

Construct 2-Based Educational Games as Learning Media for Anti-Corruption Education (MEDPAK) in the PPKN Study Program, Sriwijaya University

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ABSTRACT

This research is motivated by the importance of anti-corruption education, especially for students as agents of change. Anti-corruption education is a compulsory subject in higher education to internalize anti-corruption values. Therefore, learning media are needed so that the material presented is more meaningful. The learning media that have been used so far are considered not able to invite students to internalize anti-corruption values so that students find it difficult to achieve learning objectives. This study aims to answer the formulation of the problem of how construct 2-based education games as an anti-corruption education learning medium (MEDPAK) in the PPKn Study Program of Sriwijaya University. Research respondents were PPKn study program students taking anti-corruption education courses. This research is a descriptive quantitative study with data obtained through a questionnaire and documentation process. The results of this study indicate that 85% of students agree that construct 2-based educational games are used as learning media for anti-corruption education, 90% of this learning media is very helpful for students in understanding the material on anti-corruption education courses, 86% of students answered that this learning media was interesting and 90 % of students stated that the construct 2-based educational game as an anti-corruption education learning medium in the Sriwijaya University Civic Education Study Program was successfully implemented as an effective and efficient learning medium.

Keywords: Educational games, MEDPAK, Civic education.

1. INTRODUCTION

The Efforts to eradicate corruption in Indonesia must be programmed, holistic and clearly benchmarks. The clarity of benchmarks to the efforts to eradicate corruption will allow the program to be continued to the next generation, because of its fixed value. One way to eradicate corruption from its roots is through education. The involvement of formal education in prevention efforts of corruption has a strategic and anticipatory position, the prevention efforts to corruption in society first be done by preventing the development of a corruption mentality in the nation's generation through education. The urgency of integrating anti-corruption education into the national education system must be followed up seriously, this is to make efforts to prevent the development of corruption as early as possible [7].

Education seeks to make citizens who are smart and good character. One thing that can be done in education

is to involve the learning process in the classroom, especially involving students to take on the role of agents of change. The involvement of students in efforts to eradicate corruption certainly does not involve prosecution which is the authority of law enforcement institutions. It is hoped that the active role of students will be more focused on efforts to prevent corruption by participating in building an anti-corruption culture in society [8].

Students are expected to play a role as agents of change and a driving force for the anti-corruption movement in society. To be able to play an active role, students need to have sufficient knowledge about corruption and its eradication. In line with this, students must be able to play an active role and understand and apply anti-corruption values in daily life.

That efforts to eradicate corruption will never succeed without involving community participation,

especially students, who are expected to be the driving force. The role of students as agents of change certainly aims to prepare students to protect themselves from corruption, and to be able to maintain the anti-corruption movement with all student abilities on and off campus so that students are able to form anti-corruption characters [2], [6].

To realize the current anti-corruption character, the Ministry of Education and Culture and the Director General of higher education issued a special course, namely anti-corruption education which is implemented by higher education institutions in accordance with the needs and abilities of the college.

To strengthen the achievement of anti-corruption education goals in higher education, lecturers must be creative and innovative in providing teaching materials in the classroom. One of the efforts that can be developed is learning media. One of the media used in this case is construct 2. Construct 2 does not use a special programming language, to develop a game with Construct 2 users don't need to understand a programming language that is relatively more complicated and difficult. The focus of the material presented in this interactive media is taken from the syllabus of anti-corruption education courses [2].

The right anti-corruption learning media aims to make it easier for students to understand and implement the value of anti-corruption education in their daily life. So that this learning media is important to be developed in lectures. According to Biyanto in Agus Wibowo [9], there are three reasons why the implementation of anti-corruption education in schools is important even at the tertiary level. First, the world of education, especially educational institutions, generally has a set of knowledge (knowledge), to provide all information about corruption in efforts to eradicate corruption.

Second, the involvement of educational institutions from the primary, secondary, and higher education levels will make efforts to eradicate corruption become a massive movement. With this massive movement it is hoped that in time the Indonesian nation can get out of the problem of corruption. Third, the majority of perpetrators of corruption have on average a bachelor's degree. Then the function of educational institutions can be maximized so that they can make valuable contributions.

When compared with other corruption eradication strategies, the formal implementation of anti-corruption education in schools will provide several benefits to the state both pragmatically and theoretically and philosophically. First, formal educational institutions are stable institutions. Second, do not increase the government budget on a large scale. Third, it can be implemented systematically and sustainably, and the last is the nation's investment in the long term [7], [3].

The need for anti-corruption education has actually become part of national education as stated in the regulations of the Minister of National Education No. 22 and No. 23 of 2006 [5] concerning content standards and graduate competency standards for primary and secondary education units. In the ministerial regulation, it is stated that the development of anti-corruption attitudes and behavior is part of the curriculum in the field of Civic Education.

