

Evaluation of the Anti-Corruption Education Policy within the Civil Servant Apparatus (ASN) in the Central Java Province

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Abstract

This study aims to assess the alignment and precision of policy formulation, the quality of policy implementation, the policy's suitability, and the effectiveness of the anti-corruption education program for civil servants (ASN) established through Governor Regulation No. 10/2019 in Central Java. This research employed a qualitative research design with a descriptive approach. The subjects of the study consisted of 23 participants, including five structural and functional officials from the Central Java Regional Training and Education Center (BPSDMD), six trainers from BPSDMD, two anti-corruption instructors from the Inspectorate of Central Java Province, and ten training participants at BPSDMD in Central Java. The data for this study comprised primary data obtained from interviews and secondary data including journals, books, and articles. The evaluation uses the Context, Input, Process, Product (CIPP) evaluation model. Data collection techniques involved in-depth interviews and documentation, collecting data such as interview transcripts and documents related to anti-corruption education from BPSDMD in Central Java. The research findings indicate that there is alignment and precision in the formulation of the anti-corruption education policy for civil servants as stipulated in Governor Regulation No. 10/2019, and the policy has achieved its intended goals. The anti-corruption education policy has demonstrated quality, and there is congruence between the policy and its implementation environment. The anti-corruption program for civil servants in Central Java has been effective. Recommendations for improvement include the need for annual program updates to maximize evaluation improvements, more extensive anti-corruption education, the establishment of Integrity Seeds within each local government organization, and the necessity for more intensive collaboration between BPSDMD, the Inspectorate, the Central Java Anti-Corruption Educator Community, and the Corruption Eradication Commission (KPK).

Keywords: Policy Evaluation; Anti Corruption Education ; CIPP

INTRODUCTION

Corruption, as an amoral behavior involving the misuse of power or authority by violating established rules for personal interests or gains, can be likened to a chronic disease that continuously develops and is difficult to cure. Sri Mulyani, the Minister of Finance, states that corruption is an extraordinary disease that has a significant impact on economic damage and the fabric of society and the nation (Wibowo, 2022).

This condition is further emphasized based on the Corruption Perceptions Index (CPI) score from the survey conducted by Transparency International in 2022. Indonesia only scored 34 and ranked 110th out of 180 countries. This indicates that the handling of corruption cases in Indonesia is still very slow and has not deterred corrupt individuals (Wibowo, 2022).

According to Hamzah (2005), the strategy for reducing corruption can be structured into three programmatic actions: Prevention, Public Education, and Punishment. Prevention involves enlightenment for prevention. Public Education aims to educate the public to stay away from corruption, while Punishment refers to the prosecution of corruption offenses (Wibowo, 2013).

Governor Regulation of Central Java No. 10 of 2019 regarding the implementation of Anti-Corruption Education is a public policy implemented by the Provincial Government of Central Java to prevent corruption through education. Prevention is seen as an important step in stopping corrupt behavior, especially considering the repeated enforcement actions by the Corruption Eradication Commission (KPK) have not

been able to eradicate corruption in Indonesia (Mahesa, 2012 and Wibowo, 2022). In realizing this policy, education is an appropriate means to be used in corruption prevention efforts as it targets the awareness of individuals and community groups regarding the importance of anti-corruption attitudes and actions (Handoyo, 2012; 2013).

Public policy refers to any actions or inactions taken by the government and follows certain stages, starting from formulating public problems to evaluating implemented policies (Handoyo, 2012). Public policy serves as a means to achieve the goals desired by society and the nation, making it easily understandable and measurable, although it does not mean it is easy to formulate, implement, and control (Nugroho, 2003). In general, public policy consists of three activities: formulating policy, implementing policy, and monitoring and evaluating policy implementation (Dunn, 1994). These three activities have a causal and cyclical relationship as each determines the effectiveness of the adopted policies and are interconnected with each other (Tachjan, 2006).

