



DRG LEARNING, EVALUATION, AND RESEARCH (DRG-LER) II ACTIVITY

EVIDENCE REVIEW ON ANTI-CORRUPTION EDUCATION FOR THE EVALUATION OF THE INDONESIA INTEGRITY INITIATIVE (USAID Integritas)

September 2022

Contract No. GS-10F-0033M / Order No. 7200AA18M00016, Tasking N061

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The authors' views expressed in this publication do not necessarily reflect the views of the United States Agency for International Development or the United States Government.

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ACRONYMS

CI	Confidence Interval
DRG	Democracy, Human Rights, and Governance
DRG-LER	Democracy, Human Rights, and Governance Learning, Evaluation, and Research Activity
E&L	Evidence & Learning
ET	Evaluation Team
ICW	Indonesia Corruption Watch
MEL	Monitoring, Evaluation, and Learning
NORC	National Opinion Research Center (NORC at the University of Chicago)
USAID	United States Agency for International Development

EXECUTIVE SUMMARY

BACKGROUND

Under the DRG-LER II Contract, USAID asked NORC to conduct an evidence review on the effectiveness of anti-corruption education as part of an evaluation planning process focused on evaluating Akademi Antikorupsi, an online anti-corruption curriculum. This curriculum, produced by Indonesia Corruption Watch (ICW) and implemented under the Indonesia Integrity Initiative (Integritas) led by Kemitraan, has been used in Indonesian universities, government units, and state-owned enterprises, and will be deployed under Integritas to new universities, government units, and state-owned enterprises and will also be promoted among the general public.

EVIDENCE REVIEW FINDINGS

The Evaluation Team (ET) reviewed the limited literature that evaluates anti-corruption education as well as associated literatures about integrity trainings and business ethics trainings. In addition to reviewing two meta-analyses of studies of business ethics trainings, the ET focused in depth on a set of 15 relevant studies on business ethics and anti-corruption education interventions and a separate set of 15 Indonesia-focused studies.

The review below reaches the following conclusions:

1. While there have been a relatively large number of evaluations conducted on ethics training programs, few have used random assignment, such that there remains significant space for more rigorous evaluations in this area.
2. Meta-analyses of business ethics trainings suggest that, on average, participation in such programs predict small but positive movement in survey-based measures of attitudes and planned behaviors.
3. The evidence of positive outcomes originates in studies of face-to-face interventions. Perhaps because of the limited sample size, the meta-analyses of online interventions produce inconclusive findings on their effectiveness.
4. There are significant opportunities to make gains in knowledge in this area by using more behaviorally-oriented outcome measures. The limited information that exists on behavioral outcomes suggests that there is some risk of anti-corruption education backfiring and increasing corruption tolerance or less ethical behavior.
5. There are significant opportunities to make gains in knowledge in this area by studying individual-level behavior and macro-level results (level-three and level-four outcomes in Kirkpatrick's (1959, 1996) four-category hierarchy of training results).
6. There are significant opportunities to make gains in knowledge in this area by tracking participants in anti-corruption education programs over time.
7. While there is significant interest in this topic among Indonesian scholars, the research from Indonesia suffers from conceptual and methodological shortcomings.

RELEVANT LITERATURES FOR STUDYING ANTI-CORRUPTION EDUCATION

The ET began gathering materials for this evidence review by searching Google Scholar for articles related to “anti-corruption education” and by asking a small set of scholars working in the field of corruption for suggestions. We subsequently began using “anti-corruption training” as a search term.