2. METHOD

This research uses descriptive quantitative method. The chosen research subjects were students of the civic education Program FKIP Unsri who were purposive selected (Purposive Sampling) based on semester level that learn about anti-corruption lesson. The data collection technique used a questionnaire and a short interview. The data analysis technique was done by calculating the questionnaire score and describing it.

3. RESULT AND DISCUSSION

The study began by giving a questionnaire to students total of 75 respondents, found data like this,

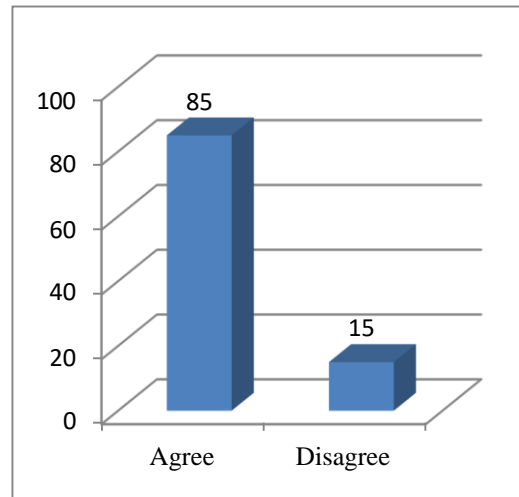


Figure 1. Diagram needs analysis

From the data above, it is shown that 85% of students agree that the construct 2-based educational game is used as learning media in the Pancasila and Citizenship Education study program at the FKIP Sriwijaya University.

As its function in making easier for students to understand the lesson material, this learning media through the questionnaires show the following data,

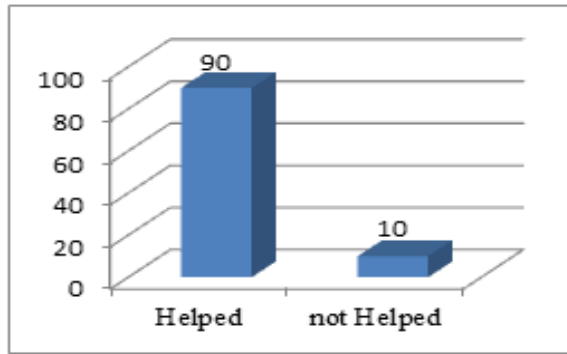


Figure 2. Diagram function in making easier for students to understand the lesson material

Students helped by construct 2-based learning media because the learning media presented are learning media in the form of educational games so that students no feeling bored and more easily understand the learning material so that the learning objectives are achieved. There are still 10% of students who feel that they are not helped by construct 2-based learning media because students feel they did not understand the educational games that have been presented, but overall 90% are the results that show that this construct 2-based learning media helps students understand the learning material.

Then in terms of attractiveness of learning media, the questionnaires show the following data,

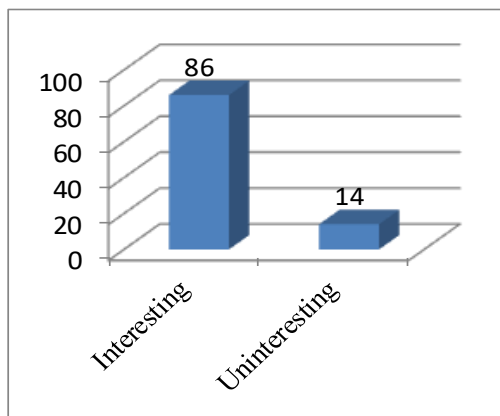


Figure 3. Diagram this construct 2-based learning media becomes interesting and uninteresting learning media for students

This construct 2-based learning media becomes uninteresting learning media for students because in this learning media students not only learn the learning material through reading but also play games. From these educational games students feel happy that in the learning process they can learn while playing the game. 86% is a very satisfying percentage to achieve, this indicates that this construct 2-based learning media is indeed interesting to be used as a learning medium.

In the end, the implementation of learning by utilizing construct 2-based learning media was considered successful with the following data,

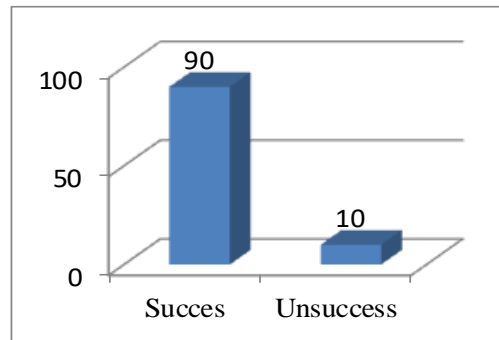


Figure 4. Diagram the implementation of learning by utilizing construct 2-based learning media was considered successful

From the data above confidently with a percentage of 90% that this construct 2-based learning media has been successfully implemented on anti-corruption learning material.

