

## Implementation of Integrity Zones in Educational Institutions: Problems and Readiness for Innovation

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### ABSTRACT

**Objective:** The integrity zone is an effort to build a work culture that upholds honesty, a strong commitment to upholding justice, and is free from corruption, collusion and nepotism practices. Surabaya State University is one of the institutions that has been entrusted to implement the integrity zone by the Minister of Education of the Republic of Indonesia. The purpose of this study is to analyze the problems in implementing the integrity zone in the faculty and to analyze the level of innovation applied in the faculty. The obstacles and level of innovation faced by the faculty at Surabaya State University are the things that will be studied in this study. **Method:** This study uses a qualitative method with a multi-case approach. **Result:** Based on the results of the study, a summary of the problems faced in implementing the integrity zone in the faculty was obtained, namely, first, incomplete socialization. Second, there has been no periodic evaluation. Third, lack of supporting facilities. Fourth, low organizational commitment. Fifth, top leaders have not appeared strongly as role models for implementing the basic principles of enforcing institutional integrity. **Novelty:** The novelty in this study is to examine the implementation of the integrity zone by analyzing the problems in its implementation that can be used as factors or variables in subsequent studies and to capture the extent to which the institution is ready to carry out bureaucratic reform in public services.

## INTRODUCTION

Bureaucratic Reform is one of the initial steps to support the government program in organizing the organizational system of the faculty around the State University of Surabaya (Unesa) which is good, effective, and efficient so that it can serve the community quickly, precisely and professionally in realizing good governance and clean government towards a clean faculty apparatus free from corruption, increasing excellent service and increasing capacity and performance accountability. The development of the Integrity Zone towards WBK and WBBK in the Unesa faculty is based on the Regulation of the Minister of State Apparatus Empowerment and Bureaucratic Reform Number 52 of 2014 concerning Guidelines for the Development of the Integrity Zone Towards WBK and WBBM in Government Agencies, which includes six areas of change in the fields: (1) Change Management, (2) Arrangement of Administration, (3) Arrangement of the HR Management System, (4) Strengthening Supervision, (5) Strengthening Performance Accountability, and (6) Strengthening the Quality of Public Services (Dan & Ruang, 2022).

The Global Corruption Report on education consists of more than 70 articles commissioned from experts in corruption and education, from universities, think tanks, business, civil society and international organizations (Liu & Liang, 2024). Corruption and poor governance are considered major impediments to realizing the right to education and reaching the vision and mission (Baker-Gardner & Eaton, 2025).

Bureaucratic reform aims to provide services to take care of something that the community needs, both in civil rights and the fulfillment of basic needs. Therefore, various efforts need to be made to overcome these problems so as to create a good and clean government bureaucracy. Bureaucratic reform is the right initial step to support government programs in restructuring the organizational system to make it more effective and efficient. If the organization is run effectively and efficiently, it will create fast, precise and professional public services. With a healthy bureaucracy, good public services and professional government employees will emerge (Lahiang et al., 2018; Putra et al., 2022). The purpose of bureaucratic reform is to realize good governance and clean government and have a clean and integrated state apparatus so that it will improve excellent public services and increase capacity and accountability of performance (Gani, 2019). Bureaucratic reform can increase public trust in existing public services along with the hopes and demands of the community regarding improving public services. This bureaucratic reform effort deals directly with human resources, funds, infrastructure and various other things so that later it can create policies or behavior and something different from the previous bureaucracy. The commitment related to bureaucratic reform is not only in the central government but also down to the lowest level. The government must also start to organize its governance system to prioritize the interests and satisfaction of the community towards services (Putra et al., 2022). Integrity is one of the moral principles of honest behavior and commitment to upholding justice. Several articles discuss integrity in governance, especially those related to the quality of public services. Lately, bureaucracy and governance in public administration have received much criticism from the public because of the many dissatisfactions with services due to failed governance, fraud, corruption and poor internal control. The implementation of the Integrity Zone in the Indonesian Ministry of Education and Culture environment has become a strategic issue that is widely discussed. The policy of implementing the integrity zone is related to bureaucratic reform as an initial step in organizing a good, effective, efficient, and corruption-free governance system so that it can serve the community quickly, precisely, professionally, and with dignity (Sirin, 2021). Bureaucratic reform is carried out in all sectors, including the public service sector. Because bureaucratic reform is still a substantial issue being discussed. Realizing good governance is the main problem currently being faced by the government.

