

## ANTI-CORRUPTION EDUCATION IN THE NATIONAL CURRICULUM

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### ABSTRACT

Corruption is a chronic problem that can hinder development and damage the order of national life. Efforts to eradicate it cannot rely solely on legal approaches, but must be accompanied by preventive strategies through education. Anti-corruption education is seen as a strategic effort that is urgently needed to build values of honesty, integrity, responsibility, and justice. By fostering anti-corruption character through anti-corruption education in schools, it is hoped that a society will emerge that has the moral resilience and courage to reject corruption in all its forms. This article examines anti-corruption education in the national curriculum. The research method used a conceptual and normative approach through literature review and analysis of education policy. The results of the discussion show that anti-corruption education is relevant to the national education goal of developing students who are faithful, have noble character, are intelligent, and are responsible. Anti-corruption values can be implemented in schools through three approaches, namely integration into subjects, strengthening an open and accountable school culture, and participatory and extracurricular activities. Anti-corruption education in the national curriculum is urgently needed to shape a society that is honest, strong in character, transparent, and free from corruption.

**Keywords:** *Education, Anti-Corruption Education, National Curriculum*

### INTRODUCTION

Corruption is one of the fundamental issues that continues to haunt the nation's progress. This phenomenon not only undermines the governmental system but also weakens the foundations of social, economic, legal, and even cultural life. Corrupt practices have proven to bring negative impacts on human life, both in economic aspects and in societal norms and culture (Nandha Risky Putra et al., 2022). Essentially, corruption is the abuse of power, position, or authority for personal or group gain, resulting in harm to the public interest. Corruption has become so widespread that it is often perceived as an ingrained element of bureaucratic culture, making it difficult to eradicate. It poses a serious threat to the ideals of national development and the goals of the nation and state, as stated in the preamble of the 1945 Constitution of Indonesia.

Various international surveys indicate that Indonesia still faces major challenges in eradicating corruption. The Corruption Perceptions Index (CPI) released by Transparency International shows that Indonesia's ranking remains unstable occasionally improving, yet still far from satisfactory. On one hand, the existence of the Corruption Eradication Commission (KPK) serves as an essential instrument in reducing corruption rates. On the other hand, corrupt practices continue to occur across various sectors, ranging from government institutions and business to education administration. This fact demonstrates that legal

instruments alone are insufficient to combat corruption effectively. Therefore, preventive and educational approaches are crucial. One of the most effective ways to break the cycle of corrupt behavior is through education. Education not only serves to enlighten the nation intellectually but also to instill noble values, morals, ethics, and character. It can function as a platform for cultivating an anti-corruption culture from an early age and fostering collective awareness.

Anti-Corruption Education can shape the attitudes and behaviors of the nation's future generations to reject all forms of abuse of power. Therefore, incorporating anti-corruption education into the national curriculum is both a strategic step and an urgent necessity. Anti-corruption education sharpens and strengthens the idealism and integrity of young people, encouraging them to view corruption as an unlawful act that must be prevented, addressed, and eradicated because it can cause both material and immaterial harm (Ni Ketut Dassy Fitri Yanti, 2023). The national curriculum is an official state document that serves as a guideline for the implementation of education in all educational institutions. It contains the objectives, content, structure, and learning processes that must be carried out by schools or educational organizations.

The curriculum has a significant influence and a clear structure, making it vital in directing the education system. If anti-corruption education is integrated into the curriculum, its values can be systematically absorbed by students through various subjects, learning processes, and extracurricular activities. Thus, the curriculum serves as the most effective means of embedding anti-corruption education as part of the learning culture in schools.

Anti-corruption education within the national curriculum is closely related to the development of national character. A dignified nation is one that upholds the values of honesty, justice, and responsibility. Corruption contradicts moral character, and therefore, addressing it cannot rely solely on legal measures. Cultural and educational aspects are equally important. By integrating anti-corruption education into the national curriculum, the state demonstrates its commitment to building a young generation with integrity and competitiveness. It also functions as a means to end the entrenched culture of corruption.

