

Teaching Practices of the Integrity and Anti-Corruption Course: A Study at the University of Malaysia Sabah

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Abstract

This study examines the teaching practices of the Integrity and Anti-Corruption Course (KIAR) at the University of Malaysia Sabah (UMS) as an effort to cultivate integrity values among students in public higher education institutions in Malaysia. KIAR is a compulsory component in the General Studies (MPU) curriculum introduced by the Ministry of Higher Education Malaysia, aiming to shape students' character to be ethical, accountable, have integrity, and reject corruption. This study adopts a case study approach with a mixed-method design, involving the experiences of lecturers, analysis of teaching documents, and student reflections. The findings indicate that lecturers play a crucial role in delivering course content in a contextual and interactive manner, including the implementation of value-based pedagogy, current issue-based learning, and the use of real-life case studies. However, challenges related to the uniformity of teaching materials, pedagogical techniques, student motivation, and the effectiveness of teaching methods need to be addressed. The study suggests enhancing teaching training, developing more suitable modules, and evaluating the learning impact as steps for improvement. Overall, the teaching of KIAR should be viewed not only as a formal educational tool but as a long-term strategy in the development of highly integrated human capital.

Keywords: Anti-Corruption, Integrity, Character Development, Teaching, University of Malaysia Sabah

Introduction

Recently, efforts to instill values of integrity and anti-corruption among university students have become a major agenda in Malaysia. The Ministry of Higher Education (MOHE) has made it mandatory for the implementation of the Integrity and Anti-Corruption Course (KIAR) as a component of the General Studies Subjects (MPU), with the aim of fostering awareness of integrity, ethical values, and the ability to reject corrupt practices among future

leaders of the nation (Ministry of Higher Education Malaysia, 2021). This initiative is also in line with national strategies such as the National Anti-Corruption Plan (NACP) 2019–2023, which emphasizes preventive education as a key foundation in building a culture of transparency, accountability, and trust within society (Prime Minister's Department, 2019).

According to Mokhtar et al. (2021a), education is a process of knowledge transfer from one individual to another, ensuring the continuity of knowledge for future generations. Education also involves the methodology used by an individual to convey knowledge and information. It is a crucial aspect of human life. Without education, human knowledge would not progress, as it would be solely based on life experience (Mokhtar et al., 2021b). In the context of higher education, higher learning institutions play a strategic role in realizing the agenda of instilling integrity through teaching approaches that are not only traditional but also integrate contextual learning, character development, and deeper moral reasoning (Rahman & Yusof, 2021). This effort is further supported by various agencies such as the Malaysian Anti-Corruption Commission (MACC), which has outlined an anti-corruption education framework to be applied in higher education institutions (Malaysian Anti-Corruption Commission, 2020).

Furthermore, previous studies have shown that the integration of integrity education into university curricula can raise ethical awareness, shape a sense of responsibility, and strengthen students' ability to make moral decisions in risky situations (Mohamad & Awang, 2022). Therefore, this paper discusses the practice of teaching KIAR at Universiti Malaysia Sabah (UMS) as an effort to strengthen the culture of integrity and anti-corruption among students. Before presenting the research findings, the research questions, literature review, and methodology are also discussed to provide a comprehensive overview of the study.

Research Questions

The implementation of the KIAR course at the Higher Education Institution (HEI) level presents various opportunities and challenges. Although this course serves as a formal mechanism to instill integrity values, its effectiveness largely depends on the teaching approach, curriculum design, and the level of student engagement. Previous studies have emphasized the need for value-based pedagogy, locally relevant content, and assessments that focus on meaningful learning outcomes (Zuber-Skerritt, 2020; Alshurman & Baniabdelrahman, 2021). However, a deeper understanding of how these principles are interpreted by lecturers and embraced by students still requires improvement, particularly in the context of public universities in Malaysia. Therefore, this study aims to critically examine the teaching practices of the Integrity and Anti-Corruption Course (KIAR) at UMS, focusing on how integrity education is conceptualized and contextualized in real-life implementation. Here are the objectives of this study:

- To identify the teaching approaches used by lecturers in delivering the Integrity and Anti-Corruption (KIAR) course at the University of Malaysia Sabah (UMS).
- To assess students' perceptions of the effectiveness of the teaching and learning of the KIAR course, particularly in terms of content, teaching approaches, and its impact on integrity awareness.

