

Anti-Corruption Values Planting Based Education Formulation For Children As Effort to Prevent Corruption

Mas Anienda TF
Veterans National Development University
East Java, Surabaya
masanienda_ih@upnjatim.acid

Novia Ayu Permatasari
Veterans National Development University
East Java, Surabaya
novia.fx@gmail.com

Abstract— Corruption and corruptive behavior in Indonesia occur in every level of community life in various types of ways and everywhere. Law enforcement will be very heavy if it is not balanced with efforts to prevent corruption. Eradicating corruption is not as easy as eradicating other criminal acts. There are other aspects that need to be coherent that the cause of corruption is low moral values in society. The study purpose is to formulate anti-corruption values planting based anti corruption education as effort to prevent corruption. Anti-corruption education for children given through parents first as role model, which is then continued through anti-corruption education provided by schools as part of the hidden curriculum exemplified by the school environment, support from local and central government becomes important because legal umbrella is needed to carry out anti-corruption education at all levels of education, because without the overarching legal regulations it is difficult to implement anti-corruption education.

Keywords—*Anti-corruption education, anti-corruption values;*

I. INTRODUCTION

Justice, welfare and human rights, economic growth and democratic conditions have been damaged by the regeneration of corruption through all levels of social community. [1] Based on history during the pre-independence period or the kingdom reign, corrupt behavior has existed, so it cannot be said that corrupt behavior is the New Order product.[2]

Corruption has existed since ancient times in Indonesia. Even before the beginning of the European colonization period, the foreign traders sailing to the Indonesian islands to purchase or sell goods (especially to the island of Java) were forced to pay bribes, both to the local officials and to the provincial governors, to get the protection of the local rulers. The situation had not changed with the arrival of the Dutch.[3]

According to Andrej Belchenko that “Corruption is considered a relevant factor explaining democratic attitudes and behavior of a country. Individuals characteristics in the state form patterns of interaction and political behavior with background in the high level of education undertaken by participants.[4]

Corruption cannot be seen mono-dimensionally. The root of corruption lies upon many social aspects, including political, economical and cultural aspects. In return, to combat corruption, we should arrange

comprehensive strategies which also involve many fields of discourse. Again, it is obvious that corruption is an interdisciplinary of discussion.[5]

Forms of corrupt behavior according to the Corruption Eradication Commission include losses of state finances, namely acts against the law, enriching oneself and abusing existing authorities, opportunities and facilities. Other forms of corruption are bribery, embezzlement in office, extortion, cheating, conflict of interest in procurement, and gratuity. According to Transparency International Corruption is the behavior of public officials, both politicians / politicians and public servants, who improperly and illegally enrich themselves or enrich those close to them, by abusing the public power entrusted to them.[6]

Limiting corruption impact that only harms the country finances and limits the perpetrators of corruption is only done by public officials to be a distortion of its own for law enforcement. Corruption behavior is not only limited to state officials who have the authority but can also be beyond that. Such as the actions of school personnel who leak national exam questions to students with the aim that the school graduates get high grades, the graduation percentage increases and adds to the prestige of the school or other examples such as the use of blank notes as part of financial accountability reports on activities carried out on the grounds of an obligation to spend funds by the institution. From these two examples there is no material loss directly on state finances but this is still a corrupt act and the KPK has not been able to crack down on this kind of action.

Act of corruption has huge impact on the country and society, because it causes an economic slowdown, decreasing investment, increasing poverty, increasing income inequality and reducing the level of people's happiness.[7] Throughout 2018 the KPK set at least 256 suspected corruption cases throughout 2018, in several corruption cases both in 2018 and in the previous year known cases of corruption involving families. From the KPK corruption case data, there are at least 9 corruption cases involving families. When in fact the family should be the frontline in maintaining moral values.[8] Corruption cases involving this family may continue to increase if preventive measures are not taken to accompany repressive measures. This preventive action is carried out in a way to provide anti-corruption education

early on in accordance with the development of child development in the family and in education in schools and universities, so that people become corruption-free. Education that prioritizes moral values becomes very important in the course of a country. The low moral values in this country will present the discourse that currently through education will be able and effective in solving national problems especially corruption. Of course, by organizing education that truly promotes the cultivation of moral or religious values. Education is not just a process of transitioning a science, but a process that prioritizes mental or moral development. The mandate given by the National Education System Law Number 20 Year 2003, that Education is a conscious and planned effort to create an atmosphere of learning and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character and skills needed by himself, society, nation and state. This shows that through education will manifest human qualities in various spiritual, emotional, social and intellectual dimensions. Community commitment through awareness and concern against corruption, for example with the anti-corruption movement must be developed.

