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Media and Character Education in Preventing Corruption in Indonesia: The Future Challenges

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ABSTRACT: The research is aimed at providing an explanation and knowing the relationship that exists between knowledge of attitudes and moral emotions. The approach method in the research used is in the form of qualitative retrieval by managing data collected through primary data sources by means of a literature study. The data that has been collected was analyzed using descriptive analysis, focusing on the description of the meaning in several categories and correlated with the theory of character formation in order to find a correlation between the cultivation of an anti-corruptive spirit and the urgency of character education as an effort to minimize corrupt culture in Indonesia. The results of this study indicate that character education can form non-corruptive souls for the nation's generation, especially the younger generation so that they can make anti-corruption culture a culture that thickens in life and performance when they are domiciled in a state administration. The results also show that there is a relationship between knowledge attitude and moral feeling, even though the period of time is not so fast, but the impact of this moral feeling will be felt after a period of time. While in attitude behavior there is an increase in a positive direction, one of which is the implementation of the honesty canteen which in the implementation of the honesty canteen is already good with the percentage results reaching an average of 80% meaning that anti-corruption values slowly begin to form with good habits which then familiarize the nation's generation to be honest and contribute greatly to the consistency of the non-corruption movement for the development of the country's progress that is free from corrupt attitudes.

KEYWORDS: Character Education, Media and Education, Corruption Prevention, Anti Corruption Education, Corruption Eradication



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I. INTRODUCTION

Corruption today is still one of the main causes of the country's economic downturn. Corruption crimes that are increasingly uncontrollable certainly have a negative impact, not only in the economic field but also have injured social and economic rights in the life of the nation and state. In addition, a large amount of corruption can threaten development resources and threaten the political stability of a country. corruption in the sense has been indicated as the cause of the emergence of dangers to human security, because it has spread to education, health, the provision of food clothing, religion and other social functions (Amiruddin & Afifah, 2021).

To overcome this existing problem, of course, a special and unusual solution is needed, because this act of corruption is one of the extraordinary crimes or *extra ordinary crimes*. Of course, it must be implemented in a directed and systematic manner. Responding to the reality of the rampant corruption, in the field of education carry out a learning activity to fortify the nation's next generation of young people. Education becomes one of the determining factors in the process of building personality character in children. From birth to the end of the educational age will always be with humans. In the process the role of the family becomes the most important agent. Education is launched as an effort to create children into complete human beings (Yuwono & Prastowo, 2022).

Based on article 13 of Law No. 2002, the KPK is authorized to implement anti-corruption education programs at every level of education. With education, children will certainly be educated to be good individuals, have character and quality. The same has been regulated in the constitution, namely the national education system

law number 20 of 2003. One of the efforts made is by including or applying anti-corruption education to the curriculum and learning. Strengthening anti-corruption character education is carried out optimally at the preschool to tertiary level. In addition, the teaching staff are also given guidance to teach 9 (nine) anti-corruption character values, which include: honest, hard work, discipline, independent, fair, responsible, caring, simple, and brave.

In this regard, it is the same as the research conducted by Muhamad Faiz Amiruddin, who conducted research on children in the Madrasah Negeri 4 Kediri school. The results of research related to the implementation of character education and anti-corruption have been considered good, but in some of its applications have not been carried out optimally. It was explained that the implementation was carried out by teachers and staff by combining with class hours, besides that the application of anti-corruption education at MAN 4 Kediri was also carried out on a multimedia-based basis by utilizing CARILEM (Learning to Read, Tell Stories, and Watch Educational Films). And there is through a program called the honesty canteen.

Another research conducted by Maria Dona Febriana, one of which is related to research conducted in the SDN Kotalama 6 Malang city, using the method of socialization of anti-corruption education and campaigns about anti-corruption in addition to the habituation of the values of responsibility, honesty, and discipline (Febriana, 2021). In connection with existing research, it can be concluded that character education related to anti-corruption can be carried out by socializing and habituating the cultivation of character values for the nation's next generation of children. Based on this, the cultivation of anti-corruption education for children through character education is very important to be socialized and implemented in daily life to prevent

children or the younger generation from the threat of corruption.

II. METHODS

The normative-empirical method is used with a *non-judicial case study* approach which has implications for the provisions in normative law in the form of Law No. 31 of 1999 concerning the eradication of typists j.o Law No. 20 of 2001 on changes from the law on the eradication of tipikor and the second book of the Criminal Code in the Chapter. XXVIII regarding the crime of office as the basis for the review of the analysis. In the discussion of empirical research, it is focused on the study of the behavior of the nation's children as the next generation of the nation to the urgency of instilling the soul and anti-corruption character which is carried out as early as possible. The data collection obtained is in the form of secondary data with qualitative management from the literature to obtain and find information, various terms or definitions, and theoretical foundations used in the discussion of this article.

