

Teacher Engagement in Education for Sustainability: Integrating Anti-Corruption Values into Learning in Remote Areas

Monica Tiara^{1*}, Irwan Irwan², Relly Anjar Vinata Wisnu Saputra³, Muhammad Faisal⁴,

^{1, 2, 4} Department of Civic Education and Legal Science, ³ Communication Studies Program
Faculty of Social Sciences, University Negeri Padang

*monicatiara@unp.ac.id

ABSTRACT

Corruption remains a major obstacle to sustainable development, highlighting the importance of educational approaches that cultivate integrity from an early age. Although anti-corruption education has been integrated into the Indonesian school curriculum, its implementation remains inconsistent, particularly in remote schools facing geographical constraints and limited educational resources. This study explores how teacher engagement supports the integration of anti-corruption values into classroom learning within the framework of Education for Sustainability. A qualitative multiple-case study was conducted in three public junior secondary schools in remote areas of West Sumatra, Indonesia. Data were collected through in-depth interviews with school principals and teachers, classroom observations, and reflective group discussions with students, and analyzed using thematic analysis. The findings identified four interconnected dimensions of teacher engagement: teachers' conceptual readiness, structural and institutional conditions, contextual pedagogical strategies, and student integrity development. Based on these findings, the study proposes a Teacher Engagement Framework for Sustainable Integrity Development, demonstrating that teacher engagement functions as the key pedagogical mechanism linking anti-corruption education with Education for Sustainability. The framework provides both a conceptual contribution to the literature and practical implications for strengthening teacher professional development and integrity education in remote schools.

Keywords: Teacher engagement; Education for Sustainability; anti-corruption education; integrity education; remote schools.

ABSTRAK

Korupsi merupakan salah satu tantangan utama bagi pembangunan berkelanjutan sehingga diperlukan pendekatan pendidikan yang mampu menanamkan nilai integritas sejak dini. Meskipun pendidikan antikorupsi telah diintegrasikan ke dalam kurikulum sekolah di Indonesia, implementasinya masih menghadapi berbagai tantangan, terutama di sekolah-sekolah daerah terpencil yang memiliki keterbatasan sumber daya pendidikan dan kondisi geografis. Penelitian ini bertujuan mengeksplorasi bagaimana keterlibatan guru mendukung integrasi nilai-nilai antikorupsi dalam pembelajaran melalui perspektif Education for Sustainability. Penelitian ini menggunakan pendekatan kualitatif dengan desain studi multikasus pada tiga sekolah menengah pertama negeri di daerah terpencil Kabupaten Solok, Sumatera Barat. Data dikumpulkan melalui wawancara mendalam dengan kepala sekolah dan guru, observasi pembelajaran, serta diskusi kelompok reflektif bersama siswa, kemudian dianalisis menggunakan analisis tematik. Hasil penelitian mengidentifikasi empat dimensi utama keterlibatan guru, yaitu kesiapan konseptual guru, kondisi struktural dan institusional, strategi pedagogis kontekstual, serta pengembangan integritas siswa. Berdasarkan temuan tersebut, penelitian ini menghasilkan Teacher Engagement Framework for Sustainable Integrity Development yang menunjukkan bahwa keterlibatan guru merupakan mekanisme pedagogis utama dalam menghubungkan pendidikan antikorupsi dengan Education for Sustainability. Kerangka ini memberikan kontribusi konseptual sekaligus implikasi praktis bagi pengembangan profesional guru dan penguatan pendidikan integritas di sekolah daerah terpencil.

Kata kunci: keterlibatan guru; Education for Sustainability; pendidikan antikorupsi; pendidikan integritas; sekolah daerah terpencil.

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INTRODUCTION

Corruption remains one of the most significant barriers to sustainable development, particularly in developing countries where it undermines economic growth, weakens democratic governance, erodes public trust, and exacerbates social inequality. Beyond financial losses, corruption damages ethical foundations and civic responsibility, limiting societies' capacity to achieve long-term sustainable development. Consequently, international discussions on Education for Sustainability have increasingly emphasized integrity, ethical responsibility, and active citizenship as essential competencies for preparing future generations to build transparent and accountable societies. In Indonesia, corruption continues to be a persistent national challenge. According to Transparency International, Indonesia scored only 34 out of 100 on the 2023 Corruption Perception Index (CPI), indicating that corruption remains widespread despite continuous legal reforms and institutional efforts (Salim; 2025, Koeswayo; 2024). These conditions suggest that combating corruption requires not only stronger law enforcement but also preventive educational strategies capable of cultivating integrity and ethical awareness from an early age. Previous studies have consistently demonstrated that anti-corruption education contributes significantly to students' moral development when it is implemented through meaningful, contextual, and value-oriented learning experiences rather than merely introducing legal concepts or moral prohibitions (Yasmiati; 2026).

