

An Enculturation Model of Anti-Corruption Values Based on a Heutagogical Approach in High Schools

Trisakti Handayani^{1*}, Fahdian Rahmandani²

¹ Civic Education Study Program, Faculty of Teacher Training and Education, University of Muhammadiyah Malang, Jl. Raya Tlogomas, No. 246 Malang, East Java, Indonesia

² Teacher Professional Education Study Program, Faculty of Teacher Training and Education, University of Muhammadiyah Malang, Jl. Raya Tlogomas, No. 246 Malang, East Java, Indonesia

*Corresponding author. Email: trisakti@umm.ac.id

ABSTRACT

In recent years, moral issues have become a trending topic in various circles, from students to the general public. Likewise, corruption is a social phenomenon that causes chronic and crucial problems. Corruption will undermine the accountability of a person and the government in providing services to the community. Therefore we need a concept of action in fighting corruption without tolerance for corruption. This study aims to analyze the implementation model of anti-corruption education which is carried out by enculturation by applying anti-corruption values which is carried out heutagogically in high school. This research approach is qualitative. The research method used is a case study, because there is a single holistic case with a single case design and placing the case as the focus of research. The case in this study is corruption so that the focus of the research is on preventing and eradicating corruption cases through a cultural approach that is carried out in schools. The population in this study were state high school students in the Special Region of Yogyakarta spread across State senior high school 6 Yogyakarta, State senior high school 1 Sleman, and State senior high school 2 Bantul. Research data obtained from interviews, observations, and documentation. The data analysis technique used is triangulation. Based on the results of the study, it shows that the model of enculturation of anti-corruption values based on the heutagogical approach is carried out curricular and extracurricular which is centered on students by providing full autonomy in creating an anti-corruption climate according to students' abilities. The resulting implication is that students are more open in showing their integrity character with an enculturation model of anti-corruption values based on a heutagogical approach.

Keywords: *Model Enculturation, Anti-corruption Values, Heutagogical Approach*

1. INTRODUCTION

In recent years, moral issues have become a trending topic in various circles, from the student level to the general public. Such fraud has occurred in various media today. It comes in various shapes, sizes and can be done by anyone. Likewise, corruption is a social phenomenon that causes a chronic and crucial problem. Corruption will undermine the accountability of a person and the government in providing services to the public. Corruption is an act of disgust that poses a threat to sustainable development [1] [2].

A study explains why corruption has an impact by cultivating a corrupt character and can affect development and result in suboptimal services. A study in the education sector conducted by [3] states that the

education sector can be corrupted in several ways, including through its education function, provision of goods and services, poor professional competence, and through taxation and property. Some of these methods are tried to be clarified in the tendency of corruption in planning and management, such as information systems; school construction; recruitment; promotions (including intensive systems) and teacher appointments; supply and distribution of equipment and textbooks; allocation of special allowances (scholarships); exams and diplomas; and activities outside of school. The consequences of corruption in education will cause a waste of financial resources, as well as the true purpose of education to develop students' abilities is not optimal due to disorientation of learning objectives, manipulation of student talents, and worse, students perceive an act of corruption as a natural action to take.

Corruption has become a disease that undermines the resilience of the Indonesian nation, many acts of misappropriation and misuse of public money can be found both at local and national levels. Based on the 2017 KPK report, it stated that it had carried out the most hand arrest operations (OTT) in history, which was 19 times. The KPK named 72 suspects consisting of law enforcement officers, members of the legislature, regional heads, and private parties [4]. Some problems will arise from a corrupt government. Because corruption will hinder the progress and development of a nation.

The massive impact generated by the crime of corruption is very complex. Not only in the economic sector, the impact is felt, but in other sectors such as social and community poverty, the collapse of government authority, on politics and democracy, on law enforcement, on defense and security, as well as on environmental damage [5].

