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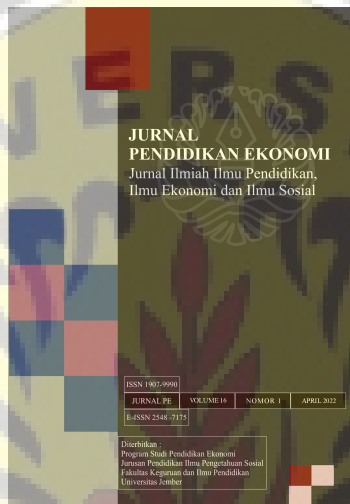
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THE EDUCATION OF ANTI-CORRUPTION IN SECONDARY SCHOOL (Long-Term Alternative in Preventing Corruption)

Sukidin¹, Wiwin Hartanto¹, Mukhamad Zulianto¹, Pudjo Suharso¹, Rizki Febri Andika Hudori¹

¹Faculty of Teacher Training and Education, University of Jember

e-mail: sukidin.fkip@unej.ac.id

Abstract

Corruption prevention can be done by changing attitudes and behavior towards anti-corruption. Changing anti-corruption attitudes and behavior can be done through anti-corruption education in schools. The purpose of this study is to describe an anti-corruption culture in schools. This research was conducted using naturalistic inquiry methods. The results of this study the main task of anti-corruption education in schools is to provide knowledge to teach how to recognize corruption (and separate it from other types of crime), give arguments on why corruption is a crime, and show how to reduce fraud. In conclusion, Anti-corruption education can be integrated into the contents of the civic, social education curriculum, or separately in extra-curricular activities. It must be based on value learning and contextual teaching.

Keyword: anti-corruption, curriculum, education, school

INTRODUCTION

One of the serious and complex problems faced by the Indonesian people is corruption. Moreover, corruption is declared an extraordinary crime because it has massive impacts on almost all aspects of life (Law Number 31 of 1999 concerning Eradication of Corruption). This condition can be seen from the data of the Corruption Eradication Commission (KPK) and National Development Planning Agency (Bappenas); both concerning the intensity and distribution. The KPK Annual Report in 2017 showed that most of 514 City Regencies and 34 Provinces in Indonesia were exposed to Corruption Indications (TPK) with a total of 3,681 corruption cases. While Bappenas data in 2018 stated that 60% of corruption occurred in the form of bribery, 23% in the form of procuring goods and services, 6% in the form of budget misuse and the others. As many as 80% of corruption cases revealed involved the private sector and the public / government sector. Based on KPK data in 2018, the complexity and seriousness of the problem due to corruption involved members of DPR/D (205 people), Ambassador (4 people), Commissioners (8 people), ministry / agency officials (25 people), governors / regents / mayor (101 people), echelon I, II, and III (188 people), judges (18 people), prosecutors (4), police (2 people), lawyers (4 people), chancellors / teachers (8), private (198 people), corporation (4 people), and other professions (85 people).

Corruption is like an "iceberg" and ironically if the perpetrators of corruption are caught, they do not feel guilty, but it is considered as "bad luck". When it is shown on television, it is not a lethargic submission, but they are laugh while waving their hand as if it is a puzzling sneer. Efforts to prevent and eradicate corruption have been carried out by providing penalties, providing incentives to avoid corrupt behavior, creating systems that prevent opportunities for corruption, implementing e-government, establishing new corruption-limiting institutions (KPK), establishing international cooperation in eradicating corruption, having internal / external supervision, and the others. However, corruption in Indonesia has not only diminished, but it has also become increasingly widespread. It is not only at the central level but also at the regional level. Furthermore, it occurs not only in one or two agencies / office but also in almost all ministries and institutions, including legislative institutions and even law enforcement institutions as well as private parties [1]. Many actions do not give adequate

results as evidenced by the increasing indications of TPK. Moreover, the punishment given to corruptors has not provided a deterrent effect for others.

The study in this paper provides an alternative effort to eradicate corruption and emphasizes more on prevention efforts in the long term. It is not like the action / eradication of corruption through various approaches that have been done but the results have not been optimal. A cultural approach by implementing anti-corruption education at the level of secondary and tertiary education is urgent to be implemented.