- To identify the challenges faced by lecturers and students in implementing the KIAR course, and to provide suggestions for improvements in pedagogical approaches to enhance the effectiveness of the course.

Integrity and anti-corruption education in higher education institutions (HEIs) not only serves as a knowledge delivery tool but also as a long-term strategy in shaping a future generation that is both ethical and has integrity. However, the effectiveness of teaching courses related to integrity heavily depends on various factors, such as pedagogical approaches, curriculum content, assessment methods, and the learning environment (Cheng & Wong, 2020; Hassan et al., 2021). Although the KIAR course is mandatory under the General Studies Subjects (MPU), there remains a gap in understanding empirically how this course is implemented in the context of local wisdom, such as at UMS, particularly in terms of teaching practices and student responses.

To address this gap, this study presents three main research questions:

1. What teaching approaches are used by lecturers in implementing the KIAR course at UMS?
2. How do students perceive the effectiveness of the teaching and learning of the KIAR course in terms of content, approach, and its impact on their awareness of integrity?
3. What challenges do lecturers and students face in the implementation of the KIAR course, and what suggestions for improvement can be made in terms of pedagogy?

These questions are formulated to enable an in-depth analysis of the effectiveness of the pedagogy of the course and to propose strategic recommendations to enhance the impact of integrity education within the context of higher education in Malaysia, in alignment with the National Anti-Corruption Plan (Prime Minister's Department, 2019) and the principles of universal value education (Zuber-Skerritt, 2020).

Literature Review

Efforts to cultivate integrity and combat corruption through the higher education system have become a strategic focus in many countries, including Malaysia. Integrity education is now considered one of the most effective preventive approaches in addressing corruption at its grassroots level, especially among university students who are the future leaders of the country (Cheng & Wong, 2020). In this context, integrity education at the university level plays an important role in shaping a generation that is not only academically excellent but also holds strong values to face ethical and moral challenges in their future professional lives (Zuber-Skerritt, 2020).

According to Alatas (2015), ethical value education in higher education institutions should not only be informative but also transformative. This means that education should aim at character development and the critical thinking of students, enabling them to make decisions based on the principles of integrity, accountability, and social responsibility. Thus, courses like KIAR are seen as a foundation to strengthen the nation's human capital, making it resilient to corrupt practices. This initiative aligns with the aspirations of the National Anti-Corruption Plan (NACP) 2019–2023 launched by the Prime Minister's Department, which emphasizes education as a key element in fostering a culture of transparency and integrity within society (Prime Minister's Department, 2019). The KIAR course does not only teach anti-

corruption policies or laws but, more importantly, focuses on instilling noble values to be applied in daily life.

A study by Hassan et al. (2021) shows that the success of anti-corruption education depends greatly on the pedagogical approach, value-based content, and reflective assessments. Zuber-Skerritt (2020) asserts that learning based on current issues, real case studies, and practical experiences enhances students' understanding of complex ethical dilemmas and sharpens their ability to make moral judgments. This approach not only helps students understand abstract concepts about integrity and corruption but also equips them with the tools to recognize and respond to real-life situations they may encounter in their professional lives.

In the Malaysian context, research by Hassan et al. (2021) found that integrity-related courses are more effective when delivered interactively and tailored to the local cultural context. This pedagogical approach, emphasizing interactivity and cultural relevance, not only facilitates student understanding but also encourages active involvement in the learning process. This aligns with constructivist learning theory, which asserts that the best knowledge is acquired when students actively participate in constructing meaning based on their experiences and contexts (Vygotsky, 1978). More importantly, teaching that is adapted to the local cultural context helps reinforce students' intrinsic values, thereby enhancing their personal integrity and work ethics.

