The Indonesian Anti-Corruption Education: A Frame working Study of its Educational System

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Abstract

This paper is about to develope the Indonesian anti-corruption teaching model by writing a biographical recension of its fighters. The step refers to the preeliminary investigation of Akker's Educational Design Research with the activity details including questionnaires given to 50 social science Lecturers and 100 students, interviews to three teaching experts, and an analysis of 5 local journals about the existing models and their effectiveness. The results of this initial stage of the research are the teaching model framework that are equipped with the social systems, syntax, principal of reaction, support systems and the impacts. The novelty of this model is the inspiring Indonesian anti-corruption fighters which closely related to the student learning mastery showed in their recensions. The learning information supports and anti-corruption atmosphere possibly set the students to find the spirit and it was matched to the anti-corruption learning objectives.

Keywords: Anti-Corruption Education, Indonesian Educational System

1. Introduction

In his book One Man's View of the World, which was released two years before passing away, Yew (2013) said, Indonesia is a country that has natural wealth that can be one of the capitals to develop into a developed country. However, it has an obstacle to progress, namely corruption. Natural resources that do not create people's prosperity due to corruption, cause damage to both the natural and social order. Until the end of 2014, Indonesia was still experiencing relatively high corruption. In the 2014 Corruption Perception Index, Indonesia ranks 117th out of 175 countries in the world with a score of 34 on a scale of 0-100. The 0 number means that the country is very corrupt and the 100 number means the country is very clean. The report also revealed that Corruption in Indonesia ranks the top of the 18 (eighteen) inhibiting factors of ease of doing business. In fact, the Indonesian state wants to become a developed country and wants to be free from the grip of corruption (Indonesian Perception Survey, 2015).

The previous stated condition requires Indonesia to eradicate corruption in a comprehensive, integrated, and sustainable manner[1]. One effort that is felt to be important is by providing anti-corruption education with steps are in line with students' thinking patterns and upholding the noble attitude of Indonesian nation implemented from the lowest level of education in primary school [2] to the higher one. This article focuses on answering several problems. Those are: what anti-corruption teaching model is needed; What components of

teaching preparation suppose to be; and what the impact should be the targets of teaching learning activity.

2. Research Methods

This research is a research development model of learning that directs how an innovation or development of a good educational product can be rooted in a measured manner from the time the theoretical basis is discussed, researched its application, then becomes a product of development, to the study of the power of fulfilling the needs and selling power of the product in the community[3]. Development research in the field of education according to Akker (1999) has the aim of changing the curriculum, technology and media, learning materials and devices, as well as training of educators and didactics. In Educational Design Research [4] mentioned four steps of development; (1) Preeliminary Investigation; (2) Theoretical Embedding; (3) Empirical Testing; (4) Documentation and Reflection. This study provides an overview of implementation only in the first step in developing the model.

Through this writing, the results of the research and discussion carried out are limited to the first stage of the study (Preeliminary Investigation) which includes 4 activities by providing an overview of learning objectives and providing a need analysis for the developed model. These steps are; (1) Startpoint: distribution of questionnaires to 50 lecturers supporting anti-corruption education and social science courses to get an overview of the needs of learning activities that cannot be carried out optimally; (2) Local Instructional Theories: a review of 5 recent local journals about the application of the existing model; (3) Endpoints: a search of 100 students about the needed and suitable of component learning models; and Expert Judgment: expert opinion and validation of the developed model framework.

The questionnaire statements arranged from the indicator of learning effectiveness, were validated by the expert using the Content Validity Raters or CVR method [5] and the answers were presented in the percentage of positive statement responses[6], while expert opinions and local journals were analyzed by using Constant Comparative Method [7]

3. Results

3.1. *Start point Results*

3.1.1. The Lecturers' Questionnaire Answer

Each statement of the questionnaires validated in a CVR calculation score is between 0.77-1.00. It shows that each questionnaire can be applied as an important statement being asked to the respondent. The results of the questionnaire answers divided into three categories (strongly agree; agree; others: not agree and strongly not agree) show the final completion count 464/500 x 100 = 92.8%, the questionnaire answers given by respondents stated that they strongly agree with the questionnaire statement. The results of the questionnaire above in the details produced more specific answers to each item of statement. In a statement about the lack of optimizing corruption eradication, as well as its relationship with anti-corruption education, the respondents' answers stated strongly agree (48.4%). While the statement of the need for characterization as a concrete manifestation of the example, the respondent's answer states that there needs to be an in-depth discussion with periodic discussion items (47.4%).

