

## Integration of local wisdom with learning innovations in the anti-corruption education course to enhance students' understanding, attitudes, and engagement

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### ABSTRACT

This study aims to identify the impact of integrating the local wisdom of Maja Labo Dahu with innovative teaching methods in the course Anti-Corruption Education to enhance students' understanding, attitudes, and engagement. The research employs a qualitative method with data collection techniques including interviews, observations, and questionnaires. The findings indicate that the integration of Maja Labo Dahu significantly enhances students' understanding of anti-corruption concepts, with an average score increase from 70% to 90% following the implementation of the local wisdom-based learning model. Additionally, student engagement in the learning process has improved, with 85% of students reporting an increased sense of responsibility in applying anti-corruption values in their daily lives. Through community-based projects, students also participated in disseminating the values of Maja Labo Dahu, positively impacting community awareness of the importance of integrity and honesty. This research affirms that the integration of local wisdom not only enriches learning materials but also shapes students' character and ethics. It is recommended that educational institutions develop local wisdom-based learning models to create more relevant and meaningful learning experiences, as well as to support the strengthening of cultural identity and student character.

## INTRODUCTION

Education serves as the main pillar in shaping individual character and morality, especially in the globalization era fraught with challenges. In higher education, developing a relevant and contextual curriculum is essential to ensure that graduates are not only academically competent but also possess high levels of integrity and ethics. One approach that can be adopted is the integration of local wisdom into the learning process. Local wisdom, reflecting the values of local culture, has the potential to enrich learning, particularly in courses related to morals and ethics, such as Anti-Corruption Education.

The integration of local wisdom in education has been widely recognized as an effective approach to improving the quality of learning (Erlande, 2024; Maduriana & Gata, 2021). In Indonesia, local wisdom can strengthen students' understanding of essential values in daily life. One such relevant local wisdom is *Maja Labo Dahu*, a concept from the Bima community that teaches civility and respect for others. This value aligns with the principles of anti-corruption education, namely integrity and honesty (Sofi Nur Aziza & Dedi, 2022; Widyaningrum et al., 2020).

In the context of *Maja Labo Dahu*, the attitude of respecting and preserving the honor of oneself and others forms the basis of social interaction. Integrating this value into learning is expected to build students' awareness of the importance of maintaining integrity, not only within academic settings but also in personal and professional lives (Irwan et al., 2023; Umar et al., 2019). This approach allows students to not only understand anti-corruption theories academically but also internalize them in daily behavior.

This study aims to identify effective ways to integrate *Maja Labo Dahu* into the Anti-Corruption Education course. It also seeks to develop innovative learning models leveraging this local wisdom as a tool to enhance students' understanding, attitudes, and engagement with anti-corruption values. Through this model, it is hoped that students can deeply and practically internalize values of honesty and integrity.

Furthermore, this study will evaluate the impact of integrating local wisdom on students' understanding, attitudes, and engagement. The evaluated aspects include students' knowledge, attitudes, and behavior regarding anti-corruption education. This comprehensive evaluation is expected to contribute significantly to the development of higher education curricula in Indonesia, particularly in strengthening character education based on local values.

## THEORETICAL FRAMEWORK

Facing the persistent issue of corruption in Indonesia, integrating local wisdom like *Maja Labo Dahu* becomes highly important (Irawan & Kusdarini, 2021; ZM et al., 2022). Its embedded values can help build students' awareness and commitment to the importance of honesty and integrity. Thus, this local wisdom-focused learning can serve as a bridge to better understand, appreciate, and implement anti-corruption education.

Through this research, it is hoped that an effective and innovative learning model can be discovered, one that not only enhances students' understanding, attitudes, and engagement but also shapes their integrity. This research

contributes to scientific development while supporting efforts to create a young generation ready to face moral and ethical challenges in the future. Ultimately, this study is expected to provide recommendations for higher education curriculum development in Indonesia, especially in integrating local wisdom into the learning process. This is crucial to ensure that higher education contributes not only to improving academic competence but also to forming character that supports efforts to eradicate corruption in Indonesia.