However, several challenges remain in the implementation of integrity and anti-corruption courses at higher education institutions (HEIs), including the uniformity of teaching materials, lecturers' competency, and assessment methods that do not emphasize value formation (Saad et al., 2022). Research also shows a gap between curriculum content and the reality faced by students in social and professional contexts. According to Mokhtar et al. (2021c), teaching materials are rapidly evolving with the advancement of technology, and this can further improve students' understanding of the subjects taught. Alshurman and Baniabdelrahman (2021) emphasize that many integrity education programs at HEIs fail to address contemporary issues faced by students in the real world, such as the challenges of making ethical decisions at the workplace or in professional interactions. Therefore, this study suggests that teaching modules should be more holistic, integrating academic aspects with practical applications, rooted in local wisdom, and aligned with universal values that are more relevant to current situations.

Additional studies also support the importance of integrity education in HEIs. For example, Abdul Razak and Yusof (2022) stress the need to empower students with knowledge and skills in making ethical decisions, particularly in facing increasing pressures in the workforce. Their study indicates that integrating integrity education across all programs in HEIs can help strengthen the culture of integrity among graduates. Similarly, research by Mohammad and Ahmad (2023) found that the use of technology in teaching integrity courses can enhance learning effectiveness by providing students with opportunities to engage in simulations and real-world scenarios related to corruption and ethical dilemmas.

Research on the teaching and learning experiences at universities like Universiti Malaysia Sabah (UMS) is crucial. Such studies can provide a deeper understanding of the

actual effectiveness of integrity courses in HEIs and propose more sustainable and contextual improvements. These improvements may involve the development of more flexible modules that are easily adaptable across various disciplines, as well as training for lecturers to enhance their pedagogical skills in teaching integrity values (Soh, 2022). In this regard, a study by Jaffar et al. (2021) also emphasizes that the effectiveness of integrity courses at HEIs requires closer cooperation between universities, authorities, and the industrial sector to ensure that students not only understand the theory but also can apply this knowledge in the real world.

Research Methodology

This study employs a case study approach with an embedded single case design and a mixed-methods approach, combining both qualitative and quantitative data to provide a comprehensive understanding of the teaching practices of the KIAR course at UMS. The choice of this design aims to explore in depth the teaching and learning processes of the course through various data sources, thus strengthening the validity of the findings (Yin, 2018).

For qualitative data, an experience-based structured method is used, where the researcher, as a lecturer, is directly involved in conducting the teaching and learning of the KIAR course. Meanwhile, document data is obtained through the analysis of the course teaching plan, lecture materials, and assessment rubrics. Thematic analysis is employed to identify pedagogical patterns, values emphasized, and challenges in the course's implementation.

To complement the findings, quantitative data is collected through the Course Delivery Feedback Form (MPKP) for lecturers (PK07) in Semester 1 (2024/2025 Session) and Semester 2 (2024/2025 Session). The total number of students for Semester 1 (Section 7) is 62, and for Semester 2 (Section 6), 125 students filled out and completed the MPKP forms. The form covers aspects such as clarity and management of teaching, student interest, content-based teaching, time management in teaching, and communication effectiveness with students. The form is filled out by students at the end of the semester to assess the effectiveness of teaching, the appropriateness of learning materials, and the impact of the course.

Thus, the use of a combination of experience-based methods, documents, and surveys (feedback forms) aims to ensure the reliability and consistency of the study's results (Creswell & Plano Clark, 2018). Furthermore, research ethics are given attention to ensure the integrity of data analysis in accordance with the research guidelines in the field of social sciences (BERA, 2018).

Findings and Discussion

Integrity and Anti-Corruption Course

The Integrity and Anti-Corruption Course (KIAR) was introduced by the Malaysian Department of Higher Education as a strategic initiative to enhance value-based education in public higher education institutions (IPTA). This course has been mandatory under the General Studies Subject (MPU) component since 2020, with the main objective of fostering a culture of integrity, ethics, and accountability among students, who are expected to become the future leaders of the nation (Department of Higher Education, 2020). KIAR is part of the country's efforts to combat corruption and raise awareness of the importance of integrity

values among the younger generation. This education is seen as an important tool in preventing a culture of corruption and helping to shape a more ethical and responsible society (Cheng & Wong, 2020).

