

Legal Protection for Students as Whistleblowers of Corruption Cases in Universities

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Abstract

A whistleblower is necessary for corruption cases in universities. by emphasizing previous research that discusses related, legal protection for reporters to eradicate corruption about academic freedom. Then, the weak coordination of law enforcement corruption. And the pattern of corruption in universities shows that corruption can concern all professions, including academics. This study aims to make a real contribution to the efforts of ethics enforcement and anti-corruption in the university environment. Increasing legal protection for students as reporters is expected to create a more supportive and safe environment for those who want to disclose corruption. So, the researchers used socio-legal methods in this study. This study highlights the relationship between law and society to create a more complex answer to the problem raised. The results of this research contain conclusions about the difficulty of the active role of students and what legal protection efforts are obtained in combating corruption in universities. This study offers something : (1) barriers and legal protection efforts to students as whistleblowers in eradicating university corruption; (2) on how to handle corruption cases in universities, especially students as reporters. This study concluded that the government and university leaders must be able to provide legal certainty by protecting students as reporters, and those who reveal corruption need to be strengthened to avoid retaliation or intimidation so that students are safer reporting allegations of corruption without fear of facing repression or other reprisals.

Keywords: College; Corruption; Legal protection; Whistleblower

1. Introduction

In Indonesia, corruption has received more attention than other crimes. Corruption has long been a problem that requires immediate solutions due to the negative impact of corruption crimes that can affect various areas of life (Hartati, 2005). Corruption is one of the main causes of economic disparities in Indonesia, such as infrastructure, education, health, and poverty (Nurdjana, 2010).

In many cases, especially in universities in Indonesia, the handling process is still weak. There should be a limit to the authority between educators, students, or the Corruption Eradication Commission (KPK) as a law enforcement agency in corruption cases. Therefore, there needs to be cooperative action from all parties, regardless of status, to deal with organized corruption in universities (Permatasari, 2022). Each university in Indonesia, collaborating with the Corruption Eradication Commission, can assign an independent university institution to cooperate with whistleblowers if they find indications of violations of corruption crimes, such as bribery, buying and selling

positions, and procurement of goods to new student admissions (Ombudsman Republik Indonesia, 2017).

One of the important tools in uncovering corruption in government, companies, institutions, or organizations is involving the figure of a Whistleblower (Khan et al., 2022). This review of laws and practices in whistleblower protection, emphasizing protecting those who report wrongdoing, is rarely used in enforcement. Law Number 30 of 2002 Article 15 on the Corruption Eradication Commission states that a witness or whistleblower who submits a report or provides information on a corruption crime shall receive protection from the Corruption Eradication Commission. Unfortunately, frequent actions can make witnesses and whistleblowers unable to maximize their role, especially in corruption cases. Law enforcement theory and practice to protect whistleblowers in the public sector, which is essential to fight against corruption, is often not in line with cases involving a whistleblower (Chalouat, Carrion-Crespo, & Licata, 2019).

Universities should emphasize corruption prevention through anti-corruption education (Handoyo, 2021) since students' anti-corruption attitudes are required. However, the whistleblowing intentions of university students and how civil society can be empowered to fight corruption effectively are often constrained due to an issue outside the context in question (Kusumayanti, Wirama, Putri, & Krisnadewi, 2022). Thus, moral support, legislation, and political commitment are needed to protect anti-corruption survivors from physical, psychological, prosecution, and counter-corruption threats. Due to the legal vacuum in protecting anti-corruption survivors, existing laws and institutions cannot play an optimal role (Prakasa, 2019).

As whistleblowers, students can disclose important and relevant information about corruption without fear of reprisals or repressive measures. This right serves as a tool to encourage transparency, ethics, and accountability in the academic environment.