Education aimed at preventing corruption within the national curriculum aligns with the provisions of Law No. 20 of 2003 on the National Education System. The law states that education is required to enhance skills as well as to develop the character and culture of a nation with dignity. This highlights the importance of character education rooted in the values of honesty, responsibility, discipline, and integrity. Therefore, education that combats corruption is not a new or isolated concept but an essential part of the broader goals of education.

Anti-corruption education in the national curriculum can be implemented in various ways. First, through an integrative approach within subjects, where anti-corruption values are embedded in relevant materials such as Pancasila Education, Religious Education, and Civic Education. Second, through a cultural approach by fostering a school culture that emphasizes integrity, transparency, and accountability. Third, through a participatory approach involving extracurricular activities and social projects. By combining these three approaches, it is expected that anti-corruption education will be deeply internalized by students—not merely as knowledge, but as attitudes and skills that they can apply in daily life.

However, the idea of incorporating anti-corruption education into the national curriculum also faces several challenges, including limited teacher resources, the lack of specific teaching materials focused on anti-corruption education, and cultural resistance in which some communities still hold permissive views toward minor acts of corruption. This article aims to examine in depth the importance of anti-corruption education within the national curriculum.

## **RESEARCH METHOD**

This article was prepared using a qualitative research method based on a library research approach. Library research involves reviewing references and re-examining literature that has previously been published by other researchers relevant to the topic under study (Nanang Faisol Hadi et al., 2021). This method was chosen because the theme of anti-corruption education within the national curriculum is an issue that requires a conceptual, normative, and practical understanding through the study of literature, policy documents, and previous research findings. Library research is considered relevant for exploring the concepts, principles, and strategies of anti-corruption education comprehensively, while also analysing the challenges encountered in educational practice.

The data sources used in this study consist of primary literature, including official government regulations such as the 1945 Constitution, Law Number 20 of 2003 on the National Education System, Regulations of the Minister of Education and Culture, and national curriculum documents (the 2013 Curriculum and the Merdeka Curriculum). The secondary literature includes books, academic journals, research reports, scholarly articles, and publications from national and international institutions related to anti-corruption education, character development, and curriculum policy. Supporting data—such as the Corruption Perception Index (CPI) reports, data from Transparency International, KPK (Corruption Eradication Commission) reports, as well as relevant news and survey results were also utilised to strengthen the arguments.

The data collection technique was carried out through a documentation study, involving reviewing, identifying, and classifying various sources of literature. The collected data were then selected based on their relevance to the topic of anti-corruption education within the national curriculum. This process was conducted systematically to ensure the validity, currency, and alignment of the reviewed materials with the research objectives.

The data analysis technique employed was descriptive qualitative analysis. The analysis stages included: data reduction, which involved selecting, focusing, and simplifying relevant information; data presentation, which entailed organising the information into a coherent and systematic narrative for better comprehension; and conclusion drawing, achieved by connecting the findings from the literature with theoretical frameworks in education, anti-corruption values, and the context of the national curriculum.

## **RESULTS AND DISCUSSION**

### **Anti-Corruption Education**

Anti-corruption education plays an essential role in addressing the problem of corruption. It is a form of education aimed at shaping an individual's

character, attitude, and disposition to avoid corrupt practices as a preventive strategy against corruption (Agus Setiawan, 2023). The purpose of anti-corruption education is to instil students' understanding of the impacts caused by corrupt behaviour and to strengthen the perspective that corruption is immoral, highly detrimental, and harmful to the sustainability of the state. In general, the objectives of anti-corruption education are as follows: (1) to acquire an understanding of the formation of corruption and all its aspects; (2) to change the way people view and conceptualise corruption; and (3) to gain new knowledge and competencies to combat various forms of corruption (Yulistri K. Sinaga et al., 2024).

Corruption is not merely a criminal act that harms the state; it is also a social, cultural, and even psychological phenomenon deeply rooted in society. Therefore, efforts to eradicate it cannot rely solely on legal measures. Law enforcement is indeed important, yet it is repressive in nature and often arrives too late, as violations have already occurred. Prevention through education is considered more strategic, as it can shape character, attitudes, and public awareness from an early age.