A concept of action in fighting corruption was initiated by [6] with zero tolerance for corruption. Tolerance to corruption can be seen from how people understand social rules and ethics and how everyone reacts to deviant behavior. Specifically, what is referred to as zero tolerance refers to the tendency to resist the temptation to engage in corrupt acts in one's own behavior and also to consider the corrupt behavior of others as ethically unacceptable. Zero tolerance has measurable traits, which include showing no sympathy for corruption; willing to report instances of corruption that come to someone's attention; support strict law enforcement; and be tough on even minor offences.

Eradicating corruption has become a shared responsibility and needs to be done through various ways to campaign for anti-corruption values in the school environment on an ongoing basis. One of them is by integrating anti-corruption education into the school curriculum. This form of integration is certainly a solution because the curriculum is a map that leads students to ideal expectations, there are programs related to the school environment, classroom atmosphere, teacher interaction patterns with students in the classroom, even policies and school management in vertical interaction relationships. and horizontally [7].

The following research explains that anti-corruption education is an instrument in instilling values in students. Research conducted by Murdiono (2016) explains that in tackling acts of corruption, it is better to use a comprehensive, strategic and massive approach, culturally. According to Murdiono (2016) schools are cultural institutions that have a role in conducting anti-corruption education. In addition, schools as formal educational institutions also play an important role in strengthening the anti-corruption movement, especially through Civics. Schools can play an important role in shaping children's values and behavior. Because instilling values in children is one of the pillars of

education. Educators as navigators play a key role in the transfer of value process.

Anti-corruption education through the transfer of value process will be more optimal if implemented by applying a heutagogical approach. The application of the heutagogical approach to anti-corruption education will not only target the skills of students, but will also provide students with experience in taking effective action. By applying the heutagogical approach in anti-corruption education to students, there will be a deep reflection experienced by students [9].

Anti-corruption education given to students by applying the heutagogical approach is better not to dwell on providing insight in the cognitive realm, or just understanding and memorizing. Moreover, anti-corruption education is expected to touch other areas such as affective and psychomotor so that anti-corruption education is able to have an effect in shaping students' anti-corruption attitudes and behavior through appreciation and practice of anti-corruption values [10].

The basis for the importance of anti-corruption education is one of the meanings of the goals of national education. The purpose of national education in the Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System in clause 3 explains that "National education functions to develop capabilities and shape the character and civilization of a dignified nation in the context of educating the nation's life, aiming at developing the potential of students to become Humans who believe and fear God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens [11]. It can be concluded that the general orientation of the goals of national education is to build a dignified civilization, one of which is by forming young citizens with integrity, who have a low level of corrupt behavior. Therefore, the purpose of this research is to analyze the implementation model of anti-corruption education which is carried out by enculturation by applying anti-corruption values which are carried out heutagogically in high school.

2. METHOD

This study aims to analyze the implementation model of anti-corruption education which is carried out by enculturation by applying anti-corruption values which is carried out heutagogically in high school. This research approach is qualitative. The research method used is a case study, because there is a single holistic case with a single case design and placing the case as the focus of research. The case in this study is corruption so that the focus of the research is on preventing and eradicating corruption cases through a cultural approach that is carried out in schools. The population in this study were state high school students in the Special Region of

Yogyakarta spread across State senior high school 6 Yogyakarta, State senior high school 1 Sleman, and State senior high school 2 Bantul. Research data obtained from interviews, observations, and documentation. The data analysis technique used is triangulation.

3. RESULT AND DISCUSSION

3.1. RESULT

3.1.1. Enculturation of Anti-Corruption Education by Applying a Heutagogical Approach

Enculturation of Anti-Corruption Education is carried out by applying a heutagogical approach, namely curricular through Civics subjects and secondly through extracurricular activities. At Senior High school 1 Sleman, Senior High school 2 Bantul, and Senior High school 6 Yogyakarta participated in developing an integrated anti-corruption education into subjects. Efforts made in developing anti-corruption education through the curriculum are carried out in an integrated manner with possible subjects such as Civics and Religious Education. In addition, in increasing integral capacity building among teachers in preparing an integrated anti-corruption education action plan in subjects or across school subjects, it has a strategic role. In every new academic year, the teacher usually does the same thing in the preparation of the lesson plan (RPP) by considering the latest policies.