Relatively few of the citations that we found focused on anti-corruption activities per se, and as we will describe below, a set of studies that do describe themselves as studying “anti-corruption education” examine very limited interactions that took place in the context of survey enumeration. Through the initial literature review, we identified cognate literatures on business ethics education and research ethics education. The results of these literatures have been summarized in a pair of meta-analyses and a descriptive review article that we summarize below. Since research ethics education seems highly specialized (i.e., the ethical issues involved in designing and conducting scientific research appear less applicable to corruption than the types of ethical issues discussed in business and accounting courses), we did not pursue deeper literature review in the area of research ethics. Based on the published meta-analyses, the identification of seemingly relevant papers, and the works cited in the initially identified papers, we identified a set of 15 studies that we discuss in more depth below and a separate set of 15 Indonesia-focused studies that we reviewed in a more cursory fashion.

PUBLISHED META-ANALYTIC FINDINGS

In our initial literature review, we identified two meta-analytic studies relevant for the evidence review: “A Meta-Analytic Investigation of Business Ethics Instruction” (Waples et al. 2009) and “What is Working, What is Not, and What We Need to Know: A Meta-Analytic Review of Business Ethics Instruction” (Medeiros et al. 2017). The team of six authors involved in the Medeiros et al. (2017) study also published a descriptive article, “How Do We Know What Works? A Review and Critique of Current Practices in Ethics Training Evaluation” (Steele et al. 2016), that reports data on studies for which insufficient information was available to allow their inclusion in the meta-analysis. Waples et al. (2009) review 25 “business ethics instructional programs.” Medeiros et al. (2017) include 83 estimated effects from 46 studies in their meta-analysis, 12 of which were included in Waples et al. (2009).¹ Steele et al. (2016) review 243 studies reporting information about 380 trainings, of which 80 were business ethics trainings and 122 were science and engineering research ethics trainings; the authors could not identify the content of the remaining 41 studies.

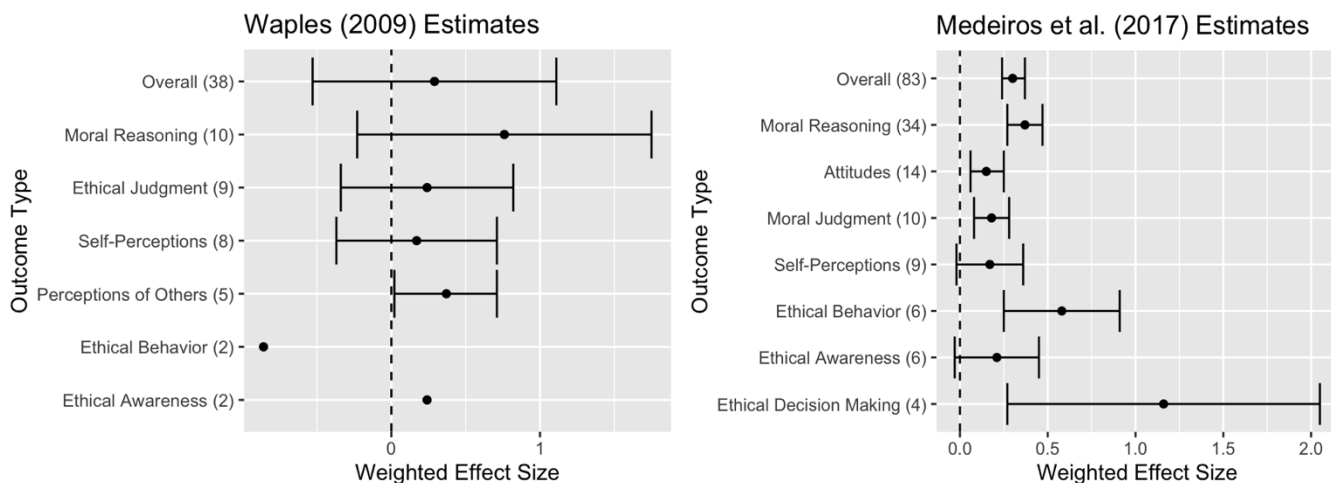
Both the Waples et al. (2009) and the Medeiros et al. (2017) meta-analyses produce estimates of the overall effectiveness of business ethics trainings that they review. Incorporating 83 raw estimates into their analysis of the overall average effect of business ethics trainings, Medeiros et al. reveal a statistically significant weighted $d = 0.30$ (95% CI: 0.24 – 0.37), suggesting that business ethics trainings have a small-to-medium impact on attitudes and behaviors.² In their earlier study based on 25 business ethics instructional programs, Waples et al. (2009) report a similarly sized statistical estimate but one that is