III. CORRUPTION AND GENERATIONS OF THE NATION: HOW MORAL CAN PREVENT CORRUTION?

The nation's generation as the successor in the future and as the carrying out of the ideals and national goals of the Indonesian state must have a good and strong character in order to build and lead the country to continue to stand firm with the spirit of unity and unity and increase human resources with clean performance anti-KKN. The nation's young generation is one of the most important things because it is part of determining the future of the nation and the state so that it is very necessary to provide character education, especially character provision against anti-corruption in the souls of the nation since young to provide cultural habits that perform cleanly and have

strong and firm life principles against Establishment. The urgency of character education to the nation's generation also forms a noble personality in accordance with the foundation of the Indonesian nation's outlook on life, namely Pancasila and adjusting to religious values which certainly does not provide a fall for deviations from acts of corruption.

The generation of the nation that is focused in our analysis is the younger generation in the form of children to adolescents in the realm of education, so in this case they are children to the age of adolescence who have a level of vulnerability to changes because the ages of adolescents are in the phase of finding identity so that positive personality guidance is needed so as to encourage positive changes in the character of the nation's generation (Sutrawan, 2018). Youth is one of the designations for the younger generation of the nation which in youth law No. 40 of 2009 has explained the meaning of youth who are Indonesian citizens by entering an important period of growth and development and biologically have shown characteristics of maturity with vulnerable age that has been stipulated in the law which is referred to as youth is 16 years old to 30 years old (Pinilas, 2017).

Participation by the nation's generation is very necessary, especially it is expected to be able to contribute to the order of governance to realize good systems in the future for the welfare of the community and can provide an effort movement against the urgency of minimizing the culture of corruption in various aspects, both time, power, performance, and so on. In general, youth is the form of each individual who in a physical perspective is at the stage of development and psychically in a high stage of emotional control so that youth is a human resource that is expected to be a good future

builder for the future. the dynamic character and nature of youth means that it can still change because the psychic is full of emotions and of course turbulent, hence the need for guidance and reinforcement character to control the emotions in him to be stable. In the face of various changes that are passed through both socially, psychically, and culturally, sometimes the youth have a burden borne by him starting from great expectations so that it becomes a burden for him, it is not uncommon for corruptive cases to arise by the youth himself, one of which is dishonesty and cheating is a form of his distrust regarding his own efforts and results.

The younger generation is a representation of the meaning of the *younger generation* by containing meaning in the form of a population that is forming an identity. The word generation, when spelled out, has the meaning of a group or each individual while in the second word, namely young, it has its own meaning in the form of designation to a very young age category. Amien Rais's statement in describing corruption that corruption *is the way of life in Indonesia*, which means that corruption has been cultivated by growing as a habit (Widhiyastuti, 2018). Meanwhile, they (the nation's generation) are required to be able to organize the country well in the future. A clean spirit and high integrity are great responsibilities that must be carried by the nation's generation. Efforts related to the urgency of minimizing the culture of corruption in life in Indonesia, one of which is by providing anti-corruption education as a form and real effort in cultivating the anti-corruption movement can be through honesty canteen programs that can be applied to the level of elementary school, junior high school, high school, to the tertiary level.

Educational institutions are the government's attitude to instill anti-corruption values, this is the first step in building the mentality and

attitudes of the nation's children with the aim of producing a generation that has a firm view of all forms of corruption in Indonesia. education as a basis for saving generations of the nation through teaching. Not only students are required to understand, but for teachers, they are actually more optimizing every learning method used to make it easier for students to understand and be able to apply good teaching. The importance of anti-corruption education certainly brings changes that can be enjoyed by the results, if carried out properly in accordance with the goals and targets (Simarmata et al, 2020).

The nation's children have the right to be able to get an education, one of which has been regulated in the constitution of the 1945 Constitution in article 28, in formal education, there is the formation of communities that are formed, one of which is the anti-corruption movement community and the participation of youth as a form of a forum for the nation's younger generation or regeneration in order to carry out education and technological developments that correlate with the efforts of the younger generation to act responsively in minimizing corruptive nature (Charity, 2021).

