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SNR: Say No To Corruption Application - Anti-Corruption Education Towards Corruption Prevention Efforts at UTHM

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Abstract

SNR, which stands for Say No to Corruption, is a 2D animated Android application aimed at promoting ethical behavior, integrity, and anti-corruption education. SNR was developed to provide deeper education and knowledge about corruption issues among students and staff at UTHM, to promote anti-corruption. This study further elaborates on the content, design, and functionality of the application, as well as the benefits of text, sound, animation, and video in providing a clear and engaging learning experience. The development of the SNR anti-corruption educational application utilizes the ADDIE model, which consists of five (5) phases: the analysis phase, the design phase, the development phase, the implementation phase, and the testing phase. Additionally, the development of the application employs Adobe Animate and Adobe Illustrator software. Moreover, the application was evaluated based on interface design, interaction design, and content design by three (3) multimedia experts and one (1) content expert. Following testing, the application was accepted by the experts, with most agreeing on the application's design. Multimedia experts gave the application a score of 80%. Multimedia experts 2 gave it a score of 82% and multimedia experts 3 gave it a score of 85%. Content experts gave it a score of 90% satisfaction with the content of the application. Improvements were made to maximize the application. Ultimately, the developed application successfully achieved its development objectives and met its goals.

1. Introduction

This technical report presents the development and implementation of the "Say No to Corruption" (SNR) educational application, aimed at promoting anti-corruption awareness among students and staff at University Tun Hussein Onn Malaysia (UTHM). The application utilizes 2D animation and multimedia elements to deliver engaging content that enhances understanding of ethical behavior, integrity, and the implications of corruption in daily life (Pratama, 2024). By employing the ADDIE instructional design model, the project systematically addresses the analysis, design, development, implementation, and evaluation phases, ensuring a comprehensive approach to educational technology (Hidayat & Nizar, 2021). This report outlines the objectives, methodologies,

and outcomes of the project, highlighting its significance in fostering a culture of integrity within the academic community.

1.1 Research Background

Corruption remains a critical and escalating issue across various sectors, including educational institutions. It involves the abuse of power for personal gain, thereby eroding societal values, ethics, and integrity. This unethical practice is not limited to political leaders or public officials but also extends to staff and students within higher learning institutions. High-profile cases, such as public servants receiving substantial bribes, underscore the severity of corruption in society (Berita Harian, 2024). A significant contributing factor to the persistence of corruption is the ineffective dissemination of information on integrity and ethics. Often, such information is either inaccessible, difficult to comprehend, or presented in an unengaging manner, leading to a general lack of awareness among students and staff. Consequently, there is a pressing need for a more innovative, interactive, and user-friendly approach to anti-corruption education.The widespread adoption of mobile technology, particularly Android applications, presents a promising opportunity to address this issue (Al-Rahmi et al., 2022). Mobile learning enables users to access educational content flexibly, anytime and anywhere. Within this framework, 2D animation-based mobile applications offer an engaging and effective method for delivering anti-corruption education. Recognizing this potential, the present study aims to develop “SNR: Say No to Corruption”, an Android-based educational application that integrates multimedia elements such as text, audio, animation, and video. This application is designed to enhance the understanding of corruption-related issues and promote ethical values and integrity among students and staff at Universiti Tun Hussein Onn Malaysia (UTHM). Ultimately, the SNR application aspires to serve as a powerful educational tool in the fight against corruption within higher education institutions.

1.2 Problem Statement

Corruption remains a pervasive issue within educational institutions, undermining integrity and ethical standards among students and staff (Brodsky, 2023). At University Tun Hussein Onn Malaysia (UTHM), incidents of corruption and unethical behavior have been reported, indicating a need for effective educational interventions to address these challenges. Despite existing efforts to promote integrity, there is a lack of accessible and engaging resources that effectively communicate the complexities of corruption and its consequences. Conventional methods of education, such as lectures and printed materials, often fail to resonate with the younger generation, leading to insufficient understanding and awareness of anti-corruption principles (Shareef et al., 2021). Therefore, there is a pressing need to develop an innovative educational tool that leverages technology and multimedia to enhance the learning experience, foster ethical behavior, and empower the UTHM community to actively combat corruption (Bontempo et al., 2020). The SNR application aims to fill this gap by providing an interactive platform that educates users about corruption, its types, and the importance of integrity in a manner that is both engaging and informative. Why are multimedia applications able to deliver information more effectively than conventional methods? Multimedia applications combine visual, audio, and interactive elements to create a more immersive and personalized learning experience. This makes complex issues like corruption more relatable and easier to understand, especially for younger users who are more digitally inclined. Hence, multimedia tools offer a promising solution to bridge the gap left by traditional educational methods in promoting anti-corruption awareness.