So far, there have been many studies on bureaucratic reform and related journals on corruption prevention in general. However, there are still few who discuss corruption-free practices in the education environment, especially in terms of the quality of education services. The research presented so far is related to the implementation of integrity zones, namely regulations, sanctions, and strategies for obtaining the predicate of a corruption-free area (WBK) (Widyawati et al., 2023). In addition, the integrity zone that has been widely discussed in writing is mapping corruption-prone areas and how to prevent it (Ngcamu & Mantzaris, 2023). Another side of implementing the integrity zone is effective university governance. This is very important to maintain academic integrity

and prevent corruption (Celdrán-Navarro et al., 2024). This includes enforcing policies, improving the quality of education, and fostering ethical behavior among students and staff. However, how the integrity zone itself is enforced and what challenges universities face in implementing it still seems unclear. This article reviews the challenges faced in implementing the integrity zone, especially regarding changes in organizational culture and the role of leaders.

Some literature suggests that governance and academic corruption in higher education show a close, albeit complex, relationship between governance and educational corruption (Cerdà-Navarro et al., 2022). The same thing was also expressed there is a complex and dynamic relationship between corruption and governance in higher education (Cerdà-Navarro et al., 2022). It was even stated that this relationship pattern occurs in the world's most dynamic regions (Hillman & Baydoun, 2020). The authority of a university can be known from the quality of governance. Good governance is enforced by strengthening the university's business units, namely education, research, and human resource management, and instilling integrity values in the institution (Nurmandi et al., 2019). The principles of good governance, such as accountability, effectiveness, and efficiency, and various other principles have not been optimally fulfilled (Bush, 2005). In fact, realizing good governance is the answer to national development challenges in the era of global competition, which demands an efficient, quality, transparent and accountable bureaucracy. The government's commitment to realizing good governance, especially in the dimensions of eradicating corruption, collusion and nepotism, and improving the performance of public services (Welch, 2020a), then the performance of the implementation of government organizations becomes the government's concern to be improved, becoming a strategic issue that must be responded to positively (de Sousa et al., 2012). Therefore, various existing obstacles must be recognized, observed, and reviewed properly so that the follow-up steps are on target. For some government agencies, developing an integrity zone is still a discourse for some leaders because it requires a strong commitment and hard work in the process of realizing it. To realize the good faculty, it must be done through the development of an integrity zone. The surrounding faculties of Unesa attended the activity except for the Faculty of Social Sciences and Law, because it has received the corruption free area predicate.

However, the implementation of the Corruption-Free Area program is relatively minimal. Overall, the success of efforts to prevent corruption through the three Presidential Instructions to date has been less than optimal due to various obstacles encountered in the field (Juniarti & Ardini, 2023). Empirically, all related elements in an entity or organization, both private and government (McKellar, 2020), must be involved in this bureaucratic reform. All parties must be directly and indirectly involved in realizing good governance and public services (Nurmandi et al., 2019). Thus, anyone who is part of the faculty in Unesa environment also takes part in the implementation of this Integrity Zone. In its implementation, this Integrity Zone did not immediately run

smoothly, which is thought to have occurred due to several obstacles in the field (Himayaturohmah, 2019; Widarti & Madalina, 2018). Through initial studies, various obstacles were found which were thought to be the cause of the implementation of the integrity zone as part of bureaucratic reform not running quickly and well.

