

The Implementation of Anti-Corruption Education in Texmaco Vocational High School Pemalang

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Abstract-The Anti-corruption education is a solution to shape the character of students. The efforts made by the school are to implement anti-corruption education to students with the aim that the younger generation or students understand and are accustomed to behaving in an anti-corruption manner. One of the school that has implemented anti-corruption education in Texmaco Vocational High School Pemalang. This study aimed to (1) describe the implementation of anti-corruption education, (2) describe the factors that support and obstruct of the implementation of anti-corruption education. This study used a qualitative method. The research was conducted in Texmaco Vocational High School Pemalang. The result of the study showed that (1) the implementation of anti-corruption education was carried out by the teacher through put the values in every learning activity, the method given by anti-corruption education material through lecturing, discussion and presentation. Teacher as a class manager and facilitator in teaching process used the method of applying anti corruption by giving advice, warning and also punishment in point and reduce the students' grades for the students who did not implemented anti-corruption character. This activity was done to grown up honesty, dicipline, care and also took the responsibility for students (2) the factors that support in implementing anti-corruption education namely:the commitment of princpal and teachers, the good facilities and infrastructure for violator and also the clear sanction. The obstruction factors include School locations near expenditure centers, and Lack of reading books on Anti-Corruption Education in libraries.

Keywords: education, anti-corruption

I. INTRODUCTION

Education is a process to influence students to develop their potential. Through education, humans are fostered and developed into human beings, who are highly cultured and of high value, namely human beings who are moral, characteristic, responsible, and social. Law of the Republic of Indonesia No. 20 of 2003 concerning the National Education System in Article 3 states explicitly: National education has the function of developing capabilities and forming dignified national character and civilization in order to educate the nation's life, aiming at developing potential students to become believers and god-fearing human beings Supreme, noble, healthy, knowledgeable, capable, creative, independent, and a democratic and responsible citizen[1]. Education in Indonesia certainly has an important role in developing anti-corruption values. Because humans born

through the education sector are human beings who uphold the values of truth, faith, morality, competence and professionalism and can be responsible citizens[2]. While other institutions are powerless to fight corruption, educational institutions can be used as the last place to spread anti-corruption values. By doing guidance on the mental, spiritual and moral aspects of students. Education must be used as the foremost pillar to prevent corruption in order to create clean and good governance for the future[3].

In reality now education in Indonesia has not been very successful in the formation of personality to become a complete Indonesian human. This can be seen from the rampant corruption cases in our country[4]. Crime of corruption has become a thing that is no stranger to the eyes of the Indonesian people, it has even become a culture among the people. Almost every day there is always news about the arrest of perpetrators of corruption[5]. Corruption is fraud or embezzlement of state or company money for personal or other people's interests. The latest report from Transparency International (*TI*) states that Indonesia's ranking as a clean country from corruption still has not been made clear. Indonesia still occupies the bottom position for the cleanest country of corruption. In 2014, Indonesia was in 107th position from 177 countries. Indonesia has a score of 34 on a scale of 0-100. Transparency International (*TI*) uses the Corruption Perception Index method with the assumption that a score of 100 is considered to be the cleanest country and a score of 0 means the most corrupt country [6]

Table 1. Indonesia's Corruption Perception Index

No	Year	Index	Ranking/Country
1	2010	28	110/178
2	2011	30	100/182
3	2012	32	118/174
4	2013	32	114/177
5	2014	34	107/175
6	2015	36	88/168
7	2016	37	90/176
8	2017	37	96/180
9	2018	38	89/180

Source: Transparency International Indonesia[7]; Komisi Pemberantasan Korupsi[8]; M. Fajar, Z. Azhar[9].

Corruption eradication is practically not merely about law enforcement, but also related to social, economic, and political aspects of the nation. By extracting the data from national news media and implement models describing the

sentiment relations among political actors, the connection between balance of the sentiment among political elites and the critical levels of the investigation and law enforcement is apparently demonstrated[10].

Based on this phenomenon, of course, this is a big problem because indirectly the practices of corruption committed by officials make economic inequality increasingly, rich citizens get richer and the poor get poorer.

To reduce bribery and corruption cases in Indonesia, National Integrity System as part of National Strategy on Corruption Prevention and Eradication is urged to be conducted. With the implementation of National Integrity System among all public or governmental institutions and private institutions, the institutions itself will be strengthened[11].