Recognizing the strategic role of education in corruption prevention, the Indonesian government has integrated anti-corruption education across school subjects instead of establishing it as a standalone curriculum. Within this framework, Pancasila and Citizenship Education (PPKn) serves as one of the primary vehicles for embedding values of honesty, responsibility, justice, discipline, and integrity into students' daily learning experiences. Such integration reflects the broader goals of Education for Sustainability by promoting ethical citizenship and responsible social participation. Reports from the Ministry of Education and the Corruption Eradication Commission (KPK) indicate that anti-corruption education has been implemented in most Indonesian schools, although its quality and consistency vary considerably across regions (Diar; 2025, Oktavianti; 2025). While curriculum integration provides opportunities for students to develop ethical awareness through authentic learning experiences, its effectiveness depends largely on how teachers transform curriculum content into contextual learning that is meaningful, reflective, and closely connected to students' everyday lives. Therefore, anti-corruption education should not merely transmit knowledge about corruption but should also foster the knowledge, skills, values, and dispositions necessary for students to practice integrity as part of sustainable citizenship.

The successful integration of anti-corruption values into classroom learning depends not only on curriculum design but also on teachers' engagement in facilitating meaningful learning experiences. Teacher engagement extends beyond instructional delivery and encompasses teachers' cognitive, emotional, and professional commitment to creating learning environments that promote ethical reasoning, critical reflection, and responsible citizenship. Within the framework of

Education for Sustainability, teachers function not merely as knowledge transmitters but also as role models who demonstrate integrity through daily interactions, classroom practices, and decision-making processes. Previous studies have consistently shown that students are more likely to internalize values when teachers actively connect learning materials with authentic social issues and encourage reflective participation rather than relying solely on theoretical explanations (Lau; 2024, Adams; 2022). Accordingly, the effectiveness of anti-corruption education is influenced not only by students' understanding of corruption-related concepts but also by teachers' capacity to contextualize integrity values through participatory learning, local case studies, collaborative problem-solving, and everyday ethical practices. Continuous professional development, pedagogical support, and teacher training therefore become essential to strengthen teachers' competencies in delivering anti-corruption education that contributes to students' long-term character development (Yasmiati; 2026, Suleman; 2025).

Despite these educational initiatives, implementing anti-corruption education remains particularly challenging in remote areas where schools often experience limited infrastructure, inadequate learning resources, restricted access to professional development, and geographical isolation. These conditions influence teachers' opportunities to design contextual learning experiences that effectively bridge abstract ethical concepts with students' everyday realities. At the junior secondary school level, anti-corruption education is generally integrated into Pancasila and Citizenship Education with the objective of cultivating integrity from an early age. However, evidence from remote districts in West Sumatra indicates that many schools continue to face shortages of contextual teaching materials, limited access to anti-corruption learning resources, and insufficient teacher training for integrating integrity values into classroom instruction. As a result, anti-corruption education is frequently delivered through theoretical explanations, making it difficult for students to relate integrity values to their own social experiences. Previous studies similarly argue that anti-corruption education in remote schools requires locally relevant learning resources, contextual pedagogical approaches, and sustained teacher support to enhance students' engagement and ethical understanding (Montessori; 2022, Dewantara; 2021). These findings reinforce the argument that strengthening teacher engagement is indispensable for sustaining integrity education under resource-constrained educational settings.

Although anti-corruption education has received increasing scholarly attention over the past decade, existing studies have primarily focused on curriculum integration, students' moral development, civic values, and the effectiveness of instructional models in relatively well-resourced educational settings (Hauser; 2022, Muhammed; 2024). Comparatively fewer studies have examined how teachers sustain the implementation of anti-corruption education in remote schools where geographical isolation, limited learning resources, inadequate infrastructure, and restricted access to professional development significantly shape classroom practices. Consequently, current knowledge remains limited regarding how teacher engagement enables anti-corruption values to be translated into meaningful learning experiences under resource-constrained

conditions. Furthermore, while previous studies acknowledge the importance of contextual learning and teacher professionalism, they rarely explain the mechanisms through which teachers transform abstract integrity values into authentic learning experiences that students can understand, practice, and internalize within their own social contexts. Addressing this gap is essential because the success of Education for Sustainability depends not only on curriculum content but also on teachers' sustained commitment to fostering ethical citizenship through everyday educational practices (Rieckmann; 2018).

Responding to these gaps, this study investigates teacher engagement in integrating anti-corruption values into classroom learning in remote junior secondary schools in West Sumatra, Indonesia. Rather than evaluating curriculum implementation alone, this study explores how teachers facilitate contextual learning, model integrity, and adapt anti-corruption education to educational environments characterized by limited facilities and learning resources (Sutanto 2024). The novelty of this study lies in positioning teacher engagement as the pedagogical mechanism that sustains the integration of anti-corruption values within the framework of Education for Sustainability. Using a qualitative multiple-case study design across three remote junior secondary schools, the study provides an in-depth understanding of how teachers negotiate contextual challenges while fostering students' integrity through meaningful classroom practices. The findings contribute both conceptually and practically by proposing a Teacher Engagement Framework for Sustainable Integrity Development, offering implications for teacher professional development and integrity education in geographically disadvantaged schools.

Teacher engagement has increasingly been recognized as a critical determinant of educational quality because teachers are not merely curriculum implementers but also agents of ethical and social transformation. In remote educational settings, where limited infrastructure and learning resources frequently constrain classroom practice, teachers' professional commitment becomes even more significant in sustaining meaningful learning. Engaged teachers actively contextualize integrity values, facilitate reflective dialogue, and encourage students to connect ethical principles with everyday experiences. Consequently, understanding teacher engagement offers an important perspective for explaining how anti-corruption education can move beyond curriculum implementation toward the development of sustainable integrity. This perspective provides the conceptual foundation for the Teacher Engagement Framework proposed in this study.