¹ Of the 46 studies, 39 were conducted in the United States. 40 of the 46 were conducted with undergraduate or MBA students and five in a professional setting; it is not clear where the remaining study was conducted.

² Cohen’s d expresses effect size in standard deviation terms; a common rule of thumb is that 0.20 is a small effect, 0.50 a medium effect, and 0.80 a large effect.

statistically insignificant because of the smaller sample size: a Cohen’s *d* of 0.29 (95% CI = -0.53 – 1.11). While Waples et al. (2009) conclude that “[b]usiness ethics instructional programs have a minimal impact on increasing outcomes related to ethical perceptions, behavior, or awareness,” Medeiros et al. (2017) are more optimistic in their conclusions and make specific recommendations about the type of instruction that is likely to be most successful (“professional, focused, and workshop-based training programs” (245)). The figures below summarize the overall findings and category-specific findings from the two meta-analyses.

Figure I. Weighted Effect Size of Business Ethics Trainings



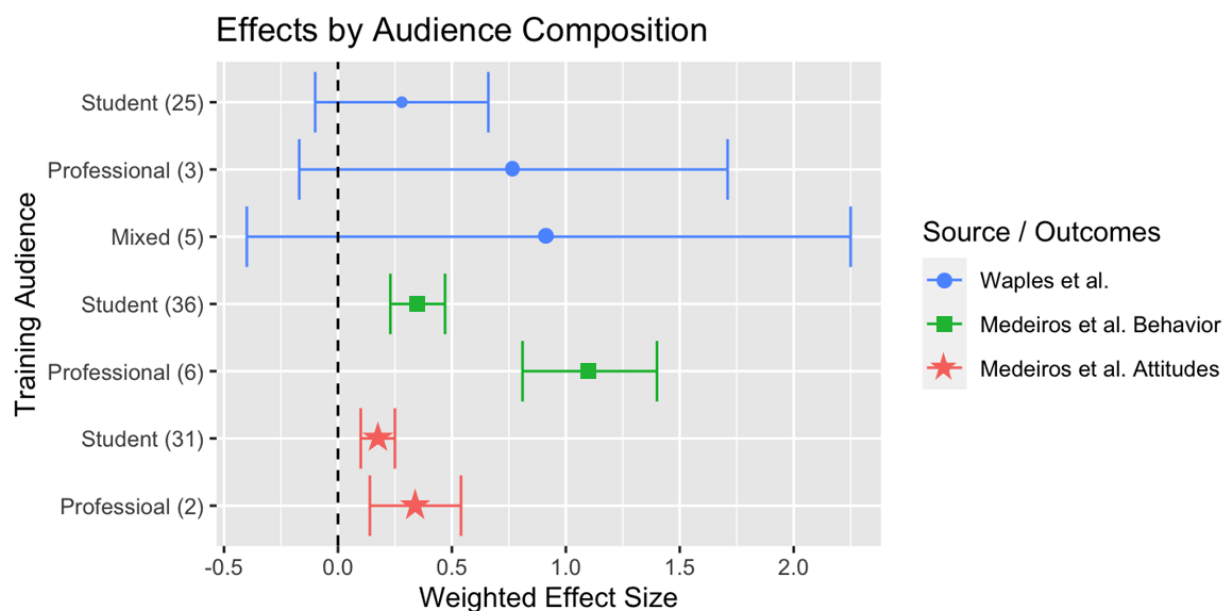
Note: Figures based on statistics reported in Table I of Waples et al. (2009) and Table I of Medeiros et al. (2017).