Various efforts have been made by the government to prevent corruption with the establishment of institutions aimed at eradicating corruption, namely the Joint Team for the Eradication of Criminal Crime Actions (*TGPTK*) and the State Official Wealth Eradication Commission in 1999, to the Corruption Eradication Commission (*KPK*) in 2002, as well as the Coordination Team Corruption in 2005. But all that has not yet been able to make Indonesia completely free from corruption. Government efforts to eradicate corruption so far have not produced effective results. This is because the eradication of corruption in Indonesia is not only enough with legal actions but also with preventive measures (prevention), one of which is by means of education, because education has an important role in the formation of children's personality. One way to implement preventive efforts or prevent corruption is through anti-corruption education. Anti-corruption education is a conscious effort to provide understanding and prevent acts of corruption committed in the learning process in school[12]. The implementation of anti-corruption education in schools is expected to be a place to instill the values of honesty, responsibility, discipline, simplicity, independence, hard work, fairness, courage and care for students from an early age. Anti-corruption education in schools will give awareness to the younger generation of the dangers of corruption and then rise up against it.[13]

The last, reformation era had established Corruption Eradication Commission, which was given the corrective and preventive duties of corruption criminal action, such as giving anti-corruption education for the community and student in school. The aim of anti-corruption education was to implant the understanding and attitude of anti-corruption[14].

Texmaco Vocational High School Pematang is one of the favorite schools in the city of Pematang[15], which has implemented the values of anti-corruption education both in subjects especially Pancasila and Civic Education[16] subjects and extracurricular subjects, such as habituation to honest living, responsibility, discipline, independence and care for all school people. This study aims to find out and describe: (1) Implementation of anti-corruption education in Texmaco Vocational High School Pematang. (2) Factors that

support and hinder the implementation of anti-corruption education in Texmaco Vocational High School Pematang.

The benefits of the research are to increase knowledge and insight into the implementation of anti-corruption education in schools, as well as reference material or input for similar research and development materials on the implementation of anti-corruption education. Provide input to school principals and teachers about the need for anti-corruption education for students so that they can be taken into consideration in forming anti-corruption characters in students. As well as providing input to the education office so that it can be used as a strategic step in the effort to develop a curriculum in anti-corruption education and as an evaluation material for anti-corruption education in schools.

II. THEORETICAL REVIEW

Based on these objectives, it can be observed that anti-corruption education involves three important domains, namely affective cognitive and psychomotor. The cognitive aspect emphasizes the ability to remember and reproduce information that has been learned, which can be in the form of combining creative ways or synthesizing new ideas and material. Affective domain emphasizes the emotional aspect of the attitude of value appreciation or at the level of accepting or rejecting something. The psychomotor domain emphasizes the aim of training skills and skills to equip students to become accustomed to anti-corruption behavior, so in the implementation of anti-corruption education the three domains above must be harmonized or integrated into curriculum targets both explicit and implicit. Thus the direction of anti-corruption education becomes clear based on measurable criteria.

According to Law No. 31 / 1999 which is updated in Law No.20 / 2001 Concerning Eradication of Corruption[17], states that the definition of corruption includes acts (1) Acts against the law, enriching oneself / other bodies which harm the country's financial / economy (article 2), and (2) Abusing authority to enrich themselves which can harm the country, for example bribing officers, extortion, gratification, embezzlement in office, and other actions that support criminal acts of corruption (article 3).

Based on the explanation above, corruption is an act of misusing the authority of an official or ruler, and this action damages the social order that has been created for personal gain. Corruption behavior is carried out by more than one person and causes harm to other parties. But the notion of corruption can be widened in everyday life such as lying, cheating, not queuing, bribing, and cheating.

Anti-corruption is a policy to prevent and eliminate opportunities for the development of corruption. Prevention in question is how to raise awareness of individuals not to commit corruption and how to save money and state assets[18]. Opportunities for the development of corruption can be eliminated by making improvements to the system and the improvement of its people. In terms of improving the system of anti-corruption measures, they cover (1), (2) Improving applicable laws and regulations to anticipate the development of corruption and closing legal loopholes or

rubber articles that are often used by corruptors to escape from the snare of the law, (3) Improve work methods government becomes simple and efficient, (4) Strictly separates state ownership and private ownership and provides clear rules regarding the use of state facilities for the public interest and their use for personal interests, (5) Upholding professional ethics and orderly institutions with strict sanctions (6) Application of the principles of good governance, (7) Optimizing the use of technology and minimizing the occurrence of human error.