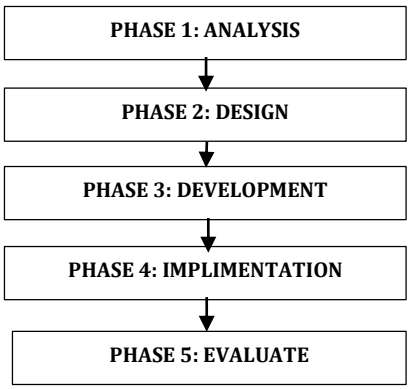
1.3 Project Objective

The primary objectives of the "Say No to Corruption" (SNR) educational application project are as follows:

i. To create a user-friendly 2D animated Android application that effectively communicates anti-corruption education and promotes ethical behavior among students and staff at UTHM.
ii. To provide comprehensive content that educates users about the various forms of corruption, their implications, and the importance of integrity in personal and professional contexts.
iii. To incorporate engaging multimedia components, including animations, audio, and interactive quizzes, to enhance the learning experience and retention of information related to anti-corruption principles.
iv. To evaluate the effectiveness of the SNR application in terms of interface design, interaction and content using expert evaluation methods.
v. To contribute to the broader goal of fostering a culture of integrity and ethical behavior within the UTHM community, ultimately reducing the prevalence of corruption in educational settings.

2. Product Design

The approach employed by the developers to ensure that the application development meets all the established criteria for an effective learning and teaching process is essential for achieving the objective of creating a successful application. Consequently, users will benefit from the informative content provided by the application. To develop an effective learning application, the creators of this Android application utilized the ADDIE instructional design model as a framework (Jonnalagadda et al., 2022). The phases of the ADDIE model are categorized into the following stages, analysis, design, development, implementation, and evaluation. Adhering to the flowchart of the ADDIE model is crucial for the successful execution and attainment of the goals associated with Android application development (Usi et al., 2025).



2.1 Design

The ADDIE design model, introduced by Rosset in 1987, is a significant approach for instructional design that encompasses five key stages analysis, design, development, implementation, and evaluation. The application of this model in the development of Android applications offers developers a distinct advantage over other instructional design frameworks (Reinbold, 2013). Based on the outcomes of the discussion, it is evident that the use of the ADDIE model has proven successful in achieving learning and teaching objectives. Its structured approach ensures that all aspects of the application development process are thoroughly addressed, ultimately leading to an effective and engaging learning experience for users (Wunder et al., 2014).

2.1.1 Analysis Phase

The analysis phase encompasses various steps aimed at identifying emerging issues and the challenges that need to be addressed, along with potential solutions. By pinpointing these issues, analytical methods can be employed to determine their root causes (Spatioti et al., 2022). Consequently, the development of this Android application requires the developer to conduct several analyses, including user analysis, learning environment assessment, and the identification of educational objectives or goals. When the developer recognizes the challenges faced by test candidates and instructors, they intend to propose the creation of an anti-corruption application focused on promoting integrity. Feedback from both staff and students at Tun Hussein Onn University will be integral to the application's development. Additionally, the design of this educational application will align with the syllabus outlined in the SPRM textbook (Kamaruddin et al., 2025).

2.1.2 Design Phase

The design phase outlines the design principles, learning theory approaches, and structural elements incorporated into the development process. As a result, the information gathered by the developer has culminated in a storyboard sketch (Iati et al., 2021). This sketching process occurs prior to the actual development and serves to illustrate the sequence, details, and organization of the content presented in the learning application. To create the storyboard, the developer selected Uizard, which is specifically tailored for developers (Spatioti et al., 2022b). This storyboard serves as a valuable guide for the development of anti-corruption education at Tun Hussein Onn University of Malaysia (UTHM), encapsulating all the details outlined in the sketch. Furthermore, this design phase encompasses content design, interaction, and interface considerations (Novalić et al., 2021). The design of multimedia elements is also prioritized, ensuring that they are tailored to the target audience, thereby creating a more systematic approach that aligns with the objectives of the application development.

