

## **Integrating Anti-Corruption Values into English for Law: A Case Study of Constitutional Law Students at UIN Jurai Siwo Lampung**

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### **Abstract**

Anti-corruption education is a crucial preventive strategy amid the prevalence of corruption cases in Indonesia. Higher education institutions play a strategic role in instilling values of integrity in students, including through the English for Law course. This study focuses on students in the Constitutional Law (HTN) program at UIN Jurai Siwo Lampung to analyse their perceptions and needs regarding the integration of anti-corruption themes into English for Law instruction. The method used is a descriptive qualitative approach with data collection techniques involving classroom observation and semi-structured interviews with HTN students. The results indicate that HTN students are highly enthusiastic about integrating anti-corruption content into English language instruction due to its direct relevance to the study of state administration, oversight of power, and checks-and-balances mechanisms. They view this theme as highly relevant to their future academic and professional needs as prospective constitutional law experts, constitutional judges, legislators, or bureaucrats. The main challenges faced include limited knowledge of constitutional law vocabulary in English and a lack of understanding of international instruments such as the UNCAC. The study's recommendations include the development of contextual teaching materials highlighting corruption cases related to state administration, as well as interactive learning methods such as simulations of Constitutional Court hearings and role-playing exercises on legislative oversight.

*Keywords:* Anti-Corruption Education, Constitutional Law, English for Law, Integrity, UIN Jurai Siwo Lampung

### **Abstrak**

Pendidikan antikorupsi merupakan strategi pencegahan yang sangat penting di tengah maraknya kasus korupsi di Indonesia. Institusi pendidikan tinggi memainkan peran strategis dalam menanamkan nilai-nilai integritas kepada mahasiswa, termasuk melalui mata kuliah Bahasa Inggris untuk Hukum. Penelitian ini berfokus pada mahasiswa program Hukum Tata Negara (HTN) di UIN Jurai Siwo Lampung, dengan tujuan menganalisis persepsi dan kebutuhan mereka terkait pengintegrasian tema antikorupsi ke dalam pengajaran Bahasa Inggris untuk Hukum. Metode yang digunakan adalah pendekatan kualitatif deskriptif dengan teknik pengumpulan data berupa observasi kelas dan wawancara semi-terstruktur dengan mahasiswa HTN. Hasil penelitian menunjukkan bahwa mahasiswa HTN sangat antusias terhadap integrasi konten antikorupsi ke dalam pengajaran bahasa Inggris karena relevansinya yang langsung terkait dengan studi administrasi negara, pengawasan kekuasaan, dan mekanisme checks-and-balances. Mereka memandang tema ini sangat relevan dengan kebutuhan akademis dan profesional mereka di masa depan sebagai calon ahli hukum konstitusi, hakim konstitusi, legislator, atau birokrat. Tantangan utama yang dihadapi antara lain keterbatasan pengetahuan

mengenai kosakata hukum konstitusional dalam bahasa Inggris serta kurangnya pemahaman terhadap instrumen internasional seperti UNCAC. Rekomendasi penelitian ini mencakup pengembangan bahan ajar kontekstual yang menyoroti kasus-kasus korupsi yang berkaitan dengan administrasi negara, serta metode pembelajaran interaktif seperti simulasi sidang Mahkamah Konstitusi dan latihan bermain peran terkait pengawasan legislatif.

*Kata kunci: Bahasa Inggris, Hukum Konstitusi, Integritas, Pendidikan Antikorupsi, UIN Jurai Siwo Lampung*

## **A. Introduction**

Corruption remains one of the most persistent challenges facing Indonesia and continues to undermine public trust, economic development, and democratic governance. Corruption reduces institutional effectiveness, weakens accountability mechanisms, and threatens social justice (Brown & Cloke, 2004). In response to this challenge, anti-corruption education has been promoted as a preventive strategy aimed at cultivating integrity, responsibility, and ethical awareness among citizens, particularly students (Ministry of Education and Culture of the Republic of Indonesia, 2011; Rinaldi et al., 2023).

Higher education institutions play a strategic role in promoting anti-corruption values. Universities are expected not only to develop students' academic competencies but also to foster moral character and professional ethics. This responsibility is particularly important for Constitutional Law (HTN) students because their field of study is closely related to state administration, public accountability, constitutional governance, and oversight mechanisms. As future constitutional judges, legislators, bureaucrats, and legal scholars, HTN students are expected to possess strong integrity and a deep understanding of anti-corruption principles.