RESEARCH METHODS

This study adopted a qualitative approach using a multiple-case study design to explore how teacher engagement supports the integration of anti-corruption values into classroom learning in remote schools (Stake; 2023). A qualitative approach was considered appropriate because the study sought to obtain an in-depth understanding of teachers' experiences, instructional practices, contextual challenges, and pedagogical strategies that could not be adequately

captured through quantitative measurement alone. The multiple-case study design enabled in-depth investigation across three public junior secondary schools while facilitating cross-case comparisons of instructional practices, contextual challenges, and pedagogical adaptations within different educational settings (Hunziker; 2024). This approach also enabled the identification of recurring themes across cases, forming the basis for the development of the proposed Teacher Engagement Framework within the broader perspective of Education for Sustainability .

Research Setting

The study was conducted in SMP Negeri 1 Pantai Cermin, SMP Negeri 2 Pantai Cermin, and SMP Negeri 3 Pantai Cermin, located in Pantai Cermin District, Solok Regency, West Sumatra, Indonesia. These schools were purposively selected because they represent remote educational settings situated along the administrative border between Solok Regency and South Solok Regency. Although geographically connected to both regencies, the area continues to experience geographical isolation and unequal educational infrastructure compared with the administrative centres of the two districts.

Pantai Cermin is characterized by geographical conditions that directly influence educational activities. Road access is frequently disrupted by seasonal flooding and landslides, transportation infrastructure remains underdeveloped, and internet connectivity is often unstable, limiting access to digital learning resources and professional development opportunities. Teachers generally travel approximately 5–10 km each day under challenging transportation conditions, while schools continue to operate with relatively limited instructional facilities and learning resources. These contextual characteristics provide an appropriate setting for examining how teacher engagement supports the integration of anti-corruption values despite structural and geographical constraints within the broader framework of Education for Sustainability.

Participants

Participants were selected using purposive sampling because they were directly involved in implementing anti-corruption education within the selected schools. The participants consisted of three school principals, three vice principals for curriculum affairs, six Pancasila and Citizenship Education (PPKn) teachers, three Social Studies (IPS) teachers, and three Islamic Education teachers. These participants were selected because they were responsible for school leadership, curriculum implementation, and value-based learning across different subject areas. To enrich the understanding of students' learning experiences, the study also involved 20 eighth-grade students from SMP Negeri 2 Pantai Cermin. These students participated in classroom learning activities and reflective group discussions designed to explore their understanding of anti-corruption values, their ability to recognize integrity-related issues in everyday life, and their perceptions of how anti-corruption values had been introduced by their teachers.

Data Collection

1. Data were collected through in-depth interviews, classroom observations, teaching sessions, and reflective group discussions.

2. Semi-structured interviews were conducted with school principals, vice principals, and teachers to explore their experiences in integrating anti-corruption values into classroom learning, the challenges encountered during implementation, institutional support, and instructional strategies adopted to contextualize integrity values within students' daily experiences.
3. Classroom observations were undertaken to examine how anti-corruption values were embedded in instructional practices, teacher-student interactions, classroom activities, and students' participation during learning. These observations enabled the researcher to compare participants' interview responses with actual classroom practices.
4. To obtain students' perspectives, the researcher conducted a contextual classroom teaching session involving 20 eighth-grade students at SMP Negeri 2 Pantai Cermin. The learning session introduced anti-corruption values through contextual examples and interactive classroom activities. Following the teaching session, students participated in reflective group discussions, during which they shared their understanding of anti-corruption values, identified examples of integrity and corruption in everyday life, and reflected upon how these values had previously been introduced by their teachers. These discussions generated rich qualitative data regarding students' experiences, perceptions, and ethical understanding.

Data Analysis

Data were analyzed using thematic analysis, following an iterative process of data familiarization, coding, theme generation, theme review, and interpretation (Ahmed; 2025). Data obtained from interviews, classroom observations, and reflective group discussions were analyzed simultaneously to identify recurring patterns related to teacher engagement, conceptual readiness, institutional support, contextual pedagogical strategies, and student integrity development.

To enhance the credibility of the findings, data triangulation was conducted by comparing evidence obtained from different participant groups and multiple data collection techniques. Interview findings were confirmed through classroom observations and students' reflective discussions, enabling the researcher to obtain a comprehensive understanding of teacher engagement in integrating anti-corruption values.

Trustworthiness

The trustworthiness of the study was established through methodological triangulation, prolonged engagement during fieldwork, and member checking with several participants to confirm the accuracy of the interpretations (Ahmed; 2024). In addition, data were collected from multiple participant groups, including school leaders, teachers, and students, allowing findings to be examined from different perspectives and strengthening the credibility and dependability of the study. The analysis ultimately resulted in four interconnected themes: teachers' conceptual readiness, structural and institutional challenges, contextual pedagogical strategies, and student integrity development. These themes formed the basis for the proposed Teacher Engagement Framework, explaining how teacher engagement functions as

the pedagogical mechanism that sustains anti-corruption education within the broader framework of Education for Sustainability in remote schools.