A frequently used public policy evaluation model is CIPP (Context - input - process - product) developed by Stufflebeam (2003). The CIPP model consists of four dimensions: context, input, process, and product. The CIPP model is believed to provide a comprehensive evaluation at each phase of the evaluation, providing a systematic framework that guides measurable outcomes (Youker & Ingraham, 2013). The concept, design, implementation, and assessment of public services and public service response feedback in the CIPP model can be formulated to determine the effectiveness of policies for further improvement (Zhang, Guili, in Erialdy, et al, 2001). Several studies on the implementation of the CIPP model have been conducted in Indonesia, for example, Habibah (2022), Erialdy et al (2020), and Supriyantoko (2020). A number of these studies have tested the effectiveness of the CIPP model in various public services, but there is still a lack of testing on the effectiveness of the implementation of anti-corruption policies for civil servants whose urgent and significant impact is experienced. The gap in the phenomenon based on limited empirical studies makes this research important (Fathya, 2018).

This research focuses on the evaluative study of the anti-corruption education policy within the scope of civil servants (ASN) in the Province of Central Java. The evaluation is conducted on the aspects of formulation, implementation, and policy environment. There are four target groups for the implementation of anti-corruption education in Central Java: students, civil servants (ASN), regional government-owned enterprise employees, and the general public. This study specifically focuses on the implementation of anti-corruption education within the scope of civil servants (ASN). As the main consideration, ASN is the driver of governance and the main supporter of the sustainability of the government system.

METHODS

This study employs qualitative research methodology. Qualitative research was chosen as the approach to gathering research data because, in qualitative research, the emerging phenomena are more holistic, meaning they are comprehensive and cannot be separated. Therefore, qualitative researchers do not only focus on research variables but also the overall social situation being studied, including the aspects of place, actors, and activities that interact synergistically (Sugiyono, 2013). The positivist philosophy associated with qualitative research considers research problems as realities and phenomena that can be classified. This classification makes the data relatively stable, concrete, observable, and measurable.

The research approach used in this study is descriptive. A descriptive approach is employed to investigate and describe a phenomenon, including its forms, activities, characteristics, changes, relationships, similarities, and differences with other phenomena (Moleong, 2013). The descriptive approach was chosen because the research object is a phenomenon within a heterogeneous community, and the data obtained will be more factual and objective. Additionally, the use of a descriptive approach is useful in presenting the research results in a descriptive-qualitative manner, aiming to depict and elaborate on the issues in detail and comprehensively, leading to objective conclusions (Mulyasa, 2011).

This research was conducted at the BPSDMD (Regional Training and Development Agency) of Central Java Province from March to April 2023, involving Structural/Functional Officials at the BPSDMD of Central Java Province as the training organizers, Instructors including Widyaiswara (training instructors) and Anti-Corruption Counsellors from the Inspectorate of Central Java Province, and Civil Servants under the scope of the Provincial Government of Central Java as participants of both Functional Technical Training and Structural Training within the period of January to April 2023 at the BPSDMD of Central Java Province (Akbar, 2016).

The data in this study consists of primary and secondary data. The primary data in this research are sourced from interviews conducted with civil servants in Central Java Province. Meanwhile, the secondary

data in this study consist of journals, books, and articles that are relevant to the research.

The data collection techniques used in this study are interviews and documentation. The interview technique is conducted using an in-depth interview methodology, where the interviews are not constrained or guided, allowing for maximum results with detailed information (Sugiyono, 2013). Interviews are conducted with individuals who can provide detailed information about anti-corruption education within the scope of Civil Servants in Central Java Province. The documentation technique in this research involves transcribing the conducted interviews and utilizing documents related to anti-corruption education from the BPSDMD of Central Java Province.

RESULTS AND DISCUSSION

This study conducted interviews with five structural and functional officials from the BPSDMD of Central Java Province as organizers, six trainers from BPSDMD, two anti-corruption instructors from the Inspectorate of Central Java Province, and ten training participants from the BPSDMD of Central Java Province. Therefore, the total number of interview subjects in this study was 23 informants.

The results of the conducted interviews reveal that the anti-corruption education for civil servants (ASN) implemented by NPSDMD of Central Java Province is an effort to cultivate ASN with anti-corruption character and integrity, aiming to reduce instances of corruption within the organizational environment of the local government agencies in Central Java Province, ultimately leading to the creation of easy, affordable, and efficient services. The interviews conducted with the training participants support the statements made by the organizers and instructors, indicating that the anti-corruption education program is useful in equipping participants with knowledge about corruption, emphasizing an anti-corruption attitude, and increasing awareness about corruption risks.

