



# Developing Students' Anti-corruption Attitudes and Characters to Improve the Quality of Highly Competitive Human Resources

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**Abstract.** Excellent human resources and character determine the nation's competitiveness. Education is one of the fundamental strategies in preparing the human resources needed by the nation and state. Students as future leaders of the nation need to be provided with anti-corruption education so that later they become agents with anti-corruption characteristics because it is believed that through anti-corruption education, students as human development resources are expected to deliver the glory of the nation and state in an increasingly competitive global era.

**Keywords:** Anti-Corruption · Attitudes · Character · Competitive · Human Resources · Quality

## 1 Introduction

Joko Widodo's government development program in the first and second periods is identical to physical development (Kementerian Pekerjaan Umum dan Perumahan Rakyat, 2017; Peraturan Presiden Republik Indonesia Nomor 109 Tahun 2020 tentang Perubahan Ketiga Atas Peraturan Presiden Nomor 3 Tahun 2016 tentang Percepatan Pelaksanaan Proyek Strategis Nasional, 2020; Saefuloh, 2015). In the first period, for example, Jokowi-JK completed a 760-km toll road on the island of Java, known as Trans-Java. However, success stories in the infrastructure sector mean nothing when President Joko Widodo does not prioritize human resource development. Therefore, in the second term of his administration, President Joko Widodo launched the development of human resources. In the MPR Annual Session on August 16, 2018, President Jokowi emphasized that "building Indonesian people is our investment to face the future and pave the way for an advanced Indonesia. We prepare Indonesian people to become superior humans from the time they are in the womb to grow independently and improve their and their family's welfare". Human resource development is estimated to contribute to increasing the nation's competitiveness.

The quality of the nation's competitiveness is not necessarily achieved through the development of human resources. If the development of human resources is misdirected and misoriented, what is obtained is not an increase in the nation's competitiveness, but human resources become a burden for national development. Quality human resources

are not only required to be intelligent with bright brains but also to have exemplary character. Many studies show that starting and excelling characters contribute to the quality of human resources needed for the development of the nation and state facing the digital era in the future (Istiningsih, 2016; Mahardani & Basalamah, 2018; Rokhman & Syaifudin, 2014; Widyatmoko et al., 2020). Character education has become a national program for the Indonesian state government (Ash-shidiqqi, 2018).

Quality education is not enough to contain a curriculum with science and technology content needed by society, but also contains the moral or character content needed as a spirit in quality education. Quality education is not enough to contain a curriculum with science and technology content needed by society. Still, it also includes the moral or character required content as a spirit in quality education.

Character education, which is expected to guide the entire educational process for students, must contain all the values students need, be it religion, discipline, responsibility, independence, courage, creativity, and other matters. One of the characters that is thought to affect improving the quality of students' human resources so that they can become agents of development with integrity that contribute to increasing the nation's competitiveness is the anti-corruption character. This anti-corruption character is considered essential because the issue of corruption is an acute problem for the Indonesian people. Indonesia's Anti-Corruption Behavior Index (IPAK) in 2022 was 3.93, an increase of 0.05 points compared to 2021.

This article was written to explain the issue of human resource development concerning increasing the nation's competitiveness. This article also explicitly explains how strengthening the anti-corruption character in students can encourage the quality of highly competitive human resources.

This article was written using a literature study by analyzing research articles and literature from various sources to explain how strengthening the anti-corruption character in students contributes to developing highly competitive human resources.

## 1.1 Human Resource Development and National Competitiveness

The definition of competitiveness stems from economic theory. Competitiveness is defined as the ability of a commodity to enter foreign markets and the ability to survive in that market (Wardani & Mulatsih, 2017). Competition in an industry continually works to drive down the rate of return on invested capital toward the competitive (Porter, 1980). If a product has competitiveness, then the product will be in demand by consumers.