## **METHODS**

This study employs a Research and Development (R&D) approach, consisting of several operational phases to develop a learning model that integrates the local wisdom of *Maja Labo Dahu* into the Anti-Corruption Education curriculum (Olaoye et al., 2021; Torang Siregar, 2023). Conducted at STKIP Taman Siswa Bima, this research involves 45 students as study subjects. The method is designed to ensure that the integration of local wisdom is not only theoretical but also practical and relevant to the current educational context.

### ***Study and Review***

#### *Step 1: Literature Review*

The research begins with a comprehensive literature review on *Maja Labo Dahu*, anti-corruption education, and the integration of local wisdom in education. This review includes analyzing related documents, such as the national education curriculum, previous research, and relevant educational policies. The goal is to understand the context and theoretical foundation underpinning the integration of local wisdom in education.

#### *Step 2: Expert Interviews*

Following the literature review, interviews are conducted with ten key informants, consisting of five educators, two cultural experts, and three community leaders familiar with *Maja Labo Dahu*. These interviews aim to explore their perspectives and experiences regarding the values of *Maja Labo Dahu* and its potential integration into anti-corruption education. The collected data will be analyzed to identify key themes for curriculum integration.

### ***Synthesis***

#### *Step 1: Academic Seminar*

After gathering data from the interviews, the next step is to conduct an academic seminar involving 20 stakeholders, including educators, education experts, and community leaders. The seminar aims to analyze the collected data and discuss concrete ways to integrate *Maja Labo Dahu* into the Anti-Corruption Education course. The outcomes will be used to formulate an innovative learning model.

#### *Step 2: Learning Model Development*

Based on the seminar findings, a learning model integrating *Maja Labo Dahu* will be developed. This model will encompass various teaching methods, such as group discussions, case studies, and community-based projects, enabling

students to apply *Maja Labo Dahu* values in the context of anti-corruption education.

### ***Implementation***

#### *Step 1: Pilot Testing of the Learning Model*

The developed learning model will be piloted in several classes teaching the Anti-Corruption Education course. The pilot aims to evaluate the model's effectiveness in enhancing students' understanding of anti-corruption values and local wisdom. Data will be collected through observations, questionnaires, and interviews with students and lecturers. Research instruments include questionnaires to measure students' understanding and observation tools to assess interactions during the learning process.

#### *Step 2: Evaluation and Revision*

Following the pilot, evaluations will assess the learning model's impact on students' understanding and attitudes toward anti-corruption education. These results will be used to revise and refine the learning model for greater effectiveness and alignment with students' needs.

### ***Data Analysis***

Data collected during the research will be analyzed qualitatively and quantitatively. Qualitative analysis will be applied to interview and observation data to identify main themes, while quantitative analysis will address questionnaire data to measure students' understanding and attitudes before and after the learning model implementation. Descriptive analysis will depict data characteristics, while inferential analysis will test the proposed hypotheses.

### ***Dissemination of Research Findings***

The research findings will be disseminated through publications in academic journals, seminars, and workshops to share insights and recommendations with education stakeholders. Thus, this study is expected to contribute significantly to the development of higher education curricula in Indonesia, particularly in integrating local wisdom into anti-corruption education.

## **RESULTS**

This study explores the integration of local wisdom, *Maja Labo Dahu*, into the Anti-Corruption Education curriculum and analyzes its impact on students' understanding, attitudes, and engagement. Data were obtained through qualitative methods, including interviews with community leaders and

educators, observations of learning activities, and questionnaires evaluating students' attitudes before and after the implementation of the learning model.

#### *Identification of Maja Labo Dahu Values*

Interviews with community leaders and educators revealed three key values of Maja Labo Dahu relevant to anti-corruption education:

- **Honesty:** Emphasizing the importance of truthful speech and actions in daily life.
- **Justice:** Promoting fair treatment in social interactions, aligning with anti-corruption principles.
- **Responsibility:** Highlighting the significance of accountability for one's actions, supporting personal and social integrity.

