

Optimizing of the Development of Integrity Zones towards the Corruption-Free Zone (WBK) and the Clean Bureaucracy and Serving Zone (WBBM) in Department of Indonesian Language and Literature

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Abstract. The 'subtle' practice of gratification is still found in the Indonesian Language and Literature Department so that it has the potential to erode academic integrity and service quality. This research aims to formulate a strategy for strengthening the Integrity Zone (ZI) to realize the Corruption Free Zone (WBK) and the Clean and Serving Bureaucracy Zone (WBBM). This study used descriptive qualitative method. Data were collected through desk study related to planning of integrity zone development. The result shows that strategies of integrity zone development include the elaboration of a comprehensive SOP, implementation of anti-gratification policy, integrity training, provision of a complaint channel, and ongoing evaluation and monitoring. Reinforcement of participatory and responsive ZI can minimize gratification practices, improve the quality of academic services, and build public trust in higher education institutions.

Keywords: gratification, integrity zone, responsive, WBK, WBBM

1 Introduction

Starting from the empirical reality in the environment of the Department of Indonesian Language and Literature FBS Unimed, the 'subtle' practice of gratification (in the relationship between lecturers, students, and administrative services) is still often understood as an expression of gratitude so that it is difficult to distinguish from actions that cause conflicts of interest. This ambiguity is dangerous because it undermines the integrity of institutions and the quality of educational services. The phenomenon suggests that gratification practices on college campuses often operate in a gray area that is difficult to capture normatively.

According to the Law No. 20 of 2001 on the Elimination of Criminal Acts of Corruption, the definition of gratification is a gift of broad meaning, including money, goods, rebates, commissions, facilities, up to travel, and can be done through electronic means. Under certain conditions, gratification is viewed as a bribe if it is related to the position and contrary to the recipient's obligations [1].

When viewed from multiple perspectives, gratification behaviors can have a significant impact. From a governance perspective, gratification has an economic and social cost. Entrepreneurs tend to incorporate "gift costs" into the pricing structure so that goods/services become overpriced and the quality of procurement potentially decreases. In the context of educational services, similar distortions can lower the quality of academic and non-academic services and undermine trust in institutions. Meanwhile, at the socio-cultural level, gift-giving is often legitimized as a reciprocation and relationship-maintaining mechanism. As a result, the line between reasonableness and deviance becomes blurred.

The dynamics of power relationships that occur between faculty, staff, students, and stakeholders magnify the opportunities for gratification. Studies on the implementation of gratification regulations in a university show that prevention efforts will only be effective if they are supported by firm internal rules, clear sanction mechanisms, and the internalization of ethical and religious values in the campus culture [2]. However, the biggest challenge lies in the difficulty of distinguishing gratification from bribery, especially in the case of "voluntary" gifts that actually carry the expectation of future rewards.

The issue of gratification in the education sector is of growing concern when empirical data shows that this practice is still occurring in university settings. This is seen in the study by Dini et al. which found that although most respondents had a fairly good understanding of gratification, about 25% of students reported having witnessed the practice of gratification in an academic setting [3]. This fact confirms that there is a gap between the theoretical understanding of the implementation of anti-corruption values in real practice. Such conditions indicate a potential integrity crisis in the education world that could develop into a culture of permissiveness to corrupt practices if not addressed immediately.

Integrity becomes one of the main foundations for creating a transparent and accountable bureaucratic system [4]. One of the government's strategic policies to improve integrity is through the Integrity Zones (ZI) program implemented in various agencies, including in the education sector. The program aims to increase public trust in government agencies, improve the quality of public services, and prevent corruption. In addition, the strengthening of ZI is also in line with the principles of good governance, such as transparency, accountability, participation, responsiveness, effectiveness, and supported risk management approaches.

However, the success of the construction of the Integrity Zone is not enough to rely solely on ethical commitments as a formal rule. These values should be concretized through public service innovation that is responsive to the needs of stakeholders, the strengthening of internal control systems, as well as the establishment of a whistleblowing culture and a transparent and accountable mechanism for controlling gratification. In this way, the principles of good governance can be truly internalized so that the Integrity Zone does not stop at the administrative level, but rather transforms into a clean and integrity-based organizational culture [5].