Competitiveness or competition in most literature is understood as matters relating to efficiency due to technological innovations enabling people to produce quality products at competitive prices. Communities or nations have competitive advantages, such as having cheap and abundant energy, raw materials, and skilled labor. A country with a competitive advantage will surely win the global association competition.

Competitiveness can be analyzed in two ways: relative efficiency, both static and dynamic, and understood in relative international trade performance - whether measured as world export market share, import penetration rate, or revealed as an index of comparative advantage (Hughes, 2008).

Policymakers often associate competitiveness with jobs, opportunity, and prosperity. On the one hand, competitiveness is associated with qualities that enable a high standard of living, as in Sweden.

In economic theory, especially orthodox classical trade theory, there is an absolute advantage from Adam Smith and a comparative advantage from David Ricardo (Wardani & Mulatsih, 2017). In this comparative advantage, a country will specialize in commodities with an absolute advantage or comparative advantage in a resource and export it. Furthermore, the government will import items where the country does not have an absolute or comparative advantage. The United States, for example, is a country that has a capital advantage, so the United States will specialize and export capital-intensive commodities and labor-intensive import commodities.

Economic performance includes a macroeconomic evaluation of the domestic economy (including the size and growth of the domestic economy, international trade, international investment, employment, and prices). Government efficiency relates to the extent to which government policies are conducive to competitiveness (including public finance, fiscal policies, institutional frameworks, business laws, and education). Business efficiency is related to the extent to which firms operate in innovative, profitable, and responsible ways (including productivity, labor market costs, skills availability, bank, stock market efficiency, management practices, and the impact of globalization). Infrastructure concerns the extent to which fundamental, technological, scientific, and human resources meet business needs (basic infrastructure, technology infrastructure, science infrastructure, health and environment, and value systems).

Regarding the nation's potential, national competitiveness is defined as the nation's ability to manage political, economic, and socio-cultural life, defense, and security in a sustainable manner that is recognized and trusted. It has become a reference for other nations in the world. The ability of a country that is believed to have competitiveness is a nation that is creative, innovative, efficient, and productive.

However, it is recognized that efforts to create a highly competitive nation are not accessible. One of the Indonesian country's challenges in globalization is the unavailability of highly competitive quality human resources (HR). Therefore it is not surprising that Indonesia's level of competitiveness is still not good compared to developed countries such as Japan, South Korea, the United States, and Singapore (Santoso et al., 2021). Based on the Human Development Report 2021/2022 from the United Nations Development Program (UNDP), Indonesia's Human Development Index (HDI) ranking or the Indonesian Human Development Index (IPM) is ranked 114th out of 191 countries (United Nations Development Program, 2022). Among ASEAN countries, Indonesia's position is still far below Singapore (12), Brunei Darussalam (51), Malaysia (62), and Thailand (66). Indonesia's HDI ranking above Vietnam, the Philippines, and other ASEAN member countries. Whereas in 2015–2016, Indonesia's HDI ranking was at position 37, and in 2017–2018 it was in position 36.

Indonesia's low competitiveness is also suspected to be influenced by the structure of the workforce, which is filled with human resources with lower secondary education and less skilled. BPS (2020) reports that the education level of Indonesian workers is still dominated by the basic education level of 52.3 million people (37.9%); junior secondary education by 24.7 million people (17.9%); while senior secondary education was 25.7

million people (18.7%); vocational secondary education by 16.9 million people (12.3%); academic education (D1/D2/D3) of 3.9 million people (2.8%); and university education of 14.2 million people (10.3%) out of a total of 137,906,008 people.

The strategy to improve the quality of human resources that contribute to the nation's competitiveness is to conduct education because education, according to Plato (Rahmat, 2014) (Azzuhri, 2009) Quality education has the following characteristics. First, the education curriculum must be egalitarian, flexible, and adaptive to change. Second, learning practices dominated by associational and behavioral learning theories must be altered to a cognitive constructivist learning theory paradigm based on critical pedagogy and transformative pedagogy education paradigms. Third, the measurement and assessment of learning need to be changed from being precise with standardized and isomorphic techniques to an authentic assessment that involves students and lasts throughout the learning activity.