Medeiros et al. (2017) find the largest effects of trainings in the realm of outcomes that they describe as “ethical decision making,” where 4 raw estimates return a significant weighted *d* = 1.16 (95% CI: 0.27 – 2.05). In Waples et al. (2009), the most positive evidence suggests that trainings can improve “moral reasoning” – Cohen’s *d* = 0.76 (95% CI = -0.23 – 1.75) based on 10 underlying point estimates. Like the overall estimate in Waples et al. (2009), this estimate is not statistically distinguishable from a null relationship.

Neither meta-analysis includes many behavioral outcomes. Medeiros et al. (2017) find 6 raw estimates of behavioral outcomes that together produce a positive and significant weighted *d* = 0.58 (95% CI: 0.25 – 0.91), suggesting that business ethics trainings can have the desired impact on participants’ behavior. This is much more encouraging than the Waples et al. (2009) result, where two estimates of behavioral outcomes suggest that trainings may actually lead to less ethical behavior – Cohen’s *d* = -0.86 (lack of variation prevents calculation of a 95% CI). Waples et al. (2009) ultimately conclude that “there is a lack of empirical information discussed regarding whether the instruction of ethics in business schools produces any discernible impact on the ethicality of students” (134) and lament that “the true goal of ethics instruction, to see participants use and apply their knowledge of good business ethics for the benefit of both companies and society, is rarely used as an evaluation criterion” (147). Waples et al. (2009) further lament that “[i]f ethics instruction does prove to be effective, there is little evidence to suggest how or why it is effective” (134), highlighting how existing studies do not collect data on mechanisms. By the time that Medeiros et al. (2017) conduct their meta-analysis, this evidence base has improved somewhat and returned more positive results but is still quite limited.

Medeiros et al. (2017) identify larger average effects in professional settings relative to academic ones: weighted $d = 1.10$ (95% CI: 0.81 – 1.40) relative to a weighted $d = 0.35$ (95% CI: 0.23 – 0.47) for behavioral / decision making outcomes and weighted $d = 0.34$ (95% CI: 0.14 – 0.54) relative to a weighted $d = 0.18$ (95% CI: 0.10 – 0.25) for attitudinal outcomes. This is quite similar to the findings in Waples et al. (2009), where trainings conducted among professionals (3 estimates that yield Cohen’s $d = 0.77$ (95% CI: -0.17 – 1.71)) or a mixed audience (5 estimates that yield Cohen’s $d = 0.92$ (95%CI: -0.40 – 2.25)) seem more effective, on average, than trainings among students (25 estimates that yield Cohen’s $d = 0.28$ (95% CI: -0.10 – 0.66)). These results are summarized in the figure below.

Figure 2. Weighted Effect Size of Business Ethics Training by Audience



Note: Figures based on statistics reported in Table III of Waples et al. (2009) and Table 5 of Medeiros et al. (2017).

Medeiros et al. (2017) find that face-to-face and hybrid interventions return larger effects than online-only interventions, as summarized in Table I below.

Table I. Delivery Mode and Intervention Effectiveness

TYPE OF OUTCOMES	INTERVENTION DELIVERY	NUMBER OF ESTIMATES	WEIGHTED D	95% CI
Behavioral / Decision Making	Face-to-Face	35	0.47	0.34 – 0.60
	Hybrid	3	0.53	0.09 – 0.97
	Online	1	0.27	-0.49 – 1.04
Attitudinal	Face-to-Face	23	0.22	0.13 – 0.30
	Hybrid	2	0.24	0.01 – 0.48
	Online	6	0.03	-0.12 – 0.19

Note: Reproduced from Table 5 of Medeiros et al. (2017).