II. RESEARCH METHOD

This research is included in the field of non-doctoral legal research (socio-legal research) because the object being studied is in addition to the law in normative concepts and also law in empirical concepts. The approach chosen in this research is empirical juridical. This approach was chosen because in addition to referring to the law, we will also see the formation or formulation of anti-corruption education-based anti-corruption values as an effort to prevent corruption

III. RESULTS AND DISCUSSION

A. The Importance of Regulation in Anti-Corruption Education

Corruption comes from the Latin: corruption of the verb *corrumpere* means rotten, damaged, shaking, turning, bribing. According to Transparency International is the behavior of public officials, both politicians / politicians and public servants, who improperly and illegally enrich themselves or enrich those close to them, by abusing the public power entrusted to them. Then the notion of corruption is associated with the UN convention on corruption or the United Nations Convention Against Corruption (UNCAC) in Article 2 not found any understanding or definition of what corruption is.

While the limitation of the notion of corruption which is only done by public officials alone becomes a distortion. From previous research conducted by the KPK found interesting facts that this act of corruption itself often involves the family. Throughout 2018 the KPK determined at least 256 suspected corruption cases throughout 2018, in several corruption cases both in 2018 and in the previous year known cases of corruption

involving families. From the KPK corruption case data, there are at least 9 corruption cases involving the following families:[8]

CORRUPTION CASES BETWEEN HUSBAND AND WIFE IN THE SAME CASE		
1	Gatot Pudjo Nugroho (Governor of North Sumatra) and Evy susanti (Wife)	Bribe Judge of the State Administrative Court (PTUN) Medan (2015)
2	Romi Herton (Mayor of Palembang) and Masyitoh (Wife)	Bribes on Local Election (Pilkada) dispute in the Constitutional Court (2013)
3	Budi Anton Aljufri (Regent of Four Lawang) and Suzanna Budi Anton (Wife)	Bribes on Regional Election Disputes at MK (2013)
4	Ade Swara (Regent of Karawang) and Nurlatifah (Wife)	Blackmailing PT Tatar Kertabumi, Karawang in obtaining permission for Environmental Management Statement (2015)

CORRUPTION CASES BETWEEN HUSBAND-WIFE IN DIFFERENT CASES	
M. Nazaruddin (Member of DPR RI) and Neneng Sri Wahyuni (Wife)	M Nazaruddin: A bribe from the company winning the auction for the Wisma Athlete project, PT Duta Graha Indah (intervening in the process of winning the company). (2010) Neneng Sri Wahyuni: Case of Direct Appointment of Solar Power Plants in the Ministry of Manpower and Transmigration (Neneng as a liaison between PT Alfindo and PT Sundaya Indonesia as a sub-contract company in the project). (2008)

CORRUPTION CASES BETWEEN PARENTS WITH CHILDREN	
Zulkarnaen Djabar (Member of Parliament) and Dendy Prasetya (Child)	Corruption related to laboratory procurement projects and procurement of the Koran in the Ministry of Religion (2011-2013)

CORRUPTION CASES BETWEEN BROTHER WITH SISTER	
Ratu Atut Chosiyah (Governor of Banten) and Tubagus Chaeri Wardana (Sister)	Corruption of procurement of medical devices in Banten Provincial Health Office (2011-2012)

From the example above it can be seen that the perpetrators of corruption still have family relationships and know each other not infrequently also usually both have positions in the regions and in the center. By being in the circle of legislative institutions and communication executives related to projects in the regions it can be easier for communication between them to be used as an excuse to collaborate between institutions. Often also found the existence of fictitious companies so that tender projects from central and local governments can be marked up.

