Corruption Prevention Model Through Integrated Education

By

Ismunarno1
[1]Faculty of Law, Universitas Sebelas Maret

Hartiwiningsih[2]
[2]Faculty of Law, Universitas Sebelas Maret

Isharyanto[3]
[3] Faculty of Law, Universitas Sebelas Maret

Abstract

The research examines: (i) the ideal form of corruption prevention through an integrated education system; and (ii) projections of obstacles to the implementation of the corruption prevention model through an integrated education system. The background of the rampant corruption is evidenced by Indonesia's position at 96th out of 180 countries with a score of 38 out of a perfect score of 100 at the beginning of 2022, below the global average of 43. Data proves that efforts to eradicate corruption by prioritizing the penal system have not been effective in preventing corruption cases. So, non-penal steps are needed, one of which is through Anti-Corruption Education by instilling an awareness of the impact of corruption in the younger generation. The study used primary data through interviews with a sample of stakeholders from the Education Office in various regions. Furthermore, combined with secondary data and analysis of qualitative thinking. The results of the study indicate that there are three ideal forms of corruption prevention through an integrated education system, namely: (i) the provision of basic level anti-corruption education; (ii) preparation of anti-corruption education curriculum; and (iii) preparation of an anti-corruption education learning scheme. Meanwhile, the obstacles include: (i) there is no anti-corruption education curriculum yet; (ii) the unavailability of implementation guidelines and technical guidelines for the implementation of integrated anti-corruption education; and (iii) Facultative anti-corruption education.

Keywords: corruption prevention, integrated education, anti-corruption education

Introduction

The widespread practice of corruption is justified as a characteristic of developing countries. Historical facts prove the decline of the country, one of the main causes of which is corruption, but many countries have managed to get out of the corruption crisis, such as Britain, France, and the Netherlands as well as South Korea and Singapore (Alatas, 2017). Problems in Indonesia are still preoccupied with eradicating corruption. Some regulations in the field of corruption, for example, if one observes every consideration and general explanation of the legislation, each change or amendment is always based on the consideration that corruption is detrimental to the state's finances and economy. Thus, the existing legislation has not been effective in eradicating the increasing corruption (Soewartojo, 2008). Corruption offenses are different from offenses in general, in addition to the more complicated modus operandi, they are also carried out by subjects who generally have fairly high intellectual abilities or education (Hamzah, 2007). This condition describes the concern of the public and experts because corruption implies reducing public trust in the government substantially in addition to

increasing the costs of social services when the quality of social services decreases. The majority of activities, including national development, usually seek added value by calculating the results that must be greater than the sources used. Efforts that yield less than the source used indicate the occurrence of less value. One of the elements that drive the amount of undervaluing is caused by corrupt practices, especially if the results are transported abroad. Therefore, every effort to fight corruption in any form supports the success of national development by increasing the added value and reducing the lack of value. In the past, the government has tried to eradicate corruption but has not produced satisfactory results. Various rules have been made and in each department, there is an internal supervisory apparatus but corruption still occurs. The breakthrough through the Attorney General's Office by showing the perpetrators of corruption on television, prosecuting the perpetrators of corruption civilly, and other efforts, shows the seriousness of the government in eradicating corruption.

Overcoming corruption that has been done conventionally has been proven to experience various obstacles. Therefore, an extraordinary method is needed through the establishment of a special legal entity with broad, independent, and free authority from any power to eradicate corruption, whose implementation is carried out optimally, intensively, effectively, professionally, and continuously. On the other hand, extra efforts are needed in the form of effective law enforcement and able to provide a deterrent effect for corruptors. So, education is needed for the public so that they understand the impact of corruption on the life of the nation. Education to the public is important to prevent neglect of corruption cases that lead to apathy and even proclamation of corruption cases. Activities that can be carried out in this educational effort are instilling anti-corruption education for all levels of society. In the early stages, the target of education planting is educated people such as students or college students (Syah, 2015). In the long term, the cultivation of anti-corruption education is transformed to all levels of society. Anti-corruption education for the educated is ideally carried out from an early age in the form of inculcating honesty in students (Brady, 2015). In basic education, for example, anti-corruption education does not need to be included in the scope of formal lessons, but rather through efforts to inculcate morals and values of honesty in life. One example that can be done is through the establishment of "honesty canteens" in schools. The honesty canteen aims to train early childhood students who will become the nation's successors to have the moral stock and values of honesty that are embedded in their hearts. This is relevant when understanding the consistency and causality of moral values in humans (Tanya, 2011).