IV. ANTI-CORRUPTION CHARACTER EDUCATION

It has become an important thing to start familiarizing the anti-corruption culture in all elements of society, including teenagers who will indeed become the next generation of the nation. But sometimes the seeds of this corruptive attitude arise from small habits that are carried out in everyday life, for example, most of the teenagers, especially students, are still found many students who cheat during exams, skip school during class hours, collect assignments not on time, arrive late for school, give gifts to teachers when they increase in class, corruption in pocket money which is often done by teenagers

etc. (Indrajaya et al., 2021). This example has reflected the existence of corruptive attitudes among young people. Of course, this has hurt the value of anti-corruption education. Sometimes big problems arise because they are caused by small or arguably trivial problems but have a big impact on the formation of corruptive seeds. Because basically corruption is not only carried out by power holders, but everyone has the opportunity to commit corruptive actions.

But in essence corruption is rampant because it is driven by the greedy and greedy nature of the individual himself. Always feeling less, lack of income and less strong morals are often the beginning of the emergence of seeds of corruption which this happens a lot in individuals in general (T.S Hamirul: 2021). The younger generation or known as teenagers is a phase where the change from child to adult makes it still unstable and corruption is usually done a lot in adolescence. So it is urgently needed to strengthen the morale of the younger generation of Indonesia. Currently, corruption has mushroomed in Indonesia, while efforts have been made to prevent and eradicate it have not found a way that is really effective in eradicating corruption. This is triggered by various factors, both from individuals, society and the government. Corruption is very important to be addressed immediately because the impact of this act of corruption threatens finances as well as other important areas.

Examples of some of the above deeds have been done a lot and have even become normal for today's society. In fact, if we understand that corruption arises from dishonesty, undisciplinedness, irresponsibility, etc. Hereditary culture must be eliminated immediately. Because basically corruption is not a culture that must be preserved for generations. There must be concrete efforts to break the chain of cultivation of corruptive attitudes. From year to year the level of

corruption in the country is increasing. Perhaps what we often listen to through corruption is synonymous with officials etc., but in fact all circles are capable of committing acts of corruption. For example, among students and generations of the nation. the next generation of young people of the nation must be really supervised in getting along because the driving factors for corruptive attitudes are influenced by environmental factors.

Character education is not easy in shaping the character of the students takes a long time and is carried out continuously, but in this case character education is not until the time when we have succeeded in forming a good character, but in learning character it takes time throughout life, so that it follows the times and the process of forming a character that can be said to be perfect (plenary). The community must know the concept and be able to commit, that way anti-corruption education in its application is not so difficult what must be known is to have a sense of concern, respect each other's rights, be honest, follow the rules of applicable law, participate in social activities

This character education is a form of reality-based learning that should be applied in the school environment as a form of curriculum development that emphasizes the character of students who teach simplicity and high fighting power never give up. The cultivation of character in students is not only about instilling children not to be corrupt in the future, but also instilling in children about corruption in independence, there are still many incidents that can be seen where children like to cheat when there is a test of this, we can see that in children do not have the value of honesty and a sense of responsibility

V. DEFINITION OF CHARACTER EDUCATION AND ITS IMPORTANCE

News about corruption is becoming an ongoing thing in Indonesia. Corruption behavior can be realized if there is an adequate opportunity, condition and situation. Issues related to the prevention and eradication of corruption in Indonesia are a shared responsibility, not only charged to law enforcement. However, it requires the active participation of all levels of society together to carry out efforts to prevent and eradicate corruption (Monita et al., 2020). Moreover, the anti-corruption culture in Indonesia has not developed optimally, many people allow corruption because it is considered a natural thing. Anti-corruption education continues to be built and supported by character and humanistic education that is being intensified by the government and accompanied by the role of the community.

Character education is something that needs to be considered, especially in the application of education in Indonesia, currently there are many problems that deviate from values, norms and morals in society. Where the perpetrators of deviance are often carried out by the nation's generations. With this reality, it is necessary to socialize and apply character education to overcome the problem of crisis of values, norms and morals of the nation's generation. Character education is an effort to realize the nation's generation. Character education is an effort to instill values including willingness or awareness, the act of applying values, ethics, character, and good morals in the younger generation, namely students with the aim of creating good personalities in students such as being honest, respecting others, or behaving well in everyday life (Indonesia et al., 2021)

Character education is one of the efforts in building daily good behavior, the goal is that the nation's generation, especially students, is able to reflect a good character. The driving factor for the

occurrence of many deviant problems is the crisis of character and moral values experienced by the community due to the lack of public self-awareness or the limited character education obtained. This makes the government strive to realize character education as a large part of the learning applied to students in schools. So that this character education becomes a very important thing or effort because it has the aim of suppressing and avoiding a moral crisis among students, hopefully those who become the successors of the nation understand how to act according to applicable norms and morals.

