

The Optimalization of Local Character Values in Learning to Build Anti-Corruption Culture

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1st **I Made Suwanda**

*Department of Pancasila and Citizenship
Education*

*Surabaya State University
Surabaya, Indonesia*

Email: imadeswanda@gmail.com

2nd **Listyaningsih**

*Department of Pancasila and Citizenship
Education*

*Surabaya State University
Surabaya, Indonesia*

Email: Listyaningsih@unesa.ac.id

3rd **Agus Suprijono**

*Department of History
Surabaya State University
Surabaya, Indonesia*

Email: agussuprijono@unesa.ac.id

4th **Anna Lutfaidah**

Department of Social Studies

*Surabaya State University
Surabaya, Indonesia*

Email: anna.lutfaidah31@gmail.com

Abstract— Massive corruption behavior indicates that corruption has become a bad part of managing state administration which must be prevented immediately through various regulations and appropriate mechanisms. One effort to prevent corruption is to inculcate an anti-corruption education culture early on in the young generation in schools. This study aims to describe the results of the implementation of anti-corruption education teaching materials based on local character values to build an anti-corruption culture. The subjects in this study were students of class VIII-A at SMPN 60 Surabaya. Data analysis techniques used non-parametric tests and binomial tests to determine the effect of using anti-corruption education teaching materials. The results showed the binomial significance value was $0,000 > \alpha 5\%$, the categorized data showed very significant results. So there is a significant influence of the use of anti-corruption education teaching materials on students' anti-corruption culture. The cultivation of anti-corruption culture has proven to be very effective through the use of local character-based anti-corruption education teaching materials in the learning process.

Keywords—Local Character Value, Anti Corruption, Learning

I. INTRODUCTION

Corruption is a serious problem that occurs in various parts of the world [1]. Corruption has very complex impacts and disrupts the survival of the life of the nation and state [2]. Abuse of office by government officials is one cause of corruption [3].

Transparency International ranks Indonesia 96th out of 180 countries in the world according to the corruption perception index [4]. In the last few decades, the government has been competing to reduce corruption, one of which is by applying information technology to ensure financial transparency [5]. Prevention of corruption has been done by providing insight to students at school from an early age, the result is that students view corruption as a negative and detrimental act [6]. Corruption prevention through the

education system can be done through increasing the quantity, quality and efficiency of the education system [7]. Furthermore, corruption prevention cannot be carried out without legal stability and the application of education in the values of discipline and ethics [8].

Since the last 10 years, the reform era has begun efforts to eradicate corruption starting from the executive, legislative and judicial levels [9]. Emphasis on corruption has been carried out by the Corruption Eradication Commission (KPK) [10]. Corruption eradication by the KPK continues to show significant progress [11]. Although it is not yet at an ideal level, the KPK has now shown achievements in efforts to eradicate and prevent corruption in Indonesia [12]. Evidenced by the KPK breakthrough by making several regional heads as suspects, as well as members of Parliament, Ministers, Dirjen and various other state officials who were named suspects in corruption cases [13].

The most effective way to prevent acts of corruption can be done through an anti-corruption education system that contains socialization of forms of corruption, ways of preventing and reporting and monitoring of criminal acts of corruption [14]. Anti-corruption education aims, among others, to instill an anti-corruption spirit in every child of the nation, to realize that the eradication of corruption is not only the responsibility of law enforcement agencies, but it is the responsibility of every element of the nation in achieving mutual prosperity [15]. Through anti-corruption education, it is hoped that the next generation will be free from corruption [16].

Eradication and corruption prevention cannot only be done through a legal approach but also through a cultural approach [17]. Culture has contributed to the threat of corruption, but culture can also be used to destroy it [18]. Corruption prevention can be done by instilling an anti-corruption character through strengthening local wisdom of the local culture [19].