**Table 1.** Factors Influencing The Implementation of Integrity Zones

Factor	Impact of Integrity	Challenges
Leadership Principles	Encourage integrity and ethical behaviour	Lock of enforcement and accountability
Financial Management	Ensure proper use of funds and resources	Mismanagement and embezzlement
Property Management	Maintains Transparency asset utilization	Corruption in procurement and allocation
Political Interference	Can undermine governance and integrity effort	External pressure and influence
Accreditation Bodies	Oversight and quality assurance	Complacency and lack proactive measures
Academic Dishonesty	Potential for future corruption	Entrenched behaviour from high school

Table 1.1 shows that leaders play a role in upholding integrity and anti-corruption spirit in institutions. Toxic leaders will have a negative impact on the implementation of integrity zones in universities (Singh et al., 2017). The initial study was conducted by reviewing and understanding the documents on the implementation of the service procedure organization in the faculty that was used as the locus of this research. A preliminary study was also conducted by reviewing various previous research published in various journals to obtain an initial picture of the various problems faced by various government agencies in implementing the integrity zone. The Integrity Zone has been declared for all faculties at Surabaya State University. The development of the integrity zone is focused on implementing change management programs, human resource management, strengthening performance accountability, and improving the quality of concrete public services (Nurmandi et al., 2019).

Implementing this integrity zone aims to create a corruption-free and clean service area (Widarti & Madalina, 2018). In its implementation, the integrity zone encounters obstacles, both unique to one particular unit or faculty and not found in other faculties, as well as obstacles that are general in nature and exist and are found in all faculties. Faculties face many problems in implementing the integration zone. This is related to human resources, organizational culture, facilities and infrastructure, policies, management, and public services. These things are the focus of attention and improvement in developing the integrity zone in the Unesa environmental faculties. From the explanation above, the research questions can be formulated as follows: 1) What are the problems faced in implementing the integrity zone in the environmental faculties

of Surabaya State University? 2) What is the level of innovation readiness of each faculty in implementing the integrity zone in the environmental faculties of Surabaya State University?

