

Measuring Challenges of the Implementation of Anti-Corruption Education at Junior High Schools Level in Madura

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Abstract—*Anti-corruption education has acceded as an effort to prevent corruption from an early age. The government has prepared anti-corruption education efforts at the basic education level through various policies up to eventually establishing a model for integrating anti-corruption education at the basic education level through the subjects Pancasila and Citizenship Education (PPKn). Since the collaboration between the Corruption Eradication Commission (hereinafter KPK) and the Ministry of Education and Culture (Kemendikbud) in 2017 to integrate anti-corruption education through PPKn subjects and the insertion of anti-corruption values in PPKn subjects, it is important to examine the challenges dealt with by the education office concerning the implementation of anti-corruption education in Madura. This study used a socio-legal research method by collecting primary data through interviews and observation in education offices in four regencies in Madura. Based on the research conducted, it can be inferred that the policy model and implementation of anti-corruption education are generally in accordance with the guidelines for the implementation of anti-corruption education from the Ministry of Education and Culture and the Corruption Eradication Commission (KPK), while the challenges faced by the Education Office in four regencies in Madura in providing anti-corruption education generally are related to the readiness of human resources, the structure and dualism of the education system in Indonesia, as well as specifically for Sumenep Regency, geographic location also predisposes the outcome of anti-corruption education in the regency.*

Keyword : *Anti-Corruption Education; Crime Prevention; Primary Education Level.*

I. INTRODUCTION

Anti-corruption education constitutes a manifestation of the solemnity of government in primary prevention efforts against corruption. It is called primary prevention due to prevention is carried out through policies from the central government as a joint movement in crime prevention. Apart from primary prevention, there are also secondary and tertiary prevention strategies in crime prevention strategies which are generally performed more specifically by law enforcement agencies both repressively and preventively [1].

According to Susan Donkin, crime prevention shall take into account the basic, which is convinced to be more effective than other repressive measures since the primary prevention efforts emphasize changing the physical environment as well as social environment providing the opportunities for crime [2].

Primary prevention efforts through this government policy have been carried out since 2004 with Presidential Instruction (hereinafter in Indonesian term called with *INPRES*) Number 5 of 2004 concerning the Acceleration of Corruption Eradication. These efforts were continuously renewed and improved until the issuance of Presidential Instruction Number 10 of 2016 concerning Action to Prevent and Eradicate Corruption in 2016 and 2017 [3]. This effort was then followed up by the signing of a collaboration between the *KPK* and the Ministry of Education and Culture on August 3, 2017. The collaboration encompasses anti-corruption education, data and/ information exchange, corruption prevention systems, implementation of the 'JAGA' platform (*JAGA* stands for *Jaringan Pencegahan* which referred to prevention networks), as well as public complaint services and control of state property [4].

As for the targets of anti-corruption education are schools in the scope of basic education. Primary Education is the level of education that underlies the secondary education level. According to Article 17 paragraph (2) of Law Number 20 of 2003 concerning the National Education System, Primary Education comprises Elementary Schools and *Madrasah Ibtidaiyah (MI)* or other equivalent forms as well as Junior High School and *Madrasah Tsanawiyah (MTs)* or other equivalents.

In a context of education, measures of prevention, reduction, and even eradication against corruption are the entire efforts to encourage the next young generation to develop an attitude of

firmly rejecting all forms of corruption. Anti-corruption education is expected to be a "vaccine" to treat corruption in a country [5]. By providing anti-corruption education from an early age, expectantly it can exterminate the seeds of corruptive behavior, and it may start from primary education level.

As the previous study, this study also remained to examine primary education level as the object of research, specifically junior high school level, and *MTs* Level. The consideration of opting for Junior High School level for students, teachers, as well as the policies undertaken by the government through the Education Office is the study of social learning theory, both moral development theory from Lawrence Kohlberg [6] and social learning theory from Albert Bandura and Gerard Patterson [7]. According to both theories, the age of junior school students (from 12 to 15 years old) is the age group in which human has a peculiarity to imitate what is seen studied and experienced so that the inculcation of anti-corruption values is expected to be more effective when habituation occurred at this level.