2.1.3 Development Phase

During this development phase, the selected materials and information were utilized to create the learning application using the chosen software (Li et al., 2017). The implementation of navigation buttons and the

application interface will be carried out using Adobe Illustrator. Additionally, Adobe Illustrator will be employed for various image editing steps throughout the production process. The developer has also utilized Adobe Animate to create the learning software and application for the Android operating system. The application interface, buttons, and 2D animations have been developed using Adobe Animate. Techniques such as keyframe animation, motion tween, and classic tween can be employed to produce visually appealing applications based on 2D animation (Dhanil & Mufit, 2021).

2.1.4 Implementation Phase

The implementation phase involves testing the learning application to gather feedback on any issues related to button functionality and overall performance, ensuring it meets acceptable standards. Consequently, the completed learning application was presented to the supervisor of the Bachelor's Project, as well as to the Integrity Unit. The goal of this presentation is to identify any faults or errors that need to be addressed during the primary testing stage. This phase of implementation allows developers to refine the application, ultimately leading to the creation of effective learning tools free from errors (Transparency International Malaysia, 2022) .

2.1.5 Evaluation Phase

During the evaluation phase, several key activities were conducted to gather relevant feedback (Usi et al., 2025). These activities included the assessment of interaction design, content design, interface design, and the presentation of multimedia elements integrated into the development of the learning application (Jonnalagadda et al., 2022). To carry out this process, three Creative Multimedia Lecturers from the Faculty of Technical and Vocational Education (FPTV) evaluated the multimedia elements used in the application. Additionally, one officer from the Integrity Unit was appointed to assess the content of the application.The evaluation also involved students and staff from Universiti Tun Hussein Onn Malaysia (UTHM), with a total of 20 respondent which is 16 students and 4 staff members. However, before conducting the study involving students, staff, and experts, the feedback form had to be reviewed and approved by each student's project supervisor. Furthermore, students were required to obtain official permission from the faculty to carry out the study and field survey prior to its commencement. The evaluation phase determines how effectively the Android application delivers its content. Multimedia experts and content specialists assess various elements of the app, including its design and content quality. Their feedback is then analyzed to refine the application and improve its overall effectiveness for users.

2.1.6 The interface for the development of the Android Application for the 2D Animation *Say No to Rasuah* (SNR) is shown in Table 1

Table 1: Android Application Interface

Interface	Description
	The home screen shows the use of text, graphics, audio and 2D animation. 1. Text –Title of the application 2. Graphic-Design of the background screen and interaction buttons 3. Audio–Background music

	The menu screen shows the use of text, graphics, and audio. 1. Text– Title of the screen menu and button name 2. Graphic–Design of the background page screen and interaction buttons **3.** Audio–Background music
	The News scene shows the use of text, graphic and audio. 1. Text –Title of the introduction scene and button name 2. Graphic-Design of the background page screen and interaction buttons 3. Audio-Background music
	The "*Jenis Rasuah dan Tindakan*" screen shows the use of text, graphics, and audio. 1. Text –The exercise scene's title and button name 2. Graphic-Design of the background page screen and interaction buttons 3. Audio-Background music
	The "*Definisi Etika*" screen shows the use of text, graphics, and audio. 1. Text –The exercise scene's title and button name 2. Graphic-Design of the background page screen and interaction buttons 3. Audio-Background music 4. Video – Video explanation

	The "*Definisi Integriti*" screen shows the use of text, graphics, and audio. 1. Text –The exercise scene's title and button name 2. Graphic-Design of the background page screen and interaction buttons 3. Audio-Background music 4. Video – Video explanation
	The "**Definisi Rasuah**" screen shows the use of text, graphics, and audio. 1. Text –The exercise scene's title and button name 2. Graphic-Design of the background page screen and interaction buttons 3. Audio-Background music 4. Video – Video explanation
	The "*Definisi Etika*" screen shows the use of text, graphics, and audio. 1. Text –The exercise scene's title and button name 2. Graphic-Design of the background page screen and interaction buttons 3. Audio-Background music 4. Video – Video explanation
	The "Video Animasi Rasuah" screen shows the use of text, graphics, and audio. 1. Text –Title of the objective scene and button name 2. Graphic-Design of the background page screen and interaction buttons 3. Audio-Background music 4. Video – Video scenario

	The "Uji Minda" screen shows the use of text, graphics, and audio. 1. Text –Title of the objective scene and button name 2. Graphic-Design of the background page screen and interaction buttons ,icon and the answer. 3. Audio-Background music
	The instruction screen shows the use of text, graphics, and audio. 1. Text –Title of the objective scene and button name 2. Graphic-Design of the background page screen and icon. 3. Audio-Background music 4. 2D animation- Animation of Model
	The exit screen shows the use of text, graphics and audio. 1. Text –Title of exit scene and button name 2. Graphic–Design of the background screen and interaction buttons. 3. Audio–Background music 4. 2D animation- Animation of Model