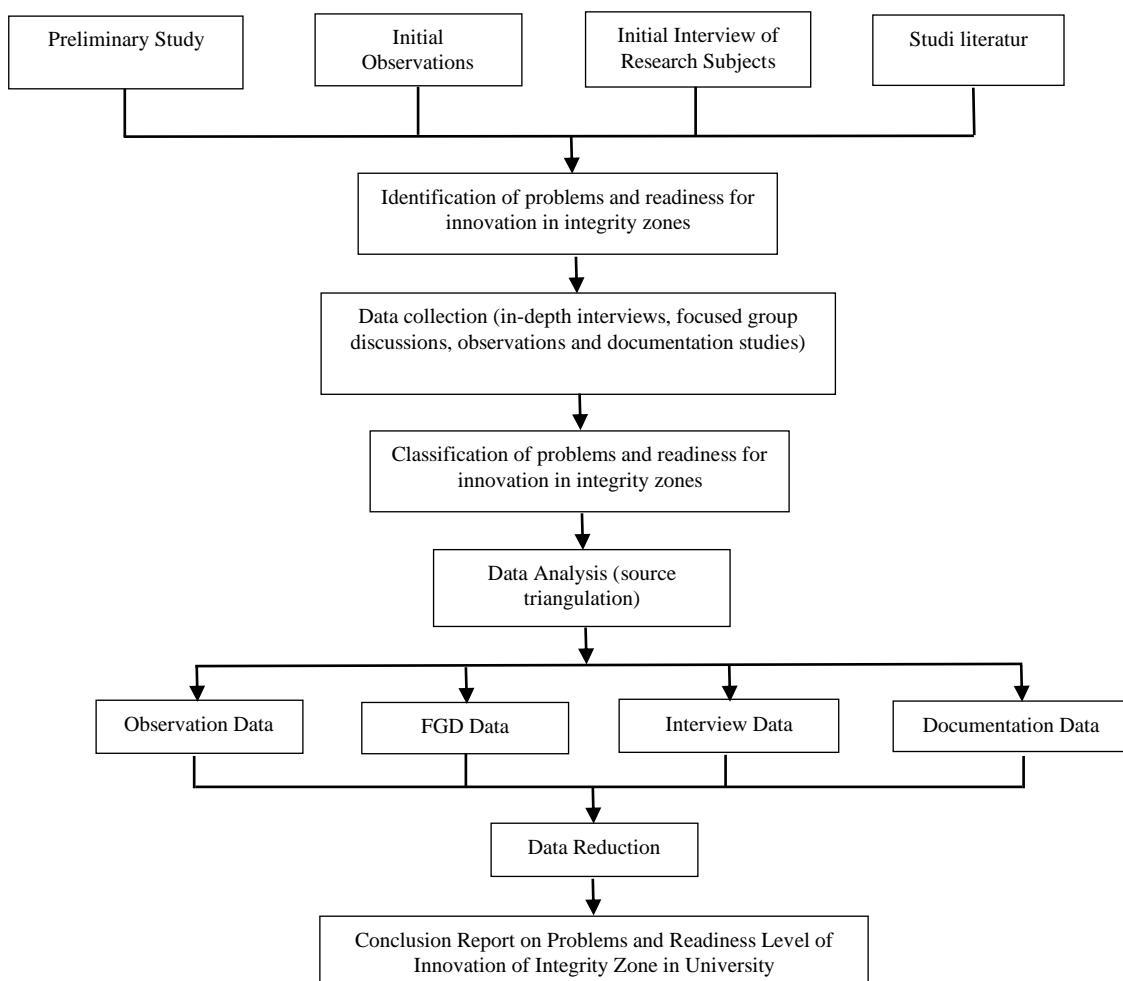
## RESEARCH METHOD

The method used in this study is qualitative with a multi-case approach. Because it is a qualitative study with a multi-case study design, this study does not intend to generalize as quantitative research. In addition to identifying the fundamental problems faced, this study will also examine the follow-up actions taken by each faculty member regarding the various problems they face in realizing the integrity zone in their work units. The determination of the qualitative research method in this study was due to several things, namely, first, this method is considered to be able to explain and describe the picture related to the problems of implementing and readiness of innovation in service as an indicator of the integrity zone in the faculty around Unesa. Second, this method helps researchers collect relevant data, and it is also hoped that researchers can make efforts to overcome the obstacles they face. Third, the truth or validity of the data obtained should be ensured using data validity tests and triangulation techniques. The instruments created clearly depict the obstacles and efforts to overcome obstacles from implementing the integrity zone in the research locus and the readiness of what innovations have been carried out.

The data collection method in this study was explored through in-depth interview techniques, focused group discussions, observations and documentation studies. Key informants were determined through purposive sampling by meeting the criteria set to obtain the desired information, namely the head of ZI of each faculty and area managers. The source triangulation technique was used to test the validity of the data and data sources. Transcript data from the results of focused discussions and in-depth interviews were analyzed by giving themes, conceptualizing statements and interpreting them into narrative form. The data collected consisted of primary data and secondary data in accordance with the ZI work sheet.

Samples were taken from all academic components in the university, including lecturers, education staff, and the integrity zone drafting team. This study has not involved students because it aims to map the initial problems at the implementing level and policy makers related to the integrity zone at the faculty level. Data were obtained through the results of FGD analysis involving the ZI team, leaders, ZI consultants from the ministry and university, and external parties outside the campus which were used as benchmarks for the implementation of the integrity zone. Supporting data from this study were in the form of questionnaires taken from 8 faculties around Unesa who were tasked with implementing the integrity zone. The number of questionnaires distributed to all faculties was 500 respondents, but only 265 filled them out completely by the specified deadline. This is possible due to the lack of comprehensive information about the implementation of the integrity zone in the faculty.

The analysis method used in this study used several data analysis methods including literature review, descriptive analysis, in-depth interviews, and focused discussions. The focused discussion and in-depth interview techniques were mainly carried out to find a holistic picture related to the problematic implementation of the integrity zone and the efforts made to overcome the problems and readiness of service innovation. Focused discussions were mainly chosen because they could provide an opportunity for informants or research respondents who had been selected to interact with each other to reveal various hidden information, while providing insights and opinions related to the problems faced in the implementation of the integrity zone in the work environment of each faculty, while at the same time interviews could be conducted in a limited time.