Referring to the previous research conducted in 2018 and 2019 in Madura related to corruption perceptions and corrupt behavior of junior high school students, it was obtained the following results: as many as 69.62% of junior high school students have known that corruption is a disgraceful act and that perpetrators of corruption deserve to be punished. In addition, as many as 80.81% of junior high school students have corrupt behavior, behavior that is reflected in cheating, truancy, and dishonesty [4]. From the data above, it can be inferred that the high level of corrupt behavior among junior high school students is an indicator that anti-corruption values have not been reflected in students' daily behavior.

In 2019, another research was also conducted to junior high school teachers in for regencies in Madura. It aimed to find out the implementation of anti-corruption education as launched by the Ministry of Education and Culture in collaboration with the *KPK* in 2017 through various guidelines for the integration and insertion of anti-corruption values into citizenship education at the primary education level. The study showed that 14% of teachers stated that there was anti-corruption education that was integrated into citizenship education and religious education subjects, 24% of the teachers stated that there were activities outside

the curriculum that supports anti-corruption education, and the rest of 56% of the teachers stated that there had been socialization from the local Education Office regarding integration of anti-corruption education in citizenship education.

The lack of teachers' knowledge about anti-corruption education at the junior high school level, and the high percentage of corruptive behavior of junior high school students in Madura according to Travis Hirschi's social control theory constitute criminogenic factors contributing the occurrence of criminal acts. If teachers and students feel uninvolved, unattached, and less a joint commitment to suppress corruptive behavior, or even do not realize anti-corruption values, those will bring about the higher potential for the development of corruptive behavior in the future. Travis Hirschi's social control theory is commonly used to tackle juvenile delinquency, such as research by Cretacci, Zheng, and Gao [8] in China, and research by Gde Made Swardhana [9] in Bali. In the previous research, Travis Hirschi's social control theory was also applied to analyze the dangers of neglecting corruptive behavior from an early age as a criminogenic factor/ triggering the occurrence of criminal acts of corruption in the future.

The results of these previous studies drive further research to find out the policies undertaken by each regency in Madura as well as its implementation as an effort supporting the government steps in preventing and eradicating corruption. Additionally, the lack of teachers' knowledge about the existence of anti-corruption education encourages this research to find out the challenges encountered by the Education Office in four regencies in Madura.

II. PROBLEMS

Eventually, two interrelated issues raised in this study encompassing first, how is the model of anti-corruption education policy at junior high schools level prevailing in Madura Island?, and second, what are the challenges encountered by the Education Offices in Madura concerning the implementation of anti-corruption education at Junior High Schools?

III. RESEARCH METHOD

This study aims to determine the model of anti-corruption education policy post the collaboration between the KPK and the Ministry of Education and Culture at Junior High Schools in the four regencies in Madura as well as to measure challenges encountered by the education offices in Madura relating to the implementation of anti-corruption education. To achieve this, the method used in this research is socio-legal by collecting primary data through interviews and observations in four districts in Madura [10]. Interviews were conducted with the Education Office and observations toward the implementation undertaken by the Education Office and tracing previous research data. The data obtained were analyzed evaluatively to provide justification for the implementation and challenges of anti-corruption education at Junior High Schools in Madura.

