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Perspectives On İntegrating Anti-Corruption Curriculum İn Indonesian Secondary School Education

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A R T I C L E I N F O	A B S T R A C T
	Purpose The sole objective of the current study is to determine the impact of anti-corruption awareness and the anti- corruption initiatives on ethical values and the citizenship behavior. **Research Methodology** In a quantitative paradigm, the mediating role of ethical values is examined between anti-corruption awareness, anti-corruption initiatives and citizenship behavior. The sample size comprised 310 eleventh-grade students from Malang, East Java, Indonesia. A questionnaire was distributed to collect the data. SEM-PLS technique was adopted to analyse the data. . **Findings** Finding of the study reveal that there is a significant effect of anti-corruption awareness and anti-corruption initiatives on ethical values.

Moreover, the ethical values significantly mediate the relationship of anti-corruption awareness, anti-corruption initiatives and citizenship behavior. **Implications for Research and Practice** As there are limited studies describing the effect of anti-corruption awareness and initiatives on the citizenship behavior, therefore, this study fills this gap and quantitatively describe the mechanism of the effect of anti-corruption awareness and anticorruption initiatives on citizenship behavior. Furthermore, the findings of this study are significant for the educational policy makers of Indonesia.

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Introduction

Systematic financial corruption has caused serious issues globally as it is not only accepted as legal but also enjoys state sanctions without considering whether it affects perniciously only individuals or the society as whole. It is also often described as "viper" hiding in the grass, who poisons its victims unexpectedly before disappearing back into hiding (Child, Wright, & Xiao, 2020). Systemic Corruption is mostly evident where laws, rules, or regulations (LRRs) are silent about their outcomes or where the consequences are "unintended" and intentions "opaque" not letting any fair and transparent interpretation (Wright, 2020). Owing to the abuse of power and decline in public's confidence, it remains unwarranted and unconscientious as it deprives state coffers, worsens economic and social lives, and obliterates the rule of law.

Public finance corruption has engrossed the entire world. The IMF perspective during the last decade was that since public finance is a means to bring economic growth and end poverty in low-income countries, corruption is a great hurdle in achieving social objectives (Sarker, Bingxin, Sultana, & Prodhan, 2017). It not only made public expenditure policies ineffective but also reduced tax revenue. Therefore, the international community was geared to work together to fight against corruption and Indonesia is not an exception (Brusca, Manes Rossi, & Aversano, 2018). The question therefore arises: How do we eradicate corruption from Indonesia? Corruption has penetrated deeper into the country's soil and cannot be confined to heads of state or bureaucrats who are involved in the corruption of public finance. Eradication of corruption can only take place through a criminal trial without compromising or diverting its purpose or objective. The big challenge is that Indonesia still has a feudalistic culture (Day & Liem, 2019) which is accustomed to breaking the law, and preventing the development of a corruption-free society.

Researchers have reported that corruption is the major problem of the society. Basically, it reflects the bad mentality of the people living in the society. It is very important that measures should be taken to solve this issue (Utama, 2020). The decision makers can take several actions to solve the issue of corruption. Initially, it is important to make special regulation to implement sanctions and punishments so this action can be stopped. Moreover, the authorities and decision makers must support these kinds of actions. On the other hand, it is also critical to stop the money of country to be used for corruption. The law of the state should also be in the way that they may not be fooled. Furthermore, special teaching material should be developed as well to increase the awareness regarding the issues of corruption. This syllabus should be taught as anticorruption education at university level. It is also important to mention that the material develop for anti-corruption must also focus on the bad impact of corruption on the society as well as on the nation (Abdul, Kholil, Abdullah, Dewi, & Hanna, 2020).

There are several principles that have the capability to affect the behavior of a person. Among these principles, ethics are most critical group of moral principles having capability to alter the behavior of a person. These morals of the person are affected by religious influences, cultural practices, and social norms. Beliefs are reflected through ethics regarding what is bad, what is good, what is unjust, what is just, what is wrong and what is right in terms of behavior of a person. Ethics play the

role of a compass that can direct the way people must behave with other (Trevino & Nelson, 2021). It also reflects the way a person lives its life, fulfill the societal obligations, and understand these matters as well. These ethical beliefs of the person are developed by the individuals themselves. These ethics are reflected in the policies, practices and values have the capability to alter the person choice developed by the decision makers on behalf of stake holders. The phrase ethics is mostly used to explain the values regarding different activities. Ethics is applied to all conducts and their factors (Suryanto, 2017). They are relevant regarding groups and individuals.