Previous studies have demonstrated the effectiveness of Content-Based Instruction (CBI) in integrating integrity and anti-corruption topics into language learning. Zin et al. (2023) found that university students positively responded to the incorporation of integrity and anti-corruption themes in language and humanities courses. However, previous studies have generally focused on students from broader educational backgrounds and have rarely examined the specific needs and perceptions of Constitutional Law

students. Therefore, there remains a research gap concerning how HTN students perceive anti-corruption themes in English for Law instruction and how such themes can support their academic and professional development.

This study aims to investigate HTN students' perceptions of integrating anti-corruption themes into English for Law courses, identify challenges encountered during learning, and explore teaching methods preferred by students. The findings are expected to contribute to the development of more contextual English for Law curricula that simultaneously promote language competence and anti-corruption values.

## **B. Methods**

This study employed a descriptive qualitative approach. The participants consisted of ten students from the Constitutional Law Program (HTN), Faculty of Law, UIN Jurai Siwo Lampung, who were enrolled in the English for Law course. Participants were selected through purposive sampling based on their active participation in the course. Data were collected through classroom observations and semi-structured interviews. Classroom observations were conducted to examine students' responses toward anti-corruption materials integrated into English learning activities. Semi-structured interviews were used to explore students' perceptions, challenges, and preferences regarding learning activities. The collected data were analysed using an interactive qualitative analysis model consisting of data reduction, data display, and conclusion drawing. To enhance credibility, interview findings were compared with classroom observation results.

## **C. Results and Discussion**

### **1. Constitutional Law Students' Enthusiasm Toward Anti-Corruption Themes**

The observation results indicate that Constitutional Law (HTN) students showed strong enthusiasm when anti-corruption topics were integrated into English for Law instruction. Students considered corruption a relevant and meaningful topic because

corruption cases are frequently discussed in public life and closely related to issues of state administration and governance. During one classroom session, the lecturer presented an English-language news article discussing corruption involving legislative and executive officials. Students actively participated in the discussion and expressed positive responses toward the learning activity.

Another student explained: "Aduh, bagus banget pak. Korupsi kan udah kayak musuh kita semua. Nah, kemarin waktu Bapak cerita soal kasus korupsi di DPR pakai bahasa Inggris, saya sampe kaget. Ternyata bisa juga ya ngomongin hal se-heavy itu pake bahasa Inggris. Jadi nambah semangat buat belajar." (M5). Similarly, a student aspiring to become a constitutional judge stated: "Menurut saya sih cocok banget. Soalnya di HTN itu kita banyak bahas soal kekuasaan, lembaga negara, wewenang, sampe pengawasan. Nah korupsi kan erat banget sama penyalahgunaan wewenang. Jadi ya wajar aja kalau tema ini diangkat. Apalagi pakai bahasa Inggris, biar kita bisa baca Konvensi PBB gitu." (M3)

These findings demonstrate that students perceive anti-corruption themes as more contextual and relevant than conventional English learning topics. The integration of discipline-specific content appears to increase student engagement because learners can connect language learning with their academic interests and future professional responsibilities. This finding supports Zin et al. (2023), who found that students responded positively to the incorporation of integrity and anti-corruption topics into language learning through the Content-Based Instruction (CBI) approach.

## **2. Relevance of Anti-Corruption Themes to Constitutional Law Studies**

Most participants acknowledged that anti-corruption themes have direct relevance to Constitutional Law studies. Students associated corruption with state institutions, public accountability, oversight mechanisms, and the abuse of authority. One participant explained: "Wah relate banget pak. Di HTN kan kita belajar tentang lembaga negara kayak DPR, Presiden, MK, KY. Terus kita juga

belajar soal pengawasan. Nah korupsi itu kan sering banget terjadi di lembaga-lembaga itu. Jadi ya... ini kayak materi yang hidup. Bukan cuma teori doang." (M3). Another participant who aspired to become a legislator stated: "Ya jelas nyambung lah. Saya pribadi mau jadi anggota dewan someday. Nah saya harus paham soal pengawasan anggaran, terus gimana caranya supaya nggak korupsi. Apalagi kalau nanti harus kerja sama-sama BPK atau KPK. Bahasa Inggris tuh penting buat baca laporan-laporan internasional soal tata kelola pemerintahan." (M7). Meanwhile, another student commented: "Iya ada kaitannya sih. Cuman jujur ya... kadang mumet juga. Istilahnya berat-berat. Tapi karena ini emang bagian dari yang kita pelajari di HTN, jadi ya mau nggak mau harus dikuasai." (M8)

These findings indicate that students perceive anti-corruption issues as an integral component of Constitutional Law education. The findings also suggest that English language learning can function not only as language acquisition but also as a means of strengthening students' professional competencies in constitutional governance, accountability, and public integrity. This finding is consistent with Crystal (2003) and Ginsburg and Huq (2018), who emphasise the importance of English proficiency for accessing global legal knowledge and comparative constitutional studies.

