

# Prevention of Corruption through Anti-Corruption Education

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**Abstract**—Corruption has become a commodity of public discussion and has become a social epidemic that infects the working mechanisms of bureaucrats and the political and social life of Indonesian society. Various efforts have been made through the rules of legislation. Combating corruption can also be done through formal education channels that can play a role to prevent corruption as a preventive strategy. In this case the students serve as a target as well as empowered as an environmental press to avoid permissive to corruption and together rise up against corruption. This study aims to measure the effectiveness of the implementation of Anti-Corruption Education learning by using Anti-Corruption Module from KPK and through PPKn subjects at primary and secondary education level. The method used is quasi experimental (Quasi Experimental), while the instruments used are the questionnaire, observation, and interview. The study sites were divided based on the modules used in the learning process. First, locations that use KPK Modules are Medan, Jakarta, Yogyakarta, Malang, Banjarmasin. Second, the locations that use PPKn are Palembang, Bandung, Tangerang Selatan, Semarang, and Makassar. The result of analysis shows that the perception, attitude and knowledge of elementary, junior and senior high school students no significant difference between the groups introduced through PPKn and those using the KPK module, except in attitude aspect in senior high school students, the group introduced through PPKn is better than the group which uses the KPK module. Based on the above findings, it is recommended that: 1) anticorruption learning using the KPK and PPKn Modules can be an option for schools to implement them; 2) anticorruption learning through PPKn should be maintained and enhanced; 3) anticorruption learning through the KPK Module can be implemented through two strategies. First, stand alone as one of the subjects. Both are applied through integration on various subjects.

**Keywords**—*corruption; anticorruption education; PPKn*

## I. BACKGROUND

Corruption today has become a commodity of public discussion and has become a social epidemic that infects the working mechanisms of bureaucrats and the political and social life of Indonesian society [1,2]. Diverse efforts have been made through legislation, but because corruption is multidimensional then the solution to eradicate it is not enough only through the rules of law or law [3-14].

Eradication of corruption can be done through education, because education has a very strategic position in an effort to build anti-corruption stance, especially to the younger generation. The formal education sector can play a role in meeting the need for corruption prevention as a preventive strategy. In this case the students serve as a target as well as empowered as an environmental press to avoid permissive to corruption and together rise up against corruption [15-17].

Students are those who in a relatively short time will soon come into contact with some aspect of public service, they are "student are today, leader are tomorrow". They are the generation that will replace the current generation occupying various positions and some of them will become policy makers. The perception that corruption is an act that violates and contradicts various norms and rules of law, is expected to be followed by various actions and policies when they become policy makers in the future [18-20]. This can be realized if they have been provided with an understanding of the scope, mode, and impact of corruption both in the closest and smallest scope to macro scope and covering a large scale.

The purpose of this study was to measure the effectiveness of the implementation of Anti-Corruption education learning in primary and secondary education. I.e. measuring changes in perceptions, attitudes, and knowledge about anticorruption in lessons using the Anti-Corruption Module of the KPK and introduced through the subjects of Pancasila and Citizenship Education (KDP).

The inclusion of PPKn as the subject of this research is based on the graduate competency standard (SKL) this subject contains the values of compliance with the enforcement of rules of politics, law, social, and economy [21-24]. Besides, it also contains moral values on the development of a confident, honest, democratic, and responsible attitude towards his behavior, deeds, and work. At these values contained anti-corruption attitudes.

Expected results are:

- Efficacy of Anti-Corruption Education Learning System
- Negative perceptions of students against corrupt behavior in the hope that students will not do corruption when they are in the community environment in the future.

## II. METHODOLOGY

The method used is quasi experimental (Quasi Experimental) [25,26]. The experimental group will be treated through the Anti-Corruption Education Module of the KPK. The control group got the treatment of introducing KDP as an anticorruption learning mode.

The reasons for using quasi experimental methods are: first, the determination of the experimental and control groups does not fully follow the principles of both experiments and control groups are equal but the treatment. Secondly, at the time of treatment process members of the experimental group and the control group cannot be completely isolated from each other.

As a result of the aforementioned matters, in interpreting the results of this study, consider the confounding-effects of (1) possible interactions among students of the control group, (2) exposes from sources other than the Anticorruption Education module, and (3) Education Religion and PPKn.

The subjects of this study were elementary, junior high and high school students. For elementary school students include class V and VI; Junior high school includes students of class VIII and IX; and for high school students include class XI and XII. The reason for choosing a high class is that they have the ability to engage in analytical thinking and will soon continue their education to a higher level. Thus, it is expected that the change of perception and behavior can be an initial-endowment at higher school level.

Research location is divided based on the module used. First, using the KPK Module namely Medan, Jakarta, Yogyakarta, Malang, Banjarmasin. Secondly, the use of PPKn is Palembang, Bandung, Tangerang Selatan, Semarang, and Makassar.

The instruments used are questionnaire, observation, and interview (interview).

## III. FINDINGS AND DISCUSSION

Based on the results of the research there are several findings as follows:

### A. *SD (using KPK Module)*

The results showed that between pre and posttest there was no significant difference in aspects of perception and attitude toward corruption in elementary school students introduced through the KPK module. This is allegedly because students still see a contradiction between the reality that occurs in society and what is taught by the teacher. For example, cheating, by teachers categorized as an act of corruption, but when students do it not all teachers sanction the student.