Theoretically, the problem of corruption can be explained through various theoretical perspectives. Rose-Ackerman (1978) who uses an economic approach says that corruption is the result of rational individual choices, and its spread within a particular organization is influenced by factors that define the expected cost structure and the obtained rewards [2]. Like other behaviors that involve legal and / or norm deviations, the individual's decision to engage in corrupt behavior also depends on the risk that is expected to be reported and punished (or "cheated" by a partner in agreement), the severity of potential criminal and administrative penalties, and the compensation expected compared to the available alternatives.

Soreide (2014) in his study observed that the theory of maximization of individual utilities was sufficient to be the basis for someone involved in corruption [3]. If the benefits associated with the law are expected to outweigh the costs (the penalty) then the possibility of corruption will be committed. Klitgaard (1988) revealed that corruption occurs because of abusing position or power for informal purposes. Corruption occurs because of the monopoly on power and policies with less accountability [4]. Furthermore Klitgaard (1988) stated that if the benefits of corruption are reduced, the possibility of being caught multiplied by the penalty is greater than the benefits of not being caught, and then someone will rationally choose to be corruptor [4]. Of course, the theory can be expanded when the conditions that affect the cost-benefit calculation are taken into account. In this kind of theory, corrupt officials' actions are caused by public choice, conscious, and intentional consideration processes by an individual.

Bologne (2006), who introduced the GONE theory, says that corruption occurs because of the factors of greed, opportunities, needs, and exposure. The factors of greed and needs are related to individual corruption actors, namely individuals or groups, both within the organization and outside the organization that are corrupting and harming the victim. The factors of opportunities and exposures are related to victims of corruption, namely organizations, institutions, communities whose interests are harmed [5]. R Reinikka, J Svensson argue that innovations in governance of social services may yield the highest return since social service delivery in developing countries is often plagued by inefficiencies and corruption [6].

Suharso, P (2019) gave the argument that corruption occurs because of a mentality that is pervasive, feudal culture, the fading of honesty, integrity, hard work and the development of materialistic understanding [7]. The level of corruption maybe related to the culture, mentality and traditions of a certain society [8]. Hence, the prevention of corruption can be done by changing attitudes and behavior towards anti-corruption through anti-corruption education in schools.

Educational institutions were believed as the best place to disseminate and implant anti-corruption values. The students who would be nation next generation should be taught and educated early to hate and keep away from corruptive action. Moreover, they were hoped to actively fight against it by educating them in the aspects of mental, spiritual and moral because the orientation of our national education directed to make Indonesian become religious and god moral people [9].

RESEARCH METHOD

Referring to Lincoln and Guba (1985), this study was conducted by using naturalistic inquiry

method [10]. The application of naturalistic inquiry aims to illustrate the integration of anti-corruption education in learning and habituation programs in school. The subjects of the study were students, teachers who were members of the MGMP (Subject Teachers' Conference) and the principals of state junior and senior high schools in Jember, East Java, Indonesia. The research sample was determined through a purposive sampling technique based on schools that conduct Anti-Corruption Education, namely State Junior High School (SMP) 2 and 4 Jember, State Senior High School (SMA) 1 and 2 Jember, and Islamic Senior High School (MAN) 1 Jember.

Data collection instruments included (1) participatory observation / observation sheets, (2) documentation studies, and (3) focus group discussions (FGD). Data analysis used was the approach of Miles and Huberman (1984) which includes (1) data reduction (field reports and summarizing the relevant key points), (2) grouping and classifying data systematically, (3) displaying data in tabular or figure form (to explain the relationship between data), (4) conducting cross-site analysis (by comparing and analyzing data in depth), and (5) presenting findings (drawing general conclusion and implication from implementation, as well as recommendations for development) [11].