RESULT AND DISCUSSION

Teacher Engagement Begins with Teachers' Conceptual Readiness

The thematic analysis identified teachers' conceptual readiness as the first and most fundamental theme explaining teacher engagement in integrating anti-corruption values into classroom learning. Across the three participating schools, teachers consistently emphasized that understanding the meaning of integrity constituted the essential prerequisite for implementing anti-corruption education. Rather than perceiving anti-corruption education as merely introducing legal definitions or discussing corruption cases, participants understood it as a process of cultivating honesty, responsibility, discipline, fairness, and accountability through everyday classroom experiences. Within the framework of Education for Sustainability, such conceptual readiness enables teachers to facilitate ethical learning that extends beyond cognitive knowledge toward the development of responsible citizenship.

Table 1. Themes of Teachers' Conceptual Readiness for Integrating Anti-Corruption Values

Theme	Representative Findings	Educational Meaning
Understanding of integrity	Teachers defined anti-corruption education through values of honesty, responsibility, discipline, fairness, and accountability.	Teachers possess the conceptual foundation needed to introduce integrity education.
Contextual interpretation	Teachers related anti-corruption values to students' daily experiences, school life, and community issues.	Integrity becomes more meaningful when connected to students' social realities.
Pedagogical confidence	Teachers with broader professional experience demonstrated greater confidence in integrating anti-corruption values into classroom learning.	Conceptual readiness strengthens teacher engagement and instructional decision-making.
Variation in conceptual understanding	Some teachers still viewed anti-corruption education primarily as moral instruction delivered through textbooks.	Continuous professional development is needed to strengthen teachers' conceptual understanding.

The findings reveal that although teachers generally demonstrated adequate understanding of anti-corruption values, noticeable differences remained in how these values were interpreted and translated into classroom practice. Teachers with broader conceptual understanding tended to perceive anti-corruption education as

an integral component of character education that should be embedded throughout the learning process rather than taught as isolated moral messages. They frequently associated integrity with students' daily behaviours, including honesty during examinations, responsibility in completing assignments, fairness in collaborative learning, discipline in following classroom rules, and accountability in fulfilling individual and group responsibilities.

In contrast, several participants viewed anti-corruption education primarily as the delivery of moral advice concerning prohibited behaviour. Their instructional practices focused predominantly on explaining definitions, emphasizing rules, and reminding students to avoid dishonest actions. Classroom observations showed that these approaches often resulted in teacher-centred learning, where students were expected to remember ethical principles rather than critically examine how integrity could be practiced in authentic social situations. Consequently, opportunities for ethical reflection and meaningful dialogue remained relatively limited.

Interviews with teachers further demonstrated that conceptual readiness was closely associated with teachers' professional learning experiences. Participants who had previously attended professional development activities, participated in curriculum discussions, or independently explored learning resources expressed greater confidence in contextualizing anti-corruption values within Pancasila and Citizenship Education. Rather than relying exclusively on textbooks, these teachers incorporated examples drawn from students' family life, school experiences, and local community issues. During classroom observations, they frequently encouraged students to discuss ethical dilemmas, analyse everyday situations involving honesty and responsibility, and reflect on the consequences of unethical behaviour. Such practices created more participatory learning environments in which students actively constructed their own understanding of integrity.

Students' reflective discussions conducted after the classroom learning session supported these observations. Many students explained that they understood anti-corruption values more clearly when teachers connected classroom learning with situations they regularly encountered at school and within their communities. Instead of associating corruption solely with high-profile political scandals, students began to recognize that dishonest behaviour, unfair treatment, misuse of responsibility, and lack of discipline also represented forms of integrity-related issues that could emerge in everyday life. These reflections indicate that teachers' conceptual readiness substantially influenced students' ability to internalize anti-corruption values through contextual learning experiences (Yasmiati; 2026, Tiara; 2025).

These findings demonstrate that teacher engagement extends beyond teachers' willingness to deliver curriculum content. Teacher engagement begins with conceptual readiness, which enables teachers to interpret integrity values, adapt instructional strategies to students' social realities, and facilitate meaningful ethical learning. Particularly in remote schools, where access to instructional resources and professional development remains limited, teachers' conceptual understanding becomes an essential professional resource that compensates for

structural constraints. Teachers who possess stronger conceptual readiness are better positioned to design learning experiences that encourage ethical reasoning, critical reflection, and responsible citizenship despite operating within resource-constrained educational environments (Irayanti; 2026).

The findings are consistent with previous studies emphasizing that teachers' professional knowledge strongly influences the effectiveness of value-based education and character development. However, this study extends the existing literature by demonstrating that conceptual understanding alone does not automatically ensure successful anti-corruption education. Rather, conceptual readiness represents the initial stage of teacher engagement that subsequently shapes teachers' pedagogical decisions, contextual adaptation, and classroom interaction. From the perspective of Education for Sustainability, teachers function not merely as transmitters of ethical knowledge but as facilitators who transform integrity into authentic learning experiences that prepare students to become responsible and ethically aware citizens (Zhang; 2026).