The development of anti-corruption education that is integrated into the school curriculum is implemented through the 2013 curriculum which also assesses the attitude aspect so that the inculcation of anti-corruption values can be developed in teaching and learning activities. The development of curricular anti-corruption education is carried out by mapping the content of KD in each subject. The development of anti-corruption education in general can be implemented through strengthening integrated character education in subjects, one of which is Civics. We can input the content of anti-corruption education by paying attention to KD.

The anti-corruption values developed in the RPP include honesty, caring, discipline, independence, responsibility, courage, hard work, and fairness. In developing the value of honesty, students honestly summarize the results of the presentation on paper and reflect and conclude the material that has been discussed at each meeting. In developing independent values, namely by instructing students to summarize the results of the presentation on paper.

The form of evaluation of Civics learning by developing anti-corruption education is carried out through a portfolio model, the assessment is carried out by considering the content of honesty such as where the material comes from, discipline such as when to collect

it, hard work such as effort in compiling a portfolio, responsibilities such as the responsibility to complete tasks, courage to boldly convey the idea. When something is wrong or lacking, we just need to reprimand and comment on the shortcomings submitted by students.

In the enculturation of anti-corruption education carried out through extracurricular activities, it is important to have the support of the Principal and supported by facilities and infrastructure. Schools in developing anti-corruption education are integrated into character education strengthening programs such as the introduction of the school environment, and developed through extracurricular activities so that students' character is formed as a whole.

The field of student affairs has a team in developing students' talents and interests as well as building student character. The student field is always responsive to student activities and provides guidance so that students can be independent in carrying out their activities. The existence of violations committed by students, the field of student affairs is always responsive in providing actions so that these violations do not become habits of students. And there are punishments given to students in the form of reprimands, independent assignments in the library to summarize, if more than that the punishment is just using the school rules.

Based on the results of observations about the anti-corruption climate in the school environment, it can be described that schools are serious in building an anti-corruption climate in the school environment. This is evidenced by the many symbols that invite to fight corruption and an invitation to be honest. In the activities that take place in the honesty canteen, students are trained to be honest in buying something. Students in buying something at the honesty cooperative also never had a problem, students paid according to the price of the goods purchased and accordingly took the change. In addition, the school also teaches students to be transparent by providing open financial reports that are displayed on the school information board.

The development of anti-corruption education carried out through extracurricular activities can be strengthened by the reinforcement provided by the teacher at school. Verbally, the reinforcement given by the teacher to students is in the form of appeals to children, to be honest, to be disciplined. Meanwhile, non-verbally the school's role in building students' anti-corruption awareness is through activities that are directly related to students. For example, there is a discovery book, students who find items report by taking notes in the book, and it will be announced. Furthermore, there are entrepreneurial activities, in these activities students are directly concerned with money, then how students can manage the money and be accountable for it. In addition, there is a student code of conduct which is a student constitution that supports the development of anti-corruption

education. In these rules are written guidelines for students to behave as good school citizens.

Entrepreneurial activities also include school efforts in providing anti-corruption education to students. The school through Mr. and Mrs. Teachers once brought students to the environment outside the school such as opening a canteen at Taman Pintar. The flow of this activity is that students are given capital to make products, the products that students have made will be sold there. After that, students must make a report from the sales of their products.

The supporting factor of the implementation of anti-corruption education is carried out through extracurricular activities, namely the support from the Principal in the form of instructions to develop character education strengthening programs and entrepreneurship-based school development. The form of the program is a supporting factor for the development of anti-corruption education through extracurricular activities.

Based on the description above, it can be concluded that the enculturation of anti-corruption education carried out through extracurricular activities was developed in collaboration with Brimob which was carried out at the beginning of the school year. The development of anti-corruption education is carried out through extracurricular activities such as extracurricular sports, including PBB, Volleyball, Futsal, Basketball, Badminton, and Martial Karate; language skills areas include French, Japanese, and English Study Club; the arts include Choir, Theatre, Karawitan, Nasyid, Al-Quran Reading, Dance, and Music; areas of expertise include KIR (Adolescent Scientific Group), Journalism, and Photography; the social-society field includes PMR and nature lovers. The anti-corruption values developed in the activities are honest, disciplined, responsible, caring, brave, hard working, independent, brave and simple.