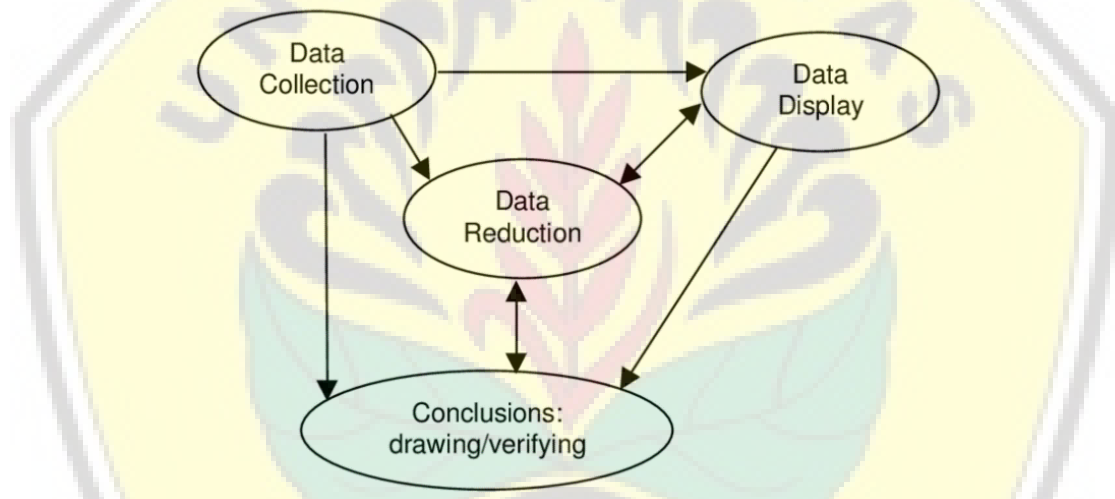


Figure 1. Qualitative Data Analysis Miles and Huberman

FINDINGS AND DISCUSSION

Two Views of Research Informants

The results of the FGD with research informants namely teachers, students, and representatives of the Jember Regency Education Office revealed that anti-corruption education in schools could take at least in two forms. The first was the addition of anti-corruption material in the curriculum, and the second was through extra-curricular activities on topics related to corruption. The first is easy to set up, but it will look like an 'insertion' in the curriculum. This anti-corruption material integrates fundamental values and concepts related to the phenomenon of corruption into disciplines that have been taught as well as paying special attention to aspects that did not receive much attention before.

The second form is internalized anti-corruption education through various extra-curricular activities. This second form, anti-corruption education is not only easier to be managed but also easier to be controlled. We just only ensure that all schools and class groups participate in extra-curricular of anti-corruption events. For this second step, it takes several years of anti-corruption education training. FGD participants agreed that when making choices, it must be ensured that social science education teachers

understand the purpose of anti-corruption education, its content and possibilities. Of course, there is a third way that is student involvement in anti-corruption public movements and anti-corruption awareness raising campaigns, but the movement may only be partially initiated by schools; therefore, our research does not discuss all of their variations.

Learning anti-corruption content is based on two possible ways to conduct anti-corruption education: separate and integrated from the curriculum. The purpose of this separate program is to introduce corruption as a phenomenon for students. While the integrated program includes a group of topics in which anti-corruption education can be integrated. In addition, we provide examples of integrated programs that have been implemented, namely table that shows topics related to corruption that are integrated in textbooks from various classes and grade levels.

Main Topic of Anti-Corruption Education

The results of the FGD (Focus Group Discussion) with stakeholders consisting of representatives of the Jember Regency education office, teachers who are members of the MGMP (Subject Teachers 'Conference) Citizenship Education, MGMP Economic Education, parents' representatives, representatives of school students, and researchers proposed the main topics that must be taught for high school students. Those topics are as follows

Concept of corruption; Materials or contents of the concept of corruption include various definitions / understandings of corruption that put forward by experts, the basic criteria that distinguish between corruption and other types of crime, and the subject of corruption and various forms of crime.

The consequences of corruption; Materials or contents about the consequences or effects of corruption include the economic, social, political and moral consequences / impacts of corruption, clear and hidden damage, and victims of corruption.

The possibility of fighting corruption; Here the material needs to be explained about the role of civil society (self-examination, tolerance, awareness), the role of mass media (openness), efforts to strengthen the legal framework: laws, codes of ethics, and rules; and steps to eliminate the causes and preconditions of corruption that are regulated in the strategy and program.