Anti-corruption education is not limited to conveying knowledge about corruption; rather, it aims to instil values of honesty, responsibility, and integrity as part of everyday life. In other words, education functions as the first line of defence in preventing younger generations from becoming involved in corrupt practices. Anti-corruption education is directed towards character formation as a foundation for building the inherent values within anti-corruption education itself. These values are instilled through moral education, which likewise falls within the domain of character formation. The values that must be cultivated include honesty, care, independence, discipline, responsibility, hard work, simplicity, courage, and fairness (Kristiono, 2018).

### **The Position of Anti-Corruption Education within the National Curriculum**

The national curriculum is an official document that serves as a reference for the organisation of education in Indonesia. It contains the objectives, structure, content, and learning processes that apply across all levels of education. The curriculum is a fundamental component in all educational forms and models everywhere. Without a curriculum, it would be difficult—if not impossible—for educational planners to achieve planned educational objectives (Yudi Chandra Hermawan et al., 2020). Considering the importance of the curriculum in supporting the success of teaching and learning programmes, it must be well understood by all parties involved in educational management, especially educators or teachers.

The curriculum is a key component in the learning process aimed at improving students' quality (Winata, 2020). It encompasses all potential activities and experiences (content/materials) that have been scientifically arranged, whether occurring inside the classroom, on school grounds, or beyond school settings, to achieve educational goals. In a broader sense, the curriculum refers to all learning activities and experiences, as well as all factors influencing the formation of students' personalities both inside and outside school, under the responsibility of the institution. These include elements of the hidden curriculum, such as campus facilities, a safe and clean environment, the learning process, as well as adequate learning media and resources (Nurhayati et al., 2022).

The curriculum holds a key position in education, as it relates to determining the direction, content, and processes of education, which ultimately shape the qualifications of graduates from educational institutions (Winata, 2024). The anti-corruption education curriculum refers to a curriculum that includes materials and learning processes aimed at providing students with an understanding of the importance of possessing anti-corruption characteristics such as honesty, fairness, responsibility, and discipline. The position of anti-corruption education within the curriculum can be realised through several pathways:

## **1. Explicit Curriculum**

The explicit curriculum comprises all plans, content, and learning experiences formally designed and organised by educational institutions to achieve learning objectives. It includes subject matter, learning goals, methods, assessments, and learning activities documented in official materials such as syllabi, lesson plans, and national curriculum guidelines. In relation to anti-corruption education, the explicit curriculum refers to the inclusion of anti-corruption education as specific material, either as a stand-alone subject or as a subtheme within certain subjects. For example, in the subject of Pancasila and Civic Education (PPKn), anti-corruption values may be incorporated into discussions on democracy, human rights, or the rule of law.

## **2. Implicit Curriculum**

The implicit curriculum, commonly referred to as the hidden curriculum, consists of all values, attitudes, habits, and social norms learned indirectly through students' experiences at school—whether through teachers' behaviour, school culture, or social interactions within the educational environment. The hidden curriculum emphasises the development of attitudes, character, competencies, and skills that support students and complement gaps in the formal curriculum. It serves as a balance to classroom learning, which often prioritises cognitive and psychomotor domains (Susanti Umagap et al., 2022).

Through the implicit curriculum, students learn how to behave, interact, respect others, and understand moral values that are not always explicitly written in syllabi or lesson plans. In terms of anti-corruption education, the implicit curriculum conveys values through teaching practices, teacher-student interactions, and school policies. For example, teachers may model transparency in assessment, avoid discrimination, and prioritise fairness. Students also learn anti-corruption values through real-life school experiences, such as transparency in the use of school operational funds (BOS), honesty during examinations, and a culture of deliberation in decision-making.

The curriculum is a fundamental element within the education system that serves as a guideline in the learning process (Winata et al., 2025). Explicit and implicit curricula play mutually reinforcing roles in constructing comprehensive and sustainable anti-corruption education. Both are inseparable since they jointly contribute to shaping students' knowledge, attitudes, and behaviour against corruption. The explicit curriculum functions as a formal framework that systematically embeds anti-corruption values through subject materials, learning modules, intramural activities, and national education policies. Within this domain, values such as honesty, responsibility, fairness, and integrity are conveyed in a structured manner through teacher-designed learning processes.

