

PKN Teachers' Strategy in Creating Local Character-Based Anti-Corruption Culture for the Younger Generation in Surabaya

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Abstract— This research uses exploration design. The substance of the study was the Civics Teacher Strategy in building a local character-based anti-corruption culture for the younger generation in Surabaya. The sample of this study was 30 Pancasila and Citizenship Education Subject Teachers who were members of the Pancasila and Citizenship Education Subject Teacher's Meeting. The Strategy element is observed from the way the teacher integrates the culture of anti-corruption in learning. Anti-corruption culture is observed from the aspect of habituation to anti-corruption values, including honesty, caring, independence, discipline, accountability, hard work, simplicity, courage, and justice. The data analysis technique used is descriptive statistical techniques with percentage techniques.

The results of this study indicate: (1) Integration of Anti-Corruption Cultural Character in RPP; (2) Integration of Anti-Corruption Cultural Characteristics into Teaching Materials and Learning Media; (3) Integration of Anti-Corruption Cultural Character into Student Worksheets; (4) Integration of Anti-Corruption Cultural Characteristics in the implementation of learning.

Keywords— *anak jalanan, Kampung Anak Negeri, model pemberdayaan, Surabaya*

I. INTRODUCTION

Basically, corruption is a deviant act that can occur anytime and anywhere, as long as the incentives generated are large enough [1]. Corruption according to the World Bank and IMF is an act of abuse for personal gain [2]. According to international transparency, no country is immune to corruption [3]. Corruption as a common phenomenon is found not only in developing countries, but also in developed countries such as America, Japan and the Soviet Union [4]. Culture of corruption will exist if it is supported by several factors such as power, discretion and a weak justice system [5]. Corruption, which has been a hereditary culture, has resulted in huge losses for economic development in a country. Based on data from 476 municipalities in Brazil, it shows that corruption decreases by around 18% per capita [6].

Judging from the data of corruption cases in 72 countries around the world, it shows that there is a general perception that countries with smaller governments will have smaller

levels of corruption but in fact the level of corruption that occurs is also the same as large countries [7]. One of the corruption cases in Indonesia that is never exhausted is a government official who misused his position for acts of corruption. The more cases of corruption that occur, the role of the central government is very important to eradicate or reduce existing cases [8]

Corruption is a serious problem throughout the world, especially in developing countries [1], [2]. Philosophically, corruption is interpreted as a bad act, and is a failure of the market and or failure of public policies that are systematic and detrimental to sustainable development [3]. Building an anti-corruption culture in socio-economic development is carried out through cooperation between government and companies, as a form of rationalization of the distribution of administrative resources, and promoting sustainable national development [4].

Some countries have ways to build an anti-corruption culture. The State of China to develop an anti-corruption culture is made a policy that includes: (a) anti-corruption efforts must be further enhanced as an important method for maintaining the health of the ruling party and as a method of winning public support, (b) the government must increase diversification efforts in eradicating corruption, innovating anti-corruption mechanisms, and expanding public participation in anti-corruption efforts, and (c) anti-corruption efforts must be strengthened by making anti-corruption an important objective of new real estate regulation [5]. In the Polish state the development of an anti-corruption culture is carried out with the Polish National Integrity Assessment System (NIS) as a background for implementing a policy in decision making [6].

Sociocultural theory states that knowledge is socially constructed and learning occurs as a result of interactions with others who are knowledgeable [7]. Teaching is interpreted as an emotional, relational, ethical and innovative profession [8]. Teacher quality has an impact on student achievement in the learning process [9], [10].

In the learning process, teachers and students are actively involved to achieve learning goals that have been designed to apply professional learning experiences [11]. Teachers play a role in stimulating student interest in interacting with science

and developing knowledge in schools [12]. Teachers can act as technicians and academic facilitators to support the professionalism of learning in schools [13].

