti-corruption education on social attitudes through perceptions of corruption | 0.119 | 3.612 | 0.000 | Significant | - | - | - |

** $p < 0.01$

Based on the results of structural model testing as presented in Table 4, all causal relationships hypothesized in this study are proven to be statistically significant. The effect of anti-corruption education on social attitudes has a path coefficient of 0.333 and a t-statistic of 5.199 (p = 0.000 < 0.01). These findings indicate that anti-corruption education has a positive and significant effect on social attitudes. The effect of perceptions of corruption on social attitudes has a path coefficient of -0.260 and a t-statistic of 4.093 (p = 0.000 < 0.01). These results show that perceptions of corruption have a negative, significant effect on social attitudes. Thus, the higher the negative perception of corruption, the lower the social attitude oriented towards integrity values. The effect of anti-corruption education on perceptions of corruption was significant, with a path coefficient of -0.458 and a t-statistic of 8.201 (p = 0.000 < 0.01). These findings indicate that significantly improving anti-corruption education can reduce negative perceptions of corrupt practices.

The indirect influence (mediation) of anti-corruption education on social attitudes through perceptions of corruption is significant, with a path coefficient of 0.119 and a t-statistic of 3.612 (p = 0.000 < 0.01). These results indicate that perceptions of corruption play a significant role as a mediator of the causal relationship between anti-corruption education and social attitudes. Thus, anti-corruption education affects social attitudes, both directly and indirectly (mediated) through perceptions of corruption. In addition, the model's Variance Inflation Factor (VIF) values across the entire path range from 1,000 to 1,266, well below the critical limit of 5.0, indicating no multicollinearity in the structural model. The effect size value ($f^2$) showed that the effect of anti-corruption education on the perception of corruption had a moderate effect ($f^2$ = 0.266), while the effect of anti-corruption education on social attitudes ($f^2$ = 0.118) and the effect of perception of corruption on social attitudes ($f^2$ = 0.072) were in the small to close to medium category. The coefficient of determination ($R^2$) indicated that the social attitude variable was explained by anti-corruption education and perceptions of corruption, to the tune of 25.8% ($R^2$ = 0.258). In comparison, the perception variable of corruption was explained by anti-corruption education to the tune of 21.0% ($R^2$ = 0.210). These findings suggest that although the model has moderate and clear power, other factors outside the model also influence social attitudes and perceptions of corruption.

In general, this study's results show that anti-corruption education can affect perceptions of corruption and, in turn, social attitudes. This empirical fact underscores the vitality of anti-corruption education in shaping negative perceptions of corruption and shaping students' social attitudes. In detail, it can be argued that anti-corruption education that promotes the values of honesty, justice, responsibility, and an anti-corruption mindset (Tyananda et al., 2025) can stimulate the emergence of a massive negative perception of corruption, especially related to the government's inability to prevent bribery, bribery of public services and licensing, *money politics* which threatens the quality of democracy, a permissive culture towards money politics, tax policies that are prone to abuse, collecting money for public services, and using authority for personal gain (Hauk et al., 2022; Santoso & Priono, 2025; Maharani et al., 2024). This emphasizes that anti-corruption education is a strategic instrument for building students' moral and social foundations by internalizing values of honesty, justice, responsibility, and an anti-corruption mindset from an early age (Sumaryati et al., 2022; Tyananda et al., 2025). Beyond that, anti-corruption education can increase students' critical awareness of the forms, impacts, and social consequences of corruption, thereby fostering a negative perception of corrupt practices and reducing tolerance for ethical deviations (Syahputra et al., 2024; Akhayeva & Turgunbayeva, 2023).

In addition, anti-corruption education is effective in fostering social attitudes, as manifested in sympathy, loyalty, respect, tolerance, cooperation, friendliness, politeness, and confidence in social interaction (Fengi & Mudana, 2025). Several studies have also shown that implementing anti-corruption education makes a real contribution to strengthening students' social attitudes toward integrity, social concern, and rejection of unethical behavior (Al-Sabah et al., 2025; Gufran & Rostati, 2025; Yorman et al., 2025). The study also revealed that negative perceptions of corruption can strengthen students' social attitudes. This empirical evidence emphatically shows that promoting the values of honesty, justice, responsibility, and an anti-corruption mindset can foster sympathy, loyalty, respect, tolerance, cooperation, friendliness, politeness, and confidence in building social relations. Several previous studies have also shown that perceptions of corruption significantly affect the social attitudes, public trust, and civic orientation of the younger generation, in both educational and social contexts (Santoso & Priono, 2025; Olarewaju et al., 2025). Thus, the results of this study are appropriate and affirm those of previous research, which serve as the basis for building a conceptual framework and a research hypothesis. Compared to previous relevant research, this study produced new findings (novelty) regarding the crucial role of perceptions of corruption in mediating the influence of anti-corruption education on social attitudes. It makes theoretical contributions to psychology and educational management, particularly in shaping social attitudes through anti-corruption education. In addition, the findings have practical implications for education practitioners, suggesting ways to develop more effective anti-corruption education that can help prevent early outbreaks of corruption and foster stronger social attitudes among students.

## CONCLUSION

This study emphasizes anti-corruption education as a crucial component of the educational framework. The study's findings indicate that anti-corruption education adversely affects perceptions of corruption while positively influencing students' social attitudes. Perceptions of corruption adversely impact students' social attitudes and modulate the effect of anti-corruption education on these sentiments. These findings provide novel empirical evidence regarding perceptions of corruption mediation in the causal link between anti-corruption education and students' social attitudes. This evidence deserves critical and comprehensive review and utilization by researchers to improve the quality of their future studies. Furthermore, it can serve as a reference for school leaders

(management) and educators to optimize anti-corruption education, which serves as a proactive strategy to prevent corruption and foster social attitudes among students.

## DECLARATION OF GENERATIVE AI

The authors declare that no generative AI or AI-assisted technologies were used in the writing process of this manuscript.

## CONFLICTING INTEREST STATEMENT

The authors declare that they have no known competing financial interests or personal relationships that could have appeared to influence the work reported in this paper.

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