Model of Strengthening Student Integrity as Anti-Corruption Education Through Organizational Culture Based on Creative Media

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Abstract- Anti-Corruption education is sticking out after many corruption cases in Indonesia. However, Anti-corruption education which has become a policy to become a compulsory subject is still not optimal and influential, so far corruption education is only limited to the theory with media presentations, books, and comics from the KPK. Students at the spearhead in the leadership of the Indonesian nation in the future are less interested in being considered the last wind. Therefore, this study will examine the model of strengthening the value of student integrity as an anti-corruption education through the culture of creative media-based organizations as an effort to transfer knowledge and attitudes of integrity. This research method uses qualitative approach study case method with the subject of student research at the University of X. The results of this study indicate that one of the anti-corruption education models integrated into organizational culture is Commitment, Honesty, Openness, Responsibility, Loyalty, namely through posters, song singles, and poetry.

Keywords: anti-corruption education, creative media, integrity, organizational culture

I. INTRODUCTION

The government has made a gradual and structured policy to develop capabilities and shape the character and human civilization, by rolling out character education which includes anti-corruption education. Anti-corruption education is carried out in schools both as intracurricular and extracurricular activities and in the community and family. The undeniable fact is we have not been able to achieve the expected goals although anti-corruption education has been carried out in different ways and methods at each level of education.

Based on a circular from the Director-General of Higher Education (Dirjen DIKTI) related to the implementation of anti-corruption education in tertiary institutions, starting the 2012/2013 the college must be held anti-corruption education. The policy stipulates that anti-corruption education is carried out in integrated learning subjects in the curriculum, extracurricular activities and campus/school culture. Another area as a medium for the development of anti-corruption education that is supported up to university level in the form of strengthening the value of coordination as one of the pillars supporting anti-corruption is dormitory programs, curriculum content, and extracurricular activities.

A student dormitory is a place where students reside in a period along with the mentors. The aim of the dormitory is assisting students to develop their personality through appreciation and development of cultural values. The existence of the dormitory is not just forming the habits and sensory impressions but also life values. It provides an alternative education without bad social influence such as promiscuity, drugs, fights between student, the impact of the media, etc. The dormitory also offers good integrity for its residents.

A lot of universities both the private and the public in Indonesia have dormitories for students. The construction and provision of student dormitories are now increasingly popular and have a positive effect on the development of education in this country. There is diversity in identity, togetherness, and also the formation of character in the dormitory. Some universities that have campus dormitories are University of Indonesia (UI), Surabaya Institute of Technology (ITS), Gajah Mada University (UGM), Bogor Agricultural University (IPB), Pelita Harapan University (UPH), Indonesian Christian University (UKI) and X University.

University of Indonesia (UI), is one of a public university, has a student dormitory with a capacity of 1,255 rooms that can accommodate 1,403 residents prioritized for students who come from poor families and come from outside of Jakarta, Bogor, Depok, Tangerang, and Bekasi (Jabodetabek). According to Vhisnu, as the manager of the UI dormitory, he acknowledged that the dormitory would be able to create togetherness from its residents. Besides, the Surabaya Institute of Technology (ITS) dormitory, has 96 rooms with a capacity of 1,500 students, a very attractive place to live for students. It is only for new students and is only for one year. Gadjah Mada University Campus (UGM) has three dormitories, named Putri Ratnaningsih, Sagan, Dharmaputra dormitory in Baciro, and Cemara Lima dormitory in Karanggayam Depok Sleman. Inside the dormitory, there is an organization that functions to accommodate aspirations of its residents such as Putri Ratna Ningsih Student Dormitory Family (KAMPR), Dharma Putra Dormitory Student Family (KMAD). But, Bumi Ganesha Dormitory (ABG) Bandung Institute of Technology (ITB) has a different system. The management is left to the students, named ABG residents. The operational costs of the dormitory

they manage by themselves. They cover operational costs by running several business units. On the other hand, Bogor Agricultural University (IPB) has a male dormitory with an atmosphere that is still beautiful, natural and has a jungle nuance. The facilities available at the dormitory include are a computer, telephone, television, canteen, prayer rooms, newspapers, library, cooperatives, interest development, talent development such as nasheed, band, screen printing, entrepreneurship, leadership management, and Islamic spirituality.