2.2 Research Instrument

A research instrument is a tool, or any method used by researchers when conducting a study. This instrument is used by developers as a basis for obtaining the data needed to achieve the study objectives. To obtain feedback on the android application titled say no to anti-corruption education on corruption prevention efforts at UTHM, the first is an expert interview, and verification through an expert checklist form is necessary. For the checklist form given using a scale form (Yes or No). For the questions given, it includes 3 parts A, B and C, including 10 items for each part, the total number of questions is 30 items.

3. Result and Discussion

This chapter outlines the data analysis procedures and study findings derived from questionnaire responses. It evaluates the final product's functionality based on key components, including content design, interaction design, interface design, and multimedia elements. The examination results are presented clearly and comprehensively for better understanding.

3.1 Expert Checklist Form

This form was distributed to professionals to gather study findings. Each question required expert feedback to assess the frequency of analysis. Table 1 presents a list of the five components included in this expert checklist.

Table 1 *Expert Checklist Form*

Section	Title	Page
A	Expert Demographics	6
B	Interface and Presentation of Multimedia Elements Design	11
C	Interaction Design	10
D	Comments and Suggestions	1

3.2 Interface and Element of Multimedia Design Analysis

A total of twelve items were developed for the analysis of interface design and multimedia presentation elements. The expert ratings for the Interface and Multimedia Design Analysis are presented in Table 2.

Table 2 *Interface and Elements of Multimedia Design Analysis*.

No	Item	Yes	No	Comments	Acceptance (%)
1	The type of text used is appropriate for the application development.	3	0	Nil	100%
2	The size of the text used is suitable for the given context	3	0	Nil	100%
3	The color of the text used contrasts with the background graphics and is appropriate for the developed application.	2	1	There is unclear writing.	66.67%
4	The use of background voice is appropriate for the given context	2	1	The audio is unclear and has issues.	66.67%
5	The background music used is suitable for the theme and topic.	2	1	The background music is not suitable.	66.67%
6	The audio for the background of the application and video used is appropriate for the application development.	2	1	Use appropriate audio.	66.67%
7	The design of the navigation interface is visually appealing	2	1	Use navigation icons that convey meaning.	66.67%
8	The background graphics used are appropriate for the theme employed.	3	0	Nil	100%
9	The application interface has a good theme.	3	0	Nil	100%
10	The use of background in this application is not overly cluttered.	3	0	Nil	100%
11	The 2D animation graphics produced are clear.	3	0	Nil	100%

Based on Table 2, the researcher validated the expert checklist form through three (3) experts, consisting of Creative Multimedia lecturers from the Faculty of Technical and Vocational Education (FPTV) and the Diploma Studies Center (PPD) , and the industry. These experts evaluated the interface design and interaction. The checklist form for interface design analysis consists of 11 items based on the main multimedia elements assessed in the application.For items 1, 2, 9, and 10, all experts agreed on aspects related to text type, text size, interface theme, background, and graphics. However, for items 3, 4, 5, 6, 7, and 8, there were differing opinions, where two experts agreed while one disagreed regarding the text color, background audio, navigation buttons, and the use of

appropriate icons. Previous research found that clear and consistent text is crucial in effectively delivering information in educational applications (Novalić et al., 2021). For item 3, the experts agreed that the type of text used was appropriate for application development, the text size was suitable for the given context, and the background graphics aligned with the chosen theme. The contrast between text and background color is very important for readability and accessibility, especially among students .The application interface maintained a good theme, the use of background was not overly cluttered, and the 2D animation graphics produced were clear. These findings are consistent with studies showing that graphics aligned with thematic content enhance user engagement and understanding (Usi et al., 2025). 67% agreement was recorded for aspects such as the suitability of text color in contrast with the background graphics in the developed application, the appropriateness of background audio in context, the compatibility of background music with the theme and topic, as well as the suitability of audio used for the application background and video. In addition, the navigation interface design was rated as visually appealing. These findings align with previous research showing that 2D animation is effective in enhancing students' understanding and motivation through concept visualization (Dhanil & Mufit, 2021). The results from the table indicate that all elements have been effectively incorporated into the project.

3.3 Interaction Design Analysis

The interaction design analysis consists of ten items, aimed at evaluating the adequacy of the interaction structure of the designed interface. The expert assessments for this analysis are presented in Table 3.