Quality education must be able to prepare students to respond and adapt to the increasingly complex changes of the 21st century.

The 21st century is also characterized by:

1. The amount of information available anywhere can be accessed at any time.
2. Faster computing.
3. Automation that replaces routine jobs.
4. Communication can be done from anywhere and anywhere.

## **1.2 Strengthening Students' Anti-corruption Attitudes and Characters to Promote Competitive Quality of Indonesian Human Resources**

As previously explained, the determinant of the quality of human resources is not only intelligence but also character or character. Likewise, the quality of students as human resources for Indonesia's development and character becomes a determinant of their quality so that they, as development resources, can compete with human resources from other countries. This indication is justified by Law Number 12 of 2012 in the preamble to the Act.

"That to increase the nation's competitiveness in facing globalization in all fields, higher education is needed that can develop science and technology and produce intellectuals, scientists, and professionals who are cultured and creative, tolerant, democratic, have strong character, and dare to defend the truth for the interests of the nation."

One of the characters that must be formed from students is an anti-corruption character. The formation of anti-corruption attitudes and characters in students is considered important due to the following factors. First, judging from the psychological aspect, students are a group of people who are looking for and organizing their identity, therefore it is necessary to strengthen their personality so that they can contribute positively to the survival of the nation and state. Second, in Indonesia's national history, students with their spirit of idealism and courage have always stood at the forefront as agents of social control and agents of change in improving the life of the nation and state when a crisis

occurs. Third, students are a group of young elites who will later become national leaders in managing the life of the nation and state. Fourth, university as a place for students to gain knowledge is an incubator for forming and guarding anti-corruption leaders with integrity.

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3. Students are a group of young elites who will later become national leaders in managing the life of the nation and state.
4. As a place for students to gain knowledge, the university is an incubator for forming and guarding anti-corruption leaders with integrity.

Anti-corruption education on college campuses is intended to build the anti-corruption character of students; specifically, they can understand the concepts of corruption and anti-corruption, prevent themselves from doing corruption, and prevent others from doing it. Through anti-corruption education, students are also expected to increase their knowledge and understanding of corruption, strengthen their feelings, attitudes, and awareness about the dangers of corruption, and dare to act to prevent and remind others from committing corruption. It is hoped that an anti-corruption character will be formed in the future and become a better generation needed by the Indonesian nation and state in facing increasingly competitive global challenges.

Anti-corruption education can be held as independent courses (can be mandatory or optional) or inserts and can also be in other forms, such as through creative and innovative student activities (Handoyo, 2013). The form can be in the form of seminars, public lectures, training, courses, campaigns, or through student activities such as poetry reading competitions, playing drama/theatre, standup comedy, poster making, or other fun and educational forms for students. Here all require a clean academic or campus environment as well as the support and commitment of the university leadership.

Anti-corruption learning in universities is carried out using a student center learning (SCL) approach, and the learning method or model is chosen according to the characteristics of students and the needs of the 21st century.

Strengthening the anti-corruption character in students can be done by learning Anti-Corruption Education, habituation on campus, practical experience or best practices, and network building. Anti-Corruption Education learning activities are carried out according to the Ministry of Education, Culture, Research and Technology standards, and the Corruption Eradication Commission. The implementation of learning should be adjusted to the characteristics and needs of students and the development of science and technology in the 21st century. In education, students play more roles in reviewing material, searching for library resources, and discussing the main issues of their course.

Habituation activities can be carried out on campus in various ways and times, such as getting used to the value of honesty such as in compiling scientific papers by including the results of the Turnitin test, being disciplined when entering class and completing lecture assignments, daring to convey the truth when you see there are bad things in financial management at the university campus, caring for people in need by carrying out community service and community service activities, modestly shown by dressing not too luxuriously and eating and drinking not excessively, hard work demonstrated by reading a lot of books in the library, as well as other habituation activities that can shape thickness of student anti-corruption character. These activities are carried out on campus, but students are also expected to be able to practice anti-corruption values at home or in boarding houses. In this context, students as individuals are not entirely free agents/actors, but they are also not passive products of social structures. Habitus requires a realm, which is an arena where habitus can be appropriately implemented; for example, students who cannot speak in every discussion can improve speaking skills by entering the available domains, such as participating in student organizations and public speaking training and others.