The persistence of subtle gratification practices in the Department of Indonesian Language and Literature shows the urgency of developing the Integrity Zone optimally. Therefore, this study is important to formulate a strategy for strengthening the Integrity Zone towards the realization of the Corruption Free Zone (WBK) and the Clean and Serving Bureaucracy Zone (WBBM) in the Department of Indonesian Language and Literature.

2. Literature Review

2.1 Integrity Zone

According to the Minister of State Administration and Bureaucratic Reforms Regulation No. 5 of 2024, the Integrity Zone (ZI) is a predicate given to government agencies that demonstrate commitment in realizing the Corruption Free Zone (WBK) and the Clean and Serving Bureaucracy Zone (WBBM) [6]. The commitment is realized through the implementation of bureaucratic reforms, especially in the aspects of preventing corruption and improving the quality of public services. The implementation of ZI involves not only efforts to prevent corruption crimes, but also efforts to build a culture of transparent and accountable service in each work unit.

2.2 Corruption-Free Zones (WBK) and Bureaucracy-Free Zones to Serve (WBBM)

The Corruption-Free Zone (WBK) and the Clean Bureaucracy and Serving Zone (WBBM) are formulated in the PAN-RB Decree No. 5 Year 2024 as a predicate of the work unit that demonstrates the success of the implementation of bureaucratic reforms in substance [6]. The WBK predicate is given to the work unit that meets most of the indicators including change management, regulatory compliance, human resource management system setup, strengthening supervision, as well as strengthening accountability of performance so that the risk of corrupt practices can be minimized and the integrity of the organization is increased. Meanwhile, the path to WBBM demands the fulfillment of similar criteria with an additional emphasis on measurable public service quality: integrated service design, shorter and more transparent service flows, and responsive complaint and follow-up mechanisms. The ultimate goal of the award of this predicate is to establish a clean government of the KKN, increase the accountability of the organization, and directly improve the quality of public service as a real manifestation of bureaucratic reform.

2.3 Integrity in Bureaucracy Concept

Integrity in the bureaucracy is the cornerstone of building a system of government that is free of corruption. According to Sipayung and Wahyudi (2022), in the context of good governance, integrity includes professionalism, transparency, and accountability in the performance of state duties [5]. Integrity is a moral quality essential for state organizers to act in accordance with the norms and rules in force, as well as to reject any form of gratification that could potentially lead to corruption. In the context of higher education, integrity plays a role in maintaining academic ethics among lecturers and students, who must avoid any form of gratification that can interfere with objectivity and fairness in the learning process.

2.4 Gratification in Corruption Context

Gratification, as described in Law No. 20 of 2001 on the Elimination of Criminal Procedure of Corruption, is a gift in various forms (money, goods, facilities, etc.) given to a public official or state organizer related to their office [7]. Although gratification is often perceived as a form of appreciation or gratitude, in legal and ethical perspectives, gratification can be a form of abuse of power and potentially foster corrupt practices. Unreported gratuities can amount to criminal corruption if they involve rewards for gaining an illicit profit.

3 Methods of the Research

This study used a descriptive-qualitative approach that aims to describe in depth various efforts carried out by the Indonesian Language and Literature Department of Medan State University in the construction of the integrity zone towards the realization of the Corruption Free Zone (WBK) and the Clean and Serving Bureaucracy Zone (WBBM). Qualitative research aims to gain an in-depth understanding of the phenomenon under study while revealing the uniqueness of the object of study [8]. The data collection technique was carried out through a desk study by analyzing documents and various written sources related to the planning of the construction of the Integrity Zone.

4 Result and Discussion

4.1 Strategy for the Development of the Integrity Zone

The integrity zone development strategy in the Department of Indonesian Language and Literature should involve all elements in it, from the leadership, lecturers, staff, to students. One strategy that can be implemented is the establishment of a clear and comprehensive Standard Operating Procedure (SOP).