3.2. Discussion

Schools are seen as the right vehicle for implementing civic education on a wider scale. Through citizenship education is expected to have an impact by reaching out to social issues outside the school gate [12]. One of the important issues to be reached by students today is corruption. Because the problem of corruption is still a primary problem both nationally and globally. Therefore, it is important to provide anti-corruption education-based civic education to students.

In programming anti-corruption education provided to students, it can be through intracurricular/subject programs [13]. [14] adds that conceptually anti-corruption education is an effort through education to control and develop anti-corruption attitudes. This has relevance to civic education because both focus on forming attitudes that are in accordance with the value system accepted by society. The implementation of anti-

corruption education can be inserted into civic education/PPKn. This insertion process is part of the form of education as a conscious and planned effort to achieve the expected goals [15] [16].

The purpose of anti-corruption education is to develop the competence of students. Some aspects of anti-corruption education competencies that students must possess are as follows. First, know (knowledge), that students are taught to know, be aware, and understand about anti-corruption behavior. Second, it can be (skills), that students are trained to be able to practice anti-corruption behavior, both at school and outside school. And third, getting used to (attitude), that students are accustomed to showing anti-corruption behavior in their lives, anywhere, anytime, and in any atmosphere [16]. The competencies of anti-corruption education are similar to those of citizenship education, including civic knowledge, civic skills, and civic characteristics [17] [18] [19].

The implementation of anti-corruption education through PPKn conducted at Senior High School 1 Sleman, Senior High School 2 Bantul, and Senior High School 6 Yogyakarta have their own characteristics. At Senior High School 1 Sleman, this is generally done by paying attention to the lesson plans, starting with motivating students to be honest, disciplined, responsible, brave, and work hard. At Senior High School 2 Bantul, it is done by not only fixing on the content of the material, but also on the important values to be instilled in students. The cultivation is done through habits such as getting students to be honest when taking tests. In this case students are accustomed to dare to do tests without any supervision. In addition, students must be accustomed to the discipline of entering class, collecting assignments. Meanwhile, at Senior High School 6 Yogyakarta, this is done through a portfolio model. Through this portfolio model several anti-corruption values can be internalized, such as honesty, discipline, hard work, responsibility, courage.

In instilling anti-corruption values whose orientation is on the moral development of students, the teacher has a philosophical role. Teachers have a role in the moral development of students through a "hidden curriculum" which is realized in the interpersonal environment at school and in the classroom [20]. Embedding anti-corruption values in a hidden curriculum means that it can be done through a character education curriculum that is not explicitly written, but can be internalized through activities in the classroom such as through the habits they do in class [21]. The following is a form of habituation that students do in instilling anti-corruption values in Civics learning.

Honesty Value: familiarize students not to cheat, students are instructed to find a concept, theory through available sources and honestly summarize the results of

the presentation on paper and reflect by concluding the material that has been discussed.

Value of Concern: asking students to pay attention to the cleanliness and tidiness of the classroom and exchange information so that they gain new knowledge and emphasize environment-based learning in each material.

The value of independence: getting students used to not relying on friends in doing assignments, such as observing and reading material, compiling a list of questions that have not been understood, and summarizing the results of presentations on paper.

Discipline Value: instructing students not to be late for class, checking attendance and students' readiness in carrying out teaching and learning activities, and routinely carrying out literacy activities by finding and reading various references from various sources in order to increase knowledge and understanding of the material.

Value of Responsibility: familiarize students with not neglecting the tasks given by completing assignments and compiling reports on the results of the study of the material that has been studied and presenting the results of analysis of the material.

Value of Hard Work: familiarize students not to delay in completing assignments completely, by seeking further information through reading various other relevant sources from books, internet, web, social media.