On the other hand, awareness regarding anti-corruption is important to create values which shows ability as well as eagerness to define moral situation, analyze as well as evaluate the moral esteems of the individual and assess the effect of the corruption on the life of other people. To create awareness, watchful thinking is important to guarantee activities of individual that are immoral. To create awareness, the decision makers must bring the society to a level when a person can understand corruption issue being faced is basically a moral issue. Right decisions can be made by the person if a person understand the ethical issues (Almseidein & Mahasneh, 2020). In past most of the efforts made to stop the corruption was that several actions were taken against corrupt people. Very few studies are conducted to find the ways that can play the role of preventive effort. There is a figure presented below showing corruption rate of Indonesia in past years.
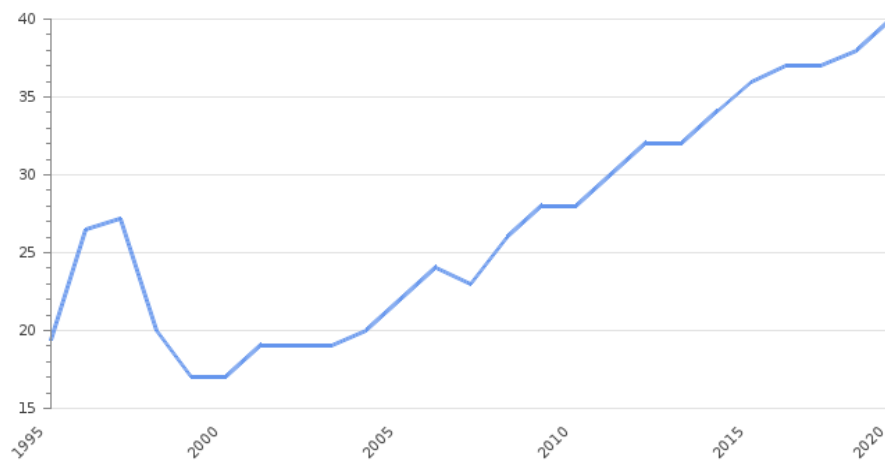

Figure 1. Corruption rate Indonesia Souce: Internet

It is evident from the above figure that corruption is increasing gradually in Indonesia. This arises the need to implement anti-corruption curriculum in Indonesian secondary schools' education. Therefore, the main purpose of this study is to assess the relationship between Anti-corruption awareness, Anti-corruption initiatives and Citizenship behaviour. Along with, Ethical values is assessed as the mediator between Anti-corruption awareness & Citizenship behaviour and Anti-corruption initiatives & Citizenship behaviour.

Literature Review

Citizenship behavior

Several past scholars like Aristotle held with the phenomenon considering man as a social animal desiring to be tied in any relationship with the other human beings making up the society. Hence, individuals are required to behave in the way to make strong bonds with other people and build up constructive harmony among the members of society. Therefore, individuals acknowledge public responsibilities demonstrating social consciousness wishing to improve civic responsibilities. Citizens who are responsible show citizenship behavior sharing their concerns as the members of overall society. Citizenship behavior expresses both the civic responsibilities as well as characteristics of the certain society. Good citizens must show consciousness regarding characterizing any civic related duty or obligation. Civic duty is an obligatory practice, which if not fulfilled, is known as unethical. Therefore, when we talk about something is right, not doing that thing becomes wrong. In the same way, something good, fair and perfect if not fulfilled becomes bad, unfair and imperfect. Anything that is respectful, if not dine becomes disrespectful. Hence, anything that is ethical when not done becomes unethical (Cooper, 2018).

