Anticorruption Card Media for Seventh Grade of Junior High School Students

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Abstract. The development of AKARD learning media is one of the efforts to prevent corruption in the community through education. AKARD designed by adopting the UNO Card game system. The research aims to develop AKARD as an anti-corruption learning media for Class VII State Junior High School Students in Kapanewon Gamping, Sleman, determine the feasibility of AKARD learning media, and determine the effectiveness of AKARD learning media for students. This research uses the Research and Development (R&D) type. The data collection technique used the method of observation, interviews, distribution of pre-test and post-test assessment instruments, as well as the distribution of a questionnaire on the practicality of learning media. The research subjects were seventh grade students at junior high school, civic and Pancasila teachers major, and learning media experts as validators. The object of this research is AKARD as one of learning media. It's hoped that this research can provide innovation in the development of social science in character education, assist educators in conveying anti-corruption values to students, and can be applied by parents to provide education about anti-corruption educational values.

Keywords: Media Development · Anticorruption Education · Anticorruption Card (AKARD)

1 Introduction

Since Indonesia's independence seventy-five years ago until this day, corruption continues to undermine every aspect of the nation's life. Corruption according to Law of the Republic of Indonesia Number 31 of 1999 concerning the Eradication of Criminal Acts of Corruption defined as the act of any person who unlawfully commits an act of enriching himself or another person or a corporation that can harm the country's finances or economy. Corruption according to the KBBI is defined as the misappropriation or misuse of state money (companies and so on) for personal or other people's gain.

One of the extraordinary efforts made to prevent and eradicate corruption is to establish an independent institution whose duties and obligations are free from the influence

of all kinds of power, namely the Corruption Eradication Commission (KPK). The KPK formed after the enactment of Law of the Republic of Indonesia Number 30 of 2002 concerning the Corruption Eradication Commission with the argument that law enforcement agencies (police and prosecutors) judged to be unable to eradicate corruption properly and competently, because in their own bodies there is such corrupt behavior was still common. Efforts to prevent corruption with the Anti-Corruption Education, as an effort to reform political culture through the education system to conduct sustainable cultural changes, including to encourage the creation of a good governance culture in schools and universities [1]. There are at least nine values that must be developed in Anti-Corruption Education in schools and universities [2], namely honesty, responsibility, courage, justice, openness, discipline, simplicity, challenging work, and caring.

Anti-corruption education can be implemented by involving important domains to be able to achieve the goals of anti-corruption education. These domains can at least identify as cognitive, affective, and psychomotor domains [2]. The goals and domains of anti-corruption education must be packaged properly and attractively in learning models that are applied to students in schools. An interesting model for the implementation of anti-corruption learning and education, especially in the moral development of students in schools, is still in need of innovations and a modern style. For example, referring to Basic Competence 3.2 Subjects of Pancasila and Civic Education at the Junior High School level in class VII, students must be able to understand the norms that apply in social life to realize justice. The inculcation of anti-corruption values can do with methods and media that can make it easier for students to understand and practice the substance of anti-corruption education. Media selection is important to support learning activities and can be in the form of references, games, films, relevant real-life experiences to strengthen the learning experience, and get used to practice [3].

Based on the explanation above, anti-corruption education is especially important to be implemented at the primary, secondary, and higher education levels. In our opinion, anti-corruption values education is important to be implemented with relevant and fun learning media. We as researchers innovate to create a learning media in the form of an Anti-Corruption Card (AKARD). The selection of card game-based learning media is also based on the tendency of students to understand anti-corruption knowledge more easily if it is implemented in fun ways to play.

Anti-corruption Card (AKARD) is a learning media that can instill anti-corruption values in students, especially at the Junior High School level. This media is also an effort to educate students' character and morals in relation to anticorruption behavior or increase students' awareness not to commit corruption as a disgraceful act and violate the law from an early age. Based on the description above, research entitled Development of Anti-Corruption Media Card (AKARD) was conducted for Class VII Students of State Junior High School in Kapanewon Gamping, Sleman. This study aims to determine the development of AKARD learning media in an effort to instill the values of anticorruption education to seventh grade students of State Junior High School in Kapanewon Gamping and determine the effectiveness of AKARD learning media for seventh grade students of State Junior High School in Kapanewon Gamping through pre-test and post-test as well as practicality test sheet which is filled out by students after using AKARD learning media.