In the context of corruption regulations in Indonesia, several laws regulate corruption, including:

1. Law No. 31 of 1999 on eradicating corruption provides the legal basis for eradicating corruption in Indonesia. For students who want to become whistleblowers, eradicating corruption law protects their rights as witnesses and reporters. Article 9A of the Eradication of Corruption law describes special protection for witnesses and victims.
2. Law No. 19 of 2019 on amendments to Law No. 30 of 2002 on the Corruption Eradication Commission (KPK Law) regulates the role and authority. This law also protects whistleblowers in combating corruption, including students who become whistleblowers.
3. Law No. 14 of 2008 on Public Information Disclosure provides access to the public, including students, to obtain information related to state administration and public services. Students with information about corruption cases in universities can take advantage to get the information needed to report the case.

Students' rights as whistleblowers are regulated within the regulation, aiming to protect and encourage their participation in uncovering corruption. This protection includes the right not to be subject to discriminatory action, dismissal, or other retaliation

for disclosing information related to corruption cases. Thus, students have the right to contribute to maintaining integrity and transparency in universities and eradicating corruption in Indonesia.

Therefore, the law must be able to offer legal protection to students as whistleblowers. When referring to the criminal procedure code, students can use several interpretations if they see corruption or other crimes. In this case, a whistleblower is regulated in "Article 108 of the Criminal Procedure Code", the complainant is regulated in "Article 1 Item 25 of the Criminal Procedure Code", and the victim witness is regulated in "Law Number 31 of 2014 concerning Witness and Victim Protection". However, from all these legal provisions, students as whistleblowers are still vulnerable to intimidation, threats, or even criminalizing students. So, in the end, students will prefer to remain silent to secure their academics rather than be involved in a case, even though this grassroots movement can be the key to eradicating corruption in universities (Lestari, 2022).

In the legal issues above, the research will explore theoretical aspects of legal protection for students who act as whistleblowers in the college environment. These efforts include understanding the meaning of whistleblowers, the crucial role of students in uncovering corruption cases in educational institutions, and aspects of legal certainty that are potentially accessible to students. In addition, this study will also discuss the role of legislation in implementing a firm legal framework against corruption in universities. In this framework, an in-depth analysis will focus on reviewing protection laws for witnesses and victims and reviewing real corruption cases in the college environment or is in progress. Through this approach, the research is expected to present findings that contribute to the community to improve the understanding and protection of whistleblowers and the handling of corruption cases in educational institutions.

2. Research Methods

Researchers use Socio-Legal methods because the approach between the science of law and the social aspect is necessary for this research. In a book written by Soetandyo Wignjosobroto entitled "Law: paradigm, method, and Dynamics of the Problem," the author believes that although the science of law can be accounted for in the applicable provisions, "the life of law has not been logical, without (socio-psychological) experience." (Negara, 2023). So, if this study only used a normative legal approach, it would not be enough to answer the legal issues brought in this study. Using Socio-Legal methods will be more complex in revealing people's views on applicable law and also how the law affects their social behavior or even solves social problems (Hakim, 2016).

This approach will help identify potential problems, obstacles, and better solutions to improve legal protection for students who become reporters of university corruption cases. This study used experience, observation, and analysis of documents so that legal protection brought this time cannot only look at the theoretical aspects derived from laws, statutes of universities, or other regulations. However, it must also examine the social aspect in which the authors make students the main research subject. Thus, the legal analysis can answer from theoretical and practical aspects, especially the

relationship between legal protection and legal remedies against students as whistleblowers in college corruption cases (Wiratraman & Putro, 2019).

3. Results and Discussion

Corruption is a serious problem in developing the rule of law and sustainable development efforts. Law enforcement for the weak, and on the other hand, the corruption process carried out involves a robust network of power and impunity (Prakasa, 2021). Despite, corruption has been accommodated in various laws in Indonesia, immoral acts are still commonly found (Prakasa, Babussalam, & Supriyo, 2020). Betrayal of the trust that society places in officials who commit corruption can degenerate various social aspects, such as Development, Environmental Protection, Research, and education (Sriwijayanti, Prastino, Anjelli, & Irawan, 2022).