Furthermore, education has a strategic role through internalizing anti-corruption values into the curriculum to

create an anti-corruption climate in schools [20]. The content of anti-corruption values in the ducation curriculum can shape students to become anti-corruption human characters [21]. Anti-corruption education directs young people to understand and realize the importance of having an anti-corruption character early on [22].

The integration of local character content in learning can be done by the teacher through several approaches, including: (1) the inculcation approach, (2) the cognitive development approach, (3) the value clarification approach, (4) the learning approach to action [23]. Local character values applied to students are adjusted to the material content of each subject [24]. The teacher can integrate characters in each learning process that is designed by choosing a method that is suitable for the character development of students [25]. Anti-corruption Character Education can be integrated and internalized into all subjects by containing local character values in the community [26].

Local character is a wealth of knowledge that contains various concepts and theories that can always be applied by various generations in each area [27]. The values of local characters derived from the noble heritage include various realms of social life, ranging from physical aspects and aspects not in the form of objects (intangible) [28]. Local character grows and develops in social life which comes from the inheritance of natural and cultural wealth [29]. Furthermore, local character values in some places have rules in line with religious teachings that must be implemented equally [30].

Local wisdom that exists in society, holding anti-corruption values is preserved and passed on to the next generation [31]. If the anti-corruption values have been lived by the community, they will be prevented from corrupt actions. corruption occurs not only because of the desire of individuals to enrich themselves but by other factors [32]. Corruption occurs due to the strengthening tendency of habituation of corruption and obstacles in culture that have an impact on weak efforts to eradicate corruption [33]. Thus, the cultural approach strategy can be a model for preventing corruption.

II. METHOD

A. The Research Results and Statistical Analysis

The research design that used is an experimental model with types of One - Shoot Case Study The design. The sampling technique used is a simple random sample. The subjects in this study were students of class VIII-A at SMPN 60 Surabaya without pretest. Subjects responded with five categories of terms using a Likert Scale, namely: strongly disagree (1), disagree (2), agree (3), strongly agree (4), and strongly agree (5) with the answer score. Anti-corruption indicators used in this study refer to the opinion of the Corruption Eradication Commission (KPK) which has 9 characters, namely: (1) honest, (2) discipline, (3) responsibility, (4) hard work, (5) simple, (6) independent, (7) fair, (8) courageous, and (9) caring. Data analysis techniques using the T test with a margin of error of 0.5 and N-gain. Treatments are given directly by using anti-corruption education teaching materials and then posttest after learning.

Figure 1

Pre-Experimental Research Design (One Shot Case Study)



Description:

O: Posttest, to find out students' anti-corruption culture.

X: Treatments, learning process using anti-corruption education teaching materials.

(Chreswell, 2014).

III. RESULT AND DISCUSSION

The results of research will describe in the following field and the statistical analysis that used in this study. The use of anti-corruption education teaching materials (PAK) based on local character to build an anti-corruption culture is carried out for class VIII-B students of SMPN 60 Surabaya. Trial activities for 2 meetings with each time allocation of 2x40 minutes. Students learning activities were Posttest conducted to determine the level of students' anti-corruption culture. The following description of the level of students' anti-corruption culture;

Table 1. Students Score

| No. | Name | Students Score |
|-----|--------|----------------|
| 1 | 8A-1 | 75 |
| 2 | 8A-2 | 79 |
| 3 | 8A-3 | 81 |
| 4 | 8A-4 | 90 |
| 5 | 8A-5 | 84 |
| 6 | 8A-6 | 82 |
| 7 | 8A-7 | 82 |
| 8 | 8A-8 | 84 |
| 9 | 8A-9 | 85 |
| 10 | 8A -10 | 90 |
| 11 | 8A-11 | 85 |
| 12 | 8A-12 | 85 |
| 13 | 8A-13 | 85 |
| 14 | 8A-14 | 91 |
| 15 | 8A-15 | 90 |
| 16 | 8A-16 | 90 |
| 17 | 8A-17 | 85 |
| 18 | 8A-18 | 90 |
| 19 | 8A-19 | 84 |
| 20 | 8A -20 | 91 |
| 21 | 8A-21 | 68 |
| 22 | 8A-22 | 91 |
| 23 | 8A-23 | 79 |
| 24 | 8A-24 | 84 |
| 25 | 8A-25 | 82 |
| 26 | 8A-26 | 85 |
| 27 | 8A-27 | 88 |
| 28 | 8A-28 | 85 |
| 29 | 8A-29 | 88 |