2 Research Method

This study uses the Research and Development (R&D) method, which is a research method used to produce certain products and test the effectiveness of the products [4]. The development model used is 4D (four-D), which is define, design, develop, and disseminate [5]. The research subjects in this study were Class VII (seven) of State Junior High School students in Kapanewon Gamping by taking a random sample of 20 (twenty) students. As for the sources of this research, namely the principal and Pancasila and Civic Education teachers at state Junior High School in Kapanewon Gamping and get the validation of the interview, asessment instrument and the learning media of this research from Drs. Suyato, M.Pd. The research was conducted at 1 Gamping, 2 Gamping, 3 Gamping, and 4 Gamping State Junior High School. This research was carried out on August 13 to September 23, 2021, in the Kapanewon Gamping which is one of the kepanewon in Sleman District.

In developing the Anti-Corruption Card (AKARD) media, a systematic and directed work procedure is really needed. The AKARD development procedure adopted from the four-D (4D) development model. The procedures used in the development of AKARD as following by,

A. *Define*

In the context of learning development in the form of AKARD media (Anti-corruption Card) this definition stage is carried out by means of curriculum analysis, namely 3.2 Basic Competencies about the norms that apply in social life, then formulating learning objectives, and analyzing class VII students in general by conducting interviews with Pancasila and Civic Education subject teachers in state junior high schools in Kapanewon Gamping.

B. *Design*

This media development planning also includes the design planning of the UNO card. In the color of the Uno card, it was developed into the Pancasila symbol in the four colors, while the remaining one symbol of Pancasila was used for the wild card symbol card (in the UNO card).

C. *Develop*

At this stage, we are involving an expert in the validation of this product, which is experts on learning media and Pancasila education and civic as part of anticorruption education. The validator evaluated the validity of the interview instrument that the researcher had arranged before being used as data collection and evaluated the practicality of the learning media. To determine the level of score intervals and categories, you can use the following value conversion (adopted from Anita in Supiyarto, 2018) [6] (Table 1):

Table 1. Validity Criterion Value Conversion

Interval	Category
$X > X_i + 1{,}80\ Sbi$	Very Valid
$X_i + 0{,}60\ Sbi < X \le X_i + 1{,}80\ Sbi$	Valid
$X_i - 0{,}60\ Sbi < X \le X_i + 0{,}60\ Sbi$	Quite Valid
$X_i + 1{,}80\ Sbi < X \le X_i - 0{,}60\ Sbi$	Not Valid
$X \le X_i - 1{,}80\ Sbi$	Very Invalid
adopted from Anita dkk. In Supiyarto (2018)	

Table 2. Table of Effectiveness Criteria According to Hake

Score Interval	Category
$<g><0{,}30$	Low
$0{,}70><g> \le 0{,}30$	Medium
$<g> \le 0{,}70$	High

Meanwhile, to determine the effectiveness of the media obtained by analyzing student learning outcomes to measure student understanding. The effectiveness of the media is only limited to the cognitive domain of students by giving tests in the form of questions before and after using the AKARD media. The analytical technique used to determine the increase in student learning outcomes is done through normalized gain analysis. $<g>$, according to Hake, R, R (1999) [7]. Here is the normalized-score formula,

$$< g >= \frac{< S_f > - < S_i >}{< S_{maks} > - < S_i >}$$

Description:
Sf = Final Score (post-test).
Si = Initial Score (pre-test).
Smaks = maximum possible score.
The normalized N-gain is interpreted according to Hake's criteria as shown in Table 2.

D. *Disseminate*

In this study, the dissemination stage was carried out by creating an Instagram account with the name of AKARD. In AKARD's Instagram account, several photos related to AKARD's learning media will be uploaded and equipped with videos on how to use AKARD's media. This video contains a tutorial on how to play AKARD and how to give an assessment to students regarding the success of anti-corruption education through AKARD media. In this Instagram account, the WhatsApp number of one of the AKARD

media researcher will be included as a number that can be contacted for orders. After the buyer orders, the compiler will package and send according to the address specified by the buyer.

3 Research Instrument

The research instrument is a tool used to measure the observed natural and social phenomena [4]. In this study, the researchers used interview guidelines to determine the implementation of character education 1 Gamping, 2 Gamping, 3 Gamping, and 4 Gamping State Junior High School, as well as pre-test and post-test questionnaires. The pre-test and post-test in this study are research instruments used to measure the effectiveness of the learning media developed by researchers using the same questions in each test. The questions made in the pre-test and post-test questions are obtained by referring to anti-corruption values which consist of nine values, namely honesty, responsibility, courage, justice, openness, discipline, simplicity, hard work, and caring [2].

4 Data Collection Technique

Data collection techniques in writing this scientific paper using data collection techniques in the form of a questionnaire. According to Sugiyono [4], a questionnaire is a data collection technique by which researchers provide a list of questions or written statements to answered by respondents. In this study, researchers distributed pretest and post-test questionnaires to assess the level of students' understanding of anti-corruption education materials using AKARD learning media. Meanwhile, in evaluating the effectiveness of the AKARD learning media using a practicality test questionnaire.