IV. DISCUSSION

Model of Anti-Corruption Education Policy at Junior High Schools in Madura

The first discussion topic in this research is to determine the policy model that has been carried out by the Education Office in four regencies in Madura concerning the implementation of anti-corruption education at the junior high school level. As aforementioned in the early discussion, that the Ministry of Education and Culture and the Corruption Eradication Commission (*KPK*) have compiled the manual book of anti-corruption education integration and anti-corruption education insertion in various versions for the primary education level, even before the collaboration was carried out. For more details about the anti-corruption education book can be seen in the following table:

Table 1 Manual Books of Anti-Corruption Education Issued by The Corruption Eradication Commission (*KPK*) and The Ministry of Education and Culture

No	Edition	Title	Institution
1	2008	Teacher's Manual for Anti-Corruption Education Module for Junior High School / <i>MTS</i>	<i>KPK</i>
2	2014	Compilation of the 2014 Action Idea Contest: 99 + 1 Anti-Corruption Learning Models	<i>KPK</i>

3	2017	Integration Model of Anti-Corruption Education in Citizenship Education for Class I of Elementary Schools / <i>MI</i>	The Ministry of Education and Culture
4	2017	Integration Model of Anti-Corruption Education in Citizenship Education for Class II of Elementary Schools / <i>MI</i>	The Ministry of Education and Culture
5	2017	Integration Model of Anti-Corruption Education in Citizenship Education for Class III of Elementary Schools / <i>MI</i>	The Ministry of Education and Culture
6	2017	Integration Model of Anti-Corruption Education in Citizenship Education for Class IV of Elementary Schools / <i>MI</i>	The Ministry of Education and Culture
7	2017	Integration Model of Anti-Corruption Education in Citizenship Education for Class V of Elementary Schools / <i>MI</i>	The Ministry of Education and Culture
8	2017	Integration Model of Anti-Corruption Education in Citizenship Education for Class VI of Elementary Schools / <i>MI</i>	The Ministry of Education and Culture
9	2017	Integration Model of Anti-Corruption Education in Citizenship Education for Class VII of Junior High Schools / <i>MTs</i>	The Ministry of Education and Culture
10	2017	Integration Model of Anti-Corruption Education in Citizenship Education for Class VIII of Junior High Schools / <i>MTs</i>	The Ministry of Education and Culture
11	2017	Integration Model of Anti-Corruption Education in Citizenship Education for Class IX of Junior High Schools / <i>MTs</i>	The Ministry of Education and Culture
12	2017	Anti-Corruption Education: Module Strengthening Anti-Corruption Values in Primary and Secondary Education at Elementary School Levels / <i>MI</i> Grades 1-3	<i>KPK</i>
13	2017	Anti-Corruption Education: Module on Strengthening Anti-Corruption Values in Primary and Secondary Education for Elementary and Middle School Levels, Grades 4-6	<i>KPK</i>

14	2017	Anti-Corruption Education: Module Strengthening Anti-Corruption Values in Primary and Secondary Education at Junior High Schools / <i>MTs</i> Level	<i>KPK</i>
15	2018	Anti-Corruption Education Insertion through Citizenship Education Subjects for Elementary and Secondary Education Levels	<i>KPK</i>

Source: taken from the repository of *KPK* and The Ministry of Education and Culture

Based on the table above, of the 15 manual books that have been issued by *KPK* and the Ministry of Education and Culture, only one book was compiled by the *KPK* after the collaboration was established, while the other 14 books were compiled before the signatory of collaboration. Certainly, it shows the solemnity of the two institutions to focus on anti-corruption education as a primary measure in preventing corruption.

If the central government has made these efforts, furthermore how about the implementation at the local areas at the whole of Indonesia, in this case of research, the four regencies in Madura for example. Based on research conducted on 96 junior high school teachers spread across 48 Junior High Schools (both *SMP / MTs* schools) in four regencies in Madura, the following results were obtained:

Table 2 Implementation of Anti-Corruption Education at Junior High Schools in Madura

Variabel	Average in %
There is anti-corruption education in schools	14
There is anti-corruption education outside the class learning	24
There is a socialization from the Education Office	56

Source: International Journal of Psychosocial Rehabilitation, 2020.

If it is more narrowed down, based on the results of interviews, with teachers and the Education Office in four regencies in Madura, of the 15 manuals published by the *KPK* and the Ministry of Education and Culture, all of these books were obtained by the Dinas by downloading from *KPK* and the Ministry of Education and Culture repositories due to the sites are accessibles,

however, neither printed nor distributed to teachers in schools.