While on the knowledge aspect of corruption between pre and post there is a significant difference. The difference in knowledge about corruption is caused by: (1) in the learning process of anticorruption education the teacher gives concrete examples of corruption, (2) the students are given the task to look for information related to corruption. The data of test result t-Test is as follows:

TABLE I. RESULTS OF PRE AND POST T-TEST

Item	t Value	Significant	Criteria
Perception	1.613	0.107	Not Sign
Attitude	1.951	0.051	Not Sign
Knowledge- learning process	-7.296	0.000	Significant

<sup>a</sup>. 5% error rate (0.05)

### B. *SD (using PPKn as an anticorruption learning mode)*

The results of the analysis show that there are significant differences in the perception and knowledge aspects of corruption between pre and posttest. Thus, it can be argued that the learning process in this group can change aspects of students' perceptions and knowledge. While on the attitude aspect to corruption between pre and post there is no significant difference. However, if viewed from the average results of changes, although very small. This is due to changes in attitude actually require a process and a relatively long time. The data of test result t-Test is as follows:

TABLE II. RESULTS OF T-TEST PRE AND POST SD

Item	t Value	Significant	Criteria
Perception	2.550	0.011	Significant
Attitude	-0.791	0.425	Not Sign
Knowledge- learning process	-5.643	0.000	Significant

<sup>b</sup>. 5% error rate (0.05)

The result of statistical test of perception and knowledge aspect is supported by:

- There is a change that occurs in the learning process that teachers provide examples and illustrations are concrete.
- Teachers do follow-up learning by assigning to students to seek information and explore cases of corruption through the mass media.
- The students' enthusiasm in responding to the teacher's explanation during the learning process, as well as when the teacher gives students the opportunity to ask questions, the students use it a lot
- Revealed in an interview with student representatives, when asked his opinion on the topic of learning presented by the student teacher was able to explain the link between the topic of learning with the problem of corruption.

### C. *Junior High School*

The results of the analysis show that there are significant differences in all aspects of perception, attitudes and knowledge about corruption of students in both groups. It shows that the learning process of anti-corruption education in both groups has been run effectively so as to give a significant effect on the changes.

This is supported by the results of observation and interviews, both on the design and learning process of PPKn which is filled with anticorruption education. In the initial observation, teachers still found it difficult to integrate PAK values into both syllabus and RPP. Having been given facilitation and guidance model of integrating anticorruption

education through PPKn subject they feel helpful and can implement it. On the other hand, the attitude and behavior of honesty, responsibility, order, and student independence are seen when they are conducting transactions in the canteen of honesty.

The data of test result t-Test is as follows:

TABLE III. RESULTS OF PRE AND POST T-TEST EXPERIMENT GROUP

Item	t Value	Significant	Criteria
Perception	-15.0486	0.000	Significant
Attitude	-102.506	0.000	Significant
Knowledge- learning process	-37.425	0.000	Significant

<sup>c</sup> 5% error rate (0.05)

TABLE IV. RESULTS OF PRE AND POST T-TEST CONTROL GROUP

Item	t Value	Significant	Criteria
Perception	-20.39	0.000	Significant
Attitude	-107.731	0.000	Significant
Knowledge- learning process	-43.5465	0.000	Significant

<sup>d</sup> 5% error rate (0.05)

#### D. High School

The results of the analysis show that there are significant differences in all aspects of perception, attitudes and knowledge about corruption of students in both groups. It shows that the learning process of anti-corruption education in both groups has been run effectively so as to give a significant effect on the changes.

These changes are supported by observations and interviews, both on the design and implementation of learning processes that are filled with anticorruption education. Early observations High school teachers still find it difficult to integrate PAK values into both syllabus and RPP as well as those in junior high schools. Having been given facilitation and model of integration of anti-corruption education through PPKn subject they feel helpful and can implement it.

The results of data analysis obtained through questionnaires can be concluded that both the perception, attitude and knowledge of elementary, junior and senior high school students in both groups showed no significant difference except in the attitude aspect at high school level, the group introduced through PPKn better than the group which uses the KPK module. Thus, it can be interpreted that in the aspects of perception, attitude and knowledge, the two groups are relatively the same.

The similarity in almost all aspects between the groups introduced through the KPK and PPKn module as an anticorruption learning mode can be explained that in the learning process of groups using the KPK module, teachers have difficulty when implementing it. This is due to several things as follows.

- The KPK module is deemed to be less in line with the content standard so there is a concern to teachers that they cannot meet the curriculum's achievements;
- The demand for presenting certain anticorruption values in each learning process according to the KPK module

guide by the teachers is felt to lack the space to develop the values of anticorruption education relevant to competency standards, basic competencies and KDP subject indicators. Even though, in each SK / KD / Indicator opens the opportunity to develop broader anti-corruption values;

- Especially for attitude aspect at high school level, the group which is introduced through KDP learning is better than group using KPK module can be explained that the learning process conducted by teachers gives more opportunity to develop creativity so that the anti-corruption values that are implanted to the students able to increase knowledge and lead the perception proportionately to the students who in the end they have a positive attitude toward the eradication of corruption.

The data of test result t-Test is as follows:

TABLE V. RESULTS OF PRE AND POST T-TEST EXPERIMENT GROUP

Item	t Value	Significant	Criteria
Perseption	-21.908	0.000	Significant
Attitude	108.255	