The problem of fighting corruption; Explanation of this concept needs to rely on (1) the role of survey findings and mass media which can shape one's attitude towards the country in eradicating corruption; (2) large and small corruption crimes that can be punished and cannot be punished; (3) difficulty in revealing corruption crimes; and (4) the principle or slogan of the fight against corruption: a struggle without end.

Of course in addition to various concepts expressed by stakeholders (teachers, students, etc.), it is also important to explain anti-corruption material related to the Law, several institutions dealing with corruption, anti-corruption campaign in education, and others.

Value Education and Anti Corruption Education

In addition to conceptual content and material, middle and high school students are also taught material about value education as an anti-corruption education basis. Anti-corruption education that supports good values, according to Suseno (1987) is "education that makes people feel ashamed if they are tempted to do corruption and they feel angry if they see it" [12]. There are three basic moral attitudes that will make people immune to the temptation of corruption: honesty, a sense of justice, and responsibility. Being honest means being brave in expressing personal beliefs and showing oneself. Honesty is the main capital in collective life. Dishonesty will completely destroy collective life. Students must learn that behaving dishonestly is a very bad thing. Fair means fulfilling the rights of others and obeying all our own obligations.

Suseno (1987) states that behaving well but violating justice is never good. Justice is the ticket to goodness [12]. Being responsible means being firm until the task has been completed; diligently completing obligations, for example, students are given the responsibility of managing funds for sport activities in their school. Students' responsibility can be seen when funds are spent as optimal as possible for the success of sports activities. Increased responsibility is the most important part in educating children to become adults, to become qualified human beings as humans. Value education is not trapped in value recognition. This must continue to the understanding of values, the values of full understanding and the implementation of values. Only with this round cycle, it is expected that value education can bring the nation to competence to reform itself. For this reason, leadership transformation is needed; a kind of leadership that can ask all nations to reform themselves.

Borrowing the theory developed by Lickona (1992), the term of value education is moral education for virtue as an educational process that aims to develop value and attitude [13]. In Indonesia, the discourse of value education is implicitly contained in civic education, which substantially and pedagogically has a mission to develop students into people who have a national sense and love for their country (National Regulation No. 20 of 2003). In contextual citizenship education, which has educational value as its core, various approaches can be developed formulated by Superka et al. (1976), such as the inculcation approach, cognitive moral development approach, value analysis approach, value clarification approach, and action learning approach [14].

This value education material is integrated into various subjects or curriculum. The value education material integrated is related to:

A. Personality and behavior

1. Self-portrait: who am I and what do I want?
2. Personal value and principle
3. The essence and purpose of life
4. The Influencing External factors, for example: authority, social, and situation
5. Criteria for distinguishing good and bad, appropriate and inappropriate behavior
6. Decisions and choices, causes and effects
7. Responsible

B. Behavior that regulates norms

1. Concept of moral norm, moral goodness and evil
2. Morality and convention
3. Habits, habit and tradition, and social norms
4. Deviant and normal behavior
5. The relationship between morality and law
6. Legal imperfection
7. Relationship between social regulatory norms and personal freedom

C. Justice

1. Justice as honesty
2. Human rights, equality, and impartiality
3. Social justice (equity)
4. Justice as a rule of law

D. Guilt and crime

1. Damage and danger as moral reasons of guilt
2. Crime is a violation of the law
3. Causes of crime
4. Penalty and other sanctions

5. Punishment that governs the law (Criminal Code and other laws)
6. Restoration of justice of civil society and the state
7. Democratic principles: participation, delegation, and representation
8. A branch of government
9. Civil service: duty and authority
10. Government control: accountability, obligation to provide information
11. Mass media as the fourth branch of government

Anti-Corruption Education Learning in Schools

Stakeholders / research informants through FGDs and interviews by researchers agreed that there is an anti-corruption movement in the community. However, it was realized that the anti-corruption movement was often very emotional. Psychologically, emotion is not bad, though sometimes it means that the protesters have a very superficial and vague understanding of the phenomena that they disagree with and; as a result, they fail to change anything in principle. Therefore, one of the main tasks of anti-corruption education in school is to provide knowledge to (1) Teaching how to recognize corruption (and separate it from other types of crime); (2) providing arguments why corruption is a crime; (3) showing how to reduce corruption.