Corruption in Indonesia concerns all aspects, including education. Indonesian Corruption Watch (ICW) special mention of corruption cases in education is urgent because education is supposed to be a place for the younger generation to gain knowledge and get something positive. However, it turns out that the leaders are doing actions that harm the nation's generation. The astonishing fact is that corruption occurs in universities or the final stage of education.

Overall, a comprehensive understanding of corruption in universities can offer practical solutions to prevent and eradicate corruption in universities. By promoting anti-corruption values and providing anti-corruption education to students and staff, the university can play an important role in creating a more transparent and accountable academic environment that fosters integrity and excellence (Ludigdo, 2018). One way to realize this is to empower all students, lecturers, and staff to the rectorate to oversee all activities that are in Universities.

Therefore, a whistleblower in a university in Indonesia using students' participation to uncover corruption in their environment is needed. Unfortunately, most corruption cases in universities involving a student as a reporter will lead to acts of intimidation, either by reprimand or physical violence. Then, all acts of intimidation must be eliminated because a sense of integrity was built starting from the academic realm.

3.1. A theoretical review related to legal protection for Students in whistleblower positions in Universities

A whistleblower is a person who takes the action of reporting or disclosing information about alleged violations in an agency, organization, group, or individual because, according to Law Number 31 of 2014 concerning amendments to Law Number 13 of 2006 concerning the protection of witnesses and victims, the whistleblower or rapporteur cannot be legally prosecuted either criminally or civilly for his testimony and report. The role of whistleblowers in corruption cases is necessary because corruption is a serious problem, especially in hindering Indonesia's development (Suwito, 2020).

The complainant or whistleblower of a criminal offense is important in disclosing a case. A whistleblower or witness is often referred to as a whistleblower and justice

collaborator who sticks out in Indonesian regulations through the Supreme Court Circular (SEMA) Number 4 of 2011 concerning a whistleblower from perpetrators who are cooperating (Justice Collaborator) in a particular criminal offense. The Supreme Court Circular issued it because of legal uncertainty in the application of Article 10 of Law No. 13 of 2006 on the protection of witnesses and victims, especially in corruption, terrorism, drugs, money laundering, human trafficking, and other crimes that are included in the heavy category.

The issue of Whistleblower Protection, in this case, is that whistleblowers are gaining traction at the national level. Five years after the G20 Anti-Corruption Action Plan, which emphasizes protecting whistleblowers, countries are committed to effective whistleblower protection by implementing a legal framework that protects whistleblowers from retaliation (Dewi & Ariyani, 2016). Whistleblowing is increasingly recognized as an effective tool in preventing and detecting corruption and other malpractices. It highlights how whistleblowing can effectively fight corruption (Astuti, 2014).

Students' role in fighting against corruption can start as early as possible. It is the registration stage, where students are expected to criticize the university's internal policies and pressure the government so that education does not open up opportunities for corruption. In addition, the students monitor the admission of new students and report complaints to the authorities. Students can also try to educate their classmates or prospective new students to avoid and reject unfair behavior during admissions (Ma'ruf, Aryo Santoso, & Mufidah, 2019).

Students must be required to be critical from an early age, especially in their campus environment. In the lecture process, students must be able to compete healthily with other friends to obtain satisfactory grades without using fraudulent means. Planting from itself should begin to be implemented to instill a sense of trust and honesty. Therefore, until the end of the lecture period, investigative work must critically examine the Accountability Report on income and expenditure in the university environment (Suci, Maryanti, Van FC, & Yandra, 2020). Educational efforts to generate anti-corruption attitudes can be initiated by conducting campaigns through the media in the form of seminars, debates, dialogues, and others (Risbiyantoro, 2005).

Students should have a voice in combating corruption in universities in several ways, including raising awareness of the importance of taking corruption seriously and being responsible for ethical behavior (Fathurachmi & Wirawan, 2022). Students can also help educate their peers about the importance of integrity and ethical values. Students can discuss and study ethical issues and exert social pressure on their peers to behave ethically in an academic environment through actions that do not deviate from social norms. Then, students can encourage the government to reduce university corruption by advocating and monitoring (Mukti, 2019).