Steele et al. (2016) looks at a corpus of studies that encompasses the one used in Medeiros et al. (2017) but also includes studies that were not appropriate for inclusion in the meta-analysis. The authors report descriptive statistics for all 380 interventions studied in the 243 articles, books, and papers that they identify. Two of the findings from this descriptive exercise are worth calling attention to:

1. Of the 617 outcome variables that they identify across the studies, only 19 (3.1%) are behavioral outcomes. This is slightly higher among the 113 outcomes studied for identifiable business ethics courses, where 9 (8.0%) of the outcomes are behavioral.
2. They did not observe any “organizational outcomes” (i.e., changes in the functioning of or outcomes observed for the macro-level organization in which the trainings were conducted – what Kirkpatrick would call a level-four outcome) in any of the studies that they reviewed.

The paucity of behavioral/organizational outcome measures suggests the limits on what we can learn from existing studies of ethics and integrity trainings: while people who participate in the trainings may be able to subsequently express socially desirable outcomes in response to survey questions, we have very little evidence as to whether they alter their behaviors in ways that are more ethical and/or would imply more ethical or efficient organizational performance.

FINDINGS FROM A SELECTION OF RELEVANT STUDIES

Based on the literature search and the works cited lists from the three review articles described above, the ET selected a set of 15 articles, papers, and books for further analysis. The ET looked for (1) studies that specifically described themselves as studying “anti-corruption” programs and also selected (2) some studies that had been prominently featured in the meta-analyses. Summary details about each of the 15 studies are provided in Annex I.

Seven of the studies examine specific anti-corruption training programs, school curricula, ethics training programs, or integrity training programs. Two of the studies run surveys in which they ask respondents about their exposure to unspecified anti-corruption or ethics training programs. One of the studies looks at anti-corruption agencies and assesses the extent to which they have undertaken successful anti-corruption educational campaigns. Four of the studies administer randomized information treatments using either written materials or videos in the context of survey enumeration.

Among the seven studies looking at specific anti-corruption, ethics, or integrity training programs, none make use of a randomized-control-trial design. Two use difference-in-difference-style analyses where there is pre-training and post-training data with a non-randomized control group. Others use data only from after the intervention and compare attitudes in the group that received the intervention to attitudes in a comparison group. And some of them use data from only the group exposed to the intervention.

As with the studies covered in the meta-analyses described above, these studies primarily rely on attitudinal measures measured shortly after the trainings are administered. In doing so, they mostly find modest positive impacts of the trainings on attitudes, but such findings are quite plausibly the result of people giving socially desirable answers at a time when they have been primed to do so. Mayhew and Murphy (2009) is notable for its use of behavioral games as an outcome measure. They find that masters-level students of accounting who were exposed to an ethics program are less likely to engage in

unethical play but *only* when the results of their decision will be made public. This suggests that the ethics training has made them aware of social norms against unethical behavior. If their decisions will remain private, they are as likely to engage in unethical behavior as students who did not go through the ethics training, suggesting that the training did not change fundamental dispositions toward unethical behavior. Van Montfort, Beck, and Twijnstra (2013) is notable for its use of both short-term and long-term measurement of attitudes among Dutch bureaucrats in cities that either did or did not participate in an integrity training program. While they find a short-term impact in one of two treated cities, they find no long-term impact in either of the cities where the program took place.

Denisova-Schmidt and colleagues (Denisova-Schmidt, Huber, and Leyontyeva 2016; Denisova-Schmidt, Huber, and Prytula 2016, 2019; Denisova-Schmidt et al. 2021) conduct studies on university campuses in Russia and Ukraine where they expose students to anti-corruption information either in written or video form in the context of survey enumeration. While these authors describe their object of study as “anti-corruption education,” the stimulus is brief compared to the training programs and university courses studied by other scholars. In general, they find mixed results. In Denisova-Schmidt, Huber, and Leyontyeva (2016), exposure to an informational folder leads to increased willingness to participate in an anti-corruption campaign at one research site but not at the other. In Denisova-Schmidt, Huber, and Prytula (2019), a video that uses an emotional anti-corruption appeal succeeds in making students think that corruption has negative consequences, whereas a video that uses a more analytical appeal does not. Denisova-Schmidt, Huber, and Prytula (2016) and Denisova-Schmidt et al. (2021) find that informational treatments about unethical behavior lead students who otherwise report behaving ethically (i.e., not cheating on exams or submitting plagiarized papers) to increase their perceptions of corruption *and* their tolerance for corruption!³ Among students who have admitted to cheating, the informational treatments lead them to reduce their reported perceptions of corruption.