In terms of training social sensitivity, a series of activities are carried out that affect students so that they have high social sensitivity. In this case, through social services, citizens, introduce the problem of community poverty and other activities that accommodate the needs of students' interaction with the nation's problems. In the long term, the cultivation of social sensitivity, accompanied by moral strength and the values of honesty, becomes the antithesis of corrupt actions. The introduction of formal anti-corruption education is only needed when students are considered mature enough to receive the material. Anti-corruption education is appropriate to apply when students have reached the level of high school and college education. Therefore, the KPK needs to work together with the Ministry of Education and Culture to formulate an appropriate and effective anti-corruption education mechanism for students. On the other hand, anti-corruption education must be explained to the general public by looking at the limits of their understanding ability. Furthermore, anti-corruption education is more effective when working with local governments, community leaders, religious leaders, Non-Governmental Organizations (NGOs), and anti-corruption activists. Anti-corruption education aims at various kinds of corruption (Gardner, 2015). The perspective of some people understands corruption as a form of activity using state money for personal purposes. Corruption under the Anti-Corruption Law is further classified, including cases of bribery and

gratification in public services (Pakpahan, 2016). Anti-corruption education must also be able to explain to the public the negative impact of corruption as a factor in the failure of development programs, the potential for state losses, and the degradation of people's welfare. Furthermore, a moral foundation is implanted regarding the prohibition of illegal levies by unscrupulous bureaucrats. Religious leaders, for example, can make it clear that in the case of bribery, both the briber and the person who was bribed both receive reproach and are rewarded with the torments of hell (Fatih, 2020).

Research Problems

1. What is the ideal form of corruption prevention through an integrated education system?
2. How is the projection of obstacles to the implementation of the corruption prevention model through an integrated education system?

Research Method

This research is empirical by using primary data and secondary data. Primary data was obtained from a sample of education stakeholders in various regions in Indonesia. Furthermore, it is processed using qualitative analysis with components of data reduction, data presentation, and conclusion.

Result and Discussion

The Ideal Form of Corruption Prevention Through an Integrated Education System

Implementation of Basic Level Anti-Corruption Education

There are at least three models of education to instill anti-corruption values that can be done in schools. First, the model is integrated into the subjects. Instilling anti-corruption values in anti-corruption education can also be delivered in an integrated manner in all subjects. Teachers can choose the values that will be instilled through the subject matter (Suyadi, et.al., 2020). Anti-corruption values can be instilled through several points or sub-topics related to the values of life. The advantage of this model is that all teachers are responsible for instilling anti-corruption values in students. Understanding the value of anti-corruption life in students is not only limited to being informative-cognitive but also applied to every subject (Suparno, Yunus, 2017).

Second, the model outside of learning through extracurricular, namely by inculcating anti-corruption values can be instilled through activities outside of learning for example in extracurricular activities or incidental activities. Cultivating values with this model prioritizes processing and inculcating values through an activity to discuss and explore the values of life (Ngalimun, 2012). This model can be implemented by the school or madrasa teacher concerned who gets the task or is entrusted to an institution outside the school or madrasa to carry it out, for example from the Corruption Eradication Commission (KPK). The advantage of this method is that students get value through concrete experiences. Experience will be more deeply embedded when compared to just information, let alone monologue information (Porter, Hanracki, 2003). Students are more involved in exploring the values of life and learning is more enjoyable.

Third, the civilizing model, habituation of values in all activities and atmosphere, through the form of inculcating anti-corruption values, can also be instilled through civilizing

in all activities and atmosphere of the school or madrasa. Cultivation will lead to habituation. To foster an anti-corruption culture, schools or madrasas need to plan a culture and habituation activities. Habituation is an educational tool. For young students, habituation is very important. Because of this habituation, an activity will eventually become the property of students in the future (Mahmoudi & Majd, 2021). Good habituation will form a human figure with a good personality as well. Conversely, bad habits will form a human figure with a bad personality as well. Based on the habituation of students accustomed to obeying and obeying the rules that apply in the madrasa and the community, after getting a good habituation education at school/madrasa the influence is also carried over in everyday life at home and into adulthood.