At private universities such as Pelita Harapan University (UPH) whose located in Lippo Karawaci, Tangerang, has a dormitory that functions to character building through the Mission Youth for Christ (MYC) Student Dormitory, to make students be discipline and responsibility in all aspects. The campus dormitory managed by the Christian University of Indonesia (UKI) was recently built is inhabited by 32 people from Mentawai, Nias, Papua, and Lampung, which are more emphasized on social missions whose costs come from sponsors both personal and alumni ties. Its residents are fostered through capacity building. The same thing belongs to X University, which requires new students to enter in the sense of staying in a dormitory. The Dormitory has 17 towers and 1,598 rooms that can accommodate 6,000 students. The aim is to develop students' character to face the study process and the strengthening of integrity value.

The results of observations on the dormitory life in several universities identify that the essence of the dormitory life has shifted. This shift can be seen from the daily lives of students who just assume dormitory as a homestay rather than a place to develop their character to follow the demands of the workplace or the manifestation of social reality. Student daily activity is just interaction and communication without direction. Activities to develop student character is still ineffective. This is due to the lack of knowledge to focus on the strengthening character values, dormitory activity programs are not patterned yet, no manager structure and evaluation programs that are rarely carried out.

The results of observations on the lives of students in X University dormitory conducted by researchers showed conditions that are not much different. Extra-curricular activities have not been directed at the development of student character. Education unit activities that are general in nature and have not been directly related to a subject, as well as fostering Student Activity Units (Red Cross, Nature Lovers, Design Communities, Regional Communities) have also not yet been developed the process of habituation and reinforcement in the context of character/value development. At X University there are 52 groups of UKM (Student Activity Unit) but the activities are still not directed and are still sporadic. Besides, there have been efforts in the preventing of anti-corruption carried out by the Unit of Learning Development of X University routinely holding activities or competitions on anti-corruption day events for students. With these, can be assumed that anti-corruption education carried out in the dormitory is still not being a culture in a life of dormitory environment.

Based on various problems, data, and facts as explained above, it can be assumed that dormitory has a positive contribution as a vehicle for anti-corruption education among students. This study will examine the process and implications of building anti-corruption values that are applied in X's dormitory and academics to identify the factors that drive and inhibit them. It is that ultimately encourages researchers to study and raise issues into research with the title Model Strengthening Student Integrity Values as an Anti-Corruption Education through Organizational Culture Based on Creative Media.

II. THEORETICAL REVIEW

Organizational culture with a system of meaning, values, beliefs, norms, which have been applied, agreed upon and followed by members as a basis and directing individuals to achieve common goals [8]). Organizational culture also deals with beliefs, assumptions, values, norms, behavior, ideology, attitudes, habits and expectations possessed by organizations including the University (Soetopo, 2012, p.123). Organizational culture is a limit of values and behavior, deliver a sense of identity for members, facilitate the emergence of commitment, increase the stability of the social system, and a control mechanism that guides and shapes the attitudes and behavior of employees (Robbins, 2006, p. 294). The strength of an organizational culture that is built and rooted will be able to encourage every individual to self-consciously obey and execute all policies set by management based on agreed basic values. This shows that organizational culture is significantly related to employee attitudes and behavior, organizational commitment, job satisfaction of all stakeholders in the organization. Besides, organizational culture has some key characteristics as distinguishing, a sense of identity, binding commitment, meaning maker and control that guides and shapes within the organization.

The developed character values refer to Lickona (1992) with ten essential virtues needed to form good characters, namely: wisdom, justice, fortitude, self-control, love, positive attitude, hard work, integrity, gratitude, humility). On the other hand, to use the value reference developed by the Ministry of National Education (2010, p. 9) through eighteen character values: Religious, Honesty, Tolerance, Discipline, Creative, Independent, Democratic, Curiosity, National spirit, Love of the motherland, Appreciating achievement Friendly / communicative, Peaceful love, Likes to read, Environmental care, Social care, Responsibility. Organizational culture also deals with beliefs, assumptions, values, norms, behavior, ideology, attitudes, habits and expectations possessed by organizations including the University (Soetopo, 2012, p.123). The anti-corruption education program which concerns the value of integrity has been reflected in the academic culture with various punishments that are carried out.