Overall, this review of additional literature beyond that included in the meta-analyses reinforces some of the same observations from the meta-analyses:

1. While several studies find short-term attitudinal changes in response to anti-corruption education, the studies typically do not have information about participant behavior or long-term measurement of either attitudinal or behavioral variables.
2. Relatively few studies have been conducted using randomized control trial methodologies.
3. There appears to be some risk of anti-corruption education backfiring and increasing corruption tolerance, particularly among populations with limited perceptions of corruption.

A BRIEF REVIEW OF INDONESIA-SPECIFIC LITERATURE

The studies reviewed in the previous section were primarily published in international journals (i.e., journals that use quality peer-review processes and are indexed in international databases) or associated with higher-education institutions with international reputations. Of the sources reviewed in the previous section, only Munthe (2021), an unpublished M.A. thesis, uses data from Indonesia. In conducting our literature review, we

³ Similar results about the potentially demobilizing effects of anti-corruption campaigns have been found in Peiffer (2020) and Cheeseman and Peiffer (2021). In Peiffer (2020), Indonesian respondents exposed to messages about corruption become less likely to believe that it is possible to report corruption. In Cheeseman and Peiffer (2021), respondents exposed to corruption messages become more likely to bribe in a bribery game.

also encountered a relatively large number of Indonesia-focused studies published in outlets that lack similar international stature. We provide summaries of 15 of these in Annex II.

Five of these studies are conceptual, arguing for the importance of anti-corruption education or for specific ways of implementing anti-corruption education. Two are qualitative case studies of the implementation of anti-corruption education in Bandung. Three represent observational data collection where there is no specific intervention.

The final five are evaluative studies of specific – but not necessarily well-described – anti-corruption education materials. In three out of five cases, the outcome measures used are unclear based on the texts. Kumolohadi and Budiharto (2014) report positive changes in an “anti-corruption personality scale” among 11 government officials in an unnamed province on Java who received “training and counseling based on prophetic values”: the authors study only the treated group. Handoyo (2021) examines student satisfaction with a university-level anti-corruption training program, finding that 100% of the students thought the course was beneficial. Fajar and Muriman (2018) report changes among primary- and secondary-school students in response to two anti-corruption education programs but do not specify the measures. Indawati (2015) reports improved learning outcomes among university students studying primary school education but does not specify the measures. Suwanda et al. (2018) appear to report satisfaction with materials among junior high school teachers, but here again, the outcome is not entirely clear.

The existence of a large number of English-language, Indonesia-focused articles indicates the level of interest in the topic of anti-corruption education in the country. Unfortunately, the quality of the published work is low, and the manuscripts contain limited information on the interventions and the outcomes studied. There is space for a high-quality impact evaluation to create a gold-standard evaluation that might help guide future empirical investigations by Indonesian scholars.

