

Growing the Character of Responsibility in Students Through Teacher's Exemplary in Anti-Corruption Education Efforts

Cahyono

Pancasila and Civic Education,
Faculty Teacher Training and
Education Universitas Pasundan,
Bandung, Indonesia
cahyono@unpas.ac.id

Dadang Mulayana

Pancasila and Civic Education,
Faculty Teacher Training and
Education Universitas Pasundan,
Bandung, Indonesia
dadangmulayana@unpas.ac.id

Lili Sukarlina

Pancasila and Civic Education,
Faculty Teacher Training and
Education Universitas Pasundan,
Bandung, Indonesia
lilisukarlina@unpas.ac.id

Abstract- The purpose of this study is to find out how to foster the character of student responsibility through the teacher's example and its relationship with anti-corruption education in schools. The method used in this research is descriptive analysis method with a qualitative approach, with data collection techniques using interviews and observations conducted on 15 students, 3 teachers, and 2 vice principals. The results of the study can be said that the character of responsibility for students grows and develops by imitating the character and personality of the teacher when teaching. The character of responsibility is the character that encourages the birth of an anti-corruption attitude to students. The Character of Responsibility is one of the forms of character that must be fostered in the concept of anti-corruption education in schools, and the character of responsibility can grow through good attitude and character that is exemplified by teachers in the school environment. With the emergence of the character of responsibility in students, the anti-corruption attitude will naturally appear along with the growth of the character of responsibility in students.

Keywords: *anti-corruption education, character responsibility, teacher's example*

I. INTRODUCTION

Corruption is a multidimensional issue with far-reaching effects and is highly related to disciplines of sociology, political science, history, economics, and public administration [1]. The government believes that educational institutions are one of the most appropriate institutions in introducing forms and culture of corruption to students because, one of them is through Anti-Corruption Education [2]. Even in a study, specifically that Corruption is a violation of human rights [3]. Therefore, anti-corruption education must be instilled through education levels so that it can be carried out consistently and sustainably. School is one place to instill discipline values and responsibilities to all elements of the school, especially students. This of course has become one of the functions and roles of the school to produce

students who have good personality, discipline, and responsibility as one of the manifestations of the personality and character of the Indonesian nation. According to school is a place or container to develop or shape the character of citizens or (Civic Disposition) students.

According to Lickona in [4] "characters are related to moral concepts, moral attitudes, and moral behavior". From the three character concepts, it can be concluded that good character is supported by knowledge of goodness, willingness to do good, and doing good deeds [5]. With the formation of a good character of citizens (good citizenship), one of which is to have the character of responsibility, which is an attitude that is always conscious to account for all actions with no coercion or encouragement from outside parties. If the character of this responsibility has grown in students, it will make it easier for students to achieve both school and community environments.

State that the growth of young people into good citizens is a major concern, there is no more important task than developing responsible, effective and educated citizens. This is the opinion conveyed by [6]. Who argues that "the current generation of Indonesia requires growth in attitudes and personality or good character in order to foster a democratic, responsible, and tolerant person with balanced attitudes and noble character. It is clear that education and growth of the young generation is very important in realizing the ideals of national education in order to prepare superior generations in the future".

The role of the teacher in growing the character of responsibility to students is very large. Teachers can make a very large contribution in fostering the character of students' responsibilities through the learning process and the method of learning. This means that in addition to the teacher instilling character values of responsibility in learning activities, the teacher must be able to provide an example of responsibility to students, so that students can emulate the character and personality of a teacher, especially the character of responsibility. Teachers play an important role in impressing skills, progress and student achievement. The teacher determines the learning outcomes to be assessed, designs and fosters assessment instruments, analyzes

assessment information, reports and makes follow-up actions. In addition, through appraisal assessment, the teacher can ensure the overall and integrated development of potential from the intellectual, spiritual, emotional and physical aspects in line with the National Education Philosophy.

One teacher who can achieve this is the Pancasila and Citizenship Education (Civic education) subject teacher. In addition to the content in Civic education subjects, the exemplary attitude of Civic education teachers is very important in instilling the character of responsibility for students. Civic education subjects clearly have a very important function and role in fostering the character and personality of a good citizen. Stated that "the goal of the state to develop Citizenship Education (PKn) is so that every citizen becomes a good citizen, namely citizens who have Civic Intelligence, both intellectual, emotional, and social or spiritual; have pride and responsibility (Civic Responsibility); and being able to participate in community life and participation in order to grow a sense of nationality and love for the country.