Overall, the first theme highlights that teacher engagement originates from teachers' conceptual readiness. Although teachers across the three participating schools generally demonstrated a positive understanding of anti-corruption education, differences in conceptual interpretation influenced how integrity values were translated into classroom practice. Strengthening teachers' conceptual capacity through continuous professional learning therefore remains a strategic priority for sustaining anti-corruption education and advancing the broader goals of Education for Sustainability in remote schools.

Structural Constraints Limiting Teacher Engagement in Remote Schools

Although teachers demonstrated adequate conceptual readiness to integrate anti-corruption values into classroom learning, thematic analysis revealed that teacher engagement was substantially influenced by structural and institutional conditions. Across the three participating schools, participants consistently described geographical isolation, limited educational infrastructure, inadequate instructional resources, and restricted access to professional development as the principal challenges affecting the implementation of anti-corruption education. These findings indicate that teacher engagement is shaped not only by teachers' individual commitment but also by the broader educational environment in which they work. Table 2 summarizes the major structural constraints identified through interviews, classroom observations, and school documentation.

Table 2. Structural Constraints Affecting Teacher Engagement
in Remote Schools

Theme	Representative Findings	Educational Implications
Limited instructional resources	Schools had limited contextual teaching materials and supporting media for anti-corruption education.	Teachers developed their own learning materials and adapted available resources.
Limited professional development	Most teachers had never participated in specialized	Pedagogical innovation depended largely on

	anti-corruption education training.	teachers' individual initiative.
Geographical constraints	Flood-prone roads, landslides, unstable internet access, and long daily travel affected educational activities.	Learning preparation and access to educational resources became more difficult.
Limited institutional and community support	Collaboration among schools, educational authorities, and local communities remained limited.	Teacher engagement relied primarily on personal commitment rather than systemic support.

As presented in Table 2, the interviews consistently highlighted the shortage of contextual instructional resources as one of the most significant barriers to implementing anti-corruption education. Teachers explained that available textbooks generally introduced integrity through abstract moral concepts without providing examples closely related to students' local social environments. Consequently, many teachers independently developed learning materials by incorporating local experiences, community issues, and school-based situations into classroom discussions. Classroom observations confirmed these efforts, demonstrating that teachers frequently modified instructional activities to compensate for the limited availability of supporting materials.

Another recurring theme concerned the limited opportunities for professional development. Participants reported that training specifically addressing anti-corruption education was rarely available, particularly for teachers working in remote schools. As a result, many teachers relied on self-directed learning, professional collaboration with colleagues, and personal teaching experience when integrating integrity values into classroom instruction. Although teachers demonstrated considerable professional commitment, the absence of continuous pedagogical support limited opportunities to develop more innovative and participatory approaches to anti-corruption education.

Geographical conditions also emerged as an important factor influencing teacher engagement. Participants described how seasonal flooding, landslides, poor transportation infrastructure, and unstable internet connectivity frequently disrupted educational activities. These conditions reduced teachers' access to digital learning resources, online professional development programmes, and collaborative learning networks. Teachers also explained that travelling to school required considerable time and effort, particularly during adverse weather conditions. Nevertheless, classroom observations revealed that teachers continued to demonstrate strong commitment by adapting learning activities to available resources and maintaining regular classroom instruction despite these constraints. The findings further revealed that institutional and community support remained relatively limited. Although school leaders expressed commitment to strengthening character education, teachers indicated that anti-corruption education had not yet become part of a coordinated school-wide programme involving parents, local

communities, and educational authorities. Consequently, responsibility for integrating integrity values remained largely dependent upon individual teachers rather than being supported through systematic institutional initiatives. This finding suggests that sustainable anti-corruption education requires stronger collaboration among schools, communities, and policymakers to reinforce ethical learning beyond classroom boundaries (Suleman; 2025).

From the perspective of Teacher Engagement, these findings demonstrate that teacher engagement should not be understood solely as an individual professional attribute but rather as a dynamic interaction between teachers' commitment and the structural conditions within which they work (Gu; 2014). Despite experiencing considerable geographical and institutional constraints, teachers consistently demonstrated professional responsibility by adapting instructional practices and maintaining meaningful learning opportunities for students. These findings extend previous studies by showing that teacher engagement in remote schools is sustained primarily through professional commitment and contextual adaptation rather than through abundant educational resources (Fabrigas; 2025).

Within the broader framework of Education for Sustainability, the structural challenges identified in this study emphasize that sustainable integrity education requires supportive educational ecosystems. Strengthening teacher engagement therefore involves not only enhancing teachers' competencies but also improving institutional support, expanding access to contextual learning resources, increasing opportunities for professional development, and fostering stronger collaboration between schools and local communities. Such systemic support is essential for ensuring that anti-corruption education contributes meaningfully to the development of responsible, ethical, and sustainability-oriented citizens.

Contextual Pedagogical Strategies as Expressions of Teacher Engagement

Despite experiencing considerable structural constraints, the findings demonstrate that teacher engagement was reflected in teachers' ability to adapt instructional practices to students' social and cultural contexts. Rather than relying exclusively on conventional lectures or textbook explanations, teachers across the three participating schools consistently modified their teaching strategies to make anti-corruption values more meaningful and relevant to students' everyday experiences. Thematic analysis revealed that contextual pedagogy constituted the primary expression of teacher engagement, illustrating how teachers transformed abstract concepts of integrity into authentic learning experiences despite limited educational resources. Table 3 presents the major pedagogical strategies identified through interviews, classroom observations, and reflective discussions with students.