The structure of this course includes several key themes, such as an introduction to the concepts of integrity and corruption, as well as anti-corruption laws in Malaysia, such as the Malaysian Anti-Corruption Commission (MACC) Act 2009, which empowers the Malaysian Anti-Corruption Commission (MACC) to address corruption issues more effectively (Malaysian Anti-Corruption Commission, 2020). The course also emphasizes the principles of good governance, an essential element in strengthening public and private institutions' trust. Furthermore, the course integrates religious perspectives by emphasizing values in Islam and other religions related to integrity (Abdullah & Ghazali, 2022). This religious perspective is important as it provides a deeper moral and ethical context for understanding corruption dilemmas at both individual and organizational levels.

At the University of Malaysia Sabah (UMS), the KIAR course was first made compulsory for all students as a university-required course in Semester 1 of the 2024/2025 session. Prior to this, it was offered as an elective course under the Liberal Studies Cluster at the Centre for Knowledge and Language Learning (PPIB). KIAR is now the fourth course required as either a core course or university-wide compulsory course, alongside courses such as Ethics and Civilization Awareness, Fundamentals of Entrepreneurial Culture, and Philosophy and Current Issues. With this structure, KIAR plays a crucial role in raising students' awareness of social responsibility and ethics, in line with the nation's aspiration to produce graduates who are not only knowledgeable but also highly ethical (Department of Higher Education, 2020).

Lecturers teaching this course are required to hold recognized qualifications, such as Training of Trainers (ToT) certification, to ensure high-quality and effective teaching. As educators, they need to fully understand and master the knowledge of effective communication (Mokhtar et al., 2019) and communicate in a structured and organized manner that is more easily accepted by the audience (Mokhtar et al., 2021d), so that what is conveyed becomes a guiding principle for their students (Mokhtar & Thia, 2023). In addition, lecturers are assisted by officers from the Malaysian Anti-Corruption Commission (MACC), who are also involved in delivering specialized modules on anti-corruption laws and enforcement. This collaboration is crucial to ensure that students not only learn theory but also gain practical perspectives from those directly involved in anti-corruption efforts (Malaysian Anti-Corruption Commission, 2020).

From a pedagogical perspective, the implementation of the KIAR course is not limited to lecture-based teaching alone. The course is supported by active learning methods, including case discussions, simulations, project-based learning, and self-reflection. This approach aims to encourage critical thinking and contextual understanding among students regarding corruption issues in real life situations. Zuber-Skerritt (2020) emphasizes that case-based learning and practical experience can help students understand the complexities of ethical and moral dilemmas they may face in real life situations. Additionally, project-based learning allows students to engage in relevant and in depth problem-solving, thereby enhancing their skills in making ethical and integrity-based decisions.

Lecturers are also encouraged to adapt their teaching according to students' backgrounds to make the delivery of integrity values more meaningful and sustainable. This is important because each student brings different experiences and perspectives, and teaching that is responsive to their needs will strengthen their awareness of integrity values in both social and professional contexts (Hassan et al., 2021). The course modules developed by the Malaysian Higher Education Division also offer flexibility in the use of relevant and up-to-date supplementary teaching materials. This allows lecturers to update teaching materials to ensure that students receive current and relevant knowledge related to contemporary corruption issues.

Therefore, the KIAR course not only serves as an academic requirement but also as a platform for shaping a broader culture of integrity within Malaysia's higher education ecosystem. By integrating theory, practical experience, and moral reflection, KIAR has the potential to be a key element in shaping a more ethical and responsible future generation in every aspect of their lives (Soh, 2022).