5 Result and Discussion

Anti-corruption education through card game learning media adopted from the UNO card game. This learning media is called AKARD "Anti-corruption Card" which was tested on seventh grade students of SMP Negeri in Kapanewon Gamping. The development of this learning media uses the steps in 4D model development research. The results of the 4D development model are as follows,

A. *Define*

At this stage, observations were made at the State Junior High School in Kapanewon Gamping. During the observation, the research team conducted interviews with the Principal and PPKn teachers of SMP Negeri in Kapanewon Gamping. Based on the results of observations and interviews yielded information that character education is very important to be taught to students in every school. Explicitly, it can be said that every school, especially the State Junior.

High School (SMPN) in Kapanewon Gamping as the research location for the development of the Anti-Corruption Card (AKARD) media has conducted character education. It's just that the character education carried out by schools has not been realized

optimally. In an effort to form a commendable character for each student, the school has carried out strategic planning that appears in the preparation of the vision and mission as well as the school's goals.

Various efforts have been made by schools through PPKn subjects as an effort to optimize the cultivation of character education values, especially anti-corruption education such as the debriefing program in the School Environment Introduction Period (MPLS), teaching and learning activities, integrated Saturday activities, extracurricular activities, coaching by homeroom teachers., cultural literacy activities, honesty canteens, and habits to worship according to their respective religions and beliefs, as well as listening to religious songs and national songs to instill love for the homeland. All schools as research locations have integrated character education and anticorruption well, through various habits and efforts that are relevant and consistently effective. These efforts are carried out by schools aimed at fostering a commendable attitude and familiarizing good behavior in accordance with the objectives of character education.

Based on the results of these interviews, a needs analysis was prepared on the problems faced by schools, especially by Civics teachers to provide understanding in implementing interesting and fun anti-corruption education as well as providing learning innovations for educators and students, namely by compiling the Anti-corruption Card (AKARD) learning media.

B. *Design*

AKARD learning media planning by taking Basic Competence 3.2 Curriculum 2013 class VII Junior High School (SMP). This instructional media planning also includes the design planning of the UNO card. Uno cards that have four colors, namely blue, red, green, and yellow, and have nine numbers in each color of the card. The color of the Uno card developed into the Pancasila symbol in the four colors, while the remaining one symbol of Pancasila was used for the wild card symbol card (in the UNO card) (Fig. 1).

Fig. 1. Design of Anticorruption Card (AKARD)

C. *Develop*

The things that done in the development or develop stage are compiling media validation instruments and assessing student learning outcomes. The instruments compiled are media expert instruments for validating learning media that have been prepared, interview instruments for school principals and PPKn teachers, as well as student learning outcomes assessment instruments for testing learning media products. The next stage is the validation of the AKARD learning media and the practicality test of the media with the practicality test sheet. The results of AKARD media validation and media practicality test with the practicality test sheet are as follows.

a. Media Validation
1. Language Aspect

See Table 3.

To make it easier to see the criteria for obtaining an assessment score for the validity of the linguistic aspects of learning media, it can be shown by interval Table 4 (Table 5).

To make it easier to see the criteria for obtaining an assessment score for the validity of the supporting presentation aspects, it can be shown by interval Table 6,

Based on Table 7, the Anti-Corruption Card (AKARD) learning media is suitable for use as an Anti-Corruption Education learning media for students with a percentage of 89% validity and is included in the Very Valid category.

Table 3. Table of Effectiveness Criteria According to Hake

Indicator	Score
Communicative sentence formulation	5
The formulation of sentences using good and correct language is adjusted to the variety of languages	4
The formulation of the sentence does not cause double interpretation or misunderstanding	4
Using commonly used language or words (not using local language)	4
The sentence formulation does not use offensive words	5
Total Score	22
Percentage	88%
Category	Very Valid

Table 4. Criteria for Obtaining Assessment Scores for the Validity of Linguistic Aspect

Score Interval	Category
X > 21	Very Valid
17 < X ≤ 21	Valid
13 < X ≤ 17	Quite Valid
9 < X ≤ 13	Not Valid
X < 9	Very Valid