The statements of the questionaire are related to the anti-corruption lesson class atmosphere and also the materials, while the respondents are the students who has been taking the class. The data are presented below in table 1.

Table 1. Percentage of Lecturers' Answer (50 Persons)

No	Strongly Agree	Agree	Others	*score*	Percentage
1	30	12	8	222	44,4
2	34	10	6	228	45,6
3	35	11	4	231	46,2
4	37	9	4	233	46,6
5	37	8	5	232	46,4
6	33	11	6	227	45,4
7	40	7	3	237	47,4
8	39	7	4	235	47
9	44	4	2	242	48,4
10	37	9	4	233	46,6
					Total 464

3.2. Local Instructional Theories

There are five recent scientific articles discussing anti-corruption education integrated with civil and character education. The first article written by[8], in their research on three schools by applying the naturalistic inquiry method concluded that it is very important to target the role of formal education as a tool for the successful eradication of corruption from an early age. The main character taught focuses on honesty, discipline, courage, responsibility, independence, simplicity, caring, and justice. The main support of the successful implementation is strengthened by anti-corruption school climate as a good example.

Three other studies were conducted in 2016 and 2017. An article written by [9] reports its application from three regions of North Sumatra (Medan, Langkat, and Pematang Siantar). It is stated that the application focused on honest character, discipline and hard work which helps optimize the curriculum well. This study has experienced obstacles from the lack of teachers' willingness in using media and models in making learning atmosphere becomes more enjoyable. Other research is the application of anti-corruption presented by [10] in Semarang, Central Java. The supporting factors for the success of the program are students' self-awareness, media selection, learning resources, and learning strategies. Meanwhile, the other factor is the lack of good examples in the school environment and the learning model chosen by the teacher is boring and monotonous. [11] examined the application through tri dharma institution ethics in fostering an anti-corruption culture, increasing legal awareness, and instilling the value of integrity.

The latest research was carried out by [12] who suggested the importance of choosing learning material in anti-corruption education in Surabaya, East Java. By using a sample of 150 students given open questionnaires and observing their work, it was found that character education that underlies anti-corruption attitudes raises concern and a willingness to change to become a young generation who upholds the glory as an anti-corruption fighter.

3.3. Endpoint Results
3.3.1. The Students' Questionnaire Answer

The shared of close-ended questionnaire with 5 answer choices allows 100 students to answer easily. Concealed respondent information also provides the flexibility of choice of answers without being burdened with worry and shame. The answers generated by the percentage are as in Table 2 below.

Table 2. Percentage of Students' Answer (100 persons); 1 represents 20

No	1	2	3	4	5	*score*	Percentage
1	16	3	1	1	-	97	19,4
2	19	1	1	-	-	102	20,4
3	18	2	1	-	-	102	20,4
4	19	-	2	-	-	101	20,2
5	18	2	-	1	-	101	20,2
6	19	1	1	-	-	102	20,4
7	19	1	1	-	-	102	20,4
8	17	1	1	2	-	96	19,2
9	18	1	2	-	-	100	20
10	19	1	1	-	-	102	20,4
						Total	201

Final completion 201/500 x 100 = 40.02%, the questionnaire is considered neutral

The answer to the questionnaire statement emphasizes that anti-corruption learning has been quite effective, but it does not leave a deep mark on feelings, especially the pride of the nation's cultural dignity, honesty in the leadership of people they know, and someone's figure to be a role model for their environment (20.4%). The need for discussion of anti-corruption figures as well as their real actions and life fairies, is the material that is expected and becomes a role model for their lives in the state (20.4%), while other answers agree or are sufficient in accordance with existing learning.