All general teachers and Civic education teachers in particular should always show good character and personality in front of students. One character that must be shown is the character of responsibility. Responsibility in carrying out the duties and profession in accordance with the provisions and agreements that exist. Students can imitate it as one of the provisions in their daily lives. The character of responsibility played by the teacher can have a positive impact in fostering an honest character and personality and responsibility to the students. This character must be instilled in students as an effort to implement anti-corruption education in schools for students. By having an honest and responsible character, students can learn to live honestly and not use what they have and have. This character of honesty and responsibility must be instilled in students as a manifestation of the implementation of anti-corruption education in schools. Not only through the learning process, but with the example shown by the teachers in the school environment.

II. THEORETICAL REVIEW

1) Responsibility Character

States that characters can be searched from the Latin word namely *karakter*, *kharassein* and *kharax*, meaning tools for making, to engrave, and pointed stake. It is also used in French in the 14th century, namely character and in speaking English to be a character then in Indonesian it becomes a character. Character can be interpreted as character, or *tabeat* which is implemented in the habit of behaving in daily life. One character that must be possessed by students is the character of responsibility.

The Big Indonesian Dictionary (KBBI) means that "responsibility is a condition that must bear everything, and can also be interpreted as being obliged to bear, take responsibility, bear everything, or give an answer and bear the consequences". Thus the character of responsibility can be interpreted as a form of human consciousness regarding behavior and actions both intentional and unintentional. Stated that personal awareness to be responsible according to

the provisions, not because of compulsion or supervision from outside, accept responsibility for the consequences and actions that are carried out and fulfill moral and legal obligations as members of a democratic society. This explanation is very relevant to the research area of [6] which states that "the character of the responsibility of students does not just appear, but must go through a series of exercises and habituations or growth through the habit of doing tasks both individual tasks and group assignments. . So that they can be aware of the importance of the soul and the attitude of responsibility in completing their tasks, both individual and group tasks. " we can conclude the explanation that the character of responsibility can be formed and embedded in all students through habituation of students in doing their tasks properly, precisely and seriously.

Circumstances are ready to accept the obligations or duties that they carry out, in the sense that when a person is given an obligation or duty, he is faced with two choices, namely accepting and facing him with high dedication or even delaying and ignoring the duty or obligation. The character of responsibility in this study can be observed with the ability of the students in completing their tasks, and are skilled to account for the results of the tasks that have been done. From this explanation it is clear that the character of responsibility is needed and must be instilled in students as an effort to give birth to a good citizen. Character and personality responsibilities must always be instilled early on to students. Planting character values of responsibility can be done through formal education and non-formal education. The character of responsibility must be owned and applied by every citizen in daily life.

The character of responsibility can be specified in the form of responsibility for himself, responsibility for his family, responsibility for the community, and responsibility for the nation and his country and the most important is having the character of responsibility for his religion and God. The form and manifestation of the character of responsibility we can observe in each of its movements in daily life. [6] Cahyono (2015) mentions several examples of forms and manifestations of citizens who describe the character of responsibility towards the nation, and the state, namely: "(1) Understanding and being able to implement the ideological values of the nation, namely the ideology of Pancasila in the form of everyday life from all fields of life , in the economic, social, cultural, political and security fields; (2) Maintain and maintain the good name of the nation in the eyes of the international community, and always safeguard the dignity and status of an independent, sovereign, civilized and dignified nation; (3) Maintaining the values of national unity and unity and not showing racial behavior; (4) Maintain the value of social solidarity as a fellow member of the Indonesian nation and nation; (5) Increasing the ability of national insight so as to continuously increase the value of love towards the nation for every citizen. "

The form of the character of responsibility (civic responsibilities) as stated in CISED (1999) in [6], namely: "(1) Understanding and implementing the rule of law; (2) Respect and respect the rights of others; (3) Having information and attention to the needs of the community; (4)

Control the leaders chosen in carrying out their duties; (5) Good communication with the school, local government and national government; (6) Giving his voting rights in elections; (7) Obey paying taxes; (8) Being an honest witness in court; (9) Be aware and willing to take part in military service, etc."