Related to human improvement, anti-corruption measures include: (1) Improving human morals as believers, namely by optimizing the role of religion in combating corruption. This means that religious leaders try to strengthen the emotional bond between religion and their people, declare firmly that corruption is a despicable act, inviting the public to distance themselves from all forms of corrupt behavior, and fostering the courage of the community to fight corruption, (2) Improving the nation's morals, namely diverting family, clan, ethnic, and ethnic loyalty to the nation's loyalty, (3) Increasing individual and community legal awareness through anti-corruption socialization and education, (4) Eradicating poverty through improving welfare, (5) Choosing clean, honest, anti-corruption leaders caring, responsive, responsive and can be an example for those who are led.

Anti-corruption education is defined as a cultural correction education that aims to introduce new ways of thinking and values to students. New ways of thinking and values are important to be socialized or instilled in students because the symptoms of corruption in the community are already entrenched and it is feared that the younger generation considers corruption as normal.

Anti-corruption education can also be understood as a conscious and systematic effort given to students in the form of knowledge of the values of attitudes and skills needed so that they are willing and able to prevent and eliminate opportunities for the development of corruption. The final goal is not only to eliminate opportunities but also students can resist all influences that lead to corruptive behavior. The purpose of Anti-Corruption education is the formation of knowledge and understanding of various forms of corruption and their aspects, changes in perceptions and attitudes towards corruption and the formation of new skills and skills needed to fight corruption.

III. RESEARCH METHODS

This research method uses qualitative research methods[19]. The author uses this method to make it easier to analyze the data obtained during the study. The location of this study was conducted at Texmaco Vocational High School Pemalang which is located at Jl. Pemuda No 36 A Pemalang[20]. The focus of the study was: (1) Implementation of anti-corruption education at Texmaco Vocational High School Pemalang (Implementation of Anti-Corruption Education in learning and Anti-Corruption Education outside of learning). (2) Factors that support and hinder the implementation of anti-corruption education in Texmaco Vocational High School Pemalang. The source of

primary data is obtained from research informants, namely (1). School principals, vice principals, teachers, and extracurricular advisers at Texmaco Vocational High School Pemalang as supervisors and guides in implementing anti-corruption education (2). Students at Texmaco Vocational High School Pemalang as research subjects carrying out anti-corruption education in the school environment. The technique of collecting data uses observation, interviews, and documentation. Test the validity of the data using source triangulation. Source triangulation is done to test the credibility of data by checking data obtained through several sources[21]. Data analysis techniques use data collection, data reduction, data presentation, and data verification.

IV. RESULTS AND DISCUSSION

Implementation of Anti-Corruption Education in Texmaco Vocational High School Pemalang

Texmaco Vocational High School Pemalang is a school that also contributes to the values of anti-corruption character. The purpose of Anti-Corruption Education held at Texmaco Vocational High School Pemalang is to instill anti-corruption values and attitudes to students, cultivate habits of anti-corruption behavior, and develop students' creativity in socializing, and cultivate anti-corruption behavior. Anti-corruption Education in Texmaco Vocational High School Pemalang is included in the school curriculum by being inserted into the lesson plan and learning activities, not standing alone into one subject. Anti-corruption education in Texmaco Vocational High School Pemalang is integrated in various subjects such as Civic Education and Historical Sciences Education so as to be able to color students' mindsets, attitudes, and habits. For this reason, the support of culture and school climate is needed especially in the context of planting values and forming student character.

In the application of anti-group education in schools, there are 9 anti-corruption character values, namely: (1). Honesty value, (2). Caring value, (3). Value of independence, (4). Disciplinary value, (5). Value of responsibility, (6). Value of hard work, (7). Value of simplicity, (8). Value of Courage, and (9). Value of justice. Of the 9 values above, there are 4 values of the most prominent anti-corruption characters in Texmaco Vocational High School Pemalang. The four values are honest values, discipline values, caring values, and values of responsibility. These values were instilled by teachers at Texmaco Vocational High School Pemalang in alternating learning in each meeting according to the lesson plan prepared by the teacher in the form of discussing the Indonesian Electronic Identity Card (*E KTP*) case and lectures on daily life that were full of noble anti-corruption values. In addition to learning, the anti-corruption value is applied in scout extracurricular activities every Friday and Paskibra every Wednesday.