Regarding the curriculum of the anti-corruption education program, the content includes an understanding of corruption, the impacts of corrupt practices, and corruption prevention through the enforcement of ASN integrity to discourage corrupt behavior (Poerba, 2001; Main, 2015; Yamin, 2016). Based on the findings from the conducted interviews, it can be concluded that the anti-corruption education program implemented for ASN in Central Java Province has had an impact on integrity, attitudes, and values related to anti-corruption (Arsyad, 2003; ICW, 2022).

Suitability and Accuracy of Formulating Anti-Corruption Education Policies for Civil Servants (ASN) by the Desired Goals

The process of formulating the Governor Regulation of Central Java Number: 10 Year 2019 originated from input provided by the Corruption Eradication Commission (KPK) in the form of anti-corruption education in the province of Central Java, as a strategy to realize the tagline of the Governor of Central Java, "Tetep Mboten Korupsi lan Mboten Ngapusi" (Remain Free from Corruption and Not Misusing Authority). Efforts to find the suitability and accuracy between the formulation of anti-corruption education policies for civil servants stipulated in Governor Regulation of Central Java No. 10 Year 2019 and the intended goals were conducted through interviews. The interviewees were civil servants within the government of Central Java.

The results of the interviews found that there is a correlation between the background and the goals of implementing anti-corruption education. The background and goals include: as a form of corruption prevention in society, where participants can acquire anti-corruption knowledge and put it into practice, realizing human resources with character free from all forms of corruption, benefiting civil servants, students, state-owned enterprises (BUMN), and the public, efforts to prevent acts of corruption and creating excellent public services (Popham, 1995; Ratih, 2103, Klitgaard, 2001).

Quality of Implementation of Anti-Corruption Education Policies for Civil Servants Stipulated in Governor Regulation of Central Java No. 10 Year 2019

Policy implementation is the action taken by the government to achieve the established goals. To assess the quality of such policies, it can be evaluated through two indicators, namely the content of policy and the context of policy, as outlined by Grindle (1980:110). The content of policy relates to the policy's substance, while the context of policy relates to the implementation environment. These two variables encompass the extent to which the interests of the target group are included in the policy, the type of benefits received by the target group, the desired changes resulting from the policy, whether the program is appropriately located, whether the policy specifies implementers in detail, and whether the program is supported by adequate resources (Soetari, 2014; Anggara, 2014).

In terms of the policy environment, it is evident that this policy is not only applied within the civil service of Central Java Province but also to civil servants in other regional governments or vertical agencies who undergo training at the Regional Training and Development Agency of Central Java Province (BPSDMD). Anti-corruption education is also provided to employees of state-owned regional enterprises (BUMD), the general public, and students. It is stated that a quality policy is not only determined by fulfilling the indicators of content and policy environment but also by the benefits derived from policy implementation. The perceived benefits from policy implementation will generate public support for the established policy, ensuring its successful implementation without resistance from the targeted community (Wahab, 2004).

The Compatibility of Anti-Corruption Education Policy for Civil Servants Established Through Central Java Governor Regulation No. 10 of 2019 with the Policy Environment in which it is Implemented

The suitability of the anti-corruption education policy can be observed from the environment in which the policy is implemented. The results of conducted interviews have found that anti-corruption education for civil servants in the environment of Central Java Province is carried out through competent instructors/facilitators. The implementation of anti-corruption education within the environment of civil servants in Central Java Province is deemed aligned because it employs instructors/facilitators by Article 9 of Governor Regulation No. 10 of 2019, which states, "The Implementation Component of Anti-Corruption Education for Civil Servants is conducted by Instructors/Facilitators/Anti-Corruption Educators in the Anti-Corruption Education and Training Curriculum Process."

The implementation of such training aligns with the mandate stated in Article 8, paragraph (2) of Central Java Governor Regulation No. 10 of 2019, which states, "The training program as referred to in paragraph (1) shall be conducted for the following types of training: a) technical training, b) functional training, c) managerial training, d) basic training, e) local government leadership training, and f) other training as stipulated by regulations."