If we look at it in more detail in the practice, each regency has various policies in terms of implementing anti-corruption education in its respective regency. The aforementioned policies through the Education Office can be seen in the following table:

Table 3 Anti-Corruption Education Policies in Four Regencies in Madura

Regency	Policies
Bangkalan	1. Issuing Regent Regulation Number 40 of 2019 concerning Implementation of Anti-Corruption Education in Bangkalan Regency;
	2. Drafting an anti-corruption education insertion curriculum for all subjects by including the main anti-corruption values, namely integrity, religious, nationalist, independence, and mutual cooperation, which will take into force in 2020;
	3. Development of basic competencies for each subject related to the main value of anti-corruption is developed through the conference of Subjects' Teacher (it is abbreviated with the term MGMP, which stands for <i>Musyawahar Guru Mata Pelajaran</i>);
	4. Monitoring and evaluation of the implementation of anti-corruption education in schools is carried out by school supervisors;
	5. In 2019 the insertion of anti-corruption values has been carried out through Citizenship Education (in Indonesia, it is called by <i>PPKn</i>) according to the <i>KPK</i> and Kemendikbud guidelines;
	6. Other activities outside the curriculum for customizing anti-corruption values are carried out through the canteen of honesty, silent literacy, an anti-corruption essay competition in collaboration with the Bangkalan District Prosecutor's Office.
	7. Socialization of anti-corruption education insertion for all subjects to schools.
Sampang	1. Issuing Regent Regulation Number 40 of 2019 concerning Implementation of Anti-Corruption Education in Sampang Regency;
	2. Having no special guidelines / special curriculum for the insertion

	<ul style="list-style-type: none"> of anti-corruption education for each subject; 3. Conducting Socialization to school principals to carry out anti-corruption education insertions for all subjects with the authority to develop their respective curricula according to the basic competencies of each subject; 4. In 2019, undertaking the insertion of anti-corruption values has been carried out through Citizenship Education (PPKn subjects) according to the KPK and Kemendikbud guidelines; 5. Performing Other activities outside the curriculum for customizing anti-corruption values are carried out through the honesty canteen; 6. Monitoring and evaluation of the implementation of anti-corruption education in schools is carried out by school supervisors; 	<ul style="list-style-type: none"> 2. Providing a guidance / curriculum for the insertion of anti-corruption values will be developed for all subjects; 3. Currently, what is being done is prioritizing activities outside the curriculum to foster anti-corruption values such as requiring <i>Madrasah Diniyah</i> Education through Regional Regulations to improve student spirituality, through the <i>Lama' Teker</i> program to re-cultivate the Madurese regional language and traditional games to develop sportsmanship values, such as honesty, simplicity and other core anti-corruption values; 4. Undertaking Anti-corruption education insertion through Citizenship Education; 5. Monitoring and evaluation of the implementation of anti-corruption education in schools is carried out by school supervisors;
Pamekasan	<ul style="list-style-type: none"> 1. Issuing Regent Regulation Number 32 of 2020 concerning Implementation of Anti-Corruption Education in Pamekasan Regency; 2. Having no special guidelines / special curriculum for the insertion of anti-corruption education for each subject; 3. Undertaking socialization to school principals to carry out anti-corruption education insertions for all subjects with the authority to develop their respective curricula according to the basic competencies of each subject; 4. In 2019 conducting the insertion of anti-corruption values has been carried out through Citizenship Education as mentioned in Manual Book of <i>KPK</i> dan The Ministry of Education and Culture; 5. In addition to the insertion of Citizenship Education, anti-corruption education is carried out through extracurricular activities and habituation. Extracurricular activities are carried out through the honesty canteen, while habituation is carried out through daily learning activities, for example saying greetings, etc.; 6. Monitoring and evaluation of the implementation of anti-corruption education in schools is carried out by school supervisors; 	<p>Source: extracted from the result of interviewing the interviewees at the Education Offices in Madura.</p> <p>Referring to the table above, it can be inferred, first, that all Education Offices in Madura have made efforts to socialize the integration of anti-corruption education both through Citizenship Education subjects in accordance with the guidelines from the <i>KPK</i> and the Ministry of Education and Culture as well as the socialization of the insertion of anti-corruption values for all subjects by adjusting competence the basis of each subject.</p> <p>Second, four regencies in Madura, namely Bangkalan, Sampang, Pamekasan and Sumenep have enacted a Regent Regulation which specifically regulates the insertion of anti-corruption education for all subjects. Definitely, the existence of regent's regulation is a concrete measure taken by the local government to support the prevention and eradication of corruption as well as the reference for the Education Office to apply in every curriculum at the primary education level.</p> <p>Third, all regencies in Madura have also initiated non-academic anti-corruption education through activities outside the classroom, which are generally manifested through the canteens of honesty. Although it is not an instruction from the Education Office of each regency, each school has implemented this as part of habituation to foster the values of honesty and responsibility. Other extra activities that are carried out besides the canteen of</p>
Sumenep	<ul style="list-style-type: none"> 1. Issuing Regent Regulation Number 37 Year 2020 concerning Anti-Corruption Education for Elementary Schools and Junior High Schools; 	