The implicit or hidden curriculum contributes by internalising anti-corruption values through experiences and social interactions within the educational environment. Values such as honesty, fairness, and responsibility are instilled indirectly through teachers' role-modelling, transparent school culture, fair assessment systems, and open communication patterns. The hidden curriculum strengthens the affective and moral dimensions of anti-corruption education, as students learn from real-life examples and daily social experiences. Thus, effective anti-corruption education depends not only on what is taught but also on how those values are practised and demonstrated within the educational context. The synergy between explicit and implicit curricula forms a unified learning process that not only transfers knowledge but also cultivates moral awareness and integrity-based character.

### **Model of Integrating Anti-Corruption Education**

Integration is a concept that emphasises that the scientific integration being pursued is not a *melting-pot integration model*, in which integration is understood merely from a spatial perspective without substantive meaning. The integration referred to here is a model of unification in which each component is strongly interconnected, forming a coherent and holistic whole (Aidil Ridwan Daulay et al., 2022). Anti-corruption education can be integrated into the education system through various models that highlight the synergy between the cognitive, affective, and psychomotor aspects of learners. Its ultimate goal is to instil the values of integrity, honesty, responsibility, and justice comprehensively—not only at the level of knowledge but also in attitudes and real behaviour. At least three main models can be used to integrate anti-corruption education into the national curriculum:

#### **a. Integration into Subjects**

The integration of anti-corruption education into school subjects is a key strategy for realising learning that is not only knowledge-oriented but also focused on character and moral development. This approach positions anti-corruption values as an inherent part of the teaching and learning process, rather than as an additional, separate topic. This model is known as the integrative approach, whereby every subject serves as a medium for instilling values such as honesty, responsibility, discipline, hard work, justice, and concern for the public interest. These values are embedded within the context and content of relevant lessons so that students can naturally understand and internalise them.

Integration is achieved through combining these values within all learning activities so they form a unified whole. Anti-corruption values can be embedded within main topics or subtopics by emphasising, reinforcing, or expanding learning materials related to moral values and anti-corruption behaviour (Zeid B. Smeer et al., 2023). Anti-corruption education can be combined with various subjects, whether in the social sciences, humanities, or the sciences. This model embeds anti-corruption values without requiring the creation of new subjects. Values such as honesty, discipline, responsibility, and justice are integrated within relevant instructional materials. Examples of implementation include: in Civics (PPKn), students analyse corruption cases and study principles of social justice; in Religious Education, teachers emphasise moral and spiritual values that reject the misuse of authority; and in Economics or Social Studies, students examine the impact of corruption on development and societal welfare. This

approach ensures that anti-corruption values feel relevant and connected to everyday learning activities.

### **b. Integration through School Culture**

School culture refers to a set of values that underpin the behaviour, traditions, daily habits, and symbols practised by the headteacher, teachers, administrative staff, students, and the surrounding community. School culture is the distinctive character, identity, and public image of the school (Eva Maryamah, 2016). Integrating anti-corruption education through school culture emphasises the creation of an educational environment that upholds integrity, transparency, and justice. In this context, anti-corruption education is not merely taught theoretically in the classroom; it is lived out daily by the entire school community through consistent habits, role modelling, and systematic practices that uphold honesty and responsibility.

A healthy school culture becomes an effective medium for learning anti-corruption values. Examples include transparent management of school funds, fair and objective academic assessment, reward systems for students who demonstrate high integrity, and role modelling by teachers and headteachers who prioritise honesty and accountability. Integrating anti-corruption education through school culture reinforces that values such as honesty and integrity are not only taught but also embedded within the school's systems, behaviours, and routines. A school that successfully cultivates a culture of integrity becomes a learning environment that develops students who are not only intellectually capable but also morally and ethically strong.

A conducive school culture supports the realisation of quality education aligned with the school's vision and mission, while optimising the performance of teachers, headteachers, staff, and students so that outcomes align with expectations (Sukadari, 2020). The school becomes not only a place for teaching theory but also a social laboratory where students experience the practice of anti-corruption values directly. Through a school culture founded on honesty, openness, and accountability, anti-corruption education becomes a lived reality that nurtures a generation with strong moral integrity.