From the details above it is clear that it can be concluded that karkater responsibility is needed in realizing an advanced, peaceful, secure, prosperous, just state of the life and soul, and the realization of democratic values in everyday life. The character of responsibility certainly does not just appear to the students themselves, but must go through a series of training and habituation that is consistent and instilled early on to students.

Based on the results of research conducted by [6] it can be summarized that attitudes that reflect responsibility, in detail can be seen from the activities of students as follows; "(1) Obey and obey the teachings of the religion they adhere to; (2) Come and go home from school on time; (3) Always obey all the rules of the school, home, community and country; (4) Helping a distressed friend; (5) Obedience and respect for teachers, and parents; (6) Study well and never skip school; (7) Always do school work on time; (8) Active in group discussion activities; (9) Respect and not impose his will on others; (10) Doing his tasks carefully, carefully, creatively and on time; (11) Responsible for the duties, functions and functions in the group; (12) Always participate actively in group activities; (13) Able to work with members of his group, and friends; (14) Enthusiastic in doing his duties; (15) Always coordinate with friends or groups before doing any work in completing their duties; (16) Not copying, cheating, and imitating the results of the duties of other people or other groups in one class or another class; (17) Ready to take orders; (18) Having a tolerance for his friends; (19) Always include sources of information in carrying out their duties; (20) Able to display the results of his duties well in front of the teacher and in front of his classmates".

2) Exemplary Teacher Subject Civic education

Exemplary is an attitude and behavior and habits of someone who can be imitated or emulated or made as a reference played by someone. Teacher's exemplary can be interpreted as a form of attitude, behavior and personality of a teacher that can be imitated and followed by students.

Teachers who are able to provide examples of good attitudes and personalities or have good character can help in the formation of good student character. Adapaun good character and personality are shown in actions and behavior in everyday life both in the school environment and in the community. Good character is shown by good habits and behavior, and this causes others to sympathize with him, including the sympathy of the students to emulate the character and personality of his teacher. If the behavior of students is good, it will create good relationships and interactions both with their school friends and with friends in the community. This interaction process will affect the personality or character of other students.

In the School Guidelines for the Development of National Character and Cultural Education (PSPPBKB), the

character of exemplary in the world of sting education is closely related to the character and personality of a teacher as an educator. Examples are the attitudes, behaviors and habits of the teacher both in the school environment and outside the school environment which are examples and emulated by the students. Exemplary teachers are always associated with the term professional teacher. A teacher is said to be a professional if it meets the criteria and conditions set by the government, besides that it must have a good personality and character. In Law No. 14 of 2005 concerning teachers and lecturers stated that the conditions for being a teacher are having a diploma, being physically and mentally healthy, fearing the Almighty God, behaving well, being responsible and having a national spirit. In the law it was stipulated that professional teachers must have at least four (4) competencies, namely pedagogical competence, social competence, professional competence, and good personality competencies.

Based on this, it is clear that a teacher besides being scientifically qualified, he must also have a virtuous character and personality. This attitude and good character and personality must be played by every teacher as an example for their students. Some of the characters and behaviors that should be shown by the teacher in the teaching process are character and good behavior, honesty, discipline, responsibility and social spirit. A teacher who has good character and personality is very influential on the success of learning, and has a positive impact on the attitudes and behavior and character of their students. A teacher who has good character will be imitated by his students. So that students will also have good personalities and characters.

States that good teacher attitudes and character can be shown by having the following attitudes;

- a. fair and not discriminating students,
- b. trust all students and like all students,
- c. willing to sacrifice and always be patient in the interests of the success of learning of their students,
- d. responsible and dignified before the student participants,
- e. have a good attitude to other teachers,
- f. have a good attitude to the general public,
- g. master the scientific field he taught,
- h. like the profession and the subjects that it provides, and
- i. have extensive insight and knowledge.

The attitudes and character of the teacher that influence the course of the learning process in the classroom and in the school environment. The implementation of good and interesting learning and a good school atmosphere greatly influence the growth of attitudes and personality and actions of all citizens in the school environment, especially students. The attitude and character of students in the school environment will be carried away in their daily lives in the family environment, and in society and is very influential on the growth of attitudes and character of students.

3) Anti-Corruption Education

Language corruption comes from Latin, namely *corruptio* or *corruptus*, *corruptio* is from the word *corrumpere*, while *corruption*, from the corrupt word from

English, and corruption from French while *corruptie/korruptie* from Dutch. All these terms can be interpreted as decay, ugliness, depravity, dishonesty, can be bribed, deviations from holiness, and immoral actions. In fact, the problem of corruption is always with China since the founding of the People’s Republic. More generally, the problem can trace back to ancients coming out with the country. In past research, scholars have made abundant achievements about corruption, especially in the definition and related clinical factors on corruption [7].