Acts done by corruptors are certainly very detrimental to the community as taxpayers who should be protected and funds paid by the public can be used as well as the interests of the community. When compared with corruption cases in previous years Corruption cases up to 2018 have increased this can be seen in the statistics provided on the anti corruption clearing house website. On 31 December 2018, in 2018 the Corruption Eradication Commission (KPK) carried out the handling of corruption in detail: investigating 164 cases,

investigating 199 cases, prosecution of 151 cases, inkracht 106 cases, and execution of 113 cases.[9] Ultimium remidium repressive actions by giving criminal penalties to corruptors are considered less effective in reducing corruption. And prevention efforts are still needed prevention by providing anti-corruption education to the public. This anti-corruption culture must be created and socialized with the public. The community consists of the smallest units, namely families so that anti-corruption education provided by families, especially those provided by parents to children in the future, is expected to have a positive impact on children and society in general in preventing corruption in Indonesia.

If we look deeper into the learning objectives of anti-corruption education given to children from an early age, they will understand the ethics when they are at every level of society led by whether in the public or private sectors. The goal of anti-corruption education will be to understand early on the damages that will result from corruption namely public trust, both national and international. And the main thing is that they have a commitment not to commit acts that lead to corruption.

According to Ahmad Zuber, eradicating corruption is not enough just to rely on law enforcement processes. Prevention or preventive action is to instill religious values, free morality or anti-corruption learning through institutions or educational institutions. Through a set of plans and arrangements regarding the objectives, content and learning materials as well as the methods used as a guide for organizing learning activities to achieve certain educational goals called the curriculum.[10]

According to Agus Wibowo, anti-corruption education must be oriented to moral action, not just the development of science education and education. Students not only have competence, but also the will (habits) and habits (habits) in realizing the values in everyday life.[11] This shows that educational institutions should not only prioritize academic mastery but must be balanced with strengthening attitudes.

According to Totok Suyanto, it is very important to integrate the anticorruption character values in the learning model. Religious values, honest, logical, polite and responsible that are instilled will be internalized in students to later grow into an anti-corruption culture.[12]

The State of Indonesia in this case the government provides a guarantee in guarding anti-corruption education through regulations in order to facilitate the Anti-corruption education regulations in Indonesia are:

1. Law No. 30 Year 2002 concerning the Corruption Eradication Commission
2. Law No. 20 Year 2003 concerning the National Education System
3. Presidential Regulation No.87 of 2017 concerning Strengthening Character Education
4. Regulation of the Minister of Education and Culture of the Republic of Indonesia No. 20 Year 2018 about the strengthening of character education in formal education

This regulation is then followed up with other implementing regulations

1. Circular of the Director General of Learning and Student Affairs of the Ministry of Technology and Higher Education Research Number: 468 / B / SE / 2017 concerning Introduction to Campus Life for New Students
2. Circular of the Director General of Islamic Education Ministry of Religion of the Republic of Indonesia Number: B-1368 / Dj.I / 05/2019 concerning Anti-Corruption Education in Madrasas
3. Circular of the Minister of Internal Affairs of the Republic of Indonesia concerning Implementation of Character Education and Anti-Corruption Culture in Education Unit Number: 420/4027 / SJ and Number: 420/4048 / SJ

At the National Coordination Meeting on Anti-Corruption Education, the Corruption Eradication Commission agreed on the commitments of various parties related to Anti-Corruption education at every level of education, starting from schools, madrasas to official training. Educational settings anticorruption split between Elementary School, Junior High School, Senior High School, and Madrasah, Higher Education, because in characters the formal education is under the Ministry of Education and Culture (Kemendikbud). Higher Education exist under Ministries of Research and Technology and Higher Education (KEMENRISTEKDIKTI) has autonomy to organize campus. When in the area they also belong to the Ministry of Internal Affairs (KEMEDAGRI) so that the regulation also encourages KEMEDAGRI to create circular signed by the minister and the director generals. So that the Ministry of Internal Affairs can write to the governor and regencies, cities to issue anti-corruption regulations. For regions that have issued regulations related to new anti-corruption education, Central Java, which issued Central Java Governor Regulation Number 10 Year 2019 regarding Implementation of Anti-Corruption Education in Central Java and Bogor Mayor Regulation number 28 Year 2019 concerning the Implementation of Anti-Corruption Education in Education Units.

B. Character Planting Based Anti Corruption Education Model

Corruption cases that occur in Indonesia often involve families, usually there is a flow of funds that go to his wife or children from the corruption perpetrators. Children and wives become the purpose of laundering illicit money obtained by corruptors. In consideration of Law No. 31 Year 2019 concerning eradicating criminal acts of corruption stated that corrupt practices harm the country's finances, hamper national development, inhibit the growth and continuity of national development. So much is usually the impact produced by corrupt behavior.