Preparation of Anti-Corruption Education Curriculum

Anti-Corruption Education needs to be formulated into one material which is then compiled into Competency Standards and Basic Competencies. Furthermore, it is translated into the substance of the study or the subject matter of certain subjects. Subjects that are close to being used as a foothold in Anti-Corruption Education are Religion, Citizenship Education (PKn), and Social Sciences (IPS). The advantages of Anti-Corruption Education if it becomes the subject of discussion in the subjects of Religion, Civics, and Social Sciences, the learning strategy can be made more thematic so that the three subjects referred to will discuss relevant issues and have coherence with the point of view or perspective and characteristics of each subject. -respectively (Religion, Civics, Social Studies). With this model, of course, students will have deeper knowledge about corruption because of different settings or perspectives in addressing a problem. With this theme, students will be trained to think across disciplines in solving problems. The materials offered include: (i) what and where corruption is; (ii) causes of corruption; (iii) moral issues; (iv) corruption and human rights; (v) fighting corruption; (vi) corruption and the market economy; (vii) corruption and the law; (viii) corruption and democratic society; (ix) rights and obligations of citizens; (x) clean and authoritative government; and (xi) good governance.

Preparation of Anti-Corruption Learning Scheme

Learning is a process of interaction between students and educators and learning resources in a learning environment (Komalasari, Saripudin, 2015). Learning is assistance provided by educators so that the process of acquiring knowledge and knowledge, mastering skills and character, and forming attitudes and beliefs in students can occur (Hauser, Barenheim, 2017). In other words, learning is a process to help students learn well. On the other hand, learning has a similar meaning to teaching but has a different connotation of understanding. In the context of education, the teacher carries out teaching activities so that students can learn and master the substance of the subject matter so that they can achieve a specified objective (cognitive aspect), and can also have an influence on attitude change (affective aspect), and increase skills (psychomotor aspect) a student. However, this teaching process gives the impression of being limited as a one-sided job, namely a job that is under the jurisdiction of the teacher only. Meanwhile, the learning process implies an interaction between teachers and students. Quality learning is highly dependent on student motivation and the creativity of the teacher. Learners who have high motivation supported by teachers who can facilitate this motivation will lead to the achievement of learning targets (Heyneman, 2004). Learning targets can be measured through changes in students' attitudes and abilities throughout the learning process. Good learning design, supported by adequate facilities, coupled with teacher creativity will make it easier for students to achieve learning targets. Several methods can be used in the anti-corruption learning process, as described below.

First, the inquiry method emphasizes the free search and appreciation of life values by directly involving students to find these values in the mentoring and direction of the teacher.

Students are given feedback, opinions, and assessments of the values found. The teacher does not act as the only information provider in discovering the anti-corruption values he lives in. The teacher acts as a guardian of the line or corridor in the discovery of the value of life. This method can be used to instill values including openness, honesty, respect for the opinions of others, sportsmanship, humility, and tolerance, Students are invited to begin to dare to express their ideas, opinions, and feelings. Step by step students are directed to organize their thoughts, ways of speaking, and attitudes in life. In this way, students are invited to learn to determine the value of life correctly and honestly. In practice, students are invited to discuss corruption cases that are currently rife in Indonesia. Step by step students is invited to see and assess what is happening in society and finally to what they have done. Students are invited to see the problems and dare to take attitudes and choices in life. The theme of the discussion activity is usually taken from corruption cases which at that time were rampant. In the discussion, the teacher only acts as a facilitator and straightens out if the discussion has left the discussion theme. Students are also invited to critically look at the values of life that exist in their society and react to these situations.

Second, is the collaborative search method, namely emphasizing the joint search involving students and teachers. The joint search is more oriented to the discussion of actual problems in society, where this process is expected to foster an attitude of logical, analytical, systematic, and argumentative thinking to be able to take life values from problems that are processed together. Through this method, students are invited to actively seek and find themes that are developing and become a common concern. By finding problems, critiquing, and processing them, students are expected to be able to take existing values and apply them in their lives. Thus, students will be active in line in the process of finding themes or problems that arise in teacher mentoring. In addition to finding the values of the processed problems, students are also invited to critically analyze the causes and effects of the problems that arise. Students are invited not to quickly conclude let alone take a stance, but carefully and carefully look at the problem to arrive at a stance. Students are invited to see reality not only in black and white but more broadly, namely the possibility of gray reality.