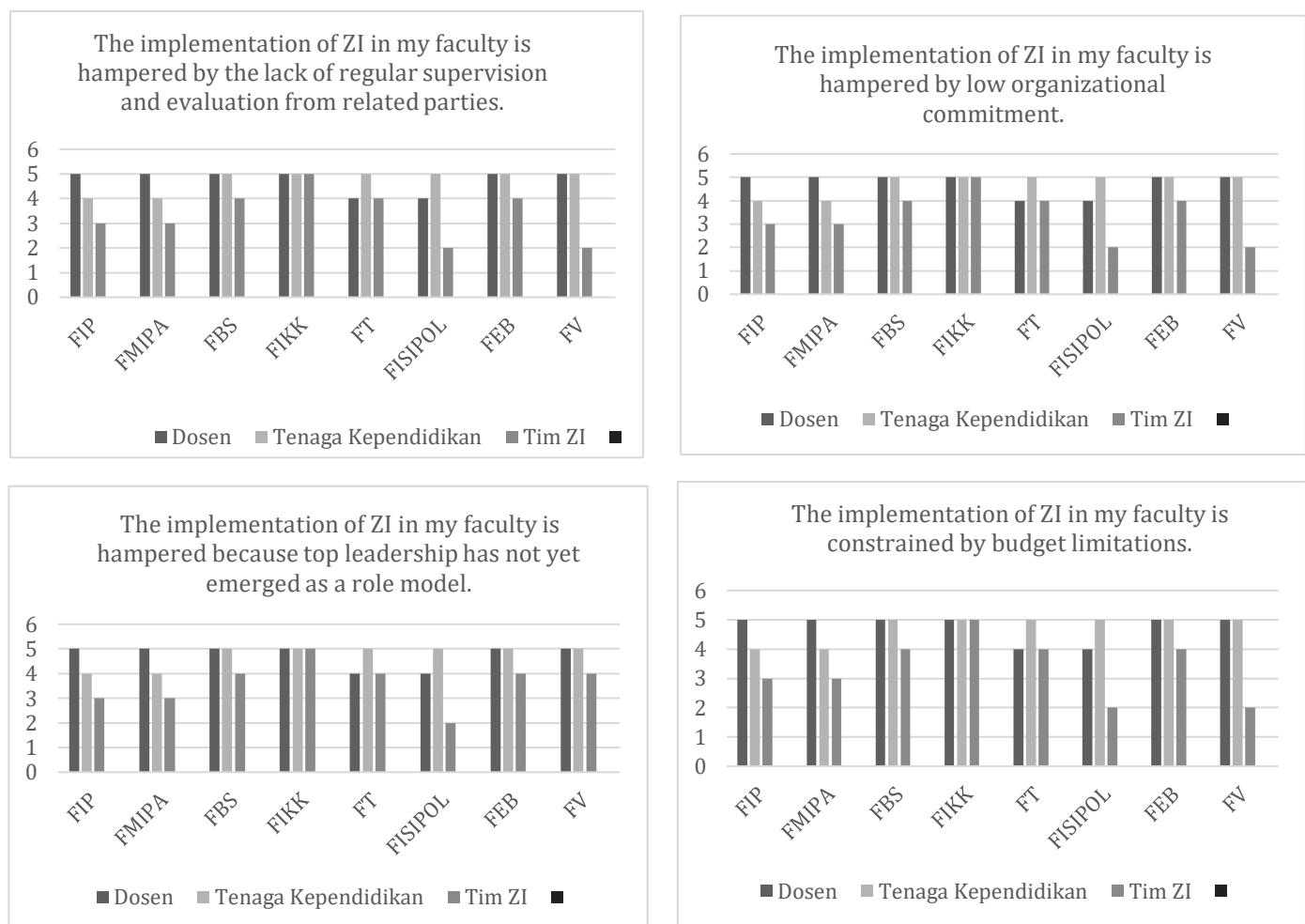
**Figure 1.** Focus Group Discussion Results

The results of this focus group discussion are directed to discuss the problems faced in implementing the integrity zone. Based on the results of the FGD, there are five core problems. From these problems, participants are directed to provide alternative solutions that have been implemented in each faculty institution. Researchers will formulate and map both problems and solutions into the implementation of the integrity zone.

## RESULTS AND DISCUSSION

### Results

The implementation of the research consists of several stages, consisting of stage 1, at this stage the researcher has conducted a preliminary study, initial observation, initial interviews of research subjects, namely representatives of the integrity zone team from each faculty at Surabaya State University. This is then continued with a literature study, namely understanding the guidelines and areas that are the objects of the integrity zone. Through the filling in of the integrity zone implementation evaluation worksheet in each faculty, a general description of the problems in the implementation of the integrity zone is obtained Stage 2, the next stage is to identify the problems and readiness of the integrity zone innovation in each faculty.