In citizenship behavior, a good and responsible citizen has many responsibilities and obligations. Similarly, in contrast to this, a good citizen has several privileges and rights upon the society as free citizens. The citizens of a responsible society have rights to contribute in legal, religious, political, judicial and social civic affairs, along with he has obligations regarding these affairs. He should not harm the other humans of his nation by protecting weaker individuals of his society from the stronger one. He should protect the sentiments of other individuals. His foremost duty must be to show loyalty to the society and his nation in every situation (Inagaki & Orehek, 2017).

Anti-corruption Awareness

Context education is based on the philosophy of constructivism, which is the result of cultural influence. Human beings develop awareness in different ways- communicating with entity, event, experience, and the environment. Awareness should be a positive force and a way of resolving a controversial issue (Keefer & Haj-Broussard, 2020). This is consistent with Wurdinger and Carlson who postulated that context learning can be applicable across five approaches like problem-based learning, project-based learning, work-based training, service-learning and cooperative learning (Wurdinger & Carlson, 2009). Such an education is regarded as the first step for the prevention of corruption. Student anti-corruption awareness is targeted towards the students through value education (Agostinelli & McQuillan, 2020).

Clark, another educational theorist, pleads that education which promotes good principles makes people feel guilty if they are tempted to make wrongdoing and furious if they see it (Clark, 2015). He highlights three fundamental moral values that make people resistant to corruption: fairness, sense of justice, and accountability. Being honest with the society implies being bold in the society, revealing oneself to challenging situations. A good curriculum teaches students that it is a bad practice to be dishonest, to honor other people's property and to perform duties and obligations with accountability.

Practically speaking, students can demonstrate honesty and fairness as application of their new learning. Right at the outset, they must spend their school sports fund responsibly and optimally. They must work hard to succeed in athletics. Accountability is an important part in training children to become adults and individuals of integrity (West, 2016). Education imprints values and principles on young children's minds. By performing these values and principles in real life, they can be seen truly grasping their meaning (Honegger, 2020). A good curriculum paves the path of a kind of leadership transformation that will challenge every nation to change and save itself. Noseleit (2010) devised an instructional method known as "culture in principles, religious education for ideals," which aimed to improve people's attitude. Hence, education is crucial for its purpose to make people globally aware and caring and they will become responsible citizens.

H1: Anti-corruption awareness will create ethical values among society.

Anti-corruption Initiatives

The study of anti-corruption in the educational curriculum makes an impact on students' psychomotor skills, leading them to behave ethically. Martens et al. laid down several recommendations to improve civics education including cognitive moral growth, meaning interpretation, explanation in values, and action learning (Martens & Gainous, 2013). Civic education, according to them, should have anti-corruption as a sub-topic. Unfortunately, anti-corruption awareness is just an elementary introduction to students, insufficient to help them appreciate the importance of anti-corruption. Anti-corruption Curriculum should not only be confined to teaching and practice, but it should be like a campaign for students.

Hermann's fundamental theory of interest education postulates that "values are neither taught nor acquired; values are only experienced" (Freire, Macedo, Koike, Oliveira, & Freire, 2018). It means that values should not only be gathered, but also to be perceived as fundamental to personal excellence across learning cycles, internalized and standardized. The learning cycle that takes place in a society, such as where we reside, is like an activity that does not occur in a free-ranging setting but is instead happening in our shared society. This theory is akin to the enculturation theory which also emphasizes future citizens to attain sanity to live in a civilized world. It has been claimed that value education evolves through standardization, adaptation, enculturation, direct practice, embedded into a diverse cultural framework like classroom, school, family, peer groups, or community (Lehman & Welch, 2020). The anti-corruption curriculum in a school or college is one of the cycles of institutionalization, acculturation and confirmation of college principles (Freire et al., 2018).

(Reimer, 2015) postulates a modernist theory of building an environmental program where students practice anti-corruption in their habitat and behavioural circles. The theory suggests that the rate of learning depends on the students' reactions. In this model the individual characteristics are examined in terms of real facets in performance. The stimuli and responses affect a wide range of areas. The feedback to anti-corruption curriculum will determine people's lifestyles, their interests, and hobbies. It also requires an award and penalty system to teachers according to school's

performance in this curriculum. By introducing anti-corruption education would improve the planned behavior and avoid harmful and forbidden behavior.