#### *Integration Process of Local Wisdom in Learning*

The integration of Maja Labo Dahu values in learning was conducted through the development of a learning model focused on strengthening these values. The results demonstrated notable improvements in students' understanding and engagement during the learning process:

- **Increased Student Understanding:** Students' understanding of anti-corruption concepts improved significantly after integrating Maja Labo Dahu values. The average understanding score rose from 70% before the learning intervention to 90% after.
- **Enhanced Student Engagement:** Students became more active in group discussions and local wisdom-based project activities, showing greater interest in exploring Maja Labo Dahu values and their relevance to combating corruption.

Table 1. Student Understanding Improvement Before and After Integrating Local Wisdom in Learning

<b>Aspect of Understanding</b>	<b>Before Learning</b>	<b>After Learning</b>
Understanding of Anti-Corruption Concepts	70%	90%
Engagement in Discussions	Moderate	High

#### *Evaluation of Student Attitudes*

Student attitudes were evaluated using questionnaires before and after the learning process. These questionnaires measured students' awareness, responsibility, and commitment to applying anti-corruption values:

- **Change in Attitudes:** The results showed that 85% of students reported a positive change in their awareness and attitudes toward the importance of integrity and anti-corruption.
- **Cultural Awareness:** Most students also demonstrated increased awareness of the relevance of local wisdom in shaping their character, with 80% acknowledging the importance of Maja Labo Dahu in daily life.

Table 2. Evaluation of Student Attitudes Before and After Learning

Aspect of Attitude	Before Learning	After Learning
Awareness of Integrity	65%	85%
Social Responsibility	70%	88%
Cultural Awareness ( <i>Maja Labo Dahu</i> )	60%	80%

### Community Impact

Through community-based projects involving students and society, this research identified significant impacts on the local community:

- Increased Public Awareness: Discussions involving students and the community enhanced awareness about the importance of integrity and combating corruption among residents.
- Collaboration with Community Leaders: Students actively worked with community leaders to disseminate the values of *Maja Labo Dahu* and applied them in daily activities, fostering synergy between academic institutions and the community.

## DISCUSSION

Integrating *Maja Labo Dahu* into the Anti-Corruption Education curriculum has shown significant effects on students' understanding and attitudes. The findings indicate that the average understanding score increased from 70% to 90% after applying the learning model. This improvement highlights that incorporating local wisdom into learning content effectively enhances understanding while strengthening cultural values within an academic context. These results align with Ekawati et al. (2019), who asserted that integrating local wisdom into curricula can raise students' cultural awareness and understanding.

In addition to improved understanding, student engagement in the learning process also increased significantly. Students displayed high interest in group discussions and project-based activities related to *Maja Labo Dahu*. This observation aligns with Meristin and Supriatna (2023), who found that local wisdom-based learning activities enhance active participation among students. Such engagement is essential for creating collaborative and interactive learning environments where students feel more comfortable sharing ideas and experiences. This is consistent with constructivist theories, which emphasize that effective learning occurs when students actively engage and build understanding through social interaction.

Positive changes were also observed in students' attitudes toward anti-corruption values. Based on the questionnaire evaluations, 85% of students reported increased responsibility in applying anti-corruption values after participating in *Maja Labo Dahu*-integrated learning. These findings are consistent with Wesnawa (2022), who noted that education rooted in local values can shape students' character and ethics. Thus, integrating local wisdom serves not only as supplemental content in courses but also as a tool for shaping students' attitudes and behaviors in daily life.

Moreover, the positive effects of integrating local wisdom were reflected in community-based activities conducted by students. These projects succeeded

in raising public awareness about integrity and anti-corruption. These findings align with Rezkya Nugraha and Deta (2023), who emphasized the importance of collaboration between education and communities in driving social change. By involving the community, students not only learned about local wisdom and anti-corruption values but also contributed directly to disseminating them in society.