III. RESEARCH METHODS

The research utilizes qualitative approach by means of case study method on the X university dormitory. The data collection techniques: interview, observation, and documentation. Research subjects are strengthening the value of student integrity as an anti-corruption education through

the culture of creative media-based organizations as an effort to transfer knowledge and attitudes of integrity. The techniques to analyze the data were data reduction, data display, and conclusion.

IV. RESULTS AND DISCUSSION

Observations and documentation show that the integrity values developed at University X are characterized by commitment, honesty, openness, responsibility and loyalty to each job and position that others can afford and give to themselves. Integrity value is the basic values that must be possessed by every human being, especially those who will live, grow, and develop in the work-life. However, even though the value system is set by the top leader, it seems that it is still on paper and has not been implemented in the coaching process at the dormitory.

Dormitory education is only limited to emphasize the aspects of student discipline. The other values that grow and develop in the dormitory are spirituality, adaptability, and caring. Based on several statements as explained above, there has been a collision between the planned value and the developed value where the values of organizational culture (PRIME) not thoroughly implemented yet in character building in the dormitory. The result of this study can illustrate what kind of integrity values that should be developed in X University's organizational culture.

Integrity	▫ *Commitment*
	▫ *Honesty*
	▫ *Openness*
	▫ *Responsibility*
	▫ *Loyalty*

Results of this study indicate a low integrity value of X University students in the case of EpRT and TAK. This has become a serious problem that must be fixed for strengthening the values of integrity.

A. The process of developing anti-corruption education in fostering integrity values at X University.

The development of anti-corruption education in developing the values of integrity at X University through PRIME, X University has integrated learning process. Every organization has an organizational culture with a system of meaning, values, beliefs, norms, which have been applied, agreed upon and followed by members as a basis and directing individuals to achieve common goals [8]). Organizational culture also deals with beliefs, assumptions, values, norms, behavior, ideology, attitudes, habits and expectations possessed by organizations including the University (Soetopo, 2012, p.123). Besides, organizational culture has some key characteristics as distinguishing, a sense of identity, binding commitment, meaning maker and control that guides and shapes within the organization. In addition, organizational culture is a limit of values and behavior, deliver a sense of identity for members, facilitate the emergence of commitment, increase the stability of the social system, and a control mechanism that guides and shapes the attitudes and behavior of employees (Robbins, 2006, p. 294). Organizational culture in a company become their identity,

determining boundaries and binding, to maintain the organization's existence. No less important is the determination of the values that will become the way of life that is the basis for every rule and policy in the company, and serves as a guide for the behavior of each and all stakeholders. It explained that strong organizational culture, the shared values are understood by most members of the organization, thus supporting organizational goals (Sutrisno, 2015, p.20). The strength of an organizational culture that is built and rooted will be able to encourage every individual to self-consciously obey and execute all policies set by management based on agreed basic values. This shows that organizational culture is significantly related to employee attitudes and behavior, organizational commitment, job satisfaction of all stakeholders in the organization.

X University also has an organizational culture which is a translation of the institution's vision and mission. The organizational culture of X University, as a system of meanings, values, and identities used as a reference for attitudes, behaviors in work by all stakeholders, namely management, employees, lecturers, and students. In practice, X University developed five core values of organizational culture namely the PRIME value which is an acronym of five character values, namely; Professionalists, Recognition of Achievement, Integrity, Mutual Respect, and Entrepreneurship. One of the stakeholders of X University is students, which is a key element in an educational institution with the number of students in the dormitory is 6,000 students which consisting of various tribes, regions, and various ethnic groups. A challenge that needs to be studied is how to instill PRIME values or how to develop the values for students through dormitory life as a basis for character education.

The existence of a dormitory has a strategic role. Dormitory becomes a learning, social interaction, and family environment. Dormitory life makes students more independent, achievers, active, discipline, tolerant, sociable, and skilled at sharing space and facilities (Khozaeai et. al. 2012, p. 295). Boarding schools provide excellent character education to students through activities carried out in the dormitory such as students can develop academic abilities and social skills at the same time through a process that is natural and not made up (Jampel, 2016, p. 30). Parents' worries will diminish when their children live in a dormitory campus whose safety and comfort is higher than living outside the campus dormitory (Suki & Chowdhury, 2015, p. 45).