By instilling an anti-corruption attitude in character education, it can encourage improving the positive character of the younger generation, having integrity, being responsible and actively participating in carrying out corruption prevention and not participating in corruption acts. The application of anti-corruption education is also important to be applied to all parties, both the community, the government and the younger generation. This anti-corruption education will be contained in character education where this anti-corruption education aims to: be able to understand the formation of corruption and its aspects, change perceptions and attitudes towards corruption, form new skills and understandings to fight various forms of corruption (Prasetyo et al., 2021). Ita suryani explained that the purpose of anti-corruption education is more focused on building anti-corruption character in the life of the nation and a state free from the dangers of corruption. Character education related to anti-corruption education is already stated in the provisions of Law No. 30 of 2002 article 13.

Building character becomes a process of carving or sculpting the soul in such a way, so that it is created uniquely, interestingly, and other than others. It's like a letter of the alphabet that is never the same as

each other. Likewise, people with character are able to distinguish between one person and another. Character education is also known as moral education, values, affective world, *ahklak*, or ethics education. The purpose of this education is so that students as the successors of the nation have good morals and morals, in order to realize a just, safe, and prosperous national life. Technological advances are increasingly sophisticated, where many children in this digital era are spoiled with modern technology. In this all-digital era, the ease of obtaining and digging for information on the internet is very easy and fast. This is what really needs to be watched out for, it is feared that teenagers imitate actions reported in the mass media, such as corruption and so on. So that parents and parties involved must be more vigilant and supervise their children. Education exists to prevent this from happening to generations in the country.

With character education in the next generation of the nation, it is able to increase the spirit of struggle towards a clean Indonesia in every young generation in Indonesia. The government continues to strive so that later the anti-corruption character in all circles can be properly instilled, which has the impact of being able to overcome cases of corruption that are increasingly out of control as they are today. Where the impact of corruption is not only on the state but also affects the survival of its people. So, there is a need for cooperation or good relations between the government and the community so that the prevention of corruption can be implemented optimally and reap maximum results. Because fighting this corruption requires integration from all parties involved.

VI. IMPLEMENTATION OF ANTI-CORRUPTION CHARACTER EDUCATION

1. Implementation of Anti-Corruption Character Education through CARILEM Learning

Since an educated teacher is a role model for students, the institution (school) must begin with the implementation or application of anti-corruption education with the personality of the educator. Students see, imitate, and imitate students nearby in the school environment. If the institution is in line with a well-conceived and implemented plan, it will affect people's confidence as consumers of education. However, the application of character education and anti-corruption requires media and methods of providing special education to achieve educational goals. Among these media, you will learn the concept of age-friendly and understanding-friendly child learning: CARILEM learning method or CARILEM learning, namely reading, telling stories, and watching educational films. For example, here the teacher teaches students to watch educational movies such as *Laskar Pelangi*, *Pencil Bridge*, *Negeri Lima Menara*, *Jungle School*, and other character learning applications. The application of this learning is also related to the desire to build quality schools.

2. Strategy and Implementation of Anticorruption Education in Junior High Schools

Strategy and implementation of units according to Marunung (2012: 241) Learning can take place as follows:

- 1) It is necessary to develop a national education policy against corruption of junior high school education units.

- 2) Improving the ability of teachers through special training activities at MGMP Integration of Course Content in it contains the value of honesty.
- 3) Exemplary teacher/parent: role model or role model (word and action) is necessary for good character development.
- 4) Integrating national anti-corruption education into subject teaching materials (pending. Religion, Civics (CID), Social Studies, Science, mathematics etc.
- 5) Integrating national anti-corruption education into extracurricular activities (Scouts, Nature Lovers, Red Cross or PMR, Outbound, Student Association, etc.). Parents are educators initially, so cooperation between schools, parents and society is absolutely necessary for the education of parents' values and personalities. Individual Contracts/Commitments:
- 6) Each student's commitment is a source of honest personality development. Developing School Culture Through Morning Meetings:
- 7) The leadership of the Educational Institution identifies the values or virtues that members of the educational community need to develop in order to serve as the basis of daily processes.
- 8) Post your daily activities and reflections.
- 9) Extracurricular Activities: Extracurricular activities provide space and opportunities for students to present themselves authentically.
- 10) Intelligence and Affirmation of Customs and Consistency of Discipline: Affirmation and Consistency in Enforcing Disciplinary Regulations will be the driving force for the achievement of anti-corruption education.
- 11) Actively participate in non-academic activities: by participating in are various virtues such as honesty, responsibility, loyalty, joint work, mutual respect can develop.