Providing information and access to obtain information for anti-corruption education can be done in the same way as for other social disciplines which include lectures; analysis of various sources of written information (articles, survey reports, historical sources); discussion with various people (law enforcement officers, witnesses, politicians and community servants); review of video material, and etc. However, when dealing with anti-corruption education, there is always the threat that only the provision of information can turn into methodological material to train young people about the possibility of corrupt behavior, or they contribute to tearing apart the fabric of the communities in which we live and their institutions. Therefore, giving information must be done in a moderate and flavorful way. Bearing in mind, the main purpose of anti-corruption education is not only to get the most knowledge but also to make the best judgment. By education, the character of anti-corruption will be created such as cultivating honesty, hard working, bravery, responsibility, independence, simplicity, justice and tolerance values [15].

Development of Attitude

The development of anti-corruption attitude towards the realization of anti-corruption behavior is actually the main key to preventing corruption in the long term through anti-corruption education. An additional barrier to higher education, mostly prevalent in developing countries, is corruption in education, including bribes taken by teachers to facilitate admission to education or to inflate grades and scores on high-stakes exams [16]. The essence of "zero corruption" is the success of anti-corruption education through the development of anti-corruption attitude and behavior. Attitude is an evaluative disposition towards several objects based on cognition, affective reaction, behavioral intention and past behavior [17].

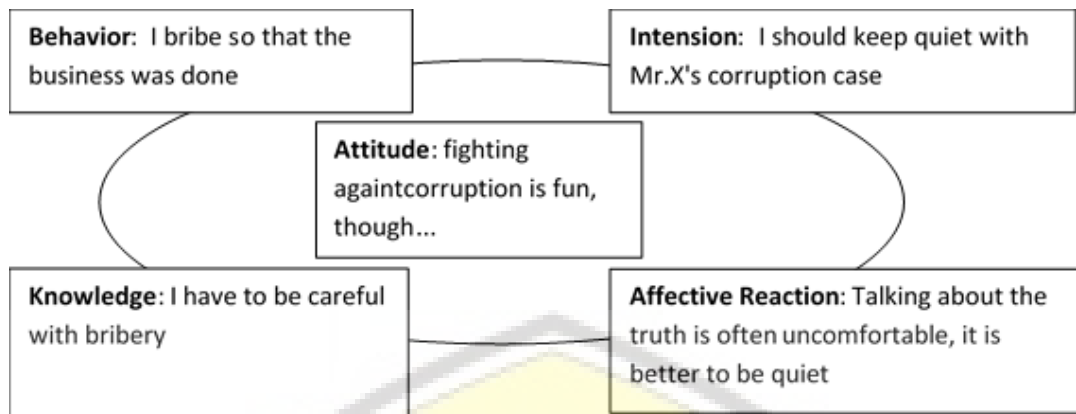


Figure 2. The Example of Inconsistent Attitude and Behaviour

The five elements are interrelated and changed with each other. In the example in Figure 1, affective reaction is in dissonance with pattern of behavior and general knowledge. Therefore, a pro-corruption attitude is not a categorical attitude. Changes in one element can encourage changes in other elements. For example, changing intention and behavior can change knowledge, affective reactions, and attitudes. While providing information about corruption, teachers try to develop attitude based on knowledge. To achieve this goal, students must:

1. Understanding the information. Corruption loss is usually demonstrated by using economic, social, and political arguments. Students may find information difficult to understand, and the most part is considered irrelevant. Therefore, this argument must be 'translated' into students' language by showing how corruption threatens their interest and the interest of their family and friends.
2. Always remember. There is no doubt, "repetition is the main point of all learning", but if the same thing is repeated more than three times, one feels bored and restricted in his right to make free choices. It is therefore necessary to change the form of providing information in the most unexpected and impressive way.
3. Persuading the students. The attitude becomes very strong when it is not preoccupied with people, but when they develop it with intensive reasons, and then the attitude will develop. It means that it is sufficient to provide information without a "processed" evaluation of the phenomenon. The effect will be stronger if the information, interpretation, reasoning, and summation analyses are left to students. In other words, we use active learning method.