Indeed, the role of students as whistleblowers is less common in every campus or university for several reasons:

1. Power relations cause power abuse, the main gateway for corrupt behavior at the university, hindering students from getting involved in corruption as they may face reprisals from those in power.

2. Corruption culture that has become part of the university environment can also inhibit students from playing a role in combating corruption. This culture can encourage officials or university leaders to legalize any means to engage in corrupt activities.
3. Lack of transparency in funds and information can also hinder the role of students in combating corruption due to a lack of access to information and an inability to monitor the use of funds or projects undertaken by the universities.
4. Fear of retaliation, of all the factors above, is why students are often apathetic towards the campus due to the fear of retaliation from those in power on campus. It can be a threat not given value until it is not passed. This fear is the fundamental reason for students to be able to report and take action about what is happening on their campus.

From several factors above, the role of law in providing legal certainty for students as witnesses and reporters is based on Law Number 8 of 2010 on the protection of witnesses and victims. This law states that witnesses must receive adequate protection and treatment. This legal protection applies to witnesses who have accompanied, reported, or participated in investigation, prosecution, and conviction (Hafid, 2019).

Such legal protection shall include physical, welfare, professional, and legal protection. Physical protection includes security guarantees, protective measures, and security policies that threaten witnesses who receive threats or physical violence. Welfare protection includes material assistance to help witnesses live after reporting or participating in ongoing legal proceedings. Professional protection includes assistance to help a witness obtain employment and education if, at any time, a witness is disenfranchised. Legal protection ensures that a witness will not be punished for harassment or humiliation caused by reporting or participating in a legal proceeding.

The Corruption Eradication Commission (KPK) also has a whistleblower system that the public can use in reporting all acts of corruption, and the reporters will get protection (Noho, 2016). The Corruption Eradication Commission executed 51 case decisions in 2022 (Harruma, 2022). This data shows that corruption is one of the criminal cases that should get more attention from the public, especially among legal experts and academics. If corruption is allowed to become a common or ordinary thing, the effects can affect and damage various areas of life (Rachmawati, 2022).

Legal protection against a student who acts as a whistleblower in combating corruption in universities should get more attention from the government because by reporting allegations or reports of corruption that they find in the academic world, they can also encourage the government to take tough measures against corruption perpetrators and actions to prevent them from engaging in academic activities (Pahlevi, 2022). Students can maintain the integrity of their higher education and ensure that elements of corruption are eradicated. Students can also promote desirable behaviors and disseminate academic ethical leadership information.

Several campuses have begun to implement a system of involving students as whistleblowers. In Indonesia, a system in Universitas Brawijaya is called the "Whistleblowing System at Universitas Brawijaya (WBS UB)." The system applied by the Brawijaya campus, which is based online on the web, processes complaints on

suspicion of violations and crimes within Universitas Brawijaya. There are several criteria: the whistleblower's identity is kept secret, the criteria for the problem to the tutorial How to report. In addition to universities in Indonesia, external campuses have implemented a system of whistleblowers in dealing with problems that occur in their universities, including corruption. On the Stanford University campus, under the name "Compliance Helpline," Stanford recognizes compliance with internal and external regulations to meet ethical standards and maintain the university's reputation.

3.2. The role of the government and college leaders in implementing legal certainty against corruption cases in universities

Corruption in universities needs to be addressed. This corruption condition causes the deterioration of one important part of the education system: accountability and quality. Lecture corruption policy has caused bad consequences such as value manipulation, operational cost-cutting, and other things that harm education quality (Wijaya, 2022). Corruption in universities can also be related to dishonest management efforts. These include misuse of government or state funds, embezzlement of public funds, misuse of human resources, and misappropriation of assets. This corruption has a bad effect on education, which can decrease the quality of tuition workers and fees (Egi, 2016).