Table 3: *Interaction Design Analysis*

No	Item	Yes	No	Comments	Acceptance (%)
1	The navigation buttons provided function well when operated.	3	0	Nil	100%
2	The navigation buttons available on each interface display are easily recognizable in terms of their functions.	2	1	-Needs improvement with navigation buttons. -Use button icons that convey meaning and action.	66.67%
3	The navigation buttons are easy for users to control.	3	0	Nil	100%
4	The navigation buttons on each application display lead to the correct pages.	3	0	Nil	100%
5	The back button used functions well and is effective.	2	1	Please use appropriate functions.	66.67%
6	The home page button used for animation works well for returning to the main page	2	1	There is no appropriate back button.	66.67%
7	The use of icons in the application is easy to understand in terms of their functions.	2	1	There are no statements in the manual.	66.67%
8	This application is easy for users to operate	3	0	The buttons are not easily understood.	100%
9	The position of icons (home, exit, sound, and mute buttons) is consistent across all page displays.	3	0	Nil	100%

10	The answer choice buttons in the quiz display function well and are understandable.	3	0	Improve the number of questions and make it more interactive.	100%

Based on Table 3, experts were able to analyze the main design elements of the application and assess the extent to which the question items met the intended requirements. The 10 question items covered aspects such as functionality, size, design, button types, and interactions. Among the questions, some focused on navigation buttons, ensuring that they used appropriate icons and logos. In addition, there were questions about the use of navigation buttons with appropriate colors. According to Table 3, the following questions received 100% agreement on the interaction design of the navigation buttons provided that they worked well when used, the navigation buttons were easy to control by the user, and the navigation buttons on each screen of the application led to the correct page. Furthermore, the application was user-friendly, the position of the icons (home, exit, sound, and mute buttons) was consistent on all screens, and the answer selection buttons in the quiz display functioned correctly and were easy to understand. These observations support the work of (Dhanil & Mufit, 2021), who reported that intuitive interaction design and icon consistency are critical for maintaining user interest and improving usability in educational apps . The interaction design in educational applications must prioritize ease of navigation and intuitive interfaces to support independent learning (Aziz et al, 2020) also highlighted that user-friendly design enhances student engagement and reduces cognitive overload. Meanwhile, the following questions received 67% agreement that the navigation buttons on each interface screen were easy to recognize in terms of functionality, the back navigation button worked correctly, and the main button used for animation worked correctly to return to the main page. In addition, the icons used in the application were easy to understand. All necessary improvements were made by the researchers, and the evaluators were very satisfied. The finalized interaction design elements were successfully incorporated into the application development.

3.4 Content Expert Checklist Form

This form was distributed to professionals to gather study findings. Each question required expert feedback to assess the frequency of analysis. Table 4 presents a list of the three components included in this expert checklist.

Table 4 Content *Expert Checklist Form*

Section	Title	Page
A	Expert Demographics	6
B	Content Interface Design	10
C	Comments and Suggestions	1

3.5 Content Interface Design

This form was distributed to professionals to collect the findings of the study. Each question required expert feedback to evaluate the analysis. Table 4 presents a list of the three components included in this expert checklist.

Table 5: *Content Interface Design*

No	Item	Yes	No	Comments	Acceptance (%)
1	The type of content display used is appropriate for the definition and accurate information provided.	1	0	Nil	**100%**
2	The type of information conveyed can be applied	1	0	Nil	100%
3	The graphics and information have a profound impact on anti-corruption learning.	1	0	Nil	100%
4	The content includes an understanding of the types and penalties for corruption	1	0	Nil	100%

5	The information and education used are appropriate for the application.	1	0	Nil	100%
6	The information provided meets standards and transparency.	1	0	Nil	100%
7	The anti-corruption study questions are engaging and impactful.	1	0	Nil	100%
8	Understanding of anti-corruption education can be effectively conveyed.	1	0	Nil	100%
9	Users can learn about the different types of corruption	1	0	Nil	100%
10	Users easily understand the anti-corruption information presented.	1	0	Nil	100%

Based on the content design analysis in Table 5, various key items in the questions have different percentage scores. Items 1, 2, 3, 4, 5, 6, 7, 8, 9, and 10 received 100% agreement from experts, confirming that the application enhances users' curiosity and knowledge about corruption. The application includes various explanations and easily understandable notes on corruption. Additionally, the provided 2D animation video offers a clear depiction of corruption, while the well-structured content and instructions ensure easy comprehension, making it suitable for different user groups, especially students and staff at University Tun Hussein Onn Malaysia (UTHM). However, item 4 contains incorrect information and needs to be revised. In their notes, suggestions, and comments, experts have listed several key points aimed at improving the content and interface of the application to be more user-friendly. These include sentence corrections and restructuring, adding necessary information, refining the content, and simplifying the quiz. Additionally, spelling errors and information on different types of corruption need to be corrected. The researcher has analyzed these comments and suggestions and has made improvements to specific items accordingly.

