

“Integrity Revolution” Socialization in Dismantling Corrupt Culture through Interactive Webinars

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ABSTRACT

This community service activity aimed to evaluate the effectiveness of the “Integrity Revolution” socialization conducted through interactive webinars in improving participants’ understanding of integrity and anti-corruption values. A quantitative approach using a one-group pre-test-post-test design was applied. A total of 165 participants completed the program and filled out online pre-test and post-test instruments. Data were analyzed using descriptive quantitative analysis. The results showed that the mean pre-test score was 88.32 and increased to 96.67 in the post-test, indicating an improvement of 8.35 points. These findings demonstrate that interactive webinar-based socialization is effective in enhancing participants’ knowledge and awareness of integrity and anti-corruption values.

INTRODUCTION

Corruption is a systemic social phenomenon that has widespread impacts on economic stability, public trust, and the quality of governance. Transparency International consistently emphasizes that low individual integrity and weak ethical awareness are major factors that sustain corrupt practices, particularly in developing countries (Transparency International, 2023). Therefore, corruption prevention should not rely solely on law enforcement but must also involve educational approaches that focus on building values and character.

Anti-corruption education is considered a long-term preventive strategy aimed at developing awareness, attitudes, and integrity-based behavior. Mulyadi and Suyanto (2021) state that anti-corruption education plays an important role in instilling values of honesty, responsibility, and justice as the foundation of individual integrity. Well-planned and continuous education has been proven to improve participants' understanding of the negative impacts of corruption and the importance of anti-corruption behavior in daily life.

Furthermore, Lestari et al. (2022) argue that the internalization of integrity values is more effective when delivered through participatory and contextual learning methods. Such methods allow participants not only to understand concepts but also to reflect on and relate them to real social conditions. This is particularly important because corrupt culture often develops through the normalization of deviant behavior in social environments.

The development of information technology provides new opportunities for implementing anti-corruption education and socialization. The use of webinars as an online learning medium allows information to be delivered widely, flexibly, and efficiently. Rahman and Putri (2023) found that interactive webinars increase participant engagement and strengthen understanding compared to one-way lecture methods, especially when combined with discussions and question-and-answer sessions.

However, the effectiveness of webinar-based anti-corruption socialization needs to be empirically evaluated to ensure its impact on participants' knowledge and understanding. Therefore, this study aims to examine the effectiveness of the "Integrity Revolution" socialization program in dismantling corrupt culture through interactive webinars by measuring differences between participants' pre-test and post-test results.

IMPLEMENTATION AND METHODS

This activity was conducted as a community service program using a quantitative evaluative approach. A one-group pre-test-post-test design was employed to assess changes in participants' knowledge and understanding before and after the educational intervention. This design was used as an

evaluation tool to measure the effectiveness of the socialization program rather than as an experimental research design.

The intervention consisted of the “Integrity Revolution” socialization program delivered through an interactive webinar. The materials covered concepts of integrity, anti-corruption values, forms of corrupt culture, and the role of individuals in corruption prevention. The delivery method was participatory, involving presentations, discussions, and question-and-answer sessions.

The participants of this activity were webinar attendees who met the inclusion criteria of attending the entire program and completing both the pre-test and post-test instruments. A total of 165 participants fulfilled these criteria and were included in the analysis.

The research instruments consisted of pre-test and post-test questionnaires designed to measure participants’ knowledge and understanding of integrity and anti-corruption issues. The same instrument was used for both tests to ensure measurement consistency. Data collection was conducted online, with the pre-test administered before the webinar and the post-test administered after all sessions were completed.

Data analysis was performed using descriptive quantitative methods by calculating the mean pre-test and post-test scores and the difference between them.

RESULTS AND DISCUSSION

This study involved 165 participants who completed both the pre-test and post-test instruments, allowing all data to be analyzed. The pre-test was administered before the intervention, while the post-test was administered after the completion of the interactive webinar.

Table 1. Average Pre-test and Post-test Scores of Participants

Variabel	Average Value
Pre-test	88,32
Post-test	96,67

The results showed that the average pre-test score was 88.32, while the average post-test score increased to 96.67. Thus, there was an average improvement of 8.35 points between the pre-test and post-test scores. This

finding indicates an improvement in participants' understanding after attending the socialization program.

The increase in post-test scores demonstrates that the "Integrity Revolution" socialization through interactive webinars had a positive impact on participants' knowledge and understanding of integrity values and efforts to prevent corrupt culture. This finding supports the view that anti-corruption education and socialization are effective preventive strategies for building awareness and integrity-based character.

These results are consistent with previous studies. Efendi et al. (2025) reported that anti-corruption education plays an important role in shaping the integrity of younger generations through the internalization of honesty, responsibility, and social awareness. Similarly, Tyananda et al. (2025) found that anti-corruption education contributes significantly to character development and integrity as a means of preventing corrupt behavior. Witarsa (2025) also emphasized that integrity education in higher education institutions enhances anti-corruption awareness and commitment to ethical behavior, particularly when delivered using participatory methods.

The interactive webinar format used in this program facilitated two-way communication, discussion, and clarification between speakers and participants. This approach likely increased participant engagement and strengthened their understanding of issues related to corrupt culture. Nevertheless, a small number of participants experienced a decrease in post-test scores, which may have been influenced by internal factors such as concentration levels and physical conditions, or external factors such as technical disturbances during the webinar. This finding aligns with Suwastika et al. (2024), who highlighted the importance of a conducive learning environment in the success of ethics and anti-corruption education.

Overall, the findings provide empirical evidence that interactive webinar-based socialization is an effective method for improving anti-corruption understanding and awareness, particularly in the context of non-formal education and community service programs.

CONCLUSIONS AND RECOMMENDATIONS

Based on the results and discussion, it can be concluded that the "Integrity Revolution" socialization program delivered through interactive webinars had a positive impact on improving participants' knowledge and understanding of integrity and anti-corruption values. This is evidenced by the increase in average post-test scores compared to pre-test scores among the 165 participants who completed the program.

Therefore, interactive webinar-based socialization can be considered an effective method for anti-corruption education and the prevention of corrupt culture. It is recommended that such programs be implemented continuously and expanded to reach broader target groups. Future studies should employ inferential statistical analysis to examine the significance of score improvements and assess the long-term impact of socialization on participants' attitudes and behavior related to integrity and anti-corruption.

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