honesty are silent literacy, namely activities to borrow and return books independently without a library keeper similar to the canteen of honesty and essay competitions on anti-corruption which are performed in collaboration between the Bangkalan Regency Education Office and the Bangkalan District Attorney. In addition, '*Lama'Teker*' activities carried out by the Sumenep Regency Education Office to revive the habit of using the Madurese language on certain days as well as traditional games on other days are performed to foster the main values of anti-corruption outside the classroom.

Fourth, monitoring and evaluation of anti-corruption education activities in schools through school supervisors have been conducted. For disobeyed schools, the education office also provides punishment by giving a warning to schools that have not implemented anti-corruption education at least in a form of insertion through Citizenship Education (*PPKn* subjects). So far there have been no reports from supervisors about schools that have not implemented anti-corruption education in Citizenship Education.

According to David Wijaya [5], the indicator can be used as a guide to measuring the achievement of the implementation of anti-corruption education at primary education level are as follows:

1. Quantitatively, there has been a significant increase in the number of schools implementing anti-corruption education. it may be said so due to evidently there is changing from the initial to the current data. referring to research conducted at schools in 2019 (at circumstances of no whatsoever policy underlying such as Regent Regulation in each regency), it is known that as many as 14% of teachers stating that anti-corruption education activities conducted through the insertion of Citizenship Education Subjects, while as many as 24% conducted outside the curriculum through habituation/extracurricular activities. Comparing to the updated research data obtained from interviews at the Education Office of each regency, the Regent Regulation on Anti-Corruption Education has just passed in 2019 for Bangkalan and Sampang Regency, and in 2020 for Sumenep Regency, hence its implementation at each school cannot be measured, moreover, there is a COVID-19 outbreak in early to mid-2020, so it is hard for each regency to carry out the evaluation regarding the implementation of anti-corruption education.
2. Qualitatively, a development pattern of the implementation of anti-corruption education in schools has been formed, from involving school components to extending integration into all existing subjects at school. In the practice level, Bangkalan Regency has completed a curriculum draft for the insertion of the five main anti-corruption values, namely integrity, embracing religious values, nationalism, independence, and mutual cooperation which are the crystallization of anti-corruption values to all subjects according to their respective basic competencies. While in Sampang, Pamekasan, and Sumenep Regencies, although they provide no guide or special insertion curriculum prepared by the respective Education Office, the insertion of anti-corruption values has been performed to all subjects.
3. The respective local government both regency and province adequately support the implementation of anti-corruption education at the primary education level. In Madura for instance, it is shown by the enactment of Regent Regulation Number 40 of 2019 on Anti-Corruption Education in Bangkalan and Sampang Regencies, Regent Regulation Number 32 of 2020 on Anti-Corruption Education in Pamekasan, and Regent Regulation Number 37 of 2020 concerning Anti-Corruption Education at Primary Education in Sumenep. In spite of being not followed by other policies, such as policy on budgeting for teacher training or other relevant policies, the enactment of this regulation is a sufficient legal basis for the Education Office in the respective regency to plan and commit better activities with regard to anti-corruption education in the upcoming.
4. There is the involvement of other parties outside the schools and the education offices in terms of the implementation of anti-corruption education at the primary education level, for instance, Bangkalan Regency has collaborated with the District Attorney in establishing an anti-corruption essay competition for junior and