The form of implementation of Anti-Corruption Education in Texmaco Vocational High School Pemalang in the form of Anti-Corruption Education in learning and outside learning. Based on the results of the Anti-Corruption Education research in learning there are three stages, namely: 1). Planning Anti-Corruption Education in learning (Anti-corruption attitude values are integrated in the Learning

Implementation Plan / RPP), 2). Implementation of Anti-Corruption Education in learning Anti-Corruption Education (methods of planting attitudes in learning Anti-Corruption Education), and 3). Evaluation of Anti-Corruption Education in Learning (Qualitative assessment and observation of student behavior). At the stage of implementation of Anti-Corruption Education in the learning of Pancasila and Civic Education at Texmaco Vocational High School Pemalang, it has been well implemented.

The stage of the implementation of Anti-Corruption Education, in the Planning of Anti-Corruption Education in Texmaco Vocational High School Pemalang was carried out by integrating anti-corruption values into the RPP (Learning Implementation Plan). Anti-corruption values such as honesty, discipline, caring, and responsibility are inserted into the subjects.

Stage of implementation of Anti-Corruption Education, in the process of implementing learning, teachers often use methods of lectures, group discussions, and presentations. With the lecture method the teacher tells about the content or lesson material to students. In discussions and presentations when studied more deeply, there are anti-corruption values that need to be developed by teachers and students. The anti-corruption values that can be found in the discussion and presentation model are the values of discipline, the value of independence, the value of openness, and the value of responsibility. In the process of discussion and presentation, the teacher determines the time that can be used by students to discuss and present. From this time determination, the teacher teaches students to practice discipline and be responsible for what is their duty. In this case the teacher acts as a facilitator and students are tasked with finding the core of learning. After finishing the discussion the teacher expresses his opinion in front of the class and students are guided by the teacher to reflect on the results of the discussion and then relate it to daily life. Whereas in the planting of anti-corruption values, the teacher is done by giving advice, and reprimand if students are known to violate these values, such as being dishonest in taking the exam.

Stage of implementation of Anti-Corruption Education in learning evaluation[22]. Evaluation or assessment in the learning of Anti-Corruption Education is qualitative, its assessment is not in the form of numbers but what is assessed is attitudes and behaviors in daily life. This is because Anti-Corruption Education is value education so its assessment is not only in class learning, but attitudes and behaviors in everyday life such as cheating or not, ever lying or not, never skipping or not, and never stealing or not. For assessment students are negotiated with homerooms, so in this case give each other advice and input. In addition, in the evaluation of learning, students will be involved with the teacher to evaluate the task with a cross-correction path, namely the student's work is exchanged for the work of other students to be corrected together. In this cross correction, students are given the opportunity to submit objections and reviews if there is an error in giving a score. From the implementation of cross correction it shows the application of the value of openness in the learning of Pancasila and Civic Education, namely students are given the opportunity to correct their

friends' assignments. Besides that, in this cross correction, students will be trained to practice honesty values.

Implementation of Anti-Corruption Education outside of learning is done by being internalized in scout and paskibra extracurricular activities, as well as daily activities in schools through honesty canteens, finding / missing items and anti-cheating culture. The strategy carried out in this extracurricular activity is programmed training. Programmed exercises that are held every Friday at 13.15 and Monday at 3:00 p.m. In the programmed exercise the scouting and paskibra activities contain educational activities that can train and develop their members, including camping, wandering (hiking), the United Nations, ceremonies, making cubits of work, deliberation, social service, etc. in accordance with the code of ethics and a handbook for scout and paskibra members. At each activity the scout members are demanded not only to explore the material provided, but also to take the values implied in it such as the value of responsibility, honesty and discipline.