According to Indonesia Corruption Watch (ICW), from 2016 to 2021, corruption cases in the education sector reached 240, with an estimated state loss of IDR 1,6 trillion, making the education sector one of the top 5 sectors prone to corruption (Haj'jari & Maleki, 2020). For the Higher Education category, according to Indonesia Corruption Watch (ICW), there have been 37 corruption cases from 2006 - 2016 (Ludigdo, 2018). The number of corruption cases is very high for a place that should be able to maintain its integrity. So, there are some corruption cases in Indonesian universities until 2023 (Table 1). Several cases were included in the news by the media.

Looking at the data above explains that the college shutter, which should serve as the purity of idealism rather than college, is used by some people as a tool to enrich themselves or groups. Since 2018, several studies have provided valuable insights into corruption in higher education. The journals discuss various forms of corruption, including favoritism, nepotism, profit-giving, cronyism, dishonesty, fraud, and bribery for accreditation and procurement. They also highlighted the importance of anti-corruption values and education to prevent and combat corruption in universities.

According to Peter De Lion in his book "Thinking About Political Corruption" (1993), corruption will never disappear as long as politics becomes an instrument of humanity. We have no hope of eradicating corruption (Pahlevi, 2022). Just as we cannot eliminate human greed. The theory strongly describes how the Indonesian state is overcoming the country's corruption problem. It cannot be denied that corruption, according to any religion, is a great sin that can result in every community's life (Al-Maeni et al., 2022). There is a reciprocity of power that is difficult to avoid when there is an abuse of power to enrich oneself or a group.

Table 1. Corruption cases in Indonesian universities from 2016

| Corruption Offenders | University Origin (Position) | Corruption Case | Settlement | Year |
|------------------------------------|-----------------------------------|---|--|------|
| I Nyoman Gede Antara, M.Eng., IPU. | Udayana University (Rector) | Development fund corruption | -Charged with Article 12 of Law No.31/1999 Jo Law No. 20/2001 -Treats 20 years imprisonment and a 1 billion fine. | 2023 |
| Prof. Dr. Karomani, M.Si | University of Lampung (Rector) | Gratification and bribery in new student admissions | -Charged with Article 12 of Law No.31/1999 Jo Law No. 20/2001 -Treats 20 years imprisonment and a 1 billion fine. | 2022 |
| Prof. Dr. Komarudin, M.Si. | Jakarta State University (Rector) | Bribes to Ministry of Education and Culture officials | The investigation was stopped and handed over to the Ministry of Education and Culture of the Republic of Indonesia on the suspicion that the article was not perfect in the case. | 2020 |
| Prof. Dr. H. Fasichul Lisan | Airlangga University (Rector) | Abuse of Authority in hospital construction | -Charged with Article 3 of Law No.31/1999 Jo Law No.20/2001. -A maximum penalty of 20 years and a fine of 1 billion. | 2016 |

Source: Egi (2016) and Harruma (2022)¹

In line with the above opinion, university corruption is a serious problem that needs to be addressed. This condition causes the deterioration of one important part of the education system: accountability and quality of education. Lecture corruption policy has caused bad consequences such as value manipulation, operational cost-cutting, and other aspects that harm the quality of education. Corruption in universities can also be related to dishonest management efforts. These include misuse of government or state funds, embezzlement of public funds, misuse of human resources, and misappropriation of assets. This corruption has a bad effect on education, which could be a drop in the quality of tuition and workers and an increase in the cost of education (Lembaga Bantuan Hukum Surabaya, 2022).

There are several factors behind an academician committing corruption in the place where he works (United Nations Office on Drugs and Crime, 2020).

¹ Data on corruption cases in universities in Indonesia, the Data was obtained from the Indonesian Corruption Watch (ICW) Website in 2016 and also additional data from the page Kompas.id year 2022. This Data will guide the extent to which laws and regulations are successful in dealing with corruption cases in universities.