Third, the method of active students or joint activities, namely by emphasizing the process that involves students from the beginning of learning. The teacher gives the subject and students in groups look for and develop the next process. Students make observations, discuss analysis, and conclude the process of their activities. This method encourages students to have creativity, thoroughness, a love of science, cooperation, honesty, and fighting power.

Fourth, the exemplary or modeling method, namely with a pattern of understanding that in the world of education, what happens and is caught by students can be done without being filtered. The process of personality formation in students will begin by looking at the person who will be imitated. Teachers can become idols and role models for students. Exemplary teachers can guide students to form a strong attitude. The harmony between the words and actions of the teacher will be very meaningful to a student, as well as if there is a mismatch between the words and actions of the teacher, the student's behavior will also be incorrect. In this case, the teacher is required to have sincerity, firmness, and consistency in life. The process of instilling anti-corruption values into students through an exemplary process was initially carried out by imitation, but students need to be given an understanding of why it was done. For example, teachers need to explain why we shouldn't be corrupt; explain the dangers of corruption, or why we must be honest, not cheat on exams. This is necessary so that certain attitudes that emerge are truly based on a belief in truth as a value system.

Fifth is the live-in method, which is intended so that students have direct experience of living with other people in situations that are very different from their daily lives. With direct experience, students can get to know different living environments in ways of thinking, challenges, and problems, including their life values. This activity can be carried out periodically through competitions and competitions on anti-corruption. In this way, students are invited to be grateful for their lives that are much better than others and grow a higher tolerant and social attitude in life together. Students need to receive guidance to reflect on the experience, both intellectually rationally, and spiritually.

Sixth, the method of value clarification or value clarification, namely by understanding that social background of life, education, and experience can bring about differences in understanding and applying life values. The existence of various views of life in society confuses a student. If this confusion cannot be expressed properly and does not get good assistance, he will experience a distortion in the value of life. Therefore, it takes a process of value clarification or value clarification with affective dialogue in the form of sharing or in-depth and intensive discussion. The technique of clarifying values or clarifying values can be interpreted as a teaching technique to assist students in finding and determining a value that is considered good in dealing with a problem through the process of analyzing values that already exist and are embedded in students. The weakness that often occurs in learning values or attitudes (including anti-corruption learning) is that the learning process is carried out directly by the teacher, meaning that the teacher instills values that he considers good without paying attention to the values that have been embedded in students. As a result, there are often clashes or conflicts among students because of the mismatch between the old values that have been formed with the new values instilled by the teacher. Students often have difficulty aligning old and new values. Anti-corruption learning in principle is to use a method that involves all aspects of cognitive, affective psychomotor as well as social intelligence. So, understanding the concept, and recognizing context, reactions, ions, and actions are an important part of all methods of educating anti-corruption values.

Projection of Barriers to the Implementation of the Corruption Prevention Model through the Integrated Education System

There is no Anti-Corruption Education Curriculum yet

The most obvious obstacle in implementing the corruption prevention model through an integrated education system is that there is no anti-corruption education curriculum. Existing learning schemes are still temporary and partial or separate so the implications for quality are not well standardized. Therefore, anti-corruption education is not comprehensive and has not been integrated. The weakness of this condition is that there is no permanent and lasting structure as a frame of reference for the implementation of education and teaching in schools or madrasa. These weaknesses are compounded by the fact that to be able to create an anti-corruption education curriculum at the school and elementary levels, requires a consensus understanding as well as a longer period. This situation also demands creativity and understanding from education stakeholders in Indonesia who are required to be responsive to take an in-depth inventory of student needs (Abraham, et.al. 2020). Therefore, the practice that has occurred so far, namely anti-corruption education, which is still partial, cannot only be held once a year or twice but must be repeated.