ANNEX I: SUMMARY OF REVIEWED STUDIES

STUDY	SOURCE	TYPE	METHOD	INTERVENTION	CONTEXT	SUBJECTS	OUTCOMES	FINDINGS
Basabose 2019	Springer Book	Evaluation	Post Only Non-Randomized Control	School curriculum	Rwanda	Primary school students	Attitudes	Positive impact on willingness to identify and resist corruption
Baxter, Holderness, and Wood 2017	Journal of Forensic Accounting Research	Evaluation	Unclear: Post Only with Unknown Control Group	Anti-corruption training	U.S.	Bank employees	Knowledge	Modest positive impact
Cochrane 2020	Teaching Public Administration	Descriptive	Summary of Existing Studies	Exposure to anti-corruption education	Australia	Unclear	Satisfaction	Unclear: attendees report satisfaction with trainings in many cases
Denisova-Schmidt, Huber, and Leyontyeva 2016	Educational Studies [Moscow]	Evaluation	Post Only Random Assignment	Information about anti-corruption	Russia and Ukraine	University students	Attitudes; intended behavior	Mixed: increased willingness to participate in a campaign in one site but not the other
Denisova-Schmidt, Huber, and Prytula 2016	Eurasian Geography and Economics	Evaluation	Post Only Random Assignment	Information about anti-corruption	Ukraine	University students	Attitudes; intended behavior	Null; some changes among students who engage in cheating
Denisova-Schmidt, Huber, and Prytula 2019	Eurasian Geography and Economics	Evaluation	Post Only Random Assignment	Videos about corruption	Ukraine	University students	Attitudes	Positive impact of emotional appeal, not of analytical appeal

STUDY	SOURCE	TYPE	METHOD	INTERVENTION	CONTEXT	SUBJECTS	OUTCOMES	FINDINGS
Denisova-Schmidt, Huber, Leontyeva, and Solovyeva 2021	Empirical Economics	Evaluation	Post Only Random Assignment	Videos or information about anti-corruption	Russia and Ukraine	University students	Perceptions; attitudes	Heterogeneous effects: among students who cheat, information treatments lead to reduced perceptions of prevalence of cheating; among students who do not cheat, information treatments lead to increased perceptions of prevalence and increased tolerance of corruption
Dormaels and Vande Walle 2011	World Customs Journal	Evaluation	Post Only No Control	Anti-corruption training	Belgium	Bureaucrats	Knowledge	Unclear: no comparison
Hauser 2019	Journal of Business Ethics	Evaluation	Observational	Anti-corruption training	U.S.?	Unclear: online survey	Attitudes	Positive relationship
May, Luth, and Schwoerer 2014	Journal of Business Ethics	Evaluation	Pre/Post Non-Randomized Control	Business ethics course	U.S.	MBA students	Attitudes	Positive impact
Mayhew and Murphy 2009	Journal of Business Ethics	Evaluation	Post Only Non-Randomized Control	Accounting ethics program	U.S.	M.A. students	Behavioral Game	Public behavior is different; private behavior is not
Munthe 2021	Unpublished Thesis	Evaluation	Observational	Anti-corruption training	Indonesia	Bureaucrats; SOE employees	Attitudes	Positive relationship
Pallai and Gregor 2016	Teaching Public Administration	Evaluation	Pre/Post Treatment Group Only	Anti-corruption training	Hungary	Bureaucrats	Attitudes; knowledge	Modest positive impact

STUDY	SOURCE	TYPE	METHOD	INTERVENTION	CONTEXT	SUBJECTS	OUTCOMES	FINDINGS
Prior Jonson, McGuire, and Cooper 2016	Education + Training	Evaluation	Pre/Post Treatment Group Only	Business ethics course	Australia	Undergraduate students	Attitudes	Mixed
Van Montfort, Beck, and Twijnstra 2013	Public Integrity	Evaluation	Pre/Post Non-Randomized Control	Integrity training program	The Netherlands	Bureaucrats	Attitudes	Mixed: short-term impact for one of two programs; no long-term impact for either program