Simplicity Value: reflect on the benefits of the learning process that has been implemented and determine the actions to be taken.

Courage value: students are given the opportunity to present in front of other groups the results of analysis, observation, and discussion, and ask questions that are not yet understood.

Value of Justice: dividing students into several groups evenly by counting sequentially without choosing friends in the group.

The cultivation of anti-corruption values above will certainly form the integrity of the students themselves. Because the values of integrity have in common, namely about honesty, responsibility, and authenticity within oneself. [22] states that life requires an integral step as a rule or criterion in achieving self-integrity, namely knowing what it is doing and knowing what values and norms are used. According to [23], it is important to fight corruption that undermines one's self-accountability by increasing the integrity of the person. Basically corruption as an antonym of integrity can damage or minimize the possibility of realizing the general good, such as in the education sector, corruption as an obstacle to the formation/generation of generations, in a human

being corruption refers to something that ceases to be, or a decline in the tendency of humans to behave from what they are. should.

Integrity is a virtue that encourages individuals to make participatory efforts in realizing a good life together. Integrity will generate the impetus to direct the functioning of the particularity in the individual for the common good which as many people as possible can feel. In the case of humans or institutions controlled by humans, integrity is a good human character or good organizational culture that creates the impetus to make decisions and actions for the common good. Thus the expression of integrity is an antithesis to corrupt behavior or actions by directing it to a particular function for the common good which is manifested in a person with integrity, anti-corruption perceptions and anti-corruption behavior.

4. CONCLUSION

Based on the results of research and discussion, conclusions can be drawn in research on the implementation of anti-corruption education as an effort to form young citizens with integrity as follows.

1. The enculturation of anti-corruption education in this study has two approaches, namely curricular and extracurricular. The implementation of curricular anti-corruption education, which is given through Civics subjects by instilling anti-corruption values, is carried out through habits in student learning activities in the classroom.
2. While the enculturation of anti-corruption education provided through extracurricular activities in its implementation is carried out through extracurricular activities by familiarizing students to practice anti-corruption values in each of their activities,

The results of this study can be used as consideration for various parties who have the power to make policies so that the enculturation of anti-corruption education can be a separate program in schools.

AUTHORS' CONTRIBUTIONS

T.H. and F.R. conceived of the presented idea. A.B. developed the theory and performed the computations. T.H. verified the analytical methods. T.H. encouraged to F.R. investigate [a specific aspect] and supervised the findings of this work. All authors discussed the results and contributed to the final manuscript. T.H. and F.R. contributed to sample preparation. T.H. and F.R. contributed to the interpretation of the results. F.R. took the lead in writing the manuscript. All authors provided critical feedback and helped shape the research, analysis and manuscript. T.H. and F.R. contributed to the design

and implementation of the research, to the analysis of the results and to the writing of the manuscript.

ACKNOWLEDGMENTS

This article is the result of collaborative research between Trisakti Handayani and Fahdian Rahmandani. The author would like to thank the principals of State senior high school 6 Yogyakarta, State senior high school 1 Sleman, and State senior high school 2 Bantul who have supported this research so that this article was compiled.