1. Power abuse is the gateway to corrupt behavior in universities. Strict supervision and control over funds are necessary to prevent widespread corruption and decentralization.
2. The culture of corruption, which has become part of the higher education environment, can also trigger corruption crimes. This culture can encourage higher education officials or leaders to commit corrupt practices.
3. Lack of supervision and control, weak supervision, and control over the use of university funds can also lead to corrupt practices due to a lack of transparency in asset management.
4. There exists an oligarchy. An oligarchy and the authority of public officials or university leaders can also lead to corrupt practices. This power and authority can enrich oneself or a particular group.
5. The last factor that causes corruption in universities is the weak financial management system. The absence of competent experts in their fields regarding the occurrence of errors in financial management is very great.

Cases of human rights violations in academic freedom and corruption in universities will continue to occur as long as campus leaders are authoritarian and rooted in arbitrary and coercive power (Suh, 2023).

In some cases, there are similar corruption cases involving students as reporters on campus. The case took place at Universitas Islam Lamongan, where the rectorate, dean, and lecturer are involved in indications of corruption in the Kartu Indonesia Pintar Program (KIP).² So, on February 11, 2021, the rector issued the decision of Universitas Islam Lamongan number 05/SK/UNISLA/II 2021 regarding determining recipient students. A total of 396 students were eligible for scholarships. However, in its implementation, Lamongan Islamic University is involved in withdrawing fees, withholding and storing student savings books for scholarship recipients or Kartu Indonesia Pintar (KIP), which are actions that are not by the regulation of the Minister of Education and Culture of the Republic of Indonesia Number 10 of 2022 concerning the Smart Indonesia Program and the regulation of the Secretary-General ;

In Letter (F) Number 1, Point Number 9 regarding the distribution of education living expenses assistance is done as follows: "Universities may not collect any additional costs related to the educational operations of college KIP Program recipients directly related to the learning process." and also in the process of distributing living expenses assistance outlined in letter (F) Number 1 item b, namely "universities, LLDIKTI, stakeholders or other parties are not allowed to take advantage of, utilize, and, take the living expenses of college KIP Program recipients either through savings account books and ATMs of college KIP Program recipients".

Then, on June 08, 2022, the Student Executive Board (BEM) of Universitas Islam Lamongan (UNISLA) moved in with representatives of other student organizations because of corruption committed by the university. An audience is held between the student organization as a student representative and the rectorate to ask for

² Kronologis dari Studi Kasus Korupsi di Universitas Islam Lamongan di dapat melalui wawancara dengan Ahmad Bahrul Effendi SH. Selaku pengurus Lembaga Bantuan Hukum Surabaya "LBH SBY", dan juga melalui halaman resmi www.bantuanhukumsurabaya.com

transparency of scholarship funds or Indonesia smart card (KIP). However, during the hearing, the student executive board (BEM) of Lamongan Islamic University and the student organization (ORMAWA) received threatening treatment in the form of intimidation, intervention in academic values, and criminal threats against friends who were active in the movement.

Finally, on June 28, 2022, Lamongan Islamic University, through the decision of the rector of Lamongan Islamic University number 027/Kep / Unisla/2022, took action to freeze the organizational management of the student executive body (BEM) of Universitas Islam Lamongan (UNISLA) for the period 2021-2022 accusing that the organization has spread slander related to cases of alleged corruption against students receiving (Surbakti & Surbakti, 2021).

Based on the corruption case of the Kartu Indonesia Pintar (KIP) carried out by several officials of the Universitas Islam Lamongan (UNISLA), which is suspected of involvement between the Rector, Dean, and lecturer can be subject to Article 2 Paragraph (1) of Law Number 31 of 1999 Jo. Law Number 20 of 2001 on the eradication of corruption states that "Any person who unlawfully enriches himself or another person or a corporation that can harm the state or the economy of the state shall be punished with life imprisonment or imprisonment for a minimum of 4 (four) years and a maximum of 20 (twenty) years and a fine of at IDR 200.000.000 (two hundred million rupiah) and at most IDR 1,000,000,000 (one billion rupiah)".