Teaching Practices of the KIAR Course: A Study at the University of Malaysia Sabah

The implementation of the Integrity and Anti-Corruption Course (KIAR) at the University of Malaysia Sabah (UMS) is a strategic step in strengthening the value-based education agenda and cultivating a culture of integrity among students. As a compulsory university course introduced by the Ministry of Higher Education Malaysia, KIAR aims to shape students who are ethical, accountable, and have integrity while rejecting corruption values in line with the aspirations of the National Anti-Corruption Plan (NACP) 2019–2023 (Prime Minister's Department, 2019). Therefore, the effectiveness of pedagogy in teaching this course is crucial, as it is not just about delivering information but also about building character and moral values that are applied in students' daily lives. This study focuses on the analysis of student evaluation data of the KIAR course at UMS, which provides insights into the effectiveness of the pedagogical practices implemented and areas for improvement.

Teaching Approach and Effectiveness

The implementation of the KIAR course at UMS has been conducted online in recent years. The student evaluation results indicate that the overall execution of the course is highly satisfactory, with an average score of 4.49. The aspect that received the highest score was the course's alignment with the syllabus information (mean = 4.53), followed by the clarity of teaching and effective time management (mean = 4.50). This reflects that lecturers not only adhered to the established curriculum structure but also successfully delivered course content in a systematic and organized manner. Structured and clear teaching is an important factor in ensuring that students can understand and apply integrity values in their everyday lives.

Additionally, the high score for communication and the ability of lecturers to create interactive activities (mean = 4.45) demonstrates the effectiveness of the pedagogical approach used. The use of interactive activities such as case discussions, simulations, and project-based learning focused on current issues has successfully engaged students actively in the learning process. This approach is important as it allows students to understand real-world situations involving ethical dilemmas and corruption, thus honing their critical thinking skills (Zuber-Skerritt, 2020). Moreover, the use of technology in learning also plays a key role

in enhancing student engagement and facilitating the delivery of information and discussions in a more dynamic and responsive manner. This is in line with the study by Hassan et al. (2021), which shows that integrating technology into teaching can enrich the learning experience and improve the effectiveness of teaching in courses like KIAR.

Furthermore, the effectiveness of the pedagogy is also evident in the course's ability to create a deep understanding of the concepts of integrity and anti-corruption among students. This finding reflects the success of the strategic objectives of anti-corruption education implemented in higher education institutions, which aim to produce individuals who are not only knowledgeable but also highly ethical. Through this systematic and interactive pedagogical approach, students not only gain theoretical knowledge about corruption but also learn how to identify and respond to corrupt practices in real-life situations.

Challenges and Areas for Improvement

Although there are positive aspects reflected in the student evaluation data, several challenges must be addressed to further improve the effectiveness of the KIAR course. One major challenge is the consistency of teaching materials and pedagogical techniques used by lecturers. Previous studies have shown that teaching that is overly focused on theory without linking it to practical application can reduce students' understanding of real issues related to corruption (Saad et al., 2022). Therefore, improvements in the preparation of more flexible and relevant teaching materials, as well as ongoing training for lecturers to use more interactive and contextual teaching methods, are necessary steps to consider.

Another challenge faced is the varying levels of student motivation, which can affect their engagement with the course. Findings from previous studies indicate that students' intrinsic motivation to learn about integrity and anti-corruption depends on their experiences and background (Alshurman & Baniabdelrahman, 2021). Therefore, efforts to enhance student motivation through approaches that are more engaging and relevant to their lives are important to ensure deeper and more lasting impacts.

Suggestions for Improvement

Based on the evaluations and challenges identified, this study proposes several steps to improve the effectiveness of the KIAR course at UMS. First, continuous training for lecturers in using more diverse and flexible pedagogical approaches, including project-based learning and case studies, should be implemented. Second, the development of modules that are more aligned with current developments and the social and professional contexts faced by students also need to be addressed. For example, integrating current issues such as political corruption, public resource management, and the role of technology in preventing corruption can help make the course more relevant and profound. Finally, a more comprehensive assessment of learning outcomes should be carried out to evaluate the effectiveness of teaching and ensure that the course objectives are fully achieved.