Collaboration between students and community leaders in spreading *Maja Labo Dahu* values demonstrated the positive synergy between formal and non-formal education. Putri et al. (2023) highlighted that community involvement in education processes enhances the relevance of learning. In this study, students acted not only as recipients of learning materials but also as active change agents in their communities, creating a mutually beneficial relationship between educational institutions and the community.

Overall, this research confirms that integrating local wisdom, such as *Maja Labo Dahu*, into anti-corruption education improves students' understanding and attitudes while strengthening their connection to local culture. This approach contributes positively to students' character development and raises community awareness. Therefore, educational institutions are encouraged to continue developing learning models that integrate local wisdom to create meaningful and relevant learning experiences, ultimately enhancing students' character and ethics holistically.

## CONCLUSIONS AND RECOMMENDATIONS

This study demonstrates that integrating *Maja Labo Dahu* into the Anti-Corruption Education course has a significant positive impact on students' understanding and attitudes. The findings indicate a clear improvement in students' understanding of anti-corruption values, with scores increasing from 70% to 90%. This improvement underscores the importance of incorporating local elements into the curriculum to enhance learning relevance and effectiveness.

Student engagement in the learning process also experienced substantial growth. Through discussions and group activities involving local wisdom, students became more engaged and actively participated in learning. This increased participation highlights the effectiveness of interactive and collaborative learning approaches in creating a dynamic and engaging learning environment, consistent with constructivist principles.

Students' attitudes toward anti-corruption values showed positive changes, with 85% reporting increased responsibility for applying these values in daily life. This demonstrates that education integrating local wisdom not only imparts knowledge but also shapes students' character and ethics. Thus, integrating local wisdom is an effective tool for building moral awareness among students.

Community-based projects conducted by students significantly impacted society. These activities raised public awareness about the importance of integrity and strengthened connections between students and their communities.

These findings align with evidence that collaboration between education and society fosters positive social change and enhances learning relevance.

Collaboration between students and community leaders in disseminating *Maja Labo Dahu* values illustrates the importance of synergy between formal and non-formal education. Students acted as both learners and active change agents within their communities. This reciprocal relationship highlights education's real-world contributions to society.

In conclusion, this research affirms that integrating local wisdom into anti-corruption education enhances students' understanding and attitudes while strengthening their connection to local culture. Therefore, educational institutions are encouraged to continue developing and implementing learning models that integrate local wisdom to create meaningful, relevant learning experiences and contribute to shaping better student character and ethics.

### FURTHER STUDY

Every research has its limitations, and this study is no exception. While it successfully demonstrates the significant positive impact of integrating local wisdom, specifically *Maja Labo Dahu*, into anti-corruption education, several areas warrant further investigation:

1. Broader Population and Context

This study focuses on a specific cultural setting (Bima) and a single institution (STKIP Taman Siswa Bima). Future research could examine whether the integration of *Maja Labo Dahu* or similar local wisdom is effective in diverse educational contexts across Indonesia. Expanding the study to include a broader population or different cultural frameworks would provide a more comprehensive understanding of the adaptability and impact of this approach.

2. Long-Term Impact Analysis

The current research measures changes in understanding, attitudes, and engagement immediately after implementing the learning model. Longitudinal studies are necessary to evaluate the long-term retention of anti-corruption values and their practical application in students' personal and professional lives.

3. Comparative Studies with Other Models

While this study highlights the benefits of integrating *Maja Labo Dahu*, comparative research could be conducted to evaluate the effectiveness of different local wisdom-based models or alternative pedagogical approaches in teaching anti-corruption values.

4. Impact on Broader Community

Although this research identifies community-level benefits, the analysis is qualitative and limited in scope. Future studies could quantitatively measure the broader societal impact of student-led community projects and explore strategies to enhance collaboration between educational institutions and communities.

5. Integration with Technology

With the growing importance of digital tools in education, future investigations could explore how technology might be used to amplify the

integration of local wisdom into curricula, such as through virtual community engagement or digital storytelling.

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