3. Building Character Based on Anticorruption Values through Extracurriculars

Self-development through extracurricular activities in schools is a form of effort to instill values or understanding of anti-corruption. This activity is held in schools which makes it a medium that has the potential to shape the character of students (Akhwani & Sigalingging, 2014: 13). Preparing the nation's generations for future welfare, because they are the pillars of the bangsa / state in the future, of course, good character will greatly affect the future situation (Akhwani, 2018: 121). Based on the Minister of Education and Culture No. 62/2014 concerning extracurricular activities, primary and secondary education in article 2, it is explained that the purpose of extracurricular activities is to build the potential of talents, interests, abilities, independence, good personalities, cooperation, in students in Indonesia.

Learning the importance of anti-corruption values in extracurricular activities can be through simple discussions or discussions about good and developing noble values in society. With this activity, it also adds to the knowledge of students with real practice, so that from this practice can be embedded the desired character not just recognition (Shobirin, 2014: 114). The results of the analysis found three parts of learning that focused on memorization and written learning such as scouting, martial arts, and PMR or called the Juvenile Red Cross.

Scouting has the goal of instilling individual, group and personality intellectual, nationalist, responsible, disciplined and directed values and upholding noble values both physical and spiritual. From these activities, an anti-corruption attitude or nature arises that can be realized through various other activities or learning processes. these traits include being honest, fair, and consistent about better directed

life choices (Azrul, 2012: 21).

Hasan & Ajirna (2018) and Ulfah at SD Istrina (2017) conducted a survey and managed to get data that stated scouting activities were able to develop discipline in students. Therefore, Suhartini (2020) also stated that in scouting activities there are indicators of the value of discipline to fight corruption. After observing the form of scouting training in the UN or line-marching there needs to be a high concentration and repetition if something goes wrong, of course, with this can know the cultivation of significant individual and group values of solidarity and cohesion with full compliance, order to the instructions given. So that it has a good impact on the character of Indonesian students.

The value of honesty is reflected in the Scout extracurricular program. A study by Mustofa & Akhwani (2019) found that the value of honesty can be achieved through giving. Entrust selected student scout members to manage their finances. There are activities that mean that students who are still in elementary school can always learn and continue their education, please be honest. In acting as a financial manager by providing trust in this way, students learn and train themselves to always act honestly and wisely. Manage your deposits and withdrawals and record them carefully.

The nature of responsibility as part of the anticorruption value is seen in extracurricular activities see. Mustofa & Akhwani (2019) describe educational values or a responsible attitude towards student coaches who are members of the Student Scouts giving confidence to students in their plans. Organizing and carrying out various activities on the scout field after school. Students are trained for this do all the activities that have been prepared to the maximum extent possible. That's right, Juwantara, Ridho Agung (2019) said that coaches instill

the value of responsibility in their students to give assignments to students to complete according to the agreed time. Students take responsibility and make the most of what you have on a mission as a Scout member.

The value of independence in Scout extracurricular activities can be seen from the Saturday-Sunday camping activities (Persami). This is in accordance with Koti's research, Suhartini (2020). This Persian activity can be a place to teach students the value of self-reliance. Members of the student scouts even though still in elementary school are a prerequisite for this independent attitude. The implementation requires students to be able to prepare everything from attributes to equipment, clothing. Activities that take place overnight without your parents can train and shape the personality of independent students. The student must be able to solve the problem of the assigned task. For Persami, this is also a measure of the extent of the arrangements made. Students are independent in everyday life.

4. Implementation of anti-corruption values through habituation

One of the strategies in preventing corruption through character education in schools, there are seven references that make character education important, namely, first, character education is a good way to fortify children's lives, secondly it can improve grades in schools, thirdly there are also students who have not been able to implement character education in schools. environment, fourth in a diverse society students are prepared to live well, fifth eradication starts from its roots, namely overcoming first the deviations that occur in the student social or society, sixth preparing personal circumstances both to be applied in the workplace and seventh learning about noble values or banhgsa culture as part of the creation of civilization (in Nur Cahyani & Tri Joko Raharjo, 2021: 55).

In applying character education, there are not many obstacles so in creating character education that is easily understood by female students about anti-corruption values by habituation. Habituation is a way of action obtained in school on a repetitive basis. This can be consistent or fixed so that it can be remembered in the long term from this habituation it will become a habit to do these things. Habituation applied to students aims to make students familiar with what has been done repeatedly so that students can apply it to social life.