Factors that Support and Inhibit the Implementation of Anti-Corruption Education in Texmaco Vocational High School Pemalang

Supporting Factors

1. Commitment of teachers and principals

Teachers have very important roles and functions in the effort to plant anti-corruption education. A good teacher is a teacher who in addition can provide theory or subject matter, can also provide a good example for students. It cannot be denied that the teacher besides being a teacher is also a role model for students in behaving especially in the school environment. Civic Education teachers in learning Pancasila and Civic Education in the Class always teach students to instill anti-corruption values. Teachers not only give orders to students to carry out anti-corruption values, but Civic Education teachers also provide examples to their students. The Principal is the person who has the highest authority in determining school policy. Whether or not a school organization runs, including bad learning activities, achievements, and other activities in the school environment, one of them is determined by the principal's policy. The principal has a role in the effort to instill Anti-Corruption Education in the learning of Pancasila and Civic Education. Support and commitment from school principals is very much needed in terms of issuing policies related to the implementation of Anti-Corruption Education such as: rules on student discipline, regulations on teacher discipline, policies on the learning process, policies for entering and returning school, and so forth. With the support of the principal, the teacher will be greatly helped in instilling anti-corruption values with students, so that Anti-Corruption Education can be taught and implemented well.

2. Complete facilities and infrastructure

The facilities and infrastructure owned by Texmaco Vocational High School Pemalang are very complete so that it is very helpful for the learning process. Facilities and infrastructure such as computers and the internet for students are very helpful for finding lesson references or following developments in national and international education. In the

subjects of Pancasila and Civic Education, teachers often assign assignments to students to search for articles or news from the internet as additional material in learning. In an effort to plant Anti-Corruption Education, the Civic Education teacher assigns tasks to students to examine corruption problems on the internet which are then analyzed by students along with how to solve the problem, then students are asked to present the results using LCD or OHP. The facilities and infrastructure owned by School have been really utilized by the teachers of Texmaco Vocational High School pemalang. The optimal use of facilities and infrastructure by teachers has resulted in a good learning process.

3. Clear order

The existence of school discipline will be able to guarantee an orderly and calm life in schools so that the teaching and learning process can take place well. With the implementation of school rules that are precise, clear, consistent, and supervised in earnest, it will create an atmosphere of learning in schools that is orderly, peaceful and peaceful. School rules that are adhered to and performed well by students can be a learning for them to be able to respect other general rules and they can learn to develop a restraint and self-control attitude. With the existence of school rules, it will introduce students to behaviors that are approved by an environment. That way in the end students can bring themselves into a wider life, namely the community environment, where before plunging into the community environment, students have been equipped with knowledge and skills to be able to curb or control themselves, so that later they are expected to create a safe environment, peaceful, calm and safe. School discipline can be a guideline for student behavior and can motivate students to behave or act in accordance with social expectations. School discipline is also one of the elements of discipline in student behavior. That way students are expected to be able to behave in accordance with the standards set by the school environment.

Obstacle Factor

1. School Locations Located near shopping centers

School location is one of the determining factors in instilling anti-corruption values because the location of Texmaco Vocational High School Pemalang is located in the city center, many shopping centers, hotels, and restaurants around the school so students tend to like hanging out rather than going straight home after hours after school.

2. Lack of reading books on Anti-Corruption Education

The inhibiting factor for the implementation of the anti-corruption education program is that the reading books on anti-corruption education in the library of Texmaco Vocational High School Pemalang are still lacking. So that students in the library are not provided with books about corruption that they should be able to read to explore insight and understand well about corruption and its effects.

V. CONCLUSION

The implementation of anti-corruption education is applied in Texmaco Vocational High School Pemalang with

an inclusive strategy that is through two forms in learning and outside learning. Anti-corruption education in learning through 3 stages, namely Anti-Corruption Education Planning, Implementation of Anti-Corruption Education, and Evaluation of Anti-Corruption Education. Anti-corruption education outside of learning is instilled through extracurricular activities namely scouting and paskibra activities. In addition, it is also through activities to habituate anti-corruption attitudes in the school environment in the form of honesty canteens, goods / lost finding posts, and anti-cheating culture. From these habituation activities the values that are successfully formed in students are values of honesty, responsibility, courage, fairness, openness, hard work and caring. However, anti-corruption education in Texmaco Vocational High School Pemalang has not formed the character of student anti-corruption up to 100% because in practice there are still deviant behaviors, namely 1 or 2 dishonest students such as cheating or not paying when buying in the honesty canteen.

Supporting and inhibiting factors in the implementation of anti-corruption education in Texmaco Vocational High School Pemalang are supporting factors including 4 factors, namely (1). Teacher and principal's commitment, (2). The existence of complete facilities and infrastructure, and (3). Clear order. Inhibiting factors include 2 factors, namely (1). School location near shopping centers, and (2). Lack of reading books on Anti-Corruption Education in the library.

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