The importance of suitability in determining learning media because learning media is a tool for simplify the the learning process. If the media is in accordance with the learning objectives, it will have a positive impact. This is in accordance with the opinion of Ibrahim [4] that one indicator of the success and success of learning depends on the teacher planning process in the learning process. Anti-corruption education clearly requires appropriate learning media to make it easier to internalize anti-corruption values into learning material so that the objectives of learning are achieved.

This is also in line with Wibowo [9] argues that anti-corruption education is a conscious and planned effort to realize a teaching and learning process that is critical of anti-corruption values. [8] Republic of Indonesia Law No. 20 of 2003 concerning the National Education System in Article 3 states explicitly that and the National education functions to develop capabilities and shape the character and civilization of a nation with dignity in order to educate the nation's life, aiming at developing the potential of students to become human beings who believe and fear God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent, and become a democratic and responsible citizen.

This is in accordance with the opinion expressed. According to Seels and Glasgow in Suryani there are several principles of media selection, namely: 1) Purpose of selection which means what is the purpose of using the media [6]. Whether the media is for student learning (student learning), for general information, or for the evaluation of conceptual or analytical learning, the expected targets and the availability of facilities that support the media used; 2) Media Characteristics. Each media has certain characteristics, both in terms of its

effectiveness, how to manufacture it, and how to use it. Some teachers are interested in the media, but making it is very difficult and takes a long time. Some teachers also experience problems in making media due to the high price of the application.

From the results of the discussion, the research team considers that anti-corruption education media based on construct 2 (games education) is very necessary considering that currently, one of the problems faced by the Indonesian people is the lack of inculcating anti-corruption values in daily life. This is very important to do so that every student is able to prevent anti-corruption actions.

The values of anti-corruption education that are expected in the anti-corruption education media based on construct 2 (games education) are as follows: honesty, caring, independence, discipline, responsibility, hard work, simplicity, courage, and justice. These values will support anti-corruption principles to be implemented properly [9].

The importance of packaging anti-corruption education value-based learning with appropriate learning media must be in accordance with the needs of students both in high-level thinking and psychological needs. Therefore, in this study using learning media that is fun as well as invites high levels of learning. In research, the media used is multimedia with the help of construct 2 software. Construct 2 is software that can create animation-based games that can be modified for learning. Construct 2 is an HTML5-based Game Engine developed by Scirra Ltd, Construct 2 is very easy to learn in contrast to game development in general Construct 2 makes it easy for game developers to create applications with visual programming methods, namely drag & drop modules that have been provided with coding needs minimal. With the Construct 2 tool, it allows anyone to create games without having any programming experience. This is mainly aimed at non-programmers who want to create a game by drag and drop using a visual editor and behavior logic based system.

Besides being able to be used on Windows, Construct 2 can also run on many platforms, such as Mac, Linux and iPad. The elements that will appear in the game through construct 2 are images, text, sound and animation. The interesting thing is also in construct 2, there are various kinds of games with themes that can be adjusted to the needs of the course, namely Adventure, Fighting, Racing, Shooting, Simulation, Sport, Strategy and RPG (Role Playing Game) [9].

Thus, anti-corruption learning must involve students actively in building meaningful knowledge. Active learning requires learning activities where students are

given sufficient autonomy to control the direction of learning activities such as investigating, solving problems, studying in small groups, and so on. In other words, anti-corruption learning can use various methods or strategies, as long as these methods or strategies involve students actively, both physically and mentally .

The active learning process involves two aspects, namely experience and dialogue [2]. Two things related to experience are doing and observing. Doing in active learning includes activities where students actually do something such as analyzing a paper or article about corruption in a department, investigating the factors that cause corruption via the internet, or presenting court procedures for corruption cases in a Corruption Court, and so on. In other words, an active learning process places students in a situation that makes they are involved in activities that have been designed by the teacher for a specific purpose. Therefore, these activities are well planned and planned.

On the other hand, observing the active learning process occurs when students observe or listen to someone while doing something related to the topic being studied. For example, observing when teachers show the corruption perception index table in countries in the world, listening to dialogues about corruption through audio, or watching portraits of poverty in society that are not resolved by the State. This process of observing can be done directly or indirectly.

4. CONCLUSION

It is important to provide an interesting of learning media in the learning process of anti-corruption lesson, to get students [1] understanding of the lesson being taught can be further improved and able to achieve their learning goals. MEDPAK can be one of learning media as well as enrichment in Civics lectures to get students better understand the lesson being taught as well as make learning process more interesting because it contains fun games but full of content.

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AUTHOR CONTRIBUTIONS

The correspondence author with other authors jointly carried out this research. the correspondence author acts as the research organizer and provides direction for the course of the research. The second and third authors analyzed the data and interpreted them into tables and the three of them compiled the results of the research carried out.

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