



The Role of Teachers in the Implementation of Anti-corruption Education in Yogyakarta, Indonesia

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Abstract. The problem of corruption in Indonesia is still ongoing and has not been resolved. The crime of corruption has even been considered a common problem within the scope of government. Because the perpetrators of this crime of corruption are high-ranking state and city government officials. Efforts are being made by Indonesia to overcome the problem of corruption through special anti-corruption institutions tasked with preventing and eradicating corruption problems in Indonesia, namely the Corruption Eradication Commission (KPK). However, this is deemed not very effective, so there is a need for anticorruption education in accordance with DIY Governor Regulation Number 60 of 2020 which can instill in the community from an early age in order to prevent and eradicate this corruption problem. The method used is qualitative research with data collection techniques through interviews and documentation considering the pandemic situation that has not subsided so it is difficult to make observations. The implementation of anticorruption education at SMAN 6 Yogyakarta is not only the responsibility of PPKn teachers and religious teachers, but all teachers who teach. In order for the purpose of anti-corruption education to be achieved, both at home, at school and in the community, there must be a balance. Anti-corruption education is very influential both in the short term, namely when students take the exam to be honest. In the long term, when a student becomes a state official or leader in the future, it will greatly affect the chosen action.

Keywords: Corruption · anticorruption education · DIY Governor Regulation · SMAN 6 Yogyakarta

1 Introduction

The high number of corruption is a big problem experienced by the Indonesian state today. The term corruption comes from the Latin, namely corruption and the Dutch corruptie. From the Dutch language, the word corruption was born in Indonesian, corruption means rotten, bad, likes to accept bribes or it can also be interpreted to use power for one's own interests and so on. Simply put, corruption is a bad act, such as accepting bribes, embezzling money and so on [1]. Indonesia has a special institution tasked with

preventing and eradicating corruption in Indonesia, namely the Corruption Eradication Commission (KPK). The establishment of the KPK aims to increase the efficiency and effectiveness of efforts to eradicate corruption. KPK is based on legal certainty, accountability, public interest and proportionality [2]. To overcome the problem of corruption if only through the KPK is still lacking, especially after the revision of the KPK Law which shows partiality to suspects in corruption crimes with the argument of Human Rights. The status and position of the Corruption Eradication Commission into the executive branch, the existence of a supervisory board, the limitations of appointing investigators and the reduction of a number of KPK enforcement powers are the weaknesses of the KPK which are very clearly visible from the revision of the KPK Law [3].

The Governor of DIY on August 3, 2020 has stipulated the Regulation of the Governor of the Special Region of Yogyakarta Number 60 of 2020 concerning the Implementation of Anti-Corruption Education Insertion in High Schools, Vocational High Schools and Special Schools. Anti-corruption education is an effort to instill in students not to commit acts of corruption, both small and large, then students are able to prevent and speak out against acts of corruption that occur in the surrounding environment in particular. The phenomenon of corruption that has taken root in Indonesia has not been resolved until now, so that many losses have occurred for individuals, groups or the state. The application of anti-corruption educational values is very important, it is hoped that the younger generation will consciously and responsibly be able to prevent acts of corruption and even eradicate corrupt behavior [4].

Anti-corruption education is carried out through schools because schools are places for civilizing, habituation and character and character development. Character can be formed through education, because education can change human behavior, because educating humanizes humans and instills noble character from a young age [5]. Character education is related to how humans behave according to the rules that apply in the structure of community life. Character values contain moral, ethical, and essence norms, namely that people can apply good manners, have noble character, are responsible, have a sense of empathy, and have a spirit of mutual cooperation.

In addition to character education, there is also a need for democratic education, namely the process of opening access and a learning environment to educate the nation's citizens so that they can maintain the continuity of democratic life, develop responsible attitudes between communities, adhere to ethical behavior, and cultivate globally or widely [6]. Democracy education aims to prepare citizens to think critically and act democratically, through activities to instill in new generations who are aware of three things. First, democracy is a form of social life that best guarantees the rights of citizens. Second, democracy is a learning process that cannot simply be imitated from other societies. Third, the survival of democracy depends on the success of transforming democratic values such as freedom, equality and justice, as well as being loyal to a democratic political system [7].

Learning strategy is a process used to select and arrange learning activities such as the sequence, nature of the material, scope of material, methods and media that are most suitable to achieve learning competencies [8]. The school applies three aspects of the strategy, the first is the cognitive aspect, providing knowledge and understanding about the dangers of corruption so that students have a high commitment to efforts to eradicate

corruption. Second, the affective aspect is correlated with the formation of attitudes, awareness and beliefs that anti-corruption attitudes must exist and be carried out in various fields of community life. Third, the psychomotor aspect, providing experience to students on the importance of developing attitudes, behaviors and habits that are oriented towards honesty and have an anticorruption spirit [9].