Schools have an important role in creating quality student character. Effective character education will have an impact on the progress of the country in realizing character education in the school environment, it is necessary for school officials such as teachers and devices that have quality, teachers are good examples and role models for students. So that learning does not become blind, it requires educational interaction between teachers and students so that there is a relationship between them. The influence exerted by the personal teacher, students, learning atmosphere, and school environment affects the positive character of students that occurs through Arifin anti-corruption education (in Al Furqan & Marzuki, 2019: 223).

Education is not just about teaching students what is good and what is bad. Education is familiarized with the good so that students really understand what has been taught, the good and the bad. The application of character education requires students' emotions, including academic ability, in order to compete with others and build relationships. Familiarity is important in education. From education generates good behaviors and personalities for learners in their adult life, thus allowing them to grow and develop according to their development.

Aristotle once said, "we are what we work on over and over again, excellence is not a deed, but a habit." sow ideas, reap deeds; sow deeds, reap customs; sow habits, reap character; sow character, reap fate" (Evinna & Arnold, 2016: 28). Character can essentially be interpreted as a coordinated set of habits that we think, feel and do, so that the desired work is achieved and carried out. Strengthening the value of honesty with the application of habits will make students will not do actions that deviate from habits and have a fear of doing everything outside the norm, it is very important to instill anti-corruption values carried out by schools with the application of habits, good habits that students get after studying will become provisions in social life

Teachers can also instill anti-corruption values in ways that are fun and easy to understand by students, one way is by implementing honest canteens in schools with the existence of honest canteens, the application to students is easier, with this habit students can also apply outside of school, anti-corruption education is very important in order to eradicate corruption in Indonesia where the case is increasingly the day is rising. Apart from the application of honest canteens in schools, teachers can also model how to actually fair attitudes so that students have a sense of concern for friends do not have a sense of belonging to non-property rights, the success of the application of anti-corruption character in its application must involve students directly.

Personality education aims to emphasize certain values such as respect, responsibility, integrity, compassion, and justice, and students understand and respect these values to achieve success in life. , Help you implement it in your life. Personality education in schools can be applied through the example of a teacher and can also

be instilled through habituation continuously (Evinna & Arnold, 2016: 29).

Anti-corruption character education is inseparable from obstacles and obstacles in its implementation, many obstacles experienced come from the personality of students, namely in the form of the mindset of students who are immature so that they have difficulty in understanding, learning and behavior of children that are not easy to condition, especially the application is carried out to preschool and elementary school children where most children are still playing around in terms of not being able to seriously handle a problems, the child's environmental condition can also be an obstacle factor in the application of anti-corruption values, both the family environment and the surrounding community environment, can be done in the family environment the parents have succeeded in forming a good character if the environment is not good then it will be a big influence on the child, the child will be confused about which one to apply and which one is good and right.

Forming a good character is not easy and as fast as what we expect so it takes a long time in the process because children do not easily absorb so much of what is being taught so the teachers in the application do it slowly.

VII. VALUES OF THE ANTI-CORRUPTION MOVEMENT

Corruptive behavior is something that is not commonly heard, and some news is witnessed about corruption crimes that almost occur in several regions of the country. We know that corruption is bad behavior or deviation from morals with the estuary of the problem with corruption is actually dishonesty and dissatisfaction with what has been possessed so that it always feels lacking with the flaws of

opportunity to be able to carry out its corrupt actions to be able to enrich oneself personally. Corruptive nature should not become a culture that is thick in life or in the performance of human resources so that the urgency of the values of the anti-corruption movement must be instilled in the nation's younger generation.

Behaviors such as not wanting to wait in line, breaking through traffic signs, arrogant, lacking confidence in yourself, not being disciplined on time or not *on time*, and looking for shortcuts or using insiders to speed up a process are very bad behaviors in shaping the personality of the younger generation. The act of corruption indicates a deterioration in man's ethical attitude due to the absence of moral integrity in him such as bribery, deception, manipulating data, and the like so that it can be said to be a deterioration for the integrity of one's moral integrity. Misappropriation of morals can be defined as the destruction of integrity in the implementation of obligations carried out by committing fraud, acts of gratification, and so on so as to create a deterioration in morals (Priyono, 2018).

The cultivation of anti-corruption values for the nation's generation is very important and can be used as a preventive effort against the prevention of corruptive nature, because in essence corruption is a benalu in the social order of life that is able to damage the government system and hinder the implementation of government and development for the welfare of the people. The effect of the purpose of instilling the values of the anti-corruption movement will indeed be felt in a not short period of time because the process is long and not instantaneous, but the generation of the nation will feel the anti-corruption values when they have received a good and adequate anti-corruption education and take a role in the anti-corruption movement baim through participation in a forum, organizations and agencies

that provide field practices in the social life of society.