Practical experience or best practice is a good practice whose infrastructure is prepared by the campus so that students as anti-corruption agents can prepare themselves. For example, the campus provides a cafeteria that sells food and drinks without a cashier. Students can pay through a pay box or payment system by clicking the pay button on the application made in the cafeteria. Here is a way to strengthen the value of honesty in students. Another best practice that can be developed in universities is that at the end of each semester, anti-corruption messages are provided in classrooms, such as HARI GINI MASIH KORUPSI (STILL CORRUPTION DAY GINI?), MENCONTEK = SETAN (Cheating = SATAN), SAYA TIDAK MAU DISAMAKAN DENGAN SETAN (I DON'T WANT TO BE COMBINED WITH THE SATAN), and other anti-corruption messages that have a reminder function for students.

In addition to the three anti-corruption character strengthening strategies above, one method also influences instilling anti-corruption values in students, namely building anti-corruption networks. The development of this network is significant to add insight to students about various activities that can encourage students to be more motivated as anti-corruption agents. Universities can develop the network by collaborating with government agencies, such as the KPK, the Police, the Prosecutor's Office, and BUMN/BUMD with WBK and WBBM status. Networking can also be done with anti-corruption activist organizations, such as Indonesian Corruption Watch, Indonesian Police Watch, Indonesian Transparency Society, Transparency International Indonesia, and the Indonesian Legal Aid Foundation. Networking can also be done between fellow Anti-Corruption Communities in Higher Education.

Students' benefits during and after anti-corruption education are quite a lot. Although it cannot be said that they will immediately become agents of development with integrity, at least the integrity shoots have been formed through anti-corruption education, which in the future will contribute to the development of the nation and state as well as become agents of national competitiveness. Handoyo's research (2021) on the Impact of Anti-Corruption Education Courses on Anti-Corruption Behavior of Semarang State University Students shows that all course participants (100%) feel the benefits of taking

Anti-Corruption Education courses. In total, the research results show that 1) students became more disciplined, (2) students had a better understanding of the meaning of Corruption, (3) students knew the impact of Corruption, (4) students were more self-introspective, (5) students could respect their time, (6) students knew anti-corruption attitudes, (7) students avoided being corrupt, (8) PAK taught the meaning of honesty to students, (9) PAK instilled student awareness to act honestly or more honestly, (10) students knew that Corruption is a detrimental act, (12) students could restrain themselves, (13) students were motivated not to commit any corruption, and (14) students were taught to avoid any corrupt behavior (Handoyo, 2021).

## 2 Closing

The Indonesian nation has the potential and opportunity to become a great nation with high competitiveness. The history of the greatness of the Indonesian nation has been proven since the kingdom, especially during the Srivijaya and Majapahit kingdoms. Even though it has various weaknesses and shortcomings, potential human capital, especially before the golden age of 2045, Indonesia will become a nation and country respected by other nations in the world because of the economic brilliance produced by innovative and productive Indonesian people.

Human resources can only produce the hope of an extraordinary Indonesia with high competitiveness with integrity. One of the human resources expected to have a competitive advantage is students. Efforts to realize students who have these advantages are through quality education that allows students to have the freedom to develop their potential and abilities. One way to strengthen students' character is through anti-corruption education. Through anti-corruption education, anti-corruption students and integrity needed by the state will be formed so that Indonesia can compete and be respected by other nations and countries worldwide. The strategies required to develop an anti-corruption character in students are learning Anti-Corruption Education, habituation on campus, practical experience or best practices, and network building.

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