Effectiveness of the Anti-Corruption Education Program for Civil Servants Established Through Central Java Governor Regulation No. 10 of 2019

Effectiveness refers to the impact or success achieved after carrying out something (Echlos and Syadili, 1995). The analysis of the effectiveness of the anti-corruption program shows that all sources have stated that the anti-corruption program has been effective. According to the sources, the effectiveness of the anti-corruption program is attributed to the appropriate scheduling, methods, materials, and media used. The policy content and the environment in which the policy operates are also aligned, resulting in a maximized implementation process. Additionally, the research findings indicate compliance and positive responses from the implementing parties.

The program is considered effective because the research findings indicate that the expected changes have generally occurred, including a stronger movement in preventing corruption, improvement in employee behavior following the code of ethics for civil servants, the emergence of a movement against gratuities in services, and the establishment of the administrative order (Bardach, 2019; . The effectiveness or ineffectiveness of anti-corruption education can be assessed from the aspect of outcomes, where the research findings state that anti-corruption education has led to an increased understanding of integrity, attitudes, and values related to anti-corruption.

Regarding integrity, participants who undergo the anti-corruption education program can act more transparently, consistently, and responsibly in their work outcomes. In terms of attitude, participants become more capable of accepting criticism of their performance, working smarter, and being disciplined. In terms of values, the anti-corruption program has at least instilled 9 values of anti-corruption integrity in the participants, namely honesty, care, independence, discipline, responsibility, hard work, simplicity, courage, and fairness (Gultom, 2018; Handoyo et al., 2021).

The effectiveness of the anti-corruption education program can also be seen from the results of the integrity assessment survey conducted by the Corruption Eradication Commission (KPK) in 2022. Central Java Provincial Government obtained a score of 78.17, which is higher than the national average integrity assessment score of 71.94. Similarly, the awareness of reporting wealth through the electronic Wealth Report (LHKPN) to the Corruption Eradication Commission (KPK) for structural officials from level IV to I and functional officials in the inspectorate has been noted (Gultom, 2018). Concerning LHKPN, it is recorded that the Central Java Provincial Government achieved a compliance rate of 100% with 1704 definitive officials, while the obligation to report wealth applies to all civil servants as regulated in the Circular Letter

of the Minister of PAN and RB No. 2 of 2023 dated January 31, 2023. Out of 45,351 civil servants, 38,185 or 87.49% have submitted wealth reports as stated in the Annual Tax Return.

In terms of local financial management, it is considered good, as evidenced by the Central Java Provincial Government's financial report for 2022 receiving an Unqualified Opinion (WTP) for the 12th consecutive time from the Central Java Representative of the Supreme Audit Agency (BPK). Additionally, the assessment of the monitoring center for prevention (MCP) program by the KPK on the Central Java Provincial Government achieved a score of 94.81, indicating that the practices of governance are good, thereby realizing a clean, transparent, and accountable government system and governance (Santoso, 2019; Halimang, 2020).

CONCLUSION

Based on the discussion presented, the following conclusions can be drawn: There is consistency and accuracy in formulating anti-corruption education policies for civil servants (ASN) as stipulated in the Central Java Governor Regulation No. 10 of 2019, in line with the intended goals. The consistency and accuracy are identified through two aspects: the alignment between participants' background and goals with Articles 2 and 3 of the Central Java Governor Regulation No. 10 of 2019, and the alignment between the curriculum and teaching methods with Article 8, paragraphs 1, 2, and 3.

The anti-corruption education policy has been of high quality. This viewpoint is expressed because, when examining the policy content, the Central Java Governor Regulation No. 10 of 2019 has served as a good bridge in anti-corruption efforts, as evidenced by the impact observed after implementing anti-corruption education, such as increased mutual control and minimized fraud.

There is consistency between the anti-corruption education policy for civil servants stipulated in the Central Java Governor Regulation No. 10 of 2019 and the policy environment in which it is implemented. This is indicated by the use of competent instructors/training officers and the integration of anti-corruption education materials through insertion and/or integration into the curriculum of the National Administration Institute.

Based on the aforementioned descriptions, it can be synthesized that the anti-corruption program for civil servants in Central Java has been effective. The effectiveness of the program is attributed to the appropriate scheduling, methods, and media used. The policy content and the environment in which the policy is implemented are also in harmony, ensuring the maximum implementation process. Moreover, the expected changes have generally occurred, and there is awareness among structural officials from Eselon IV to Eselon I and functional officials to report their wealth.

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