H2: Ethical initiatives positively effects ethical values.

Ethical values

Ethics are the moral values being governed by the behavior of an individual while conducting any activity. Values are referred as the principles and beliefs acting to be general guidelines to behave making standards where actions and decisions are judged based on desirable/ good or perfect. Generally, values involve equality, justice, freedom, security, truth, honesty, peace of mind and love (Sharma, 2018).

One of the recent anti-corruption initiatives taken by the government is to teach social, moral, and cultural values in the educational curriculum. Even if there exist strict laws to prevent corruption, there is a need to develop awareness among the masses about the litigations involved in corrupt practices (Tan, Liu, Huang, Zhao, & Zheng, 2016). It is important that students at primary and secondary levels study law subjects specifically related to anti-corruption and all its consequences as lessons in good and honest citizenship.

It was a good initiative to incorporate anti-corruption in the school and college curriculum. A survey was conducted subsequently to collect public opinion regarding introduction of an anti-corruption course in the curriculum. The survey unanimously agreed that the community wanted to fight corruption and that anti-corruption education would effectively reduce corruption. The survey also highlighted a great awareness among citizens who felt that education could make a significant contribution to combat corruption (Swanda & Nadiroh, 2018). A majority believed that anti-corruption education would provide corrective measures. These are consistent with most recent views held by educational institutions which hold community educational and awareness campaigns in school, colleges and universities to instill virtues like honesty and integrity among students and impart a respect and accountability towards law (Aronson, 2020).

Hence, the key point about anti-corruption education is that it is linked with moral values and principles like truth and honesty. Educational institutions have argued that primary and secondary schools are the best place to disseminate and implement anti-corruption principles (Ebersole & Kanahele-Mossman, 2020). Researcher had earlier argued that students in the next generation should be trained to condemn and combat unethical practices. Moreover, referring to Pancasila and the Indonesian education system, it is a primary concern to make Indonesians devout and decent individuals, and educate them on academic, theological and moral issues (Budiharso & Tarman, 2020).

Honesty is generally known as being fair and truthful with oneself as well as with other individuals. Honesty meant to care for others and never mislead them for any reason. It means to admit our wrongs and mistakes in the worst situations which may cause trouble for us. Being fair means to be just while decision making based on evidence and taking away prejudice. Hence, following the rules and obligations, stand

up for what is right and fair treating everyone equally means following honesty (Thompson, 2004).

The curriculum framers stated that civic education requires teaching anti-corruption principles as the focal point. These principles should address child's cognitive and moral values at every stage of learning. If these values are developed at as early as high school stage, students can develop a good understanding of corruption and the relevant legislations to combat it. Concurrently, the quality of the teaching material of anti-corruption curriculum should also strong enough to facilitate students to identify actual situations of corruption, to learn measures how to eliminate corruption, to learn about the legislation and enforcement tools for dealing with corruption (Komalasari & Saripudin, 2015)

Students of Indonesian schools are willing to develop such participatory skills that are required to eliminate corruption (Solikhah & Budiharso, 2020). The curriculum will develop awareness about corruption and will improve their willingness to root it out. It also promoted good principles and attitudes like hospitality, transparency, initiative, and sense of fair play into their personality. Some of these principles were a part of the anti-corruption curriculum introduced in junior and secondary education.

Anti-corruption curriculum research can be operated with six approaches. First is the problem-based learning, that is a method that utilizes real-world problems as a framework to learn about analytical thinking and problem-solving techniques. Students showed an interest in this kind of learning, as it addressed questions of integrating knowledge and ideas across different subject matter. Second is the project-based learning, which is a type of organized research used in systematic teaching wherein the classroom learning environment is planned in such a way that students get motivated to explore authentic projects and tasks. All study materials and other essential activities are facilitated by the school. Third is the class-based learning that is a method that involves the use of free time through learning exercises to apply the classroom thinking while giving students a chance to apply class content to real life problems and real work situations. Forth is the service learning which is the key concept expressed by most participants which is applied to complex social, economic, political, and other types of working conditions. It encapsulates how service learning relates to academic learning. Fifth is the Collaborative learning that is a social group approach that works together to strengthen the environment to achieve learning goals. The last is the value-based learning which is the most efficient way of explaining values and their persuasion or justification (through value analysis, value chart, and value games (Granello, 2000). The value- based learning will help the society to develop the responsible citizens.