### **3. Challenges Faced by Constitutional Law Students**

The interview findings reveal that the major challenge faced by HTN students is limited legal vocabulary in English. Several participants admitted that they understood legal concepts in Indonesian but struggled to explain them in English.

One participant stated: "Ya gitu deh sir, kendala utama tuh di kosa kata. Bribery, gratification, money laundering, extortion... Aduh, pusing saya, Kak, ngingatannya. Kadang pas lagi ujian, saya tuh tahu artinya tapi lupa. Apalagi disuruh nulis atau ngomong di depan kelas, makin deg-degan." (M5). Another participant explained: "Sometimes I understand the concept in Indonesian, but I have trouble explaining it in English because I don't know the equivalent terms. For example, 'pengawasan legislatif' is 'legislative

oversight,' and 'hak uji materiil' is 'judicial review'." (M9). Similarly, another student stated: "Saya pribadi palingan kendalanya di kurang pede aja kak. Soalnya saya ngerasa kosakata saya masih kurang. Terus pas disuruh debat soal korupsi di kelas, saya cenderung diem aja. Padahal dalam hati saya tahu jawabannya. Tapi takut ngomong... nanti kalau salah gimana?" (M1)

These findings indicate that students face both linguistic and psychological barriers. Limited mastery of legal English vocabulary affects not only reading comprehension but also speaking confidence. The findings suggest that English for Law instruction should provide systematic vocabulary development and opportunities for gradual communicative practice.

#### **4. Students' Preferences for Teaching Methods**

The findings indicate that students prefer interactive, contextual, and practice-oriented learning activities rather than traditional text-based instruction. One participant stated: "Yang santai aja pak. Saya mah sukanya diskusi kelompok kecil. Jadi kita bisa sharing sama temen-temen. Nggak tegang kaya di depan kelas." (M1). Another participant proposed courtroom simulations: "Wah pengennya sih kayak di law series gitu pak. Ada yang jadi jaksa, ada yang jadi pengacara, ada yang jadi hakim. Trus kita sidangan pakai bahasa Inggris." (M2). This opinion was reinforced by another participant: "Setuju pak. Simulasi sidang MK itu keren. Kita jadi paham gimana teknisnya persidangan. Apalagi kalau pakai bahasa Inggris." (M3)

Students also expressed interest in comparative constitutional discussions: "Aku pribadi suka diskusi perbandingan, Pak. Misalnya, kita bandingin pasal anti-korupsi di konstitusi Indonesia sama konstitusi India atau Afrika Selatan." (M5). Project-based activities were also suggested: "Aku mah apapun metode asal nggak bosenin pak. Jangan cuman baca teks mulu terus disuruh jawab pertanyaan. Mendingan kita bikin poster kampanye anti korupsi bahasa Inggris, atau bikin video pendek." (M8). This view was supported by another participant: "Iya pak, setuju. Bikin video atau poster itu seru. Kita jadi bisa ekspresiin kreativitas." (M6).

Another participant preferred discussions of current corruption issues: "Aku sih pengennya diskusi aja, Pak, dengan topik-topik yang lagi viral tentang korupsi." (M9). Finally, students emphasised the importance of a comfortable classroom atmosphere: "Yang penting pak, suasana belajarnya dibuat nyaman. Jangan tegang. Jadi kita nggak takut buat ngomong atau nanya." (M10)

These findings demonstrate that students favour authentic learning experiences that simulate really legal and governmental situations. Such preferences support the implementation of Content-Based Instruction (CBI), which integrates language learning with disciplinary content and professional practice.

#### **D. Conclusion**

This study found that Constitutional Law (HTN) students at UIN Jurai Siwo Lampung responded positively to the integration of anti-corruption themes into English for Law instruction. Students perceived anti-corruption issues as highly relevant to their academic discipline because such issues are closely associated with state administration, accountability, oversight mechanisms, and the prevention of abuse of power. The findings further revealed that students encountered several challenges, particularly limited English legal vocabulary, low confidence in communication, and difficulties understanding legal texts written in English. Despite these challenges, students demonstrated strong interest in learning activities that connect language learning with real legal and governance issues.

Besides, students expressed a preference for contextual, interactive, and practice-oriented learning methods, including courtroom simulations, role-playing activities, discussions of corruption cases, and comparative constitutional analysis. These findings suggest that Content-Based Instruction (CBI) provides a suitable framework for integrating anti-corruption values into English for Law courses. This study contributes to the development of English for Law teaching materials by demonstrating how anti-corruption themes can simultaneously enhance students' language competence and strengthen integrity values among future constitutional law experts, legislators, judges, and public officials.

## E. References

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