II. METHOD

This research uses exploration design. The substance of the study was the Civics Teacher Strategy in building a local character-based anti-corruption culture for the younger generation in Surabaya. The sample of this study was 30 Pancasila and Citizenship Education Subject Teachers who were members of the Pancasila and Citizenship Education Subject Teacher's Meeting. The strategy referred to here is the way in which teachers integrate the anti-corruption character of culture in learning. The strategy is observed from the aspects of: (1) Integration of Anti-Corruption Cultural Character in RPP; (2) Integration of Anti-Corruption Cultural Characteristics into Teaching Materials and Learning Media; (3) Integration of Anti-Corruption Cultural Character into Student Worksheets; (4) Integration of Anti-Corruption Cultural Characteristics in the implementation of learning. While the anti-corruption culture in question is the habituation of anti-corruption values, including honesty, caring, independence, discipline, accountability, hard work, simplicity, courage, and justice. The data analysis technique used is descriptive statistical techniques with percentage techniques.

III. RESULT AND DISCUSSION

The role of teachers in Anti-Corruption education is considered to have an important role in efforts to prevent corrupt behavior in the future. Therefore, teachers are expected to be an extension of the government in efforts to prevent corruption, by providing students with an anti-corruption understanding from an early age.

The Civics Teacher Strategy in building a local character-based anti-corruption culture for young people in Surabaya can be seen in the following table:

Table 1.
Civics Teacher Strategy in building anti-corruption culture based on local characters for the younger generation in Surabaya

No	Indicator	Scale %					%
		1	2	3	4	5	
Integrating Anti-Corruption Cultural Character in RPP							
1.	Teachers must have the ability to integrate the Anti-Corruption cultural character in the RPP			5 (8%)	10 (17%)	45 (75%)	
2.	The teacher must explicitly integrate the Anti-Corruption cultural character in the core learning activities			3 (5%)	10 (17%)	47 (78%)	
3.	Teachers must pay attention to the substance of social character and cultural characteristics of anti-corruption in learning				10 (17%)	50 (83%)	
4.	The teacher must				5	55	

	compile an anti-corruption culture character rubric in the lesson plan				(8%)	(92%)	
5.	The teacher must think about implementing the anti-corruption culture character in learning				7 (12%)	53 (78%)	
Integrating Anti-Corruption Cultural Characteristics into Teaching Materials and Learning Media							
1.	Teaching materials that are compiled must integrate examples of corruption cases			5 (8%)	12 (20%)	43 (72%)	
2.	Teaching material that is compiled must be able to understand the concept of corruption				5 (8%)	55 (92%)	
3.	Teaching material that is compiled must be able to understand about anti-corruption values, including honesty, caring, independence, discipline, accountability, hard work, simplicity, courage, and justice..			10 (17%)	15 (25%)	45 (75%)	
4.	The learning media used must be able to strengthen the danger of corruption	5 (8%)		5 (8%)	10 (17%)	40 (67%)	
5.	The learning media used must be adapted to student development				10 (17%)	50 (93%)	
Integrating Anti-Corruption Cultural Characteristics into Student Worksheets.							
1.	Student worksheets should contain examples of corruption cases in Indonesia				10 (17%)	50 (83%)	
2.	Student worksheets must be able to invite students to analyze the impact of losses on the country				10 (17%)	50 (83%)	
3.	Student worksheets must be able to improve problem solving skills for students			5 (8%)	10 (17%)	45 (75%)	
4.	Student worksheets must be able to invite students to find solutions for preventing acts of corruption early on				10 (17%)	50 (83%)	
5.	Student worksheets must be able to ensure that the anti-corruption culture is familiarized early on			5 (8%)	5 (8%)	50 (83%)	
Integrating Anti-Corruption Cultural Characteristics in the implementation of learning							
1.	In building					10	50

	interactions with students, the teacher puts forward the values of anti-corruption culture			(17%)	(83%)	
2.	The teacher always instills in students to work on questions honestly		5 (8%)	10 (17%)	45 (75%)	
3.	The teacher always instills an attitude of responsibility in students towards various actions that have been taken			10 (17%)	50 (83%)	
4.	The teacher always instills an independent attitude in doing homework			10 (17%)	50 (83%)	
5.	The teacher always instills the attitude of hard work in reaching goals		5 (8%)	10 (17%)	45 (75%)	
Total Rating Scores						