3.4. The Expert Judgements

After the distribution of questionnaires for students and lecturers was analysed and produced an anti-corruption learning plan based on character reviews, three social science experts were asked for opinions and suggestions about the model design. They are from different universities. Their main opinion is similar to harmonize learning activities in the three aspects; cognitive, affective, and psychomotor. According to Prof. Dr. Mustain Masud, the content of the material must touch students' emotions and moral considerations and provide the latest data read. Two experts in social science and language education (Dr. V. Teguh and Dr. Ibadullah Malawi) said that the material must be accompanied by concrete examples of behavior from public and academic officials, so the demands are not only on students, but also touches the whole society. Dr. Ibadullah Malawi added that anti-corruption habits started with small things in the student environment such as getting used to not copying books that have a legal publishing license and copy-paste the internet article as their assignments in class.

4. Discussion

Anti-corruption education sets in civic education courses by emphasizing the anti-corruption character and understanding the mechanisms the corrupt attitudes stayed a society. The model design has several components: (a) The social system; (b) The syntax of learning in class; (c) Principal of reaction; (d) Support System; (e) Instructional and Nurturent Effects [13]

4.1. The Social System

Routine activities require preparation in the form, syllabus and lesson plan. the meeting was designed in three types of activities; question and answer evaluation; and guest lecture. In the discussion activities, each group of students presented the material learned through books and internet sites. In the guest lecture class, students get the opportunity to learn from language experts and discuss the difficulties in writing.

4.2. The Learning Syntax

The learning steps are arranged in orders: Preparation; Reading together; Dialogue or Discussion; Individual Holding Power (Smith-Crowe & Warren, 2017;[14]; Self Control (Snitnikovs, 2016). Rationalism Narratives, Emotion as Guilt[15]; Likelihood Acting Corruption[16]; and Evaluation. In the preparation step, students are asked to understand the parts of the student worksheet that must be filled in gaining learning objectives. This sheet consists the indicators of anti corruption characters showed by evidence they looker for and the information from the resources.

The student groups determined the hero names and the reasons in choosing them as anti-corruption fighters, then found his data and news on the internet. After the data has been declared sufficient, each group presents it based on the next five steps. After all groups have finished presenting their hero, the strengths and weaknesses evaluation of the recension is carried out. Several meetings were held until the students stated that they had made perfect reviews meet to the targets. The Indonestion heroes chosen bt the studebnts are Burhanuddin Lopa, Susy Pujiastuti, the Former President Abdurrahman Wahid, The Former President BJ Habibie, The Founder of Muhamadyah Ahmad Dahlan, The Governor of East Java Risma, and The KPK fighters Dahlan Iskan.

4.3. The Principal of Reaction

Learning in a class or activity cannot be separated from a rule for all elements. It is included the Principal of Reaction or how to view, treat or respond to questions and student conditions as a result of the learning process. For the success of the process [17] provides sense of community in meaningful activities so that teachers behave or respond: (1) Pay attention to students' attitudes and values believed[18];[19]; (2) Using clear language and not contain biased or ambiguous meanings; (3) Noting the possibility of different meanings arising from the language used differently; (4) Using various possibilities in delivering ideas; (5) Providing activities for students who have initiative and desire themselves; (6) Provide as many opportunities as possible for the various opinions and differences of each student.

4.4. The Support System

The types of activities related to anti-corruption hero biography books, student worksheets, and summary notes of discussions with experts and class members enable students to analyze the hero lives as role models through systematic writing that contains three parts: (1) book source evaluating; (2) biography resume; (3) five components of anti corruption fighted value (Individual Holding Power; Self Control, Rationalism Narratives, Emotion as Guilt, Likelihood Acting Corruption).

4.5. The Instructional and Nurturant Effects

The main nurturant impact is motivating of students' love the nobility of the nation's hero in honesty and strengthening personal integrity in anti-corruption society. The instructional impact is increasing the ability to write recension of hero biographies critically and composing the writing to be unjoyful reading texts for other students.

5. Conclusions

From the results of the four studies, conclusions were drawn that there are three aspects of anti-corruption learning needs. The first aspect is the content of the material. The material given to students includes an understanding of corruption, its causes, mechanisms that enable corruption to emerge, and the attitude that must be possessed in the fight against corruption despite the opportunity to do so. The second aspect is the technical delivery of material in class. Activities that can be carried out refer to the exemplary and honesty in the discussion, choosing the source reading books, and information. The final aspect is the main impact of increasing critical thinking skills both in written and oral form.

6. Acknowledgements

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