Figure 1

Teaching and Learning Evaluation for the Integrity and Anti-Corruption Course (KIAR) Semester 1, Session 2024/2025

No.	Teaching and Learning Delivery	Mean
1.	Clarity and management of teaching	4.50
2.	Lecturer's ability to create activities that engage students	4.45
3.	Course delivered according to the course information	4.53
4.	Effective time management during teaching	4.50
5.	Effectiveness of communication with students	4.45
Overall Average Mean		4.49

A comparison between student evaluations of the Integrity and Anti-Corruption Course (KIAR) for two semesters shows a significant improvement in the effectiveness of online teaching and learning. Based on Figure 1 (previous semester), the overall mean was 4.49, while for Figure 2 (Semester 2, Session 2024/2025), the overall average increased to 4.89. Almost all indicators showed an increase. For example, clarity and management of teaching increased from 4.50 to 4.90, as did time management and course delivery according to the syllabus, which both increased to 4.90. This significant improvement reflects enhancements in the pedagogical practices of lecturers, including aspects of communication, technology use, and the creation of a more interactive and relevant learning environment (Cheng & Wong, 2020; Hassan et al., 2021). These findings also support the transformative learning approach, which emphasizes critical reflection and active student engagement in understanding value and ethical issues (Mezirow, 2000). Therefore, this increase in evaluation scores can be interpreted as an indicator of the ongoing effectiveness of the Ministry of Higher Education's efforts in strengthening integrity education through the KIAR course, further reinforcing the role of higher education institutions as agents of structured and effective anti-corruption cultural development.

Figure 2

Teaching and Learning Evaluation for the Integrity and Anti-Corruption Course (KIAR) Semester 2, Session 2024/2025

No.	Teaching and Learning Delivery	Mean
1.	Clarity and management of teaching	4.90
2.	Lecturer's ability to create activities that engage students	4.86
3.	Course delivered according to the course information	4.90
4.	Effective time management during teaching	4.90
5.	Effectiveness of communication with students	4.87
Overall Average Mean		4.89

Improvement in Learning Effectiveness Through the Student-Centered Learning (SCL) Approach

The significant increase in student evaluation scores indicates the effectiveness of the instructional design implemented in the KIAR course at the University of Malaysia Sabah (UMS). By integrating the student-centered learning (SCL) approach, this course has successfully introduced various teaching strategies that prioritize active student engagement and autonomy. Approaches such as problem-based learning (PBL), case studies, and online collaborative assignments have proven effective in increasing student interest and involvement in understanding complex issues of integrity and anti-corruption. According to Biggs and Tang (2011), the use of PBL in teaching provides students with the opportunity to solve real-life problems, thereby sharpening their critical thinking and problem-solving skills. This is particularly important in value-based education, as it allows students to experience and apply integrity values in real-life situations within society.

Furthermore, the digital transformation in lecture delivery has provided essential pedagogical flexibility in enriching the learning experience. The use of technology in education not only introduces more engaging learning methods but also supports the principle of constructivism, which emphasizes learning through experience and self-reflection (Schunk, 2020). This approach enables students to actively construct knowledge while also offering them opportunities to reflect on their understanding of moral and ethical issues encountered in daily life.

In line with this, the implementation of the KIAR course is not only reactive to curriculum needs but also proactive in fostering discourse on values and ethics among students. This is an essential feature of higher education systems, which must adapt to current social, political, and economic developments in their teaching (Department of Higher Education, 2020). This approach makes the KIAR course more relevant and effective in equipping students with the skills and values needed to address global challenges involving integrity and anti-corruption efforts.

Use of Technology in Teaching: Interactive Engagement and Authentic Assessment

The success of the teaching practices in the KIAR course at UMS is also significantly influenced by the lecturers' pedagogical digital competence in strategically utilizing technology. Digital platforms like Google Classroom, Kahoot, and reflective learning applications such as Padlet have been used to enhance the efficiency of two-way communication between lecturers and students. The use of these tools enables students to express their views more openly and provide constructive feedback on their learning (Koehler et al., 2014). Additionally, it provides lecturers with dynamic access to students' understanding and progress, thus improving the quality of interactions in teaching.

Moreover, the implementation of authentic assessment in this course, such as value-based reflection assignments and simulations of ethical dilemmas, plays a crucial role in supporting practical learning that is relevant to contemporary contexts. According to Gulikers et al. (2004), authentic assessments involving real-life situations are more effective in raising students' awareness of the importance of integrity and ethics in their careers and lives. Through these assignments, students not only apply the theories they have learned but also

experience how the decisions they make an impact on the integrity and reputation of individuals and organizations.