Table 5. Supporting Presentation Aspect

No	Indicator	Score
1	Games make the learning process easier	4
2	Games provide more motivation to learn for students	4
3	Games provide more motivation to learn for students	4
4	AKARD are effectively and efficiently used in the learning process 4	4
5	The rules of the AKARD game are clear	4
6	AKARD game is simple designed	5
7	The text in AKARD is clear and legible	5
8	AKARD game creatively designed	4
9	The AKARD game is attractively designed	5
10	Composition of color in AKARD	5
11	The accuracy of the selection of font type and size	4
12	AKARD text color matching	5
13	Image and Color Quality	5
	Total Score	58
	Percentage	89%
	Category	Very Valid

b. Product Trial

At this stage, a trial of the Anti-Corruption Card (AKARD) learning media product was carried out to 20 students of class VII SMP Negeri in Kapanewon Gamping which included SMP N 1 Gamping, SMP N 2 Gamping, SMP N 3 Gamping, and SMP N 4 Gamping. Product trials were conducted to determine the validity, effectiveness, and practicality of the Anti-Corruption Card (AKARD) media. The results of the product trial are as follows,

Table 6. Criteria for Score Validity Assessment Supporting Presentation Aspects

Score Interval	Category
X > 41,6	Very Valid
31,2 < X ≤ 41,6	Valid
20,8 < X ≤ 31,2	Quite Valid
10,4 < X ≤ 20,8	Not Valid
X < 10,4	Very Invalid

Table 7. Media Validation Results

Aspect		Average
Language	**Presentation Support**	
22	58	40
88%	89%	89%
Category		Very Valid

Table 8. Practicality Test Score and Result Interval Table

Interval Score	Category
X > 226,8	Very Practical
183,6 < X 226,8	***Practical***
140,4 < X 183,6	Practical Enough
97,2 < X 140,4	Less Practical
X < 97,2	Very Less Practical

- Media Practicality Test

To measure the practicality of the Anticorruption Media Card (AKARD) was carried out using a questionnaire in the form of 54 statements consisting of favorable statements and unfavorable statements. The result shows that the AKARD learning media show a practical scale in its use, which is at a score of 201.7 and is included in the Practical category (Table 8).

- Media Effectiveness Test

To measure the effectiveness of the AntiCorruption Media Card (AKARD) it is done by giving Pre-Test and Post-Test to students. Furthermore, the data analyzed using the N-Gain formula. Data on Pre-Test and Post-Test Values for Understanding Anti-Corruption Education Materials through the Anti-Corruption Card (AKARD).
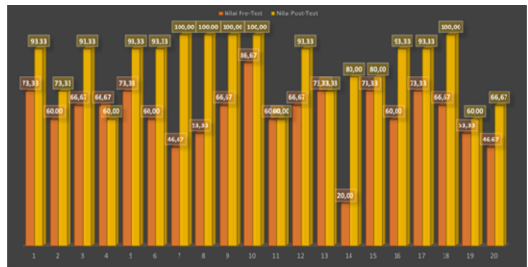
Fig. 2. Graph of Pre-Test and Post-Test Score on Anti-Corruption Media Card for Class VII State Junior High School in Kapanewon Gamping

Figure 2 shows that the results of the normalized gain can be grouped into three categories, namely high, medium, and low. As many as thirteen out of twenty students (65%) are in the high category, 2 out of 20 students (10%) are in the medium category, and 5 out of 20 students (25%) are in the low category. Based on the results of normalized gain above, the majority of 65% of respondents showed a high increase in understanding of concepts related to the material presented through the Anti-Corruption Card (AKARD) media. Therefore, Anti-Corruption media can be said to be effective in increasing students' understanding of concepts.

D. *Disseminate*

At the dissemination stage, done by creating an Instagram account with the name AKARD. In AKARD's Instagram account, several photos related to AKARD's learning media will be uploaded and equipped with videos on how to use AKARD's media. This video contains a tutorial on how to play AKARD and how to give an assessment to students regarding the success of anticorruption education through AKARD media. In this Instagram account, the Whatsapp number of one of the AKARD media compilers will included as a number that can be contacted for orders. After the buyer orders, the compiler will package and send according to the address specified by the buyer.

6   Conclusion

Anti-corruption Card (AKARD) is an anti-corruption educational learning media in the form of a card game adopted from the UNO card game as a creative innovation to instill anti-corruption values, especially for class VII students. The discussion of the material in the AKARD quiz is simple but presents interesting material and descriptions so that it can motivate students to practice anti-corruption values as a reflection of good citizens.

The validation of learning media conducted by media experts by those involved in media design validation, namely learning media experts and Pancasila and Civic Education as part of anti-corruption education. At the validation stage of learning media, AKARD obtained an average score of 89% from media experts so that it can be concluded that it is in the very valid category to be used in the learning process with students. The results of the participants' assessment of the AKARD learning media from the aspect

of effectiveness can seen from the results of the pre-test and post-test which show the high category (65%). While the results of the practicality test obtained an average score of 201.7 and entered the practical category because it seen from the answers of students which showed that the AKARD learning media was easy to understand, interesting, and could be anywhere.

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