REFERENCES

- [1] J. S. T. Quah, "Five success stories in combating corruption: lessons for policy makers," *Asian Educ. Dev. Stud.*, 2017, doi: 10.1108/AEDS-03-2017-0031.
- [2] M. Hakeem Ishola, "Fighting corruption: An expectation augmented approach," *Humanomics*, 2012, doi: 10.1108/08288661211228898.
- [3] D. Jordan, "Preventing Corruption In The Education System," *J. Educ. Instr. Stud.*, vol. 6, no. 1, 2016.
- [4] Komisi Pemberantasan Korupsi, "Laporan tahunan 2017: Demi Indonesia untuk Indonesia," Jakarta, 2018.
- [5] R. O. Bura and N. T. Puspito, *Nilai dan Prinsip Anti Korupsi*. 2011.
- [6] T. Gong and S. Wang, "Indicators and Implications of Zero Tolerance of Corruption: The Case of Hong Kong," *Soc. Indic. Res.*, vol. 112, no. 3, 2013, doi: 10.1007/s11205-012-0071-3.
- [7] D. Rosyada, *Paradigma Pendidikan Demokratis, Sebuah Model pelibatan Masyarakat dalam Pendidikan*. Jakarta: Prenada Media, 2013.
- [8] M. Murdiono, "Pendidikan Anti Korupsi Terintegrasi dalam Pembelajaran PKn untuk Menanamkan Karakter Kejujuran di SMP," *SOCIA J. Ilmu-Ilmu Sos.*, 2016, doi: 10.21831/socia.v13i1.9910.
- [9] S. Mohammad, T. C. Siang, S. Osman, N. Y. Jamaluddin, N. A. M. Alfu, and L. Y. Huei, "A proposed heutagogy framework for structural steel design in civil engineering curriculum," *Int. J. Emerg. Technol. Learn.*, vol. 14, no. 24, 2019, doi: 10.3991/ijet.v14i24.12091.
- [10] Parji, F. Chasanatun, S. Budiwibowo, and A. M. W., "The Indonesian Anti-Corruption Education: A Frame working Study of its Educational System," *Talent Dev. Excell.*, vol. 12, no. 1, 2020.
- [11] Republik Indonesia, *Undang-Undang Sistem Pendidikan Nasional No. 20 Tahun 2003*. 2003.
- [12] A. McMurray and U. Niens, "Building bridging social capital in a divided society: The role of participatory citizenship education," *Educ. Citizsh. Soc. Justice*, 2012, doi: 10.1177/1746197912440859.
- [13] R. T. Manurung, "Pendidikan Antikorupsi sebagai satuan pembelajaran berkarakter dan humanistik," *J. Sosioteknologi*, vol. 11, no. 27, pp. 233–244, 2012, [Online]. Available: <http://journals.itb.ac.id/index.php/sostek/article/view/1103/709>.
- [14] M. A. Tamba, "Pendidikan antikorupsi melalui pendidikan kewarganegaraan," in *Prosiding Seminar Nasional Tahunan FIS Unimed*, 2017, pp. 513–519, [Online]. Available: <http://semnastafis.unimed.ac.id>.
- [15] B. Baharuddin and I. S. Samad, "Developing Students' Character through Integrated Anti-Corruption Education," *Edumaspul J. Pendidik.*, vol. 3, no. 2, 2019, doi: 10.33487/edumaspul.v3i2.146.
- [16] dkk Anas, *Inseri pendidikan antikorupsi melalui mata pelajaran PPKn untuk jenjang pendidikan dasar dan menengah*. Jakarta: Direktorat Pendidikan Dan Pelayanan Masyarakat Kedeputusan Bidang Pencegahan KPK, 2018.
- [17] M. S. Branson, *The role of civic education*. Calabasas: Center for Civic Education, 1998.
- [18] W. Schulz, J. Ainley, J. Fraillon, D. Kerr, and B. Losito, *ICCS 2009 International Report: Civic Knowledge, Attitudes, and Engagement among Lower-Secondary School Students in 38 Countries*. 2010.
- [19] D. Kerr, "Citizenship Education: an International Comparison," in *Education for Citizenship*, 2000.
- [20] P. Suradinata, J. J. Kalalo, M. Alputila, and H. Tambajong, "Prevention of Corruption with Early Anti-Corruption Education," *Musamus J. Public Adm.*, vol. 2, no. 2, 2020, doi: 10.35724/mjpa.v2i2.2797.
- [21] L. Nucci, D. Narvaez, and T. Krettenauer, *Handbook of moral and character education*. 2014.
- [22] P. Overeem, "The Integrity Of Governance: What It Is, What We Know, What Is Done, And Where To Go," *Public Adm.*, vol. 93, no. 3, 2015, doi: 10.1111/padm.12169.
- [23] G. Endro, "Menyelisik Makna Integritas dan Pertentangannya," *Integritas*, 2017.