In the preparation of SOPs, it is important to involve various parties so that the resulting document truly reflects the needs and expectations of all stakeholders. This will not only improve the quality of the SOPs, but also provide a sense of ownership and commitment to the policies that have been or will be taken.

Socialization of compiled OPs is carried out comprehensively. This can be done through workshops, seminars, or the department's official social media. the Department of Indonesian Language and Literature needs to utilize various communication platforms to ensure that all parties understand and follow the SOPs that have been established.

Periodic monitoring and evaluation of the implementation of the SOPs is also very important. The department needs to set up a surveillance team to monitor the implementation of SOPs in the field. This team can conduct an evaluation each semester to assess whether the existing SOPs are still relevant and effective. If a bottleneck or problem is found, the team should immediately make recommendations for improvement. This is in line with a study at the Denpasar ICC Class I Immigration Office which explains that the success of the construction of the Integrity Zone is not only determined by the preparation of formal documents, but also influenced by the

commitment of leaders and employees, the effectiveness of monitoring and evaluation, and the support of stakeholders who play an active role [9].

4.2 Implementation of Integrity Zone Policy

The implementation of the integrity zone policy at the Department of Indonesian Language and Literature requires concrete measures that can be measured and evaluated. One of the first steps that can be taken is the establishment of a clear and firm anti-corruption policy. This policy should cover a wide range of aspects, from controlling gratification to dealing with conflicts of interest.

Training and education on integrity should also be part of policy implementation. Departments need to establish training programs for faculty and staff on the importance of integrity in public service. The programme can involve narrators from other institutions with experience in the development of integrity zones have a higher level of awareness of integrity among academic civitas.

Equally important is the creation of an effective and safe complaint channel for students and staff. This channel shall be easily accessible and shall guarantee the confidentiality of the reporting person. With a good complaint channel, it is hoped that the public can report any suspicious activity without fear. The planned implementation steps and involving all elements are expected to run well and have a positive impact on the quality of public services.

4.3 Evaluation and Monitoring of Integrity Zone

Evaluation and monitoring is an important stage in the development of integrity zones in the Department of Indonesian Language and Literature. In the absence of systematic evaluation, it is difficult to know to what extent the efforts made have achieved the desired goals. Therefore, departments need to formulate clear performance indicators to measure the effectiveness of integrity zone programs.

One indicator that can be used is the student's level of satisfaction with academic and administrative services. These satisfaction surveys can be conducted on a regular basis each semester to obtain constructive feedback. Monitoring and evaluation data on student satisfaction of the Department of Indonesian Language and Literature conducted by the FBS Quality Assurance Team in 2023 showed that 65.63% of students were very satisfied with the service provided, but there were still 34.37% who gave input for improvement [10]. Thus, departments can use this data to identify areas that need improvement.

Monitoring of the implementation of the SOPs should also be carried out on a regular basis. The pre-established monitoring teams should conduct live monitoring in the field to ensure that each party is implementing the SOPs properly. This evaluation may include interviews with students, observation of service processes, and document analysis.

In order to support the evaluation, the department also conducts benchmark with other institutions that have been successful in the development of integrity zones. By comparing performance and best practices, the department can identify steps that need to be taken to improve the quality of service. By conducting systematic evaluation and monitoring, the

Department of Indonesian Language and Literature can continue to improve the quality of service and achieve the expected integrity zone goals.

5 Conclusion

The development of the integrity zone towards the Corruption Free Region (WBK) and the Clean Bureaucracy and Service Region (WBBM) in the Department of Indonesian Language and Literature is a strategic step that must be done comprehensively. Through the elaboration of clear SOPs, firm policy implementation, and systematic evaluation and monitoring, it is expected that the department can create an environment free from corruption and provide optimal services to the community. By involving all elements in it, whether faculty, staff, or students, this integrity zone will not only improve the quality of education, but also build public trust in higher education institutions in Indonesia.

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