4. Discussion

This section discusses three main issues in the research, namely the suitability of the design, the development method, and expert evaluation of the basic 2D animation application for anti-corruption purposes. The findings confirm that the application successfully addresses the issues raised in the study.

4.1 Suitable Design for 2D Anti-Corruption Animation Applications (SNR)

Anti-corruption is an essential ethical value that must be instilled in both students and staff to address the issue of corruption and promote harmony and integrity in daily life. The development of a 2D anti-corruption animation application is driven by the need for interactive and engaging teaching tools. In line with the findings of (Abdullah & Embi, 2019)the ADDIE model serves as a framework to guide the design and development process, ensuring a systematic approach and high-quality outcomes. Storyboards and user interface designs are employed to organize multimedia elements consistently, as supported by (Norazman, N. H., & Ahmad, R. , 2021) principles of multimedia learning. Positive feedback from experts further confirms that the application effectively addresses the research questions.

4.2 Development of the 2D Anti-Corruption Animation Application (SNR)

In the development of this application, Adobe Illustrator was utilized to design the graphics, while Adobe Animate was used to create navigation buttons and 2D animations. The main content was developed using 2D models and animated video scenes depicting corruption-related scenarios. The objective was to enhance students' and staff's understanding and awareness of corruption through an engaging visual medium.During development, one of the main challenges encountered was an issue with audio playback that would not stop. This was resolved by implementing more suitable coding solutions. Background music was also added to enrich the user experience and create a more engaging learning environment.Text elements were carefully chosen to ensure readability, with font type and size tailored to both teachers and students. To improve text visibility, the application incorporates varied text colors, as recommended in relevant design guidelines (Molenda, M. , 2003). Overall, the challenges faced during the development process were successfully addressed with guidance from supervisors, support from classmates, and reference to online resources.

4.3 Expert Evaluation of the Functionality of the Anti-Corruption 2D Animation Application (SNR)

Content and multimedia experts evaluated the application and found that its design aligns well with the anti-corruption theme. The content features clear objectives, easy-to-follow tutorials, and 2D animations that effectively teach users how to avoid corrupt practices. The interface design received positive feedback for its smooth and well-executed 2D animations, appropriate resolution, and functional navigation buttons. The developer created 2D animations based on real-life corruption scenarios to ensure clarity and accuracy in content delivery (Nielsen, J, 1995). This approach supports the idea that animations are an effective tool for enhancing learning and understanding. Consistency in design and the use of clear, intuitive icons were also highlighted as strengths, contributing to a user-friendly interaction experience. Experts (Mayer, R. E.,2009) noted that applications are easier to use when they maintain consistent design elements and use icons with clearly defined functions.

5. Conclusion

The development of the SNR (Say No to Corruption) application represents an important step towards enhancing anti-corruption education at Universiti Tun Hussein Onn Malaysia (UTHM). Utilizing the ADDIE model, the project successfully achieved its objectives in designing, developing, and testing a 2D animated Android application aimed at fostering ethical behavior and integrity among students and staff. The application integrates multimedia elements such as text, audio, and animation, providing an engaging and effective learning experience that conveys the importance of anti-corruption measures.The SNR application has the potential to be officially adopted in courses or modules related to Professional Ethics, Moral Education, or Co-curricular programs under the management of student development centers or relevant faculties. It can serve as a supplementary tool for technology-enhanced learning and as an official anti-corruption application at Universiti Tun Hussein Onn Malaysia.Expert feedback highlighted several strengths of the application, including its user-friendly interface and interactive features that facilitate better understanding and retention of anti-corruption concepts. The evaluation process identified areas for improvement, such as the need for clearer navigation and additional content, which will be addressed in future updates.Overall, the SNR application not only functions as an educational resource but also promotes a culture of integrity within the university community, thereby contributing to the broader goal of reducing corruption in society. For future research, qualitative evaluation of the application's effectiveness among student groups will be considered. Moving forward, efforts will focus on expanding the reach and functionality of this application to further support broader anti-corruption initiatives.

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