### **c. Integration through Extracurricular Activities**

Extracurricular activities are programmes conducted outside the classroom and beyond lesson hours to help develop students' potential. Their role can be considered as a facility that supports the development of students' talents and needs (Khusna Farida Silviana et al., 2020). Integrating anti-corruption education through extracurricular activities is an effective strategy for instilling values of integrity, honesty, responsibility, and social awareness through practical and contextual experiences. Through activities outside formal lessons, students learn directly through experience (*learning by doing*), allowing anti-corruption values to be internalised not only cognitively but also behaviourally. Extracurricular activities provide opportunities for students to develop moral and social character in settings that are more flexible, creative, and collaborative.

Forms of extracurricular integration include the following:

#### **1. Integrity Clubs or Student Anti-Corruption Forums**

Integrity Clubs serve as concrete forms of integrating anti-corruption education through extracurricular activities. These clubs function as platforms for learning and practising integrity, honesty, responsibility, and

ethical leadership, led by students under teacher supervision. The aim is to develop students who are aware of the dangers of corruption, willing to reject unethical practices, and capable of becoming agents of change. Activities may include anti-corruption debates, speech competitions, opinion writing, or producing short films on integrity.

## **2. Social Projects**

A Social Project is one form of implementing anti-corruption education through experiential, participatory, and socially meaningful activities. These projects help students internalise integrity values through real community engagement. Students practise honesty, responsibility, cooperation, transparency, and social awareness while addressing real problems in their environment. Activities may include fundraising, community service, or environmental programmes carried out with transparent and accountable procedures.

## **3. Scouting Activities**

Scouting is one of the most effective platforms for integrating anti-corruption education through extracurricular activities. Scouting emphasises character building, discipline, responsibility, leadership, and service—all aligned with anti-corruption principles. Through experiential learning, Scouting offers an ideal space to instil integrity and honesty in enjoyable and meaningful ways. Programmes such as “*Scouts as Anti-Corruption Pioneers*” can strengthen ethical leadership and a spirit of service.

## **4. Student Council (OSIS)**

The Student Council provides a forum for leadership development, responsibility, and social participation. As an official school organisation, OSIS plays a strategic role in practising integrity and anti-corruption values through transparent, accountable, and democratically planned activities. Students learn anti-corruption principles through organisational processes such as programme planning, financial management, and collective decision-making.

## **5. Arts and Cultural Activities**

Arts and cultural activities are an effective medium for instilling anti-corruption values creatively and emotionally. Through drama, theatre, music, or visual arts, students express moral messages about honesty and the dangers of corruption. These activities deepen moral awareness and allow students to experience values in expressive and reflective ways.

## **6. Sports Activities**

Sports activities not only support physical fitness but also carry inherent moral values such as sportsmanship, honesty, discipline, cooperation, responsibility, and fairness. These values align with anti-corruption principles, making sports an ideal platform for instilling integrity in both competitive and collaborative settings.

## **7. Honesty Canteens and the Honest School Movement**

An Honesty Canteen is a place where students buy items without supervision, taking goods and paying independently based on trust. This simple system becomes a practical laboratory for instilling honesty, responsibility, and self-regulation. The Honest School Movement

reinforces these values by promoting transparency and accountability in daily school practices. Such programmes transform anti-corruption education from theory into habitual behaviour embedded in students' daily lives.

## CONCLUSION

Anti-corruption education within the national curriculum constitutes a fundamental strategy undertaken to build a generation that is characterised by integrity and moral commitment to rejecting all forms of abuse of power and corrupt practices. Various studies indicate that education is not merely responsible for transferring knowledge but also for instilling values, attitudes, and behaviours that shape learners into honest, responsible citizens who uphold the principles of justice. The integration of anti-corruption education into the national curriculum is, in essence, aligned with constitutional mandates, the provisions of the National Education System Act, and the vision of national development, all of which emphasise the importance of strengthening national character. Findings show that anti-corruption education within the national curriculum can be implemented through three main pathways. First, integration into school subjects. Values such as honesty, responsibility, discipline, and empathy can be taught across a range of subjects, including religion, civics, and the social sciences-humanities cluster. Second, habituation within the school culture, wherein all academic and non-academic activities must reflect practices of transparency, fairness, and accountability. Third, the strengthening of extracurricular activities and collaborative projects, which enable students to directly experience anti-corruption practices through authentic activities such as deliberation simulations, social campaigns, and simple monitoring programmes within the school environment.

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