The effectiveness of dormitories in building character has been reviewed by several researchers, even with different focus and locus such as: First, research at a boarding institution in A proves that the reality of the correlation between the boarding school system (variable X) on the formation of students' character (variable Y) shows a very high category (Rizkiana, 2012, p. 18). Second, the results of other studies indicate that character education through dormitory will succeed if supported by dormitory management which is associated with the process of preparing work programs carried out with phasing; organizing, departmentalizing, division of work, and

coaching students; performance improvement, formal and informal communication; supervision (Sujarwo, 2012). Third, the dormitory contributes to the formation of a social and academic climate among students because there is a natural cross-cultural interaction that is reinforced by a coaching system (Utari et al. 2014, p. 23). Fourth, boarding system learning can produce education holistically in achieving student character development. For this reason, a management strategy that includes quality, innovative and student-based curriculums are needed. Besides, the strategy of student management is the existence of dorm parents, the parenting dormitory system (Noveliza, 2016, p. 99).
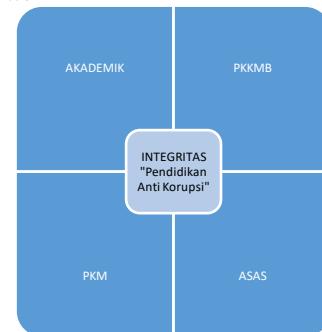
Based on interviews and observations about the character values developed at X University's dormitory, there was a phenomenon of inequality in the selection of values to be instilled in students. Each person whether management, managers, and students perceive the needs of different values, depending on the perspective of needs and perceived. Some argue that the developed character values refer to Lickona (1992) with ten essential virtues needed to form good characters, namely: wisdom, justice, fortitude, self-control, love, positive attitude, hard work, integrity, gratitude, humility). On the other hand, to use the value reference developed by the Ministry of National Education (2010, p. 9) through eighteen character values: Religious, Honesty, Tolerance, Discipline, Creative, Independent, Democratic, Curiosity, National spirit, Love of the motherland, Appreciating achievement Friendly / communicative, Peaceful love, Likes to read, Environmental care, Social care, Responsibility. Management expects that the organizational values of the PRIME organization (Professionalism, Recognition of achievement, Integrity, Mutual respect, Entrepreneurship) are used as the main reference values developed.

The results of the study identified that the compilation of the first-year curriculum at X University was managed by the Academic field in Vice-Chancellor I. The courses in the semester I and II were Practicum, Theory and General Basic Courses. The first-year courses are packaged but do not focus on subjects related to character development and are integrated with the dormitory program. Basic courses in the first year are 6 semester credit units out of a total of 33 credits in the first year or only 18%. This seems ambiguous with the concept of strengthening and character development where the basic curriculum is the foundation to equip students to have a strong fighting spirit, personality and learning ethic. For this reason, it needs to be strengthened and synergized with the dormitory program.

University X has formulated activities programs in the dormitory in a curriculum, which is a derivative of the Vision-Mission and is described in a structured, gradual and sustainable manner. The results found that X University had designed a student coaching program since becoming a new student to becoming alumni. There are at least 4 (four) main pillars of character development which are implemented, namely:

A. Introduction to Campus Life for New Students (PKKMB) - "*Know about University*"
B. University X Dormitory (Framework "ASAS") - "*Build the Character*"
C. Student Activity Unit (UKM) - "*Practice about Organization*"

The activity is expected to be a place for students to practice and learn to strengthen anti-corruption education in the smallest ways. However, the program did not work properly based on the type of activity, the period, and the target of strengthening its value. Dormitory program is an academic and multi-cultural coaching program with four development pillars namely mental spiritual, academic insights, interests and talents, and socio-culture (Director General of Learning, 2016, p. 3). The anti-corruption education program which concerns the value of integrity has been reflected in the academic culture with various punishments that are carried out. Fostering the integrity of every student requires consistency from all elements of the campus as well as a continuous and consistent model that reinforces the value of integrity. The explanation can be seen in the picture below:

Figure model fostering integrity in campus. Source: result of research

IV. CONCLUSION

Integrity values developed by University X through the anti-corruption education model through the University's organizational culture have not been maximally carried out and need integrity indicators for the development of its values, which are honesty, trustworthy, independent, carrying out promises, complying and upholding the truth. The process of developing anti-corruption education in fostering integrity values agreed at Telkom University needs to be developed through 4 large integrated activities, namely academic, PKKMB, ASAS, and UKM.

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