Table 3. Contextual Pedagogical Strategies Demonstrating Teacher Engagement

Pedagogical Strategy	Representative Practices	Contribution to Student Learning
Classroom discussion and dialogue	Teachers encouraged students to discuss ethical dilemmas and everyday integrity issues.	Developed ethical reasoning and active participation.

Role-playing and simulation	Students acted out situations involving honesty, responsibility, and fairness.	Strengthened experiential understanding of integrity values.
Local case-based learning	Teachers used examples from school, family, and community life.	Connected anti-corruption concepts with students' social realities.
Integration of local wisdom	Teachers incorporated local stories, cultural values, and community traditions into learning activities.	Enhanced cultural relevance and contextual understanding of integrity.
Community-oriented learning	Teachers encouraged students to observe integrity practices within their surrounding community.	Strengthened the relationship between classroom learning and responsible citizenship.

As shown in Table 3, classroom discussion emerged as the most frequently observed instructional strategy. Teachers deliberately created opportunities for students to express opinions, question unethical behaviour, and analyse integrity-related situations encountered in everyday life. Rather than presenting anti-corruption education as a collection of moral rules, teachers facilitated dialogue that encouraged students to construct their own understanding of honesty, responsibility, fairness, and accountability. Classroom observations indicated that discussion-based learning increased students' participation and promoted greater confidence in expressing ethical viewpoints. Students explained during reflective discussions that they found anti-corruption learning more engaging when they were invited to share their own experiences instead of merely listening to teachers' explanations.

Role-playing activities constituted another important pedagogical strategy identified across the participating schools. Teachers designed simple simulations that required students to make decisions in situations involving honesty, responsibility, and justice. During classroom observations, students demonstrated considerable enthusiasm when participating in these activities because they were required to experience ethical dilemmas directly rather than simply discussing them theoretically. The simulations encouraged students to evaluate the consequences of ethical and unethical decisions while developing empathy for others affected by dishonest behaviour. These findings indicate that teacher engagement involves creating experiential learning opportunities that enable students to internalize integrity values through active participation rather than passive reception of information (Yusuf; 2026).

The findings also demonstrate the importance of contextual learning through local case studies. Teachers frequently introduced examples derived from students' daily experiences, including situations occurring within families, schools, and local communities. Rather than focusing exclusively on large-scale political corruption frequently presented in mass media, teachers encouraged students to identify everyday behaviours reflecting honesty, responsibility, misuse of trust, fairness, and accountability. Students reported that such examples made anti-corruption

education easier to understand because they could directly relate the concepts to situations they regularly encountered (Montessori; 2021). This contextualization reduced the distance between abstract ethical principles and students' lived experiences, allowing integrity values to become more meaningful and personally relevant.

Another distinctive characteristic identified in this study was the integration of local wisdom into anti-corruption education. Teachers incorporated traditional stories, local cultural practices, and community values that emphasized honesty, mutual responsibility, cooperation, and respect for others. These culturally embedded learning resources enabled students to recognize that integrity was not a newly introduced concept but had long been embedded within local traditions and community life. From the perspective of Education for Sustainability, integrating local wisdom strengthens cultural continuity while simultaneously supporting ethical citizenship (Praja; 2025). Teacher engagement therefore extends beyond curriculum implementation by preserving cultural values that reinforce responsible social behaviour.

Community-oriented learning further illustrates teachers' efforts to extend anti-corruption education beyond classroom boundaries. Several teachers encouraged students to observe ethical practices within their surrounding communities, reflect upon examples of responsible leadership, and discuss how integrity contributes to harmonious social relationships. Although opportunities for direct collaboration with community leaders remained limited, teachers consistently attempted to connect classroom learning with broader community experiences. These activities strengthened students' awareness that anti-corruption values are relevant not only within schools but also in everyday social interactions.

Students' reflective discussions provided additional evidence supporting these findings. Following the classroom learning session, many students expressed that they understood anti-corruption values more clearly when teachers presented examples closely related to their daily lives. Students explained that discussions, simulations, and local examples enabled them to recognize that integrity is demonstrated through ordinary actions such as completing assignments honestly, respecting agreed rules, accepting responsibility, and treating others fairly. Such reflections indicate that contextual pedagogy encouraged students to actively construct ethical understanding rather than memorizing moral principles presented by teachers (Taylor; 2019).

Collectively, these findings demonstrate that teacher engagement is expressed through pedagogical adaptability and contextual decision-making. Teachers in remote schools continuously adjusted instructional strategies to accommodate students' social backgrounds, local culture, and limited educational resources. Rather than perceiving resource limitations as obstacles to effective learning, teachers utilized their professional experience and contextual knowledge to design learning environments that promoted dialogue, reflection, participation, and ethical reasoning. Consequently, teacher engagement should be understood not only as professional commitment but also as teachers' capacity to transform contextual realities into meaningful educational opportunities.