H3: Anti-corruption initiatives will lead to the creation of ethical values.

H4: Ethical values will mediate the effect of anticorruption initiatives and the citizenship behavior.

H5: Ethical values will mediate the effect of anticorruption awareness and the citizenship behavior.

Value education is an education which can reduce and eliminate the corruption. This type of education encourages each generation to rearrange the inherited value

system from its predecessors. There may be the creation or the upgradation of the new value system if it is unsuitable to the current situation. If the corruption has been entrenched in the inherited system, it should not move from generation to generation. The relationship of the anti-corruption education and the citizenship behavior can be analyzed from various aspects. Anti-corruption education is the literacy via education channels to reduce or control the corruption and the development of the strong attitude to throwaway any type of corruption. We cannot achieve our targets if we will not build the ability of our next generation via education. The educational route has a strategic value in building the character of society. On the other hand, the citizenship behavior focuses on the development of the citizens who can understand their social responsibilities. Who can exercise their obligations and rights to become advance in education, human research, and the society? Value-education will help them not only to be a responsible citizen, at the same time society will have the skilled and intelligent workforce. Citizenship education and the anti-corruption education both are interrelated because both focuses the formation of attitude that is in accord with the values-systems of Indonesian society. In school system, the core objective of the civic education is to develop the citizen who can act intelligently and responsibly participate in the activities of society including the standing against the corruption.

Anti-corruption education educates the society to reduce or control corruption. It is an overall effort to encourage next generation for the development of strong attitude against any type of corruption. Skills, knowledge, and the character of citizenship are the features of citizenship education. To become a responsible citizen these characters will help the students to improve adequate multidimensional intelligence. Anti-corruption education fosters the character of the nation via education of virtues. Thus, anti-corruption education and the value education are closely linked and play a significant role in the development of anti-corruption mentality and the values. It is believed that the educational institutions are the best platforms to implant and disseminate anti -corruption values (Keen, 2003). The students are the future of the society, therefore, should be educated and taught to keep away and hate corruption activities. The educational institutes can guide the students mentally to fight against corruption. The corruption is the root cause of the moral and ethical elimination of the society. It not only damages the social life; at the same time, it destroys the economic life of the country. To control corruption, the government of Indonesia have taken certain initiatives and reforms in the educational system. Therefore, the focus of the study is to develop a mechanism between the anticorruption initiative, awareness, and the citizenship behavior for the expansion of healthy society.

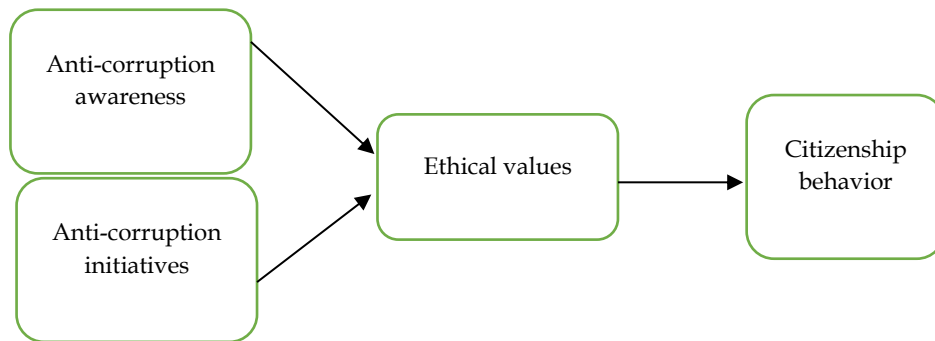Following framework is developed from the above literature review

Figure 2. Framework

Methodology

Research Design

This study used quantitative approach to assess the relationship among anti-corruption awareness, anti- corruption initiatives, ethical values and the citizenship behavior. Cross sectional design was developed for the present study in the form of questionnaire survey to gather the response of respondents of present study.