| | | |
|----------------|--------|-----------|
| 30 | 8A -30 | 90 |
| 31 | 8A-31 | 87 |
| 32 | 8A-32 | 88 |
| 33 | 8A-33 | 88 |
| 34 | 8A-34 | 90 |
| 35 | 8A-35 | 82 |
| 36 | 8A-36 | 81 |
| Average | | 85 |

Based on the student's attitude value it is known that the average value is 85.17, the median 85.29, variance 23.47 and standard deviation 4.91. Statistical analysis is used to determine whether learning using anti-corruption education teaching materials has a significant influence on students' anti-corruption culture. Statistical analysis in this study will be presented as follows.

Table 2. Data Normality Distribution Test

| Shapiro-Wilk | | | |
|-------------------------|------------|----|------|
| Anti-Corruption Culture | Statistics | df | Sig. |
| | .806 | 38 | .000 |

Data normality distribution test using the Shapiro Wilk test with a result of 0,000. The significance of the posttest is $0,000 < \alpha 5\%$ so that the data are not normally distributed. Because in this study the data obtained were not normally distributed, researchers used binomial tests to determine the effect of learning using anti-corruption education teaching materials on students' anti-corruption culture. The results of the binomial test are as follows;

Table 3. Binomial Test

| | | Category | N | Observed Prop. | Prop Test. | Asymp. Sig. (2-tailed) |
|-----------------|--------|----------|----|----------------|------------|------------------------|
| Culture | Group1 | <= 75 | 0 | .00 | .50 | .000a |
| | Group2 | >75 | 36 | 1:00 | | |
| Anti-Corruption | Total | | 36 | 1:00 | | |

The result of binomial significance value is $0.000 > \alpha 5\%$, data is categorized showed highly significant results. So there is a significant influence of the use of anti-corruption education teaching materials on students' anti-corruption culture. When viewed from the theory of learning, Skinner states that learning is a process of behavior change obtained through the process of operant conditioning [34]. In connection with the research conducted, changes in student attitudes occur because there are operant conditioning conducted in learning using anti-corruption education teaching materials. Anti-corruption education teaching materials used in research are used to change student behavior so as to cultivate anti-corruption values in their daily lives. With the implementation of the use of anti-corruption education teaching materials in learning, a significant change occurred in student behavior, especially in students' anti-corruption attitudes.

In another section, David P. Ausubel argues that meaningful learning is learning that involves understanding new information that is organized effectively, incorporated

into the structure of the mind, and taught so that it can be used [35]. Meaningful learning occurs when students can connect new phenomena into their knowledge structures. Learning to use anti-corruption education teaching materials is done by connecting between concepts in learning with anti-corruption character values, in this case learning directs students to relate the relationship of concepts being studied with the value of anti-corruption characters. Through learning to use anti-corruption education teaching materials, students not only focus on strengthening cognitive aspects but also on the students' anti-corruption character and attitude.

IV. CONCLUSION

Massive corruption, as if indicating that corruption has become a bad part of the nature of the management of state administration which must be immediately eradicated. In addition to eradication, prevention efforts become the more important thing to be done by the Government through various regulations and mechanisms that are considered capable of preventing corrupt behavior. One effort to prevent corruption is to inculcate an anti-corruption education culture early on in the young generation in schools. The cultivation of anti-corruption culture has proven to be very effective through the use of local character-based anti-corruption education teaching materials in the learning process.

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