These findings extend previous studies on anti-corruption education by demonstrating that contextual pedagogy constitutes the principal mechanism through which teacher engagement contributes to Education for Sustainability. While earlier research has frequently emphasized curriculum integration and character education outcomes, the present study shows that meaningful anti-corruption education depends primarily upon teachers' ability to connect integrity values with students' lived experiences through culturally relevant, participatory, and experience-based learning (Muzakkir; 2025). Therefore, teacher engagement should be understood as a pedagogical process through which teachers actively facilitate ethical learning that prepares students to become responsible, reflective, and sustainability-oriented citizens.

Toward a Teacher Engagement Framework for Sustainable Integrity Development

The preceding findings collectively demonstrate that teacher engagement functions as the central pedagogical mechanism through which anti-corruption values are transformed into meaningful learning experiences in remote schools. Rather than operating as isolated dimensions, teachers' conceptual readiness, structural conditions, and contextual pedagogical strategies interact dynamically to shape students' understanding and internalization of integrity values. The thematic synthesis indicates that sustainable anti-corruption education is achieved not merely through curriculum integration but through teachers' continuous commitment to facilitating ethical learning despite geographical and institutional limitations. Table 4 presents the integrated themes that emerged across the three participating schools and illustrates how each theme contributes to the proposed Teacher Engagement Framework.

Table 4. Integrated Themes Leading to the Teacher Engagement Framework

Major Theme	Empirical Evidence	Contribution to the Framework
Teachers' conceptual readiness	Teachers understood integrity as honesty, responsibility, fairness, discipline, and accountability.	Forms the cognitive foundation of teacher engagement.
Structural and institutional conditions	Limited facilities, geographical isolation, restricted learning resources, and inadequate professional development.	Represents contextual factors influencing teacher engagement.
Contextual pedagogical strategies	Discussion, role-playing, local case studies, integration of local wisdom, and community-based learning.	Demonstrates how teacher engagement is translated into classroom practice.
Student integrity development	Students demonstrated increased ethical awareness, responsibility, honesty, critical thinking, and reflective understanding of integrity.	Represents the educational outcome of sustained teacher engagement.

As shown in Table 4, the four themes do not operate independently but collectively explain how teacher engagement supports sustainable anti-corruption education. Teachers' conceptual readiness provides the professional foundation for interpreting integrity values, while institutional and geographical conditions shape the opportunities and limitations experienced during classroom implementation. Within these constraints, teachers continuously adapted their instructional practices through contextual and participatory learning strategies that enabled students to connect ethical principles with their everyday experiences. Consequently, students gradually developed a broader understanding of integrity, recognizing that anti-corruption values extend beyond legal compliance toward responsible behaviour in daily social interactions.

Evidence from classroom observations and reflective discussions further indicates that students increasingly associated integrity with practical behaviours such as completing assignments honestly, respecting agreed classroom rules, accepting responsibility for individual and group tasks, treating others fairly, and demonstrating accountability in everyday decision-making. Rather than viewing corruption exclusively as a national political issue, students began to recognize integrity as an ethical principle applicable to ordinary situations encountered within families, schools, and local communities. This finding demonstrates that contextual pedagogy enabled students to internalize anti-corruption values through authentic social experiences rather than through abstract moral instruction alone.

The synthesis of findings also highlights that teacher engagement extends beyond instructional competence. Teachers consistently demonstrated professional commitment by adapting learning activities despite limited instructional resources, unstable internet access, geographical isolation, and restricted professional development opportunities. Their willingness to redesign learning activities, integrate local culture, and facilitate reflective dialogue illustrates that teacher engagement represents an ongoing professional process characterized by pedagogical creativity, contextual adaptation, and ethical leadership. These characteristics distinguish teacher engagement from routine curriculum implementation because teachers actively transformed educational limitations into opportunities for meaningful learning (Kusmawan; 2025).

Drawing upon the thematic synthesis, this study proposes a Teacher Engagement Framework for Sustainable Integrity Development (Figure 4). The framework conceptualizes teacher engagement as a dynamic and interconnected process consisting of four sequential dimensions. The process begins with teachers' conceptual readiness, which enables educators to understand and interpret anti-corruption values. This readiness is subsequently influenced by structural and institutional conditions, including access to learning resources, professional development, educational leadership, and geographical context. Teachers then translate these conditions into contextual pedagogical strategies by designing participatory, culturally relevant, and experience-based learning activities. These instructional practices facilitate student integrity development, reflected in honesty, responsibility, ethical awareness, discipline, fairness, and critical thinking. Collectively, these dimensions contribute to the broader goals of Education for

Sustainability, emphasizing the development of ethically responsible citizens capable of supporting transparent, accountable, and sustainable societies.