**Figure 2.** Recapitulation of Respondent Responses

Based on the respondents' responses shown in Figure 2, it can be seen that the average score for the statement that the implementation of ZI in my faculty is constrained by the lack of periodic supervision and evaluation from related parties received an average score of 5, both assessments from lecturers or education personnel, which means they agree that the lack of periodic supervision constrains the implementation of the integrity

zone. This is felt by lecturers and education personnel because they are not directly involved in the process of monitoring and evaluating the implementation of the integrity zone in their faculty. However, the assessment of the constraints on the implementation of ZI, whether or not supervision occurs among the ZI team, is not as high as that of lecturers and education personnel. This is because the ZI team knows the schedule and mechanism for monitoring and evaluating the implementation of ZI in each faculty. However, considering that ZI is not the main work indicator of a university, the priority for evaluating ZI is often ignored and is not the main thing to pay attention to.

Stage 3, at this stage, the data collection process (in-depth interviews, focused group discussions, observations and documentation studies) was carried out with 48 people, namely the integrity zone team in 8 faculties, each faculty 6 people representing each area of ZI change, namely the change management area, the area of governance arrangement, the area of HR management arrangement, the area of strengthening performance accountability, the area of strengthening supervision, and the area of strengthening public service supervision. Where one person represents each area as a resource person. Interviews were conducted using interview guidelines according to the evaluation worksheet for each area, and recording the problems faced.

In line with the low level of socialization at the faculty level, the low level of organizational commitment in implementing ZI was also expressed by most lecturers and educational staff in each faculty. This was felt by most of the lecturers and educational staff because not all academicians and even study program leaders were directly involved or responsible for implementing the integrity zone. The involvement of top leaders, in this case the Dean, is needed to be a role model in the implementation of the integrity zone. The presence of leaders in every socialization and implementation of the integrity zone is a strong driving force for the success of realizing the integrity zone in each faculty.

Implementation of integrity zones requires a budget and if it is not provided specifically, it will hinder the implementation of integrity zones in the faculty. Socialization through various electronic and print media requires funds, as well as realizing a service system that is easily accessible, cheap, and accountable. If the faculty already has an integrated service system plan in its service units, then the implementation of integrity zones, especially in the public service area, does not require a special budget. Service innovation is sometimes expensive for faculties to increase the value of their integrity zones. Organizations will try to develop innovations to improve the quality of their services so that business units can run well and gain the community's trust.

At the FIKK Sciences Unesa there is no clear information or direct information regarding the Integrity Zone, however on the website [fikk.unesa.ac.id](http://fikk.unesa.ac.id) a little about the Integrity Zone in FIKK is explained. Where on the website includes information about Reporting Violations such as "If you know of acts of corruption, abuse of authority, physical violence, sexual violence, bullying, intolerance and other violations that have been or will be carried out by superiors, employees and other people who are officials/employees or people who work in the FIKK Surabaya State University, can

access the Whistle Blowing System Inspectorate General Education Minister link. Just like FIKK, FEB directly in its faculty does not explain or provide clear information about the Integrity Zone. However, on its website, FEB UNESA continues strengthening its commitment towards a Corruption-free area by signing the Integrity Zone Integrity Pact. However, in the Complaint Box on the FEB website, there is clear information about the Integrity Zone that exists and is implemented in FEB. Where the information on the website is shared in the form of a Poster. On the FEB website, complaints can also be made by directly clicking on each complaint sub-service. The following are the existing sub-services that have been socialized by FEB in order to move towards the WBK and WBBM Integrity Zones. Complaint services about extortion, bribes, unsatisfactory public services, service complaints gratification, can be done through in website.

At the FBS there is no clear or direct information regarding the Integrity Zone. Meanwhile, on the FBS website, there is only information that on Monday, December 4, 2023, in the auditorium of the T14 building of FBS Unesa, a socialization event regarding ZI was held in the academic area, especially FBS Unesa. And here is the appearance of the main building T1. In addition, on each Integrity Zone poster that is installed on the glass-board. The posters and several announcement banners in FISIPOL are in places that FISIPOL students and FISIPOL lecturers often reach. In the Faculty of Mathematics and Natural Sciences, information about the integrity zone itself is only in the form of barcodes that are attached to the bulletin board, but not in all study program buildings, only in certain places, and we also interviewed security guards and students of the Faculty of Mathematics and Natural Sciences, but they did not know what the integrity zone was.