senior high school levels. Meanwhile, Pamekasan Regency received assistance from the Provincial Government of East Java related to building on the canteen of honesty, although it took four years' work span to develop and several times experienced bankruptcy because merchandise ran out and the imbalance of money obtained and merchandise sold. Lastly, Sumenep Regency collaborated with the Department of Culture and Tourism related to the introduction of Madurese cultures through extracurricular activities for junior high school students in order to foster anti-corruption values.

Based on the indicators above, the implementation of anti-corruption education in four regencies in Madura presumably has been a success due to having met the indicators though there are still weaknesses possessed each regency. The weaknesses may be reflecting as either challenge to progress or obstacles that may hinder the implementation of anti-corruption education in Madura.

Challenges in The Implementation of Anti-Corruption Education at Junior High Schools in Madura

Taking into account policies implemented by the Education offices respectively in Madura, it is found out some challenges may be categorized into several criteria as follows:

1. Quality and quantity of resources. Resource constraints, particularly human resources, are undergone by the entire regencies in Madura, particularly Sumenep Regency. The link between human resources and the implementation of anti-corruption education is very substantial. Based on the results of research in 2019, only 14% of junior high school teachers in Madura stated that anti-corruption education has been integrated into Citizenship Education (*PPKn* subjects), while 24% of junior high school teachers stated that the academic activities relating anti-corruption education has been extended to non-academic activities. This means, even if the total is only 38%, the main problem that shall be explored from this low figure was the uneven socialization factor conducted by the Education Office of each regency.

Sampang and Pamekasan Regencies have similar problems concerning the sum of teachers with a lack of knowledge on the insertion of anti-corruption values to all subjects. This condition is understandable given that the absence of general guidelines either from the central government or the Education Office itself which are used to interpret the meaning of the insertion of anti-corruption values in each subject. In this matter, Sampang and Pamekasan Regencies provide freedom for each school to explore the insertion model of anti-corruption values both in the curriculum and outside the classroom.

Sumenep Regency has a different view regarding the limited human resources. The limitation of both quantity and quality is definitely interrelated. The small number of teachers directly brings about a great impact on the increase of the teaching burden bore by teachers so that it leads to the low quality of education delivered to students. Sumenep Regency itself consists of the mainland and archipelago which certainly has different with the other regencies. A lack of teachers' sum in remote islands becomes a challenging issue dealt with Sumenep considering the issue has just reached out the quantity constraint not yet the quality which surely also crucial.

The absence of specific training for teachers of Junior High School concerning the insertion of anti-corruption values for each subject becomes a common issue undergone by four Regencies in Madura. This is due to the budget constraint which has not sufficiently been allocated for such training. Moreover, there is a similarity in the function of Subjects Teachers' Conference (in Indonesia it is well-known as *MGMP*). Each regency makes anti-corruption education to be understood partially, and different from one to another school, even it is located in one regency.