The effect of self-persuasion is greater if the notes (in the form of conclusion, statement, recommendation, etc.) are taken from the result of active reasoning and presented to the public. In addition, people tend to believe the statement that they support passionately. Therefore, anti-corruption education must not use the method of democracy, where two opposing parties contradict each other because pro-corruption statements may cling to their minds representing corrupt attitudes. If you want to have a debate like that, provocative position in favor of corruption can be taken by the teacher alone. However, in that case, an ethical problem arises (what did the teacher spread?).

Another way to develop a strong and permanent attitude is to involve students. People tend to consider themselves in their field of activity (the law of self-attribution: "I am good because of my friends and I take part in social assistance activities"). The involvement of students in overseeing anti-corruption projects and movement will strengthen students' anti-corruption attitudes.

Indeed, anti-corruption education not only emphasizes the mastery of knowledge aspect but also more importantly is the change in anti-corruption attitude and behavior. Anti-corruption education must

be oriented not only to cognitive aspect but also to affective and psychomotor aspects. If the three domains are spelled out, anticorruption education must be able to make students understand the dangers of corruption, to reject corruption and to act / behave in a non-corrupt manner. Anti-corruption education must also include moral knowing, moral feeling, and moral action. All three must be internalized, socialized, and carried out in an integrated and balanced manner.

Anti-corruption education in schools and universities must be oriented to the level of moral action. Educating children to arrive at moral action stage that must be passed is moral knowing and then moral feeling until finally it comes to moral action. Moral knowing is the stage to make children know to understand about moral. Moral feeling stage is to help children absorb the taught moral knowledge and have self-awareness. The taught moral knowledge is what should be done. Moral action is how to make moral knowledge into real action. The action is the result of the two previous stages. The three stages must be balanced, so that the potential possessed by students can develop optimally.

The developed ability is not only an aspect of intellectual intelligence but also an aspect of emotional intelligence. In social intelligence, for example, students feel happy to help. In spiritual intelligence, for example, students are discipline in worship. In kinesthetic intelligence, for example, students create concern for itself by maintaining physical health and growing from halal wealth. If these aspects of intelligence are developed in daily behavior, it is hoped that a soul will be planted that is ready to fight corruption. An individual exposed to social studies content is giving a positive orientation which will ultimately prepare him or her to function effectively in the society. Furthermore, social studies education would checkmate the rising spate of corruption in society [18].

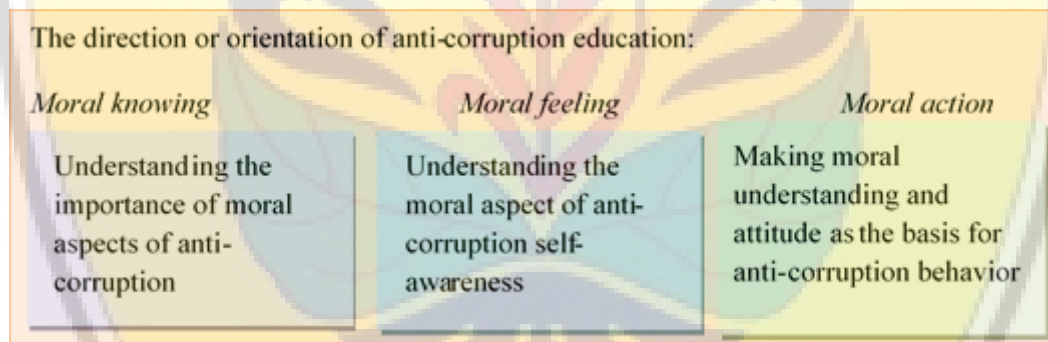


Figure 3. The Orientation of Anti-Corruption Education in Schools

Learning Model of Anti Corruption Education

The result of the FGD revealed the agreement that the anti-corruption education learning model was carried out by referring to student centered learning and the internalization of anti-corruption values was carried out through habituation. The developed discussion among teachers, students, and educational bureaucrats concluded that the student-centered learning model must refer to the following principles:

1. Learning is an active process of students who develop their potential.
2. Active student experience must be sourced / relevant to social reality, problems related to the profession and to social problems such as public services, etc.
3. In this experience process, students gain inspiration and are motivated to freely initiate, be creative, and be independent.
4. The experience of learning process is the activity of remembering, storing and producing information and ideas that enrich students' abilities and character.