Research Sample

The target population of this study is comprised of Students of the secondary school students of Indonesia. Therefore, the data was collected from the students of 11th grade from Malang, East Java, Indonesia. Because if the nature of the study, researchers opted to use purposive non- probability sampling procedure was adopted. This method was used by the researcher as it is mostly used in quantitative research design and respondents are easy to be accessed (Etikan, Musa, & Alkassim, 2016).

Data Collection Tool (Research Instrument) and Procedure

A special questionnaire was designed with purpose to collect data for the present study. Thus, research questionnaire was used as a research instrument to measure the response of respondents regarding values, citizenship behavior, awareness and anti-corruption initiatives. The research questionnaire seeks to measure the effect of anti-corruption initiatives and awareness on citizenship behavior by using Likert 5-point scale. In this scale, 1 is referred as disagreement of respondent, 5 is referred as strong agreement of respondent regarding stated statement and 3 represents the neutral opinion of respondent. The research questionnaire was comprised of 17 questions.

The survey questionnaire was distributed among 458 students of 11th grade from Malang, East Java, Indonesia. These students represent the population of the present study who are the secondary school students of Indonesia. The usable questionnaire returned were 310. Thus, the usable response rate of the study was 67.39%.

Data Analysis

Structural equation model also known as SEM is used by the researcher in this study. For this purpose, PLS-SEM is used in order to assess the developed hypothesis of the present study. Basically, PLS-SEM is the statistical tool by which researcher can evaluate measurement model and structural model simultaneously. The measurement model under SEM is comprised of factor analysis approach. Whereas structural model is used to assess the relationship among independent and dependent variables. The main reason to use PLS in this study was that this technique does not have any specific assumption regarding distribution of data. Moreover, this is very flexible tool to use SEM. Moreover, this approach is also suitable for studies that are exploring relationships among variables and there is need to use multiple regression.

This is a general technique used for the numerical and statistical analysis. SEM-PLS is the second-generation approach which determines the partial relationship in the model. This technique is appropriate for the models which fail to completely meet the assumption of multi-variate normality(Hair, Sarstedt, Ringle, & Mena, 2012). Thus, to achieve the familiarity assumption the PLS-SEM was chosen by the researcher. It allows unrestricted representation of structural equation, including thoughtful and influential dimensions. Moreover, it is not affected by the small sample size and can handle the highly inclined latent distributions. To test the measurement and structural model this study utilised smart PLS.

Results

Present study used SEM to assess the analysis of data already gathered. For this purpose, PLS tool was used by the researcher in the present study. Past studies Henseler, Ringle, and Sinkovics (2009) have recommended to use PLS-SEM when conducted SEM. It is because PLS is one of the key tools to assess the primary data. There are a number of studies that have used PLS-SEM in their past studies i.e. (Raza, Rather, Iqbal, & Bhutta, 2020).

There are two steps when conducted SEM through PLS. The first step is to assess the validity. For this purpose, CFA was conducted. The outcomes are mentioned in figure 2. The factor loading of every item of the study is more than 0.60. Thus, meeting the required benchmark.

Table 1

Factor Loading

	Awareness	CB	Initiatives	Values
AW1	0.885			
AW2	0.880			
AW3	0.861			
CB1		0.858		
CB2		0.860		
CB3		0.843		
CB5		0.852		
INI1			0.859	
INI2			0.792	
INI3			0.770	
INI4			0.766	
VAL1				0.843
VAL2				0.769
VAL3				0.825
VAL4				0.784
VAL5				0.673

It is evident that Cronbach Alpha and Composite reliability of the variables is more than 0.7 (Joe F Hair Jr, Sarstedt, Matthews, & Ringle, 2016). On the other hand, present study also conducted AVE. In this context (Joseph F Hair Jr, Sarstedt, Ringle, & Gudergan, 2017) mentioned that the benchmark value of AVE should be more than 0.5.