Anti-corruption towards character building as *an agent of change* refers to strengthening anti-corruption values, including the value of honesty as the main base that must be established because it trains in the slightest thing not to give lies or manipulatives to a fact and reality, the value of independence as a form of mentality so that the nation's generation has a high fighting effort and appreciates every process in life, the value of discipline both over time and the fulfillment of promises is a form of discipline in order to become an authoritative person both in the future and disciplined in obeying the applicable regulations, the value of responsibility in terms of the power given in his position is not to be used as an opportunity to enrich oneself but must be carried out thoroughly in accordance with the obligations that have been given, the value of hard work so that every generation of the nation appreciates the efforts realized by himself so as not to underestimate or assume in getting things especially relying on insiders which happens a lot in life practices, the value of simplicity that always be grateful for what has been possessed so that it still feels well-off because of the consumptive nature because it is accustomed to hedonism so that it does not feel enough for what it has achieved or has, The value of courage means having a brave mentality towards the disclosure of corrupt acts so that it is not easy to be bribed against the silencing of real evidence, and the value of justice aims to make or make a decision correctly and fairly.

The values of the anti-corruption movement are a form of accountability from the conformity between regulations and the implementation of good performance so as to prevent someone from committing acts of corruption because of the high awareness that the

corruptiveness is very bad, has very fatal consequences, especially the existence of real legal sanctions.

The values of the anti-corruption movement must be socialized and fostered by institutions that are usually engaged in the eradication of corruption, namely the KPK, educational institutions can also participate in providing socialization of knowledge about corruptive and anti-corruption movements, as well as organizations or other anti-corruption community group ties. The target of counseling and socialization of the values of the anti-corruption movement in this article is an easy generation so that it can be adjusted to a simple discussion style so that it can be understood by young people.

Some things that can be synergized related to the values of the anti-corruption movement are the formation or building an environment with an anti-corruption culture, that we know that their youth are filled with various kinds of environmental conditions where they develop so that they must need awareness and caution and guidance for young people to be able to synergize the environment with the anti-corruption culture. One of the cases that often occurs among the younger generation, especially those who are sitting in the education sector, is that they do not convey the mandate of paying tuition fees from parents, more clearly the money that should be used to pay tuition fees is corrupted or spent on other things. Of course, the behavior that occurs in the younger generation is very sad, the spirit of honesty and the delivery of the mandate should be instilled so that they do not underestimate the act of corrupting tuition money. The application of the code of ethics in the school environment can also be done as an innovation in a new form of coaching for the media in the realm of education to emphasize the values of the anti-corruption movement for the younger generation.

The policy towards anti-corruption values generally includes 9 anti-corruption values, firstly the value of honesty in its definition of an action or deed with a correlation that is in harmony between speech, in this case not lying or not manipulating. Honesty is one of the most basic and main values because honesty does not exist, but honesty must continue to be fostered by anyone until the end of life. The value of honesty must continue to be held and honesty must be applied in various aspects of life. Secondly, independence with another meaning, namely standing on one's own feet firmly and with strong principles, independence is also very important because with the existence of independence in a person makes him tough in dealing with various things that are easy to difficult so that when shown in difficult things, he does not take an alternative path by underestimating this to be able to corner certain parties.

Third, the value of caring is closely related to anti-corruption because caring in this case is heeding or ignoring things that are considered bad and not in accordance with established procedures. The four values of discipline that discipline in the form of compliance and observance of regulations, one of which is discipline for time, can also be included as one of the anti-corruption values against time and discipline on promises that are said to be implemented immediately. The five responsibilities, values that are very necessary are also to be instilled in every person of the younger generation, one of which is responsible for the obligations that have been given by having to be carried out in accordance with the mandate. The six efforts of hard work are needed as a reinforcement for a person not to act corruptively because he already feels that it is difficult to achieve the desired thing. The seven simple values, namely a lifestyle that is not hedonized, will make a person more restrained in finances because they do not feel the burden of a hedonistic lifestyle. The eight values

of courage really need to be instilled in the younger generation to dare to expose things that are not in accordance with the facts and to be brave in making good and peaceful decisions for the common good not the interests of individuals. And the ninth value of justice means acting anti-discrimination and providing a sense that the money it takes is not his but for the welfare of the general public.

