

WHEN STUDENTS FIGHT CORRUPTION: A PORTRAIT OF ANTI-CORRUPTION EDUCATION FOR ELEMENTARY SCHOOL STUDENTS

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Corruption is one of Indonesia's biggest problems. Various efforts have been made not only in enforcement of corruption cases, but also in various preventive efforts. Kebumen Regency is one of the poorest districts in Central Java with a high rate of corruption among other city districts in Central Java. Several large-scale corrupti on cases also involved the Kebumen district government. Various attempts have been made, but anti-corruption attitudes must be encouraged. One of them is through various educational networks. The anti-corruption character

The Indonesian Journal of International Clinical Legal Education

DOI: 10.15294/ijicle.v3i1.42291

Submitted: Nov 11, 2020 Revised: Jan 30, 2021 Accepted: Feb 22, 2021

Available online at <https://journal.unnes.ac.id/sju/index.php/iccle>

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Rasdi Rasdi, et.al.

strengthening program for students is the basic provision for the nation's next generation to not only eradicate corruption collectively but also have high integrity. This program is carried out at SDN Tlogodepok, Kebumen Regency where through this program an anti-corruption character will be formed for students as an anti-corruption fortress from an early age. This program will be implemented in several methods: (1) lectures and outreach, (2) anti-corruption games, (3) anti-corruption learning assistance, (4) initiation of honesty stalls, (5) formation of anti-corruption student cadres, and (6) establishment of an integrity zone at SDN Tlogodepok.

Keywords: *Corruption, Anti-Corruption Education, Elementary School, Students*

I. INTRODUCTION

Corruption is a crucial problem that occurs in Indonesia. Corruption is growing very rapidly and is widespread in various aspects of people's lives. Of course, effective efforts are needed to solve corruption in Indonesia. Efforts to introduce anti-corruption culture must be carried out from an early age. One of them is through education, both elementary and high school. Anti-corruption education efforts will certainly be an effective solution in minimizing corruption. The Indonesian government started its efforts in 2009 through the Ministry of National Education seeking teaching materials in the form of anti-corruption education modules in elementary to high school. However, these efforts are certainly not a guarantee in developing the content of anti-corruption education materials in these schools (Sutrisno, 2017).

The form of efforts to combat corruption is certainly a very interesting study in today's world. The problem of corruption is certainly the first discussion around the world. Every time, every hour, of course, the community is always in contact with the government bureaucracy, which in general is very vulnerable to corruption. It is also possible that every human interaction, whether in the family, school, community, even on social media, of course there will be elements of a criminal act of corruption. Therefore, it is necessary to have a strategy and maximum effort by the government to minimize it. The government views educational institutions as being one of the effective institutions in introducing forms and culture of corruption to students from an early age, namely through Anti-Corruption Education. With anti-corruption knowledge from an early age, it is expected to be able to produce future leaders of the nation with an anti-corruption spirit in Indonesia. Therefore, a strategic and systematic effort is needed in teaching anti-corruption education materials to students so that students with character

will be formed based on anti-corruption values. Thus the basic values in the formation of laws and regulations, especially anti-corruption education, must use Pancasila as a philosophical foundation, namely as a view of life, awareness and legal ideals so that constitutional standardization will be achieved based on the basic state values of Pancasila as a pure education system (Sutrisno , 2016).

Schools are educational institutions that are responsible for forming a positive personality. Especially at the elementary school (SD) level, positive behaviors need to be formed from the start as a foundation in building an anti-corruption spirit in elementary school children. Corruption is a matter of value, in this case corruption has a bad value, because it contains ugliness, depravity, dishonesty, immorality and deviations from chastity (Kemendikbud, 2011: 23). One of the elements of anti-corruption mentality (behavior) that needs to be developed is honesty. Honesty is a commendable trait that everyone should have. The honesty of a servant will reach the rank of noble people and be safe from all evil. The nature of honesty needs to be instilled in a person as early as possible, because honesty is a person's moral responsibility towards the values and norms of religion and society. The cultivation of honesty in schools must be emphasized because the purpose of education does not only lead to an increase in intelligence alone, but must also be accompanied by an increase in the quality of character.

The cultivation of honesty involves three main pillars, namely family, school, and community. Schools are educational institutions that are responsible for shaping positive behavior. According to Aditjondro, several countries have implemented anti-corruption education in schools and have shown significant results.

In order to further strengthen the implementation of character education, 18 values have been identified originating from religion, Pancasila, culture and national education goals, namely: (1) religious, (2) honest, (3) tolerance, (4) discipline, (5) work hard, (6) creative, (7) independent, (8) democratic, (9) curiosity, (10) national spirit, (11) love for the homeland, (12) respect for achievement, (13) friendly/communicative, (14) loves peace, (15) likes to read, (16) cares about the environment, (17) cares about social, and (18) is responsible (Puskur, 2009:9-10).