2. Structure and dualism of the education system in Indonesia. Dualism, in this case, may be figured out that the establishment of education in Indonesia practically run by two different ministries, namely the Ministry of Education and Culture and the Ministry of Religion. The ratio between the number of schools and the nomenclature for Junior High Schools both

SMP and *MTs* has an unbalanced ratio across all regencies in Madura. As publicly known, schools with junior high school nomenclature, both private and public, are under the authority of the Education Office, while schools with *MTs* nomenclature both private and public are under the authority of the Ministry of Religion. Having looked at the 15 anti-corruption education insertion Manuals issued by the *KPK* and the Ministry of Education and Culture for Elementary Schools (*SD/ MI*) and Junior High Schools (*SMP/ MTs*), it can be figured out that the manual prevailed to all kinds of primary schools regardless of it is under the authority of the Education Office or the Ministry of Religion. Unfortunately, the Education Office is unable to conduct monitoring and evaluation towards schools with *MTs* nomenclature. Currently, it is noticed that there are 750 Junior High School with *SMP* nomenclature in the entire of Madura Island comprising 177 Public Schools and 573 private Schools not including schools with *MTs* nomenclature.

The existence of dualism in the education system of Indonesia also makes monitoring and evaluation difficult to run. Briefly, if Schools with *MTs* nomenclature do not carry out anti-corruption education, the Education Office is unable to supervise it. On the contrarily, the Ministry of Religion also stays out of the coordination line with the Minister of Education, so the evaluation occurred between both is not a one-stop report system. This surely indicates a challenge to standardizing the implementation of anti-corruption education at the primary education level.

3. Geographical condition constraint. Geographical constraints are not a significant problem for the other three Regencies in Madura except for Sumenep Regency. Sumenep Regency consists of 126 islands, of which 48 islands are inhabited and the remaining 78 islands are uninhabited. The 48 inhabited islands are scattered with the outer islands approximately 151 miles to South Kalimantan and some 165 miles to South Sulawesi. This geographical location gears up various obstacles, including in terms of human resources. Not all of the remote islands in Sumenep Regency have been furnished with

complete pivotal facilities and infrastructure. For instance, there is an island that only has one junior high school with only one civil servant teacher who is also the principal of the school. The lack of teachers working at the remote island is inseparable from the policy issued by the Ministry of Finance regarding abolishing the administer of special allowance for teachers working at the islands. Therefore, staying in the mainland area is much more preferable for teachers rather than staying on the islands. Consequently, the quality of learning is difficult expected to be evenly distributed in the whole of Sumenep Regency, both in the mainland and the island.

Apart from the unequal quality, the Sumenep Regency Education Office also does not implement a policy of uniformity policies regarding the initiation of anti-corruption education throughout the Sumenep Regency, especially in the islands surrounding. Long distances and travel times certainly will hamper the process of communication and dissemination of information from the mainland to the islands. In this regard, not all islands in Sumenep Regency are covered by good communication services, so that the policies can be difficult applied evenly. Also, the monitoring and evaluation system for schools in the islands cannot work well because school supervisors generally lived on the mainland and shall travel long distances to carry out the monitoring, so that such monitoring presumably cannot run optimally.

The narration above is the inventoried challenges that arise with regard to the implementation of anti-corruption education in four regencies in Madura. Both local and central government certainly must figure out the challenges exist in their respective area, thus, they use it as input to formulating or to creating a better possible solution for achieving the more optimal implementation of anti-corruption education in Madura.

V. CONCLUSION

The conclusions that can be drawn from the discussion are first, the policy model carried out by the four regencies in Madura relating to the implementation of anti-corruption education generally consists of: first, all the Education Offices

in Madura have made efforts to socialize the integration of anti-corruption education; second, the whole regencies in Madura, namely Bangkalan, Sampang, Pamekasan, and Sumenep have enacted a Regent Regulation which specifically prescribes the insertion of anti-corruption education for all subjects; Third, all regencies in Madura have also initiated non-academic anti-corruption education through activities outside the classroom, and fourth, monitoring and evaluation of anti-corruption education activities in schools are performed by school supervisors.

The challenges encountered in implementing anti-corruption education in the four regencies in Madura encompassing first, the lack of qualified human resources; second, the dualism in the education system in Indonesia; and third, especially for Sumenep Regency, the special geographical location does not support the implementation of anti-corruption education due to surrounded by remote small islands.

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