The Unavailability of Arrangements, Implementation Guidelines, and Technical Guidelines for the Implementation of Integrated Anti-Corruption Education

The next obstacle in implementing the corruption prevention model through an integrated education system is causality from the unprepared and realized anti-corruption

education curriculum in Indonesia, namely the unavailability of implementation instructions and technical instructions for the implementation of anti-corruption education (Tierneya & Sabharwal, 2017). This situation creates weaknesses in the form of understanding and perception of anti-corruption values which are still different because they are adjusted to the competence and understanding of the teacher. This is inversely proportional to the fact that ideally, it is necessary to have consistent implementation instructions and technical guidelines for the implementation of anti-corruption education that will be instilled and must be clear and the same for all teachers or teachers. Therefore, it is not allowed to have a different perspective and understanding of the values that are the pillars of building anti-corruption education. This is because the different perspectives and understandings lead to inefficiency and degradation of the quality of anti-corruption education, especially for students. Understanding is very important given the increasing modus operandi of corruption in recent decades.

Therefore, it is also necessary to have a uniform understanding of the various modus operandi of corruption such as unofficial levies that are not following the laws and regulations. If the public finds that the levy requested by the apparatus is greater than the provisions, it means an act of corruption and should not be complied with. Internet media, television, print media, or radio can be used to prevent and combat corruption. Various social media on the internet also need to be optimized to inform and garner support from the younger generation in eradicating corruption. The use of social media is quite effective in embracing the younger generation who are already fed up with corruption cases and are starting to lose trust in state officials (Raharjo, Saefudin & Fidiyani, 2018).

Instilling anti-corruption education also needs to be applied to bureaucratic apparatus/civil servants (PNS). For civil servants, it is necessary to carry out a series of socializations regarding criminal acts of corruption in all Ministries/Institutions at the central level to local governments at the regional level. Ministries/agencies and local governments need to be asked to formulate programs for preventing and eradicating corruption in their respective agencies, implementing agency values and codes of ethics, as well as submitting State Administrators Assets Reports (LHKPN) in an orderly manner. To accommodate information from the public, an effective complaint mechanism is opened so that ordinary people can easily complain about various kinds of corrupt actions that occur in the practice of state administration.

Anti-Corruption Education is Facultative

The facultative nature is an obstacle that affects the consistency of the implementation of integrated anti-corruption education. Anti-corruption education is unlikely to immediately achieve significant results considering that the program can be classified as a long-term program targeting the younger generation. Thus, the resulting output cannot be enjoyed quickly, considering it takes time and consistency in pursuing these results. If the facultative nature still occurs, by assuming that anti-corruption education is inferior because the results are not immediately visible, then the entire program and curriculum in the implementation of anti-corruption education will be in vain (Feoktistova, 2014). Thus, consistency is needed by combining preventive and repressive efforts in synergizing the eradication of corruption in Indonesia. The preventive and repressive efforts that have been carried out so far need to be added, one that needs to be studied and tried to be implemented is anti-corruption education as carried out by the Chinese state (Lu, Zang, 2020). P The practice and implementation of anti-corruption education in China have proven to be successful in gradually reducing the corruption rate (Zhu, 2012). Indonesia through Article 6 of Law Number 30 of 2002 concerning the Corruption Eradication Commission (KPK) mandates the prevention of corruption through identical anti-corruption education. In this case, anti-corruption education needs to be well

thought out and prepared, in particular several things that include: (i) teaching methods (formal or informal); (ii) curriculum content; and (iii) targets. Some of the things mentioned above have attracted the attention of researchers to study, research, and provide further input so that later anti-corruption education is true as expected, namely to reduce the number of corruption in Indonesia as little as possible.

Conclusion

The ideal form of corruption prevention through an integrated education system is implemented through (i) the provision of basic level anti-corruption education; (ii) preparation of an anti-corruption education curriculum; and (iii) preparation of an anti-corruption education learning scheme.

Barriers to the implementation of the corruption prevention model through an integrated education system include: (i) the absence of an anti-corruption education curriculum; (ii) the unavailability of implementation guidelines and technical guidelines for the implementation of integrated anti-corruption education; and (iii) Facultative anti-corruption education.

Recommendations or suggestions in this study are the ideal forms of preventing corruption through an integrated education system that needs to be immediately supported and followed up with a corruption prevention program as has been prepared by the KPK by publishing an anti-corruption education module or preventing corruption through formal and informal education so that Indonesia can prevent it as soon as possible. corruption as much as possible so that acts of corruption can be reduced to a minimum.

Conflict of Interests
The authors declare that they have no known competing financial interests or personal relationships that could have appeared to influence the work reported in this paper.

Data Availability Statement
The data used to support the findings of this study are available from the corresponding author upon request.

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