Challenges in Teaching the KIAR Course: Pedagogical Constraints and Lecturer Training

Although the KIAR course has shown considerable effectiveness in increasing students' understanding, there are several major challenges in its implementation, particularly from a pedagogical standpoint. Based on the experiences of lecturers, some of the identified challenges include limitations in contextual teaching materials, time constraints in deeply integrating integrity values, and difficulties in translating anti-corruption concepts into authentic and meaningful activities for students. These challenges often become barriers in ensuring that students truly understand and internalize the integrity values taught in this course.

A study by Alshurman & Baniabdelrahman (2021) also indicates that students often struggle to relate topics such as integrity to their daily experiences, which can reduce active engagement and motivation in learning. Therefore, more effort is needed to make the course more relevant to students' life contexts by linking learning to current issues happening at national and global levels. For instance, teaching could focus more on ethical dilemmas in the professional world, as well as how corrupt practices impact the economy, society, and politics of the country.

Another challenge that needs to be addressed is the lack of balanced pedagogical training among lecturers, especially in balancing content knowledge, pedagogical knowledge, and technological knowledge. The TPACK (Technological Pedagogical Content Knowledge) framework developed by Koehler et al. (2014) emphasizes the importance of this balance to ensure that lecturers can effectively integrate technology into teaching. Therefore, providing better training and support for lecturers in using technology and appropriate pedagogical techniques is crucial for ensuring the effectiveness of the KIAR course.

Suggestions for Improvement in Teaching the KIAR Course

Based on the challenges identified, several improvement steps can be implemented to enhance the effectiveness of the KIAR course. One key suggestion is to strengthen professional development training for lecturers, focusing on value-based learning approaches. This can be achieved through teaching workshops, best practice sharing sessions, and continuous training in integrating technology and appropriate pedagogy. Furthermore, expanding the use of problem-based learning (PBL) and project-based learning (PBL) can help connect theory to real-world applications, increasing students' awareness of social and ethical challenges faced by society.

The development of locally relevant modules based on case studies in Malaysia can also help enhance the effectiveness of the course. By linking teaching to the current social realities that students face, more relevant modules aligned with local experiences and contexts can strengthen students' understanding and appreciation of integrity values (Hassan, Ahmad, & Nor, 2021). These improvements will ensure that the KIAR course continues to have a positive and lasting impact in shaping a more ethical and integrity driven generation.

Conclusion

Overall, this study demonstrates that the teaching practices of the KIAR course at UMS are highly satisfactory and effective. The increase in the average student evaluation score from 4.49 to 4.89 reflects the success of the pedagogical approaches implemented by the lecturers, particularly in terms of the clarity of delivery, the effectiveness of communication, and the success of interactive and contextual online learning activities. The key implication of these findings is that the effectiveness of the KIAR course depends not only on the relevance of the curriculum content but also on the transformational teaching strategies that are student-centered and support the holistic development of integrity values among students. Therefore, this study recommends that effective teaching approaches, such as those practiced at UMS, be used as a model for strengthening the implementation of KIAR at other higher education institutions across the country. Furthermore, continuous improvement efforts should be carried out through professional training focused on value-based pedagogy, the use of educational technology, and the monitoring of course delivery quality. These findings further strengthen the role of higher education institutions as key agents in cultivating integrity and preventing corruption through education.

This study contributes to strengthening the implementation of the Integrity and Anti-Corruption (KIAR) course at the University of Malaysia Sabah by demonstrating an increase in students' awareness of corruption issues, while also evaluating the effectiveness of teaching approaches based on active engagement, such as case studies and discussions. The study also identifies challenges in the consistent application of integrity values and provides practical suggestions for curriculum improvements, including the addition of practical activities that link theory to real-world situations. Overall, this study supports the university and the nation's efforts in shaping a generation of ethical and integrity-driven professionals as the foundation for building a corruption-free society.

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