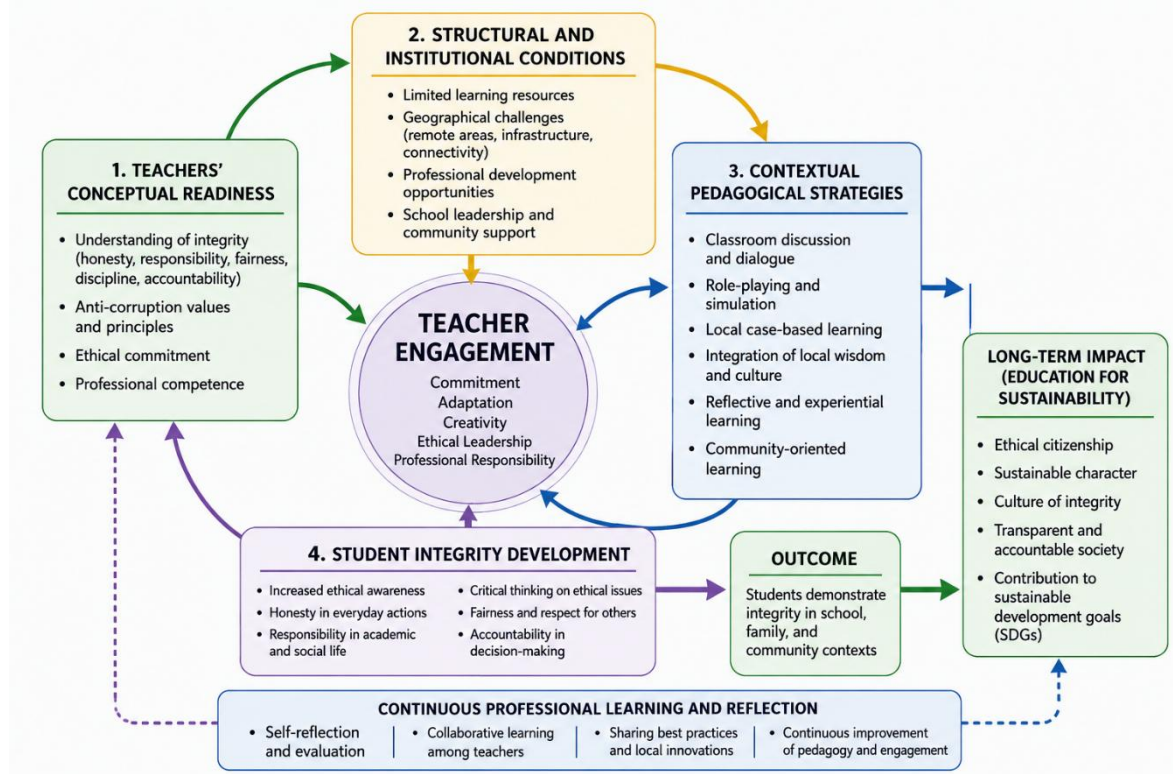


Figure 4. Teacher Engagement Framework for Sustainable Integrity Development

In Contrast to previous research that primarily emphasizes curriculum integration, character education, or student moral outcomes, this study positions teacher engagement as the primary pedagogical mechanism linking anti-corruption education to Education for Sustainability. The findings suggest that sustainable integrity education relies not only on curriculum content but also on teachers' professional capacity to contextualize ethical values, facilitate meaningful dialogue, encourage reflective participation, and connect classroom learning to students' lived experiences. Consequently, teacher engagement should be understood as an instructional and transformative process in which teachers become key agents of ethical and social change in resource-constrained educational environments.

These findings have important implications for educational policy and teacher professional development. Strengthening anti-corruption education requires more than introducing additional curriculum content or instructional materials. Equal attention should be directed toward expanding teachers' access to continuous professional development, contextual teaching resources, collaborative learning communities, and institutional support systems that enable teachers to sustain meaningful integrity education. Educational policymakers should also recognize the unique challenges experienced by remote schools and develop support mechanisms that address geographical inequalities while encouraging locally relevant and culturally responsive pedagogical innovation.

Overall, this study demonstrates that teacher engagement represents the essential pedagogical bridge connecting anti-corruption education with Education for Sustainability (Muhammed; 2026). Sustainable integrity education cannot be achieved solely through curriculum mandates or policy directives; rather, it depends upon teachers' capacity to transform ethical principles into contextual, participatory, and meaningful learning experiences that shape students' character and responsible citizenship. The proposed framework therefore provides both a conceptual contribution to the literature on teacher engagement and a practical reference for strengthening anti-corruption education in geographically disadvantaged schools.

CONCLUSION

This study demonstrates that the successful integration of anti-corruption values in remote schools depends not merely on curriculum implementation but fundamentally on teacher engagement. The findings reveal that teacher engagement is shaped by four interconnected dimensions: teachers' conceptual readiness, structural and institutional conditions, contextual pedagogical strategies, and student integrity development. Despite geographical isolation, limited educational resources, and restricted professional development opportunities, teachers remained actively engaged by adapting instructional practices to students' social and cultural contexts. Through discussion, experiential learning, local case studies, and reflective activities, anti-corruption values became more meaningful and relevant to students' everyday lives.

The study contributes to the literature by proposing a Teacher Engagement Framework for Sustainable Integrity Development, positioning teacher engagement as the pedagogical mechanism linking anti-corruption education with the broader goals of Education for Sustainability. The framework highlights that sustainable integrity education requires not only curriculum support but also continuous teacher professional development, contextual teaching resources, and stronger institutional commitment, particularly in geographically disadvantaged schools. Future studies may validate and expand this framework across different educational levels and socio-cultural contexts to strengthen its broader applicability.

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