ANNEX II: SUMMARY OF REVIEWED STUDIES FROM INDONESIA LITERATURE

STUDY	SOURCE	TYPE	METHOD	INTERVENTION	SUBJECTS	OUTCOMES	FINDINGS
Assegaf 2015	International Journal of Asian Social Science	Background	N/A	N/A	N/A	N/A	Broad comparison of anti-corruption policies -- including educational programming -- in Indonesia and Singapore
Dewantara et al. 2021	Jurnal Civics: Media Kajian Kewarganegaraan	Background	N/A	N/A	N/A	N/A	Use of secondary literature to justify anti-corruption education as character building
Musofiana 2017	The 2nd Proceeding "Indonesia Clean of Corruption in 2020"	Background	N/A	N/A	N/A	N/A	Conceptual discussion of need for anti-corruption education for children
Pratomo and Kriyantono 2016	KKU International Journal of Humanities and Social Sciences	Background	N/A	N/A	N/A	N/A	Recommends use of "construction television" for anti-corruption education
Rasdi et al. 2021	Indonesian Journal of International Clinical Legal Education	Background	N/A	N/A	N/A	N/A	Describes a program for primary school students and reasons to believe that it will form "anti-corruption character"
Komalasari and Saripudin 2015	American Journal of Applied Sciences	Case Study	Single Case	Anti-corruption education materials	Junior and senior high school in Bandung	Unclear	Proof of concept that anti-corruption materials can be included within a civic education curriculum

STUDY	SOURCE	TYPE	METHOD	INTERVENTION	SUBJECTS	OUTCOMES	FINDINGS
Purnama and Sundawa 2017	Proceedings of the Asian Conference on Educational & International Development	Case Study	Single Case	Anti-corruption education materials	Senior high school in Bandung	Unclear	Description of formulation, planning, and implementation of anti-corruption education in a high school in Bandung
Heryadi, Evianawati, and Atmaningrum 2020	Guidena: Jurnal Ilmu Pendidikan, Psikologi, Bimbingan dan Konseling	Descriptive	Observational	N/A	Junior high school students in Sleman, DIY Yogyakarta	Awareness of corruption and KPK	Students say they are aware of and support the KPK
Sarmini, Swanda, and Nadiroh 2017	Journal of Physics: Conference Series	Descriptive	Observational	N/A	Junior high school teachers in Surabaya	Importance of anti-corruption education	Two-thirds or more of teachers believe anti-corruption education is important
Thoomaszen and Tameson 2018	Asia Pacific Fraud Journal	Descriptive	Observational	N/A	Parents in Kupang, Nusa Tenggara Timur	Understanding of anti-corruption education	Only about half of parents say that they understand anti-corruption education, and only one-third say that they understand anti-corruption values
Fajar and Muriman 2018	Advances in Social Science, Education, and Humanities Research	Evaluation	Pre/Post Two Treatment Groups but No Control Group	Anti-corruption education materials	Primary and secondary school students in 10 cities	Perceptions; attitudes	Unclear: significant results reported but measures are not specified
Handoyo 2021	Turkish Journal of Computer and Mathematics Education	Evaluation	Post Only Treatment Group Only	Anti-corruption education materials	University students at Universitas Negeri Semarang	Satisfaction	100% of students say that the course was beneficial

STUDY	SOURCE	TYPE	METHOD	INTERVENTION	SUBJECTS	OUTCOMES	FINDINGS
Indawati 2015	Journal of Education and Practice	Evaluation	Pre/Post Treatment Group Only	Anti-corruption education materials	University students studying primary school education at State University of Malang	Unspecified learning outcomes	Exposure to materials led to improved learning outcomes
Kumolohadi and Budiharto 2014	International Journal of Social Science and Human Behavior Study	Evaluation	Pre/Post Treatment Group Only	Training and counseling based on prophetic values	11 government officials in unnamed province on Java	Attitudes	Improvements in anti-corruption personality scale after training
Suwanda et al. 2018	Advances in Social Science, Education, and Humanities Research	Evaluation	Unclear: descriptive?	Anti-corruption education materials	Junior high school social studies teachers in Surabaya	Unclear: satisfaction with materials?	Unclear: high levels of satisfaction with materials?

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