The most suitable educational model based on research results is an educational model that is inserted through the family. From research and interviews with Ms. Sari Anggraeni from the Directorate of Research and Development of the Corruption Eradication Commission

and Mr. Ramah Handoko as representatives of the Directorate of Education and Community Service for the Elementary Middle Education. On July 9, 2019 in Jakarta, it was found that anti-corruption education was mandated by Law Number 30 Year 2002 concerning Corruption Eradication Commission Article 15 letter C which reads in the implementation of corruption prevention functions, the KPK has the authority to conduct anti-corruption education at every level of education. So that the KPK has the authority to provide education ranging from Elementary Schools (SD), Junior High Schools (SMP), Senior High Schools (SMA) to Higher Education.

Because children are reflection of parents, the KPK has launched family-based corruption prevention. The family is a group of people with the bond of marriage, birth and adoption that aims to create, maintain culture, and enhance the physical, mental, emotional and social development of each family member. The presence of families is very important in preventing corruption strategies. Transparency International.[13]

Initially the education program was integrated with socialization and campaigns, related to the duties and functions of the KPK and these articles complemented the anti-corruption education itself. Anti-corruption education was previously focused on family-based first, because it is better if it starts from the family, it is based on research in which families in Indonesia have not been much concerned with providing education for these norms. Anti-corruption education given by parents to children is still very minimal.

Ideally, anti-corruption education has been launched by the KPK so that it can be given to children by asking parents to actively give examples to children to always tell the truth and do good because children are a reflection of parents. But from many studies and journals in Indonesia, it shows that the majority of parents in Indonesia are no less emotionally close to their children. At first the KPK focused on education provided by the family first, where this education began at the age of 0-9 years, and has a pilot area one of the examples of the anti-corruption culture development program, Yogyakarta. But then due to the change of KPK leadership and differences in priorities, the program was temporarily stopped. So that it is more focused on anti-corruption education provided by formal education providers. Plans to include anti-corruption education in a separate curriculum cannot be made given the considerable burden of the curriculum given on teachers and students.

Plans to include anti-corruption education in a separate curriculum cannot be made given the considerable burden of the curriculum given on teachers and students. But the teaching and learning process can still be adjusted starting from increasing the content, linguistics, teaching and learning presentations, teaching materials and graphics considered quite decent with very good / interesting / feasible / effective categories. This indicates that the use of this teaching and learning process can be used as a source of anti-corruption education learning for the younger generation in Surabaya.[4]

Through the Anti-Corruption Education Center in 9 anti-corruption values that are echoed by the KPK namely honest, caring, independent, fair, courageous, disciplined, responsible, hard working and simple. although this is what we usually do, said this value, which was felt to be shifting and eroded, which was also felt by the state so that a mental revolutionary movement emerged. Finally, since the strengthening of character education, anti-corruption education does not stand independently. Besides that from this National Coordination Meeting it was also decided not to add to the curriculum and not add subjects and only do insertions on the basis of 9 values.

There are several models that can be developed in conveying anti-corruption values:

1. Anti-Corruption Education as a separate Subject, like other fields of study
2. In each subject or field of study given to students there are contents of anti-corruption values
3. Anti-corruption education in the form of activities outside the field of study, for example Scout extracurricular, Indonesian Red Cross, Intra-School Organization (OSIS)
4. Cultivating every behavior and activity in the school with the principles of anti-corruption values, for example with the "Canteen of honesty", civilizing shame when it is late, shame to cheat and so on.

The role of the teacher in applying several models of anti-corruption education is very important. The use of the insertion method becomes the teacher, for example, the school principal becomes an example, security guards become an example, parents become an example, and the community also participates. While in the field there are still many teachers who are not an example for their students outside the school while a teacher is always considered a teacher wherever he is. The Corruption Eradication Commission created an anti-corruption education guide module for all levels from elementary school to higher levels related to what they have to do, what kind of insertions and teaching materials such as what until the learning media already exists, until there are anti-corruption films such as brave friends or anti-corruption characters such as kumbi.