From various cases of university corruption to corruption cases at Lamongan Islamic University (UNISLA), no regulation or law regulates corruption in universities. The absence of legal certainty in all forms of action regarding the handling of corruption in universities regulated in law in Indonesia makes corruption cases in universities only a discussion of internal issues. Until now, all handling of corruption cases in universities follows existing laws and regulations. Here are the rules governing corruption in universities:

1. Law Number 20 of 2003 on the National Education System regulates the national education system. It contains provisions on the obligation of the government to provide education funds for use by universities (Langi, 2022).
2. Law Number 20 of 2001 broadens the horizons of Corruption Eradication to all regions in Indonesia, including at the university level, regarding amendments to Law Number 31 of 1999 concerning eradicating corruption.
3. Law Number 30 of 2002 on the Corruption Eradication Commission gives the right to the Corruption Eradication Commission (KPK) to deal with corruption at the university level.
4. Regulation of the Minister of Education and Culture of the Republic of Indonesia (PERMENDIKBUD) number 7 of 2020 concerning the Establishment, Amendment, dissolution of public universities and the Establishment, Amendment, and revocation of licenses for private universities encourage universities to report reports every year to the community (Adhari, 2017).
5. Law Number 14 of 2008 on public information disclosure requires the disclosure of all information owned by universities either for transparency of funds or university policies in the future.

The laws and regulations made are ineffective in combating corruption in universities. This dirty practice will remain as long as it is convenient to carry out when various parties have lost morale as academics (Noho, 2016). Because from college, it should be a moral of a nation with integrity that is built instead of seeding the successor of a corrupt nation. Eroding respect for academic freedom among students conducts surveillance against corruption in the campus environment, thus suggesting that regulations be made to protect students (LoMonte & Kurtz, 2023).

Even in various efforts to eradicate corruption carried out by students, it causes problems for the students themselves. The legal problems arising from students reporting corruption in universities are caused by the absence of laws regulating corruption in this place of education. The reason for this is that the lack of data on the destination, location, and people involved, among other things, does not make it possible to trace the alleged corruption. In addition, students are also not given protection against retaliatory actions that may be experienced if they become whistleblowers. Researchers realized that power relations occur between each student and individual professors. Such relationships should be especially instilled in the value of integrity and receive special attention so that students are not prostituted or exploited to extract their property for personal or group benefits unrelated to a student's rights and obligations (Files, Meiners, & Morriss, 2021).

Finally, the college has a role in shaping the young generation that will be leaders in the future. Socialization related to eradicating corruption can help form an attitude of integrity, ethics, and anti-corruption commitment in students, which will later impact how they lead and contribute to society. It is important to overcome obstacles such as fear of negative reprisals, lack of protection, and lack of awareness about the role of the whistleblower. Therefore, students feel more secure, empowered, and motivated to become whistleblowers through an approach that focuses on education, increased legal protection, and an active role from the university in encouraging transparency and accountability.

4. Conclusions

As whistleblowers in reporting corruption in universities, students should receive clearer and more comprehensive protection so that they are safer to report allegations of corruption without fear of facing repression or other reprisals. An orderly system, high transparency and openness, and a binding sanction mechanism for violators must also support protection. In addition, there is a need for support and education for students by providing access to professional consultation and assistance institutions such as the campus Senate or the Legal Aid Institute (LBH). Thus, an adequate framework will be created to ensure the safety and protection of students who report corrupt activities on college premises.

The role of students as reporters in maintaining personal and environmental integrity must begin to be fostered. The student's apathy for making mistakes will continue multiplying until it becomes a habit. The emergence of corruption in universities itself is a food weakness that involves the community. Addressing these challenges requires concerted efforts to address the root causes of corruption in higher

education, such as abuse of power, lack of transparency, and a culture of corruption through improving transparency, accountability, and control mechanisms, and education and awareness campaigns aimed at changing attitudes towards corruption. In addition, the government must be able to provide legal certainty by protecting whistleblowers, and parties who reveal corruption need to be strengthened so as not to face retaliation or intimidation.

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