Baharuddin Lopa, who cites the opinion of David M. Chalmers, states that corruption means a rotten act concerning embezzlement of money, granting and receiving bribes, etc. which concerns several terms of corruption, namely those relating to bribery, related to manipulation in the economic sector, and related with the interests of many people. Furthermore, the act of corruption itself concerns the following actions:

- a. Immoral acts,
- b. Rotten character, character and personality,
- c. Actions relating to positions, agencies, or government officials,
- d. Acts that make use of power possessed in office because of the gift,
- e. Actions concerning the economic field and the political field as well as placing the family or class into the service which is under his office.

The forms of corruption in the anti corruption education guidebook in higher education (2012) are described as follows:

- a. Actions that are detrimental to state finances
- b. Bribery and bribe activity
- c. Embezzlement activities in a position
- d. Order and transaction activities for positions and commissions
- e. Actions that contain elements of cheating
- f. Conflict of interest in the procurement process, and
- g. Element of gratification

As a solution to overcome these corruption acts, prevention efforts can be carried out, one of which is through early anti-corruption education to the next generation, namely to students in the school environment. Anti-corruption education is an action in controlling and reducing corruption activities in the form of overall efforts to encourage future generations to develop attitudes and personalities that expressly reject all actions related to corruption activities.

One way to implement anti-corruption education is through education. Anti-corruption education through educational channels is very effective to do, it is said that education is a process of changing mental attitudes, morals and character that occurs in a person, especially students, and through this education also anti-corruption education can be more systematic and easily measurable, which can be seen in the anti-corruption behavior changes shown by students.

Corruption is dishonest or illegal behavior, especially by people in official positions, (misused power of the

officials), while economists largely view corruption as a sand in the gear of the economy, political scientists view it as the grease in that gear [8]. With the anti-corruption education, each individual is expected to be able to realize that they are part of a component of society that must strive to encourage all future generations to have an attitude that expressly rejects all forms of corruption that exist. With this anti-corruption education program, it is hoped that it can shape public awareness, and the younger generation about the dangers of corruption for the nation and the state, and then be able to rise up against it and become a winner in eradicating all forms of corruption and communal crimes that involve the general public and are very useful in promoting the values of character honesty and responsibility and not easy to give up in order to realize an essential truth [9].

The values of anti-corruption education that must be instilled in students in the school environment are:

Table 1: Anti-Corruption Values

No	Indicator	Value
1	Honest character	Always do and speak in accordance with facts, data, and actual reality (consistent), Not carrying out acts that contain elements of fraud, Do not lie to friends, parents, or others, Do not recognize other people's property as their own
2	Discipline	Having a commitment to behave consistently and obey the rules in following all activities
3	Responsibilities	Always complete the tasks and all the work thoroughly and the best results
4	Hard work	Always strive to complete a task and work with the best results,

III. RESEARCH METHODS

Location is one of the schools in the city of Bandung. This study uses a descriptive research method with a qualitative approach. Data collection uses interview and observation techniques, as well as supported studies, and literature studies. Students are taken from 5 representatives of class XI, and 3 Civic education subject teachers who teach in schools, vice principals for student affairs, and curriculum issues. Technical data analysis through the stages of data reduction, data display, and data analysis, as well as data conclusions.

IV. RESULTS AND DISCUSSION

From the results of the analysis of interview data and observations it can be explained that student responsibility is quite high. The learning process is a character of student responsibility. This has been reflected in the behavior of students in implementing school discipline, getting used to discipline, and living habits in the family environment, and reflected in their activities during the learning process in

school. In addition, students can show honesty, character, discipline, hard work, responsibility, and simple life. This is the attitude and example of the teacher, having a good character towards students. Indirectly the process of anti-corruption education has gone well and students have their lives in the family, community and school environment. Honest attitudes and characters are reflected in actions that always speak and do what they are, not making it up and not lying. Those who always obey the rules, dress neatly according to the rules, go home and go home on time, and always take advantage of their free time for positive things, such as discussions, doing joint tasks, and participating in extracurricular activities. The character of hard work is reflected in activities that do not unite in completing school assignments from all subjects. Almost all give assignments, but always do well and finish on time. Responsibilities for students are always completed on time, and their accounts are in front of their friends and teachers. While simple characters are reflected in words, attitudes, actions, and appearances that appear as they are.