Education sector remains vulnerable to corruption because national education systems have a multitude of actors operating in a very complex, often decentralized system that (1) features institutions with considerable autonomy-especially in tertiary education-often limiting the effectiveness of policy and regulatory interventions and (2) lets malpractice go easily undetected [19]. With an emphasis on forming anti-corruption personality in students, this lesson should not be trapped in solely learning in the classroom in a conservative way that is centered on the teacher and delivering boring theoretical value and concept. The participatory learning model based on student-centered is one of the learning models that is appropriate enough to overcome the potential problem of corruption.

Meanwhile, according to informants, teachers, students, and education bureaucrats in the FGD, proposing the inculcation of anti-corruption values through habituation is emphasized on anti-corruption values that refer to the KPK source which consist of: honest, responsibility, courageous, disciplined, hard working, independent, and caring.

Making Module and Creating Anti-Corruption Climate in Schools

Discussion of reading sources for teachers and students revealed an agreement that they have to use a module because when the use a reference book, it is considered quite difficult. Module is considered simpler, more systematic, and content is easier to understand because it uses simple language.

The FGD suggested that the module between students for junior and senior high school should be distinguished; primarily for conceptual teaching material while the value education teaching materials for junior and senior high school students were equated. Conceptual teaching materials for junior high school students include: (1) the concept of corruption which includes various definitions / understandings of corruption that put forward by experts; the basic criteria that distinguish between corruption and other types of crime; and the subject of corruption and various forms of crime. (2) The consequences include the economic, social, political and moral consequences / impacts of corruption; and clear and hidden damage and victims of corruption.

For high school students, the conceptual materials developed in the module include: (1) The concept of corruption and the consequences of corruption such as material for junior high school students; (2) the possibility of fighting corruption whose contents need to be explained material about the role of civil society (self-examination, tolerance, awareness), the role of mass media (openness), efforts to strengthen the legal framework: laws, codes of ethics, and rules; and measures to eliminate the causes and precondition of corruption that are regulated in the strategy and program; and (3) the problem of fighting corruption which explains the role of survey findings and mass media that can shape a person's attitude towards the state in fighting corruption; large and small corruption crimes that can be punished and cannot be punished; difficulty in revealing corruption crimes; and the principle or watchword of the fight against corruption: a struggle without end.

In addition to making module, to handle teachers and students, schools must also encourage the creation of an anti-corruption climate. School is one of the environments that influence the successful adjustment of anti-corruption value in students. Positive anti-corruption modeling by school management includes modeling good principals, administrative staff, and teachers as an effective way to develop the expected anti-corruption value, attitude, and behavior. Bulach (2010) results in implementing programs to improve student behaviors associated with character traits is a task well worth undertaking. Everyone in the school community should be involved and the process and progress should be evaluated [20]. Modeling anti-corruption behaviors and attitudes that must be developed in school management are honest, hard work, disciplined, courageous, responsible, independent, simple, fair, caring, open-minded and transparent values. According to Williams (2000), the desired behavior must be modeled by everyone if the character education program is going to be effective [21].

CONCLUSION

Corruption prevention is the responsibility of all Indonesian people. In addition to fighting corruption, the aspect of corruption prevention is more important in the long term. If the enforcement of corruption of state money has been reduced, prevention of corruption of state money has not yet been taken. One important effort to prevent corruption is through anti-corruption education. Here formal education has an important role in instilling anti-corruption values from elementary school to high school. Education to prevent corruption should be in the form of intersections between value education and social education (citizenship) as a manifestation of character building nation. Anti-corruption education can be integrated in the content of the civic social education curriculum or separated in extra-curricular activities, and it must be based on learning values and contextual teaching. The anti-corruption education learning model is adapted to the needs of junior and high school students.

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