VIII. EVALUATION OF ANTI-CORRUPTION CHARACTER EDUCATION

Corruption in law enforcement in Indonesia continues to strive to create a corruption-free Indonesia. However, it is known that the enforcement of the law has not been optimally implemented. This is evident from the cases of corruption that continue to increase in number. Corruption is no longer a taboo case to talk about, it has become a disease that is commonly known to the public, this is evidenced by the large number of "ruling persons/officials" who are entangled in corruption cases. Various efforts have been made by the Indonesian government, such as implementing character education from an early age. The goal is to create a clean national character of morals and deviant behavior. Anti-Corruption is a synergistic movement to build a new generation through anti-corruption education applied to the learning curriculum in schools since 2018 by the Corruption Eradication Commission (Ayu Putriyana and Nur Rochaeti, 2021).

Thus, much must be improved so that this anti-corruption education program can function optimally, specifically not just a sweetener, especially how anti-corruption education is integrated into this curriculum will be practiced in schools. So that adequate learning strategies are needed, such as, training for teachers in increasing understanding of anti-corruption material that will be integrated into

students / students in schools, this can start from the teacher's ability to learn material using systematic and strategic methods for the development of the anti-corruption nature and / or attitude of the students, this program can be continued through field assistance, providing learning practices by utilizing available resources and developing educational innovations in the classroom (Hambali, 2020).

Anticorruption Character Education is a long-term strategy as an integral part of the curriculum. All teachers have the responsibility to synergize and integrate anti-corruption values in accordance with subjects in the curriculum. Intellectual, moral, and emotional good individuals are guided by systematic learning. Education and experience are mutually extinct. Education is born from the experience gained by a person, which is then channeled to others. The value of anti-corruption is sought to be able to be applied by students, namely, honest attitude, responsibility, simplicity / humility, self-discipline, independence, fairness, hard work, courage in learning. The success of the anti-corruption education program is felt from the implementation of this program in the community and the targeted achievements are realized (Hambali, 2020).

Success of educational programs the introduction of educational programs demonstrates anti-corruption efforts. anti-corruption efforts in the regions and elsewhere Achievements in schools and programs with the aim of achieving, at the very least, publications related to the implementation of anti-corruption education policy initiatives are programs that teach the public about the dangers of corruption. There are a number of events organized by the KPK. some achievements in 2018 four people agreed the Ministry of Corruption Eradication have arrived curriculum. The agreement states that the

responsibility for educating anti-corruption character and culture at Every level of education having a June curriculum is the deadline of 2019.

Many schools, many teachers, and many principals, especially in places where Anticorruption Education has not been organized, have not heard or read the technical instructions of the Anticorruption Education program. On the other hand, there are programs that must be instilled in students that are also intertwined with the curriculum, such as reading programs and character development programs. Anti-corruption education through critical literacy can serve as a link between anti-corruption education initiatives and school literacy programs.

Anti-corruption education activities are also carried out slowly. Meanwhile, the KPK found certain schools had implemented character education with new methods, based on monitoring and assessing results. The neatness of the clothes and the regularity of the student's presence are judged by the teacher as character traits. The KPK also found that the principal's willingness to always provide direction and guidance deserves a thumbs up. Every morning, teachers are evaluated to instill the ideal of honesty in their students. The record of monitoring results is essentially identical to the technique of instilling values and character in many people. schools, especially those in underserved communities, the Anti-Corruption Education Program has not been implemented. Meanwhile, innovation in the field of education that can be used as an example of effective learning practices in anti-corruption education is one of the tools that can be used to fight corruption. Adaptation and/or modification of teachers or school communities, for example conducting anti-corruption training has not been well publicized.

IX. CONCLUSION

This study concluded that character education needs to be insured to instill anti-corruptive souls for the nation's generation to carry out a clean work culture anti-KKN. The rampant corruptive behavior that occurs among adolescents, makes the need for character education. Trivial behavior is able to provoke the growth of seeds of corruption. For example, what happens a lot and is done by teenagers, namely skipping school, cheating, being late, corruption of pocket money and so on. Character education can be applied to control actions that lead to corruptive acts. Character education can be applied in the learning curriculum. Anti-corruption character education needs to be evaluated in depth in order to see the development of the character of the nation's generation who are moral, intellectual and synergistic towards the anti-corruption movement in Indonesia. The selection of an ingenious strategy by incorporating anti-corruption character education into the school curriculum can be expected to be able to achieve the target of the nation's generation of anti-corruption carried out properly. The success of this education will certainly have a good impact on the development of children for the future of the Indonesian nation with advanced character.

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COMPETING INTERESTS

The Authors declared that they have no competing interests.

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