Table 2

Reliability

	Cronbach's Alpha	Composite Reliability	Average Variance Extracted (AVE)
Awareness	0.848	0.908	0.767
CB	0.875	0.915	0.728
Initiatives	0.809	0.875	0.636
Values	0.841	0.886	0.610

In the last step of measurement model, this study assessed discriminant validity for which HTMT approach was used. It is evident from the discriminant validity table that none of the value is more than 0.90 (Henseler, Ringle, & Sarstedt, 2015). Thus, the criteria of the present study are fulfilled.

Table 3

Discriminant Validity (HTMT)

	Awareness	**CB**	**Initiatives**	**Values**
Awareness				
CB	0.485			
Initiatives	0.147	0.363		
Values	0.458	0.710	0.400	

Present study proposed five hypotheses in the present study. All results of these relationships are mentioned in table below. For this purpose, structural model of the study is assessed. bootstrapping process was adopted with 5000 subsamples (Streukens & Leroi-Werelds, 2016)

In this step both direct as well as indirect hypothesis are assessed. in present study t statistics were used to accept or reject the hypothesis. In this case, all proposed hypothesis was accepted as the values were more than the benchmark value of 1.96. Thus, H1 to H3 are accepted having t values more than 1.645.

Table 4

Direct Relationships

	Original Sample (O)	**Standard Deviation (STDEV)**	**T Statistics (|O/STDEV|)**	**P Values**
Awareness -> Values	0.368	0.048	7.711	**0.000**
Initiatives -> Values	0.291	0.050	5.831	**0.000**
Values -> CB	0.645	0.029	22.346	**0.000**

In the next stage of structural model, mediation results were calculated. Table below shows the outcome of mediation outcome. Both proposed indirect relationships were accepted.

Table 5.

In-Direct Relationships

	Original Sample (O)	Standard Deviation (STDEV)	T Statistics (|O/STDEV|)	P Values
Initiatives -> Values -> CB	0.188	0.035	5.333	**0.000**
Awareness -> Values -> CB	0.237	0.034	7.021	**0.000**

In the end, present study assesses the value of R square. It shows the effect of independent variables on the outcome variable. According to the values mentioned by Chin (1998) the values gathered in present study are moderate. Moreover, the independent variables bring more than 24% change in mediating variables whereas 41% in DV.

Table 6

R Square Value

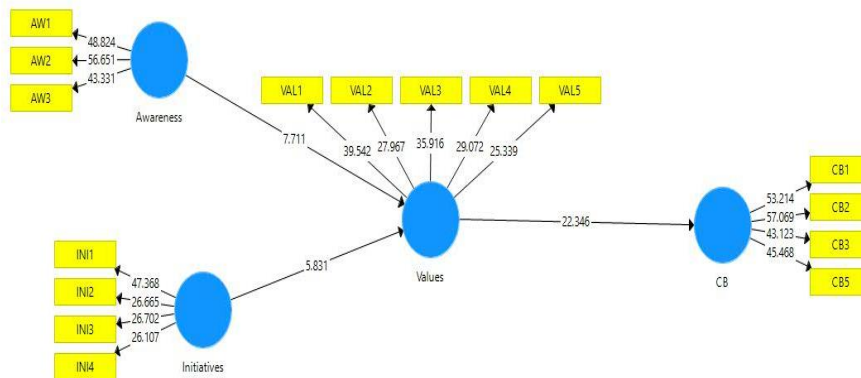|	R Square
CB	0.417
Values	0.246

Figure 3: Structural Model

Discussion, Conclusion and Recommendations

Present research has evaluated empirically the effect of anti-corruption awareness, anticorruption initiatives and values on citizenship behavior. This study also assessed the mediating role of values in proposed relationship. Based on past studies, a model was hypothesized in present study which comprised of three antecedents and one outcome variable. Researcher in present study evaluated proposed by model by using SEM technique. For this purpose, data was collected from the 310 secondary school students of Indonesia who provided their feedback regarding anti-corruption awareness, anticorruption initiatives and values on citizenship behavior. All the proposed hypothesis of the present study are supported statistically.