In the FT, information about the integrity zone is only available in the main building of the faculty of engineering, while in each building of each study program there is no more detailed information about the integrity zone, even some students we interviewed did not know what the integrity zone was and where the information about the integrity zone was located. In the faculty of vocations, information about the integrity zone is only available in the main building of the faculty of vocations, while in the building used for lectures/classes there is no real integrity zone. And the last at the faculty of education, information about the integrity zone is available in the main building because many buildings are being renovated, resulting in minimal details that can get.

## **Discussion**

After being summarized, the interim results were obtained, namely the following data at table 2 classification:

**Table 2.** Classification of Integrity Zone Implementation Barriers

No.	Types of Barriers	Description
1.	Administrative and Organizational Barriers	<p>A. Unclear Roles and Responsibilities: There is confusion regarding the role of each unit in implementing and monitoring the Integrity Zone.</p> <p>B. Lack of Coordination Between Units: Lack of coordination between units within the faculty causes difficulties in data collection and reporting related to integrity.</p>
2.	Technical and Infrastructure Barriers	<p>A. Limited Technology Resources: The faculty faces challenges in providing adequate IT infrastructure to support integrity reporting and monitoring.</p> <p>B. Information System Suitability: The existing information system does not fully support the monitoring and evaluation needs of the Integrity Zone</p>
3.	Social and Cultural Barriers	<p>A. Internal Resistance: Some staff or departments within the faculty may not fully support or internalize the stated integrity values.</p> <p>B. Level of Awareness and Education: Lack of deep understanding of the importance of integrity and its positive impact on the faculty and the institution as a whole.</p>
4.	Legal and Regulatory Barriers	<p>A. Governance and Compliance: The complexity of applicable regulations can make it difficult for faculties to ensure compliance with the rules relevant to the Integrity Zone.</p>
5.	Human Resource Constraints	<p>A. Limited Expertise: Lack of staff or experts specifically trained in integrity management and Integrity Zone implementation.</p> <p>B. Capacity Building: Challenges in developing staff capacity to understand and implement programs that support Integrity Zones.</p>

Stage 4, the next stage is the analysis of the data that has been obtained based on the results of the questionnaire with the link which has been grouped into the top five problems that the faculty often face.

**Table 3.** Respondent Data Analysis on Overcoming Obstacles to Implementing Integrity Zones

Obstacles	Locus								Solution
	FIP	FBS	FMIP	FISIP	FIKK	FEB	FT	FVo	
Infrastructure problems	1, 6	1	1	1	1	1	1	1	1. Consultation and coordination in faculties
Socialization problems	1, 2	2	2	1,2	2	2	2	2	

Obstacles	Locus								Solution
	FIP	FBS	FMIP	FISIP	FIKK	FEB	FT	FVo	
A									
There is no regular supervision and evaluation	3	3	3	3	3	3	3	3	and centers (University ZI team)
Low organizational commitment	2, 4, 5	5	2, 4, 5	2, 4, 5	2, 5	2, 4, 5	2, 5	2, 5	2. Installing banners in strategic places
Top leadership has not yet emerged as a role model	1	1	1	1	1	1	1	1	3. Sporadic general evaluations
Limited budget	6	6	6	6	6	6	6	6	4. Conducting education related to various integrity violations
									5. Implementing workshops and seminars to increase employee capacity
									6. Benchmarking budget management