But the implementation of this resistance are still many examples is when schools forbid parents to give gift to the class teacher at the time of the increase in class, the protesters not teacher but her parents because it is an eastern culture that should be grateful.

Commitments from all institutions in relation to anti-corruption education in East Java that already have commitments are Lamongan, Bondowoso, Probolinggo, Trenggalek, while Surabaya is not yet provincially, but after the roadshow conducted by the KPK with the theme "Exploring the Country Building the Country "Surabaya Mayor Tri Rismaharini together with the Education Office will make a Mayor Regulation related to anti-corruption education. In 2019 the KPK intervention areas were 10 provinces in East Java. North Sumatra, Bali, Riau, South Kalimantan, Central Java, West Java, East Java, Gorontalo, East Nusa Tenggara. This anti-corruption

education is something that requires long process, so the results or impacts will be seen in the future.

IV. CONCLUSIONS AND SUGGESTIONS

Anti-corruption education is very important in order to reduce the level of corrupt behavior done early and prevent their acts of money laundering which is carried out by perpetrators of corruption through the family. Anti-corruption education of children given through parents first as a role model, which is then continued through anti-corruption education provided by schools as part of the hidden curriculum exemplified by the school environment, support of local and central government becomes important because a legal umbrella is needed to carry out anti-corruption education at all levels of education, because without the overarching legal regulations it is difficult to implement anti-corruption education

REFERENCES

- [1] N. Darna, "The Implementation of Controlling, Coaching and Counseling for solving corruption problem in Indonesia.," *First Int. Conf. Econ. Bank.*, p. 273.
- [2] "https://acch.kpk.go.id/id/artikel/riset-publik/profil-koruptor-berdasarkan-tinjauan-basic-human-values." [Online]. Available: <https://acch.kpk.go.id/id/artikel/riset-publik/profil-koruptor-berdasarkan-tinjauan-basic-human-values>.
- [3] A. Belchenko, "History of An Anti-Corruption Struggle basaed on the experience of the republic Indonesia," *Int. Conf. Contemp. Educ. Soc. Sci. Humanit. (ICCESSH 2017), Adv. Soc. Sci. Educ. Humanit.*, 2017.
- [4] M. S. Dkk, "Anti-Corruption Education (PAK) Teaching Materials Based on Local Character in Social Science Subjects (IPS) to Build Anti Corruption Culture for Young Generation in Surabaya," *Int. Conf. Soc. Sci. (ICSS 2018), Atl. Press. Adv. Soc. Sci. Educ. Humanit. Res.*, vol. 226, 2018.
- [5] H. S. D. Khanafiah, "Theorizing Corruption through Agent-Based," *Proc. 9th Jt. Int. Conf. Inf. Sci.*, 2006.
- [6] M. Shoim, "Individual Research Report (Effect of Public Services on the Level of Corruption in Judicial Institutions in the City of Semarang)," *Walisongo IAIN Res. Cent. Semarang*, p. 14, 2009.
- [7] "https://aclc.kpk.go.id/materi/bahaya-dan-dampak-korupsi/infografis." [Online]. Available: <https://aclc.kpk.go.id/materi/bahaya-dan-dampak-korupsi/infografis>.
- [8] "Handbook for implementing family-based corruption prevention programs."
- [9] "https://acch.kpk.go.id/id/statistik/tindak-pidana-korupsi." .
- [10] A. Zuber, "Anti-Corruption Strategy Through the Formal Education approach and the Corruption Eradication Commission (KPK)," *J. Dev. Soc. Chang.*, vol. Vol. 1 No., pp. 178–190, 2018.
- [11] A. Wibowo, *Anti-Corruption Education in Schools: Strategy for Internalizing Anti-Corruption Education in Schools*. Yogyakarta: Pustaka Pelajar, 2013.
- [12] T. Suyanto, "Trial of Character-Based learning Models for Pancasila and Citizenship Education to Build Anti Corruption Culture for Young Generation," *1st Int. Conf. Soc. Sci. (ICSS 2018), Soc. Sci. Educ. Humanit. Res.*, vol. 226, p. 1615.
- [13] H. Labelle, "Anti Corruption and The sustainable Development Platform," *ransparency Int. Pap. ADB-OECD Anti-Corruption Initiat. Asia Pacific Reg. Semin. Polit. Econ. Corrupt. Manila.*, 2009.