The results of data analysis on the integration of anti-corruption culture characteristics in the RPP, out of 30 respondents with 5 (five) indicators showed 97% of teachers strongly agreed on the dimensions of the ability to integrate the anti-corruption culture character into the RPP. As for explicitly integrating the anti-corruption culture character into the core learning activities, a 93% variant of teachers strongly agreed. For the substance of social character and anti-corruption culture, 93% of teachers think, it is necessary to pay attention to the substance of social character and anti-corruption cultural character in learning. Furthermore, the preparation of an anti-corruption character rubric, obtained 93% variant of teachers strongly agreed to the preparation of the anti-corruption culture character rubric in the RPP. Actions on the search results, also obtained 90% of teachers strongly agree, implementing the anti-corruption culture character in learning.

Integrating the character of anti-corruption culture into teaching materials and learning media, shows 97% of teachers strongly agree that the preparation of teaching materials must integrate instances of corruption cases. 93% of teachers also responded strongly agree, if the teaching material that is compiled must be able to understand the concept of corruption. All teachers gave 100% agreed responses, the compiled teaching materials must be able to understand about anti-corruption values, including honesty, caring, independence, discipline, accountability, hard work, simplicity, courage, and justice. Furthermore, 90% of teachers gave responses strongly agree, if the learning media used must be able to strengthen the danger of corruption. 93% of teachers strongly agree that the learning media used must be adapted to student development.

Regarding the integration of the anti-corruption culture character into students' worksheets, it was found that a response of 97% of teachers considered that if the student worksheets should contain examples of corruption cases in Indonesia. 80% of teachers also consider that student worksheets should be able to invite students to analyze the impact of losses on the State. Furthermore, 77% of teachers

strongly agree that student worksheets should be able to improve problem-solving skills for students. 87% of teachers also strongly agree that student worksheets should be able to invite students to find solutions to strategies to prevent corruption from an early age. In the anti-corruption culture habituation 87% of teachers responded strongly agree, if the student worksheet must be able to ensure that the anti-corruption culture was familiarized early on.

Integration of Anti-Corruption Cultural Character in the implementation of learning obtained a response, 87% of teachers considered the need to build interaction with student teachers prioritizing anti-corruption cultural values. 83% of teachers respond, the need to always instill in students to work on questions honestly. 87% of teachers strongly agree to instill an attitude of responsibility in students towards various actions that have been taken. In instilling independent attitude, 93% of teachers stated strongly agree that teachers must always instill an independent attitude in doing homework. 97% of teachers strongly agree to always instill an attitude of hard work in reaching their goals.

IV. CONCLUSION

Based on the response data, the Civics teacher strategy in building a local character-based anti-corruption culture for the younger generation that has been done in Surabaya can be concluded, 93% of the average teacher strongly agrees to integrate the anti-corruption culture character into the RPP. 94% of teachers on average respond strongly agree to integrate the character of anti-corruption culture into teaching materials and learning media. Furthermore, 84% of teachers on average gave a very amenable response by integrating the anti-corruption culture character into the student worksheet. The response was as much as 89%, also given by the teacher to integrate the character of the anti-corruption culture into the implementation of learning. From the results obtained, it shows the need for teachers to integrate the anti-corruption culture character into each learning process. This is intended as a form of strategy in building an anti-corruption culture for young people.

ACKNOWLEDGMENT

Acknowledgments are conveyed to the Directorate of Research and Community Service Directorate General of Research and Technology Strengthening Ministry of Research, Technology and Higher Education, which has funded this research through DIPA Directorate General of Research and Development Strengthening Ministry of Research, Technology and Higher Education Number SP DIPA-042.01.2.400918 / 2019, December 5, 2018.

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