Anti-corruption education in schools is very important because in schools affective learning has not been implemented properly and optimally, lack of role models from the surrounding environment, unhealthy competition, unable to apply rules clearly and consistently, lack of school supervision in intracurricular and extracurricular activities and lack of education. Information and socialization about anti-corruption education [10]. SMAN 6 Yogyakarta is a high school that has a vision of realizing religious, intelligent, superior and environmentally friendly people and is a high school that has implemented anticorruption education since the 2006 curriculum was implemented. For this reason, the researchers chose this school as a place of research to examine the role of teachers, especially Civic Education teachers in the implementation of anticorruption education.

2 Research Methods

The method used in this study is a qualitative research method. According to Moleong, qualitative research is research that intends to understand the phenomenon of what is understood by research subjects, such as behavior, perception, motivation, action, holistically and by means of description in the form of words and language, in a special context that is natural and natural. by utilizing various scientific methods [11]. By using the ethnographic method, this method is to make systematic, factual and accurate descriptions, descriptions, and paintings of facts, the nature of which is investigated regarding the teacher's role in implementing anticorruption education to class XI students, in accordance with the Governor of DIY Number 60 of 2020. The subject of this research is the teacher of SMAN 6 Yogyakarta as a teacher of Civics. With three data collection techniques, namely participation, interviews and documentation.

3 Discussion Findings

A. *The Role of Teachers in the Implementation of Anti-Corruption Education*

The implementation of anticorruption education in schools is not only the responsibility of a Civics and Religion teacher. However, all teachers have the same role in implementing anti-corruption education in schools. The role of the family, especially parents, is also one of the supporters in the implementation of anti-corruption education for children considering that the family is the first educator because everything must start from childhood or from home. So anti-corruption education is the responsibility of the entire Indonesian nation, especially the education process in schools and then in the community and in the family.

B. *Implementation of Anti-Corruption Education*

The media that are often used by teachers in implementing anticorruption education at SMAN 6 Yogyakarta are using modules, textbooks, and forms of assignments

given to students. In addition, by using the best learning program, children can express and find solutions to problem solving regarding anti-corruption. The school also has an independent canteen where this canteen will increase the honesty level of students.

C. *The Effect of Anti-Corruption Education on Students*

The influence of anticorruption education is very large, it can be seen when a student becomes a Civil Servant and even a state official, it will greatly affect how a student acts in the future. In the short term, what can be seen when students are given the responsibility of being class treasurers is whether they can handle money properly and transparently.

D. *Barriers and Solutions in the Implementation of Anti-Corruption Education*

1. *Barriers*

In the process of implementing anti-corruption education, of course, there are obstacles that must be faced. First, students do not get examples of the application of material that is in accordance with what is taught in real life. Das sein is not the same as das sollen. Second, there are no basic competencies in Civics subjects that specifically discuss corruption. Teachers must package the lesson plans in such a way that the theory and practice of anticorruption education can be inserted and taught to students even though they are not in accordance with their needs.

2. *Solutions*

a) *Solutions from the school*

There are several solutions from the school that can be done to overcome obstacles to the anti-corruption education process. First, students are faced with reality. The teacher must swiftly discuss and ask students for arguments about the actual problems that are happening, especially the problem of corruption which is often heard by students through the media or directly in the surrounding environment. Second, anticorruption learning is carried out in a real form, not only in the form of theory. Schools must work together with parties outside the school to realize the anti-corruption education. Third, emphasizing students to have good character. Students must be honest in any condition, be responsible for the tasks assigned by the teacher or parents, and speak politely to parents.

b) *Solutions from outside of school*

The solution from outside the school, both from the family, community, and government that must be done to overcome obstacles in the anti-corruption education process is strict law enforcement. When students know the consequences of an event and the law is actually enforced, students will be afraid or feel deterred.

E. *Strengthen, Maintain Anti Corruption Education*

In order to achieve the goals of anti-corruption education in schools, there must be a strategy or way to strengthen and maintain anticorruption education. Teachers as role models in schools must set a good example for students. If there is a problem the

teacher must solve it completely. Teachers must also be close to students and accept students' opinions openly so that a good relationship between teachers and students can be established. Then there must be a balance between education at home, at school, and in the community. The first education starts from the family environment, so prospective families must really understand the character of honesty. Finally, there must be real or real action. At SMAN 6 Yogyakarta there is an independent canteen or a transparent canteen. Students take things, pay and take change themselves so that their hopes will be embedded in students' honest character.

4 Conclusion

From the results of research on the role of teachers in implementing anti-corruption education in accordance with DIY Governor Regulation Number 60 of 2020, basically it is not only PPKn teachers or Religion teachers who have a role in implementing anti-corruption education. However, all elements in the school environment and the role of the family become very important in supporting the implementation of anticorruption education. The strategies used by schools to improve anti-corruption education are divided into two. First, through learning, namely using media in education such as modules, textbooks, and assignments given by teachers to students. Second, through activities outside of learning, the school holds an independent canteen. The effect that students will get from anti-corruption education is very large if students can understand and implement it. When a student becomes a Civil Servant and even a state official, it is very influential on how this student acts in the future. In the short term, it can be seen when students take exams honestly and when students are given the responsibility of being treasurers the class can handle money properly and transparently. The effect of anti-corruption education must of course be supported by the family and the community, not only from education at school.

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