As it is evident from the results mentioned in table 4 that H1 proposed in present study is accepted because awareness have significant positive effect on the ethical value creation of a person (Beta= 0.368, t= 7.711). The findings of this study are consistent with the findings of past studies as well as reported by Agostinelli and McQuillan (2020) . The results of this study were expected because anti-corruption awarenedd in a person plays a very important role to develop moral values in that person. In addition, the point of view of the students who are the respondent of present study is that the decision makers should focus on creating awareness among the stakeholders regarding anti-corruption within Indonesia.

Furthermore, the results of the present study as stated in table 4 also shows that H2 proposed earlier that anti-corruption initiatives positively effects ethical values is supported statistically as well (Beta=0.291, t=5.381). These findings of the present study are consistent with the findings of past studies revealing same results as illustrated by Lehman and Welch (2020). The result of the present study shows that anti-corruption initiatives taken by the decision makers plays a very important role to develop values among society that are ethical. It is because people realise and start understand the bad effects of corruption. Therefore, the students of Indonesia are of the view that anti-corruption initiatives play very important role to develop ethical values within society.

Later, the table 4 of the study also reflects the positive relationship among ethical values among the society and citizenship behavior as the statistical results are supporting the statement (Beta= 0.645, t=22.346). Thus, H3 is supported by the findings of the present study, these results are consistent with the findings of Swanda and Nadiroh, (2018) who revealed same results on this relationship. The statical results shows that Indonesian students are of the view that citizenship behavior among society is positively affected and created by the ethical values. The people of society will be committed if they will have ethical values among them.

In the end of statistical results, the findings show the outcome of two mediation hypothesis that were proposed. The findings of the study reveal that ethical values mediates the relationship of anti-corruption initiatives and citizenship behavior (Beta=

0.188, t= 0.533). Thus, H4 of the present study is supported as well. These findings shows that anti-corruption initiatives taken by the decision makers create ethical values which in turn creates citizenship behavior in the society. Moreover, the second mediation hypothesis (H5) of the present study is also supported statistically (Beta=0.237, t=7.021) showing ethical values mediates the relationship of awareness and citizenship behavior. These findings are logical because awareness plays very important role in development of ethical values among people which in turn plays behave morally as obligation.

All citizens of Indonesia are responsible to eradicate corruption. Formal schooling will help to promote anti-corruption principles at primary level. It is a matter of training, developing awareness and building a culture to eliminate corruption from society, bureaucracy, and politics. A proper curriculum on anti-corruption can also help to blend anti-corruption practices into public resources, leading to the national development. It is also essential to apply a stern and effective prevention mechanism to combat corruption. At schools and college levels, one method is to institutionalize anti-corruption by building trustworthy cafeterias and honesty stores. All anti-corruption educational initiatives must be accompanied by school-based anti-corruption environment to provide children with strong, creative, and constructive opportunities to practice honesty.

Thus, it is recommended that to eliminate corruption, it is necessary to attack its roots rather than planning dumb laws. The Indonesian government has created Corruption Eradication Board (KPK) which suggested several initiatives to curb corruption. KPK has taken a good initiative to develop this awareness through school and college curriculum. It is also recommended to offer anti-corruption curriculum to school and college students. The purpose of building anti-corruption curriculum can play an important role to increase awareness and the adoption of anti-corruption behaviour.

The findings of the present study fill several theoretical and managerial gaps. In terms of theoretical gaps, this study fills the gap of assessing mediation effect of ethical values among the awareness, anticorruption initiatives and citizenship behavior. Moreover, the proposed model of the present study is rarely tested as well especially in the context of Indonesia. On the other hand, there are few limitations as well in the present study. The authors of the future studies can use attitude or intentions of society as mediator as well in the present proposed model. Moreover, the moderating effect of culture can be an interesting addition in the model as well. Additionally, the authors can test the present model in any developed country as well. In the end, the findings of the present study are helpful for the policy makers to develop strategies by which corruption within Indonesia can be controlled. Also, government officials can develop strategies to create anti-corruption awareness among society and develop anti-corruption initiatives as well. The academicians can also get benefit from the present study as well for the future research.

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