The best results can be interpreted that the better the learning process carried out by the teacher and the better the character and personality of the teacher in teaching, the better the attitude and character of the responsibilities of the students, both in the classroom, school environment and community environment.

The characters shown by the teacher as role models for students have been able to be shown also by the students reflected in the implementation of school discipline are concrete evidence that students obey the rules that have been determined. In this case the students carry out the order without any coercion, but are truly sincere to do their best. With the existence of school discipline, students have good attitudes and behaviors so that they are active and creative in learning, which in the end can do assignments, end of semester exams and exams as well as school exams and national exams can be done well. This is done in full with responsibility and without coercion.

To achieve good attitudes and responsibilities, students need to be accustomed to and trained through the learning process of Civic education and Civic education teachers in particular must provide good character and role models to students. The teacher's example can be a friendly, cheerful, pleasant, patient, timely and consistent attitude, as well as honest, disciplined, responsible, hard and simple work. This is as stated, which states that "good attitudes of teachers can be demonstrated by being fair to all students, trusting and liking their students, being patient and willing to sacrifice for the sake of learning, having a good time before students, being kind towards other teachers, being kind to the general public, truly mastering the subjects he taught, liked the subjects he taught and knowledgeable". That is, by learning that is good, orderly, orderly, comfortable and full of responsibility and by being based on high awareness, it will have an effect on the smoothness in carrying out the various tasks given by the teacher. In addition, with high learning discipline too, students will be fluent in carrying out the final semester exams and grade-up exams so that they can achieve excellent grades.

The form of attitudes and character of the responsibility of students in the family environment is the application of moral coaching in schools and family education support and vice versa. This is very closely related to attitudes and behaviors that need to be done by students in everyday life. That is, the implementation of responsibilities by students in the school environment must also be applied outside the school environment as an embodiment that the implementation of responsibility is not due to coercion, but because of self awareness, and vice versa the habit of living responsibly at home must be able to be applied in the school environment, so that synergy occurs between fostering responsibility of students in a family environment with fostering the responsibilities of students in the school environment. In connection with this, the high responsibility in the family environment affects the learning activities so that there is a relationship between the family and the learning achievements achieved by students at school.

Growing the character of responsibility included in one of the civic education subject's vision and mission. Planting the character of responsibility belongs to the type of civic disposition or character of citizenship. The character of responsibility is included in one of the good characteristics of citizens that must be owned and developed and instilled early on by students through teacher exemplary and anti-corruption education. If the character of this responsibility has arisen in students, then indirectly anti-corruption education has been successfully instilled in students.

"The attitude and character of responsibility or civic responsibility are part of the civic disposition that must be developed and owned by students as a generation of directors to produce good citizens. Conceptually civic disposition includes a number of personality characteristics, namely: Civility (respect and civil discourse), individual responsibility, self discipline, civic-mindedness, open-mindedness (openness, skepticism, recognition of ambiguity), compromise (conflict of principles, compassion, enerosity, and loyalty to the nation and its principles "[6]. This can be drawn as a form of modesty which includes humane interaction and respect, individual responsibility, independent discipline, caring towards the community, having openness in thinking which includes openness, skepticism, introduction to ambiguity, having a compromise attitude that includes the principles of conflict and the limits of compromise, tolerance for diversity, attitude of patience and stability, necessity, being generous, and having an attitude of loyalty to the nation with all its principles.

From this explanation it is clear that the character of the responsibilities of students can grow with the demonstrated good attitudes and character of the teacher and his school environment. So that the character of this responsibility can arise, and indirectly the purpose of anti-corruption education in the school environment can be realized well.

V. CONCLUSION

From the explanation and discussion of the results of the above research, it can be concluded that the example of the teacher in teaching can provide a very good influence on the growth of the attitude of responsibility to students. This is

marked by a change in the attitudes and behavior of students that are in accordance with the objectives of Civic education learning in schooling, namely discipline, responsibility, democracy and love for the country. In addition, students have been able to show anti-corruption characters including having the character of honesty, discipline, responsibility, hard work, and simplicity. One of these characters arises from the character and personality of the teacher who is able to provide good examples and examples for students.

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