It can be seen in Table 1. that the implementation of the integrity zone is a shared responsibility, and not a particular individual or team. The relationship between public service governance in higher education is complex. Effective university governance can help reduce corrupt practices. In contrast, poor governance will result in poor service quality and is difficult to forgive (Welch, 2020b) Implementation of good governance in higher education, ethical leadership, transparency of financial management and accountability, and a strong regulatory framework are strongly associated with lower levels of corruption (Cui & Jiao, 2019; Kichuk et al., 2021; Zhu et al., 2024). The presence of leaders as role models and the socialization of the integrity zone need to be increased in intensity if the implementation of the integrity zone is to be realized (Glendinning, 2020). Based on the problems obtained, several solutions also emerged to overcome them. Solutions related to the problems are expected to give rise to innovation in improving services in the faculty business unit. Facilities play an important role, especially if there is service innovation towards a better direction. A special budget allocation is needed to support the quality of service in higher education (de Wit, 2022; Ayub et al., 2022). The solutions chosen by each faculty in each problem are divided into 6 solutions, namely consultation and coordination in the faculty and center (University ZI team), installing banners in strategic places, sporadic general evaluations, conducting education related

to various integrity violations, implementing workshops and seminars to improve employee capacity, and Benchmarking budget management. Based on solutions to the problems and observations in each faculty, the innovations chosen revolve around improving services. In addition to complaint service innovation, the Faculty of Mathematics and Natural Sciences also increases eco-green awareness in every faculty activity. This step is expected to be a high-leverage value in the integrity zone assessment for the innovation offered. Several faculties highlight innovation in diploma legalization services, and there is still little innovation for environmental management, considering that waste in the campus environment is still high and the culture of going green and saving energy has not become a work culture. The importance of service innovation for improving quality is still relatively low in each faculty. It should be considered that service innovation to improve the quality of educational services at universities provides high value in growing public trust in institutions (Badran & Badran, 2020; Nurmandi et al., 2019). In addition, the culture of integrity in higher education can start from the culture in the classroom and daily behavior on campus (Cao et al., 2023). Starting from honesty in doing assignments, leaders and academics' commitment to implementing applicable policies (Daroglou et al., 2024; Herasymiuk et al., 2020; Ngcamu & Mantzaris, 2023). Thus, the realization of an integrity zone in higher education is not only the responsibility of the leadership, but must also be supported by all academics by starting to behave honestly in carrying out their duties.

## CONCLUSION

**Fundamental Finding:** The implementation of the Integrity Zone in several faculties around the State University of Surabaya which is the object of this research has encountered several problems. The problems in implementing the Integrity Zone are: First, incomplete socialization which has implications for the lack of insight and understanding of what, why, how and in what way the Integrity Zone is implemented in their work environment. Second, there is no periodic evaluation that can early identify various potential problems as well as identify potential that can be utilized to optimize the implementation of the Integrity Zone. Third, the lack of supporting facilities that allow the implementation of the Integrity Zone development to run optimally. Fourth, the organization's commitment to implementing the Integrity Zone is still relatively low. This is evidenced by various 'integrity violations' activities in various faculties, namely agreements related to the gratification of consumption during thesis defense. Fifth, top leadership has not emerged strongly as a role model for the implementation of the basic principles of upholding institutional integrity. **Implication:** Good university governance is closely linked to the practice of integrity. By focusing on ethical leadership, transparency, accountability, and robust regulatory frameworks, universities can combat corruption and foster an environment of trust and integrity. Implementing educational initiatives and cultural changes are also essential steps towards achieving these goals. Addressing corruption and promoting good governance in universities require a multifaceted approach that includes strengthening internal policies, fostering a culture of integrity, and ensuring robust oversight mechanisms. Collaboration between various

stakeholders and continuous efforts to improve governance practices are essential for achieving sustainable progress in higher education institutions. **Limitation:** This study is limited to the analysis of FGD results and supporting data from respondent questionnaires, so it does not generalize the facts and phenomena that occur in the implementation of the integrity zone. In addition, this study highlights the problems faced in the implementation of the integrity zone and has not discussed the risks that arise if not addressed properly. **Future Research:** Future research is expected to examine in more detail the factors that can encourage a culture of integrity in higher education by linking leadership style to the implementation of integrity zones in higher education. In addition, to obtain generalizations regarding the phenomena and facts of the implementation of integrity zones at universities, all components of the academic community, including students, are involved. Subsequent researchers are advised to conduct more specific research on integrity literacy as a separate course to educate and increase integrity literacy in a directed and planned manner. Research with such a focus is expected to support awareness and spark intrinsic motivation for integrity literacy of the entire academic community in the faculties around Surabaya State University.

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