Furthermore, it was emphasized that anti-corruption education is absolutely necessary to strengthen the ongoing corruption eradication, including through system reform (constitutional reform) and institutional reform (institutional reform) and law enforcement. According to Azra (2006), anti-corruption education is an effort to reform political culture through the education system to carry out sustainable cultural changes, including to encourage the creation of a good governance culture in schools and universities (Handoyo, 2013).

Schools or universities can take a strategic role in implementing anti-corruption education, especially in cultivating anti-corruption behavior among students. Through the development of school culture, it is hoped that students will have social capital to get used to anti-corruption behavior. Anti-corruption education should be given to children at least since they are in elementary school. Elementary school children aged between 7 to 12 years can think transformation is reversible or interchangeable and eternal (Disiree 2008: 2). They can understand the movement of objects. They are able to make classifications on a concrete level. Children can understand the problem of cause and effect that is concrete. That is why, they can be introduced to an action with good and bad results. The following are reasons (reasoning) why anti-corruption education needs to be given from an early age, especially to children who are in elementary school, as explained by Handoyo (2013), namely:

1. Students have not received information and socialization about anti-corruption. For this reason, they need to be introduced to concrete values that are believed to be able to fight corruption;
2. Lack of role models from the environment (parents, teachers, adults around, and the media). The example of the people closest to and around them will be very helpful in the process of instilling values or character which are expected to be applied in their daily activities;
3. There is unhealthy competition between students. Efforts to avoid unhealthy competition in their association at school can be done by instilling school values, such as mutual respect, mutual respect, simplicity, and not showing off. Even if necessary schools can reward students who behave commendably;
4. Schools do not apply clear and consistent rules. That is why, school rules must be made jointly between teachers, parents, and students, so that students feel they have ownership and are responsible for them. Meanwhile, teachers and parents act as facilitators and supervisors. If anyone violates the school rules, the guilty must be punished according to the level of the guilt;
5. Learning in schools is still dominated by cognitive aspects. Learning like this is less able to shape the character of students. For this reason, it is necessary to develop affective learning that is applicable with learning models controlled by the teacher, so that cognitive learning will be escorted to realize the goals of primary school education. The method of fairy tales, games (games), and simulations/sociodrama can be applied in affective learning in schools.

The results of preliminary research and several previous studies found that the process of interacting honesty values among students, teachers, principals, and parents, seems to be still experiencing problems in practice. Some of the things that cause problems in creating an honest atmosphere in school life based on honesty canteens, are the existence of

several classes that do not socialize the anti-corruption and honesty values listed in the vision, mission, and educational goals in schools. In some classes, the commitment of the class members in realizing anti-corruption values and honesty values tends to be low, this is because (1) schools still prioritize cognitive aspects; (2) the condition of the school environment, especially teachers, still prioritizes economic values; (3) the lack of school socialization on the importance of increasing the implementation of honesty and anti-corruption values and the tendency of school residents to be less concerned about inculcating honesty and anti-corruption values.

In addition to the moral assessment mentioned above, it is still found the fact that in schools there are still attitudes and behaviors of "lie" students, these attitudes and behaviors are dishonest in transacting in the honesty canteen, dishonest in taking school snacks according to the tariff, lack of participation in maintaining success school canteen, stealing canteen snacks, stealing friends' snacks, and skipping school. In relation to school rules, the percentage is still low (34%) the data in the field proves the low percentage of schools that have rules for school principals because the rules seem to be known only by the Education Office and are not socialized or displayed in schools and the rules for teachers are the same. With low school discipline causes the moral behavior of school residents to be less controlled. These behaviors are that there are still school members who are late for school, like to lie, don't care about teacher advice, compare teachers' attitudes and behavior towards themselves, demean teachers' work, insult their friends' work, don't wear school uniforms, and litter in the school environment. In fact, the absence of anti-corruption education training makes this school less innovative.

II. ANTI-CORRUPTION EDUCATION: THE URGENCY AND HOW DOES IT WORK?

According to Ki Hajar Dewantara in Siswoyo et al (2007: 18) what is called education is a guide in the life of the growth of children. The meaning of education is to guide all the natural forces that exist in these children, so that they as humans and as members of society can achieve the highest safety and happiness. Meanwhile, according to the Law of the Republic of Indonesia No. 20 of 2003 concerning the National Education System written by Siswoyo et al. (2007: 19) the notion of education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential potential to have religious spiritual strength, self-control, personality, intelligence, noble character, and the skills they need. society, nation and state.

Rasdi Rasdi, et.al.

The following will explain further about anti-corruption education in the context of national education in Indonesia.

1. Anti-Corruption Education Review

Agus Wibowo (2013: 38) argues that anti-corruption education is a conscious and planned effort to realize a teaching and learning process that is critical of anti-corruption values. Muhamad Nuh (2012) in Agus Wibowo (2013: 38) argues that the anti-corruption education program aims to create a young generation with good morals and anti-corruption behavior. Meanwhile, according to Haryono Umar (2012) in Agus Wibowo (2013: 38) the purpose of anti-corruption education is none other than to build exemplary characters so that children can also become promoters of eradicating corruption.

Corruption that occurs in Indonesia in many cases is also emphasized that there are motives and factors that cause corruption as stated by Caplin (2002) in Chabulah (2011: 26-27) that there are two motives that encourage the occurrence of corruption these motives are intrinsic and extrinsic motives. . Intrinsic motives are motives that arise from within oneself, not encouragement from outside the person, for example, the satisfaction that will be obtained after committing corruption. While extrinsic motives are motives that come from outside the individual, not encouragement from within the individual, for example external motives are invitations, or coercion from other parties.

In addition to the motive, there are also factors that influence corruption, these factors are internal and external factors. Internal factors come from within the individual, for example the greedy, greedy nature that is firmly embedded in the individual's personality. External factors mean factors that come from outside the individual, for example because of the opportunity to commit corruption, such as weak law enforcement because law enforcers are easy to bribe.

In addition to the motives and factors above, there are three aspects that cause corruption according to the book "Corruption Eradication Strategy" from the Financial and Development Supervisory Agency (BPKP) quoted by Chabullah (2011: 28-29), namely the individual aspect of the perpetrator, the organizational aspect, the individual place aspect. and the organization exists.

The individual aspects of the perpetrators include greed, laziness, weak morality, a lifestyle that causes many urgent needs while income is insufficient and religious teachings are not applied. Aspects of the organization include the absence of a correct organizational culture as indicated by the inadequate accountability system in government agencies, the weakness of the management control system and management tends to cover up corruption that occurs within the organization, but what is no less important is the lack of exemplary leadership. The last aspect is where individuals and organizations are

located. This aspect includes the values that grow in society that actually encourage corruption to be more fertile than the lack of public awareness that they are involved in corruption and they are also victims of corruption and the public's lack of awareness that if the community takes an active role in a positive direction, corruption can be prevented and eradicated.

Furthermore, it is also underlined that corruption has caused many impacts or consequences that are very detrimental to Chabullah (2011: 33-34) stating that there are four aspects that will be affected by corruption, namely economic, bureaucratic, legal and moral aspects.

In the economic aspect, corruption in Indonesia is very high, causing this country to become famous in other countries as a country with high corruption. This will affect the interest of foreign investors to invest in Indonesia, foreign investors will doubt the economic developments in Indonesia. As a result, the Indonesian economy is unstable and Indonesia is looking for debt loans abroad which will increase Indonesia's foreign debt burden.

In the bureaucratic aspect, corruption will cause a gap between high-ranking officials and low-ranking employees. This gap is because high-ranking officials work closely with legislative officials to determine the revenue to be received on their behalf. The fate of low-ranking employees is not considered, so the gap that appears is very high. On the other hand, with corruption, projects for the public interest have been neglected. The quality of public facilities is low, for example public transportation that is not comfortable enough, many are damaged even though they have not been built for a long time and school buildings have collapsed.

Meanwhile, in the legal aspect, corruption causes an unhealthy legal system. The consequences of just legal corruption are difficult to enforce. For example, the case experienced by Minah's grandmother who stole three cacao pods should be tried only because the three cacao pods cost no more than what the corruptors got. When compared to corruptors, it is easy for them to escape from prison by giving bribes to law enforcement. These events show the inequality of justice enforced by law.

From the moral aspect, corruption changes people's mindset. Wealth that became a means of life is now the goal of life. People want property, position and other things instantly, easily even if they have to cheat. Selfless sincerity becomes very expensive in today's society.

2. The Urgency of Anti-Corruption Education

Law of the Republic of Indonesia No. 20 of 2003 concerning the National Education System in Article 3 states explicitly that National education functions to develop capabilities and shape the character and civilization of a dignified nation in the context of educating the nation's

Rasdi Rasdi, et.al.

life, aiming at developing the potential of students to become human beings who believe and fear God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent. , and become a democratic and responsible citizen.

The article above explicitly explains the purpose of education, including developing the potential of students to become human beings who believe and fear God Almighty and have noble character. This goal is in line with anti-corruption education which wants students to have a personality that is anti-corrupt towards all forms of corruption. as a man who believes and fears God Almighty and has noble character. Therefore, anti-corruption education is important to be integrated in learning in schools as education implementers.

Anti-corruption education in schools must be oriented at the level of moral action. Educating children to arrive at moral action, the stages that must be passed are moral knowing then moral feeling until finally arriving at moral action. Moral knowing is the stage of making children know, understand or understand about morals. The moral feeling stage is to help children absorb the moral knowledge being taught and have self-awareness that the moral knowledge being taught is the thing that should be done. Moral action is how to make moral knowledge into real action. The action is the result of the previous two stages. The three stages must be balanced, so that the potential of students can develop optimally. The abilities that develop are not only aspects of intellectual intelligence but emotional intelligence, social intelligence for example happy to help, spiritual intelligence such as discipline in worship and kinesthetic intelligence, namely the intelligence of creating concern for oneself by maintaining physical health, growing from halal sustenance. If these aspects of intelligence are developed in daily behavior, it is hoped that a soul will be embedded that is ready to fight corruption or anti-corruption. Because the continuous coaching process starts from the process of moral knowing, moral feeling, to moral action, the implementation of its guidance needs to be followed up by building an "honesty canteen" in schools as a practice of moral action that must be designed in accordance with the content of the nature of education (Kemendiknas, 2011: 14-15).

According to Biyanto (2010) in Agus Wibowo (2013: 41-42), there are three reasons why the implementation of anti-corruption education in schools is important even at the university level. First, the world of education, especially educational institutions in general, has a set of knowledge, to provide all information about corruption in efforts to eradicate corruption.

Second, the involvement of educational institutions from elementary, middle, to higher education levels will make efforts to eradicate corruption turn into a massive movement. With this massive movement, it is hoped that in time the Indonesian people can get out of the problem of corruption. Third, the majority of perpetrators of

corruption have a bachelor's degree on average. Therefore, educational institutions can maximize their functions so that they are able to make valuable contributions.

III. ANTI-CORRUPTION EDUCATION IN THE ELEMENTARY SCHOOL

Anti-corruption education through education is more effective, because education is a process of changing mental attitudes that occurs in a person, and through this route it is more systematic and easily measurable, namely changes in anti-corruption behavior. The change from an attitude of letting and forgiving the corruptors to an attitude of firmly rejecting acts of corruption, will never happen if we do not consciously develop the ability of future generations to renew the inherited value system (corruption) in accordance with the demands that arise at every stage of the nation's journey (Depdiknas, 2011). 2009:3).

Anti-corruption education is an action to control and reduce corruption in the form of an overall effort to encourage future generations to develop an attitude of firmly rejecting every form of corruption. This anti-corruption mentality will be realized if we consciously develop the ability of future generations to be able to identify the weaknesses of their inherited value system and update the inherited value system with new situations. In the context of education "eradicating corruption to its roots" means carrying out a series of efforts to give birth to a generation that is not willing to accept and forgive an act of corruption that occurs (Sumiarti, 2007: 8).

The purpose of anti-corruption education can be understood. The purpose of anti-corruption education is to instill anti-corruption understanding and behavior. If referring to Law no. 20 of 2003 concerning the National Education System Article 4 paragraph (3) states that education is held as a process of civilizing and empowering students which lasts as long as life (Qodir, 2003:13).

IV. CONCLUSION

This study concludes that anti-corruption education in elementary schools is one of character education, where this education can be integrated in almost all subjects at the elementary school level with various scientific approaches. Anti-corruption education for elementary school students will be able to encourage the formation of honest and anti-corruption attitudes from an early age, which in turn will encourage community improvement.

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Conflicting Interest Statement

All authors declared that there is no potential conflict of interest on publishing this article.

Funding

This research has been founded by Universitas Negeri Semarang by Community Services scheme (Research and Community Services Unit), Number 023.17.2.677507/2020, DIPA UNNES 2020 Number 023.17.2.677507/2020.

Publishing Ethical and Originality Statement

All authors declared that this work is original and has never been published in any form and in any media, nor is it under consideration for publication in any journal, and all sources cited in this work refer to the basic standards of scientific citation.

Cite this article as:

Rasdi, R., Arifin, R., Widyawati, A., Adiyatma, S. E., & Ilyasa, R. M. A. (2021). When Students Fight Corruption: A Portrait of Anti-Corruption Education for Elementary School Students. *The Indonesian Journal of International Clinical Legal Education*, 3(1), 111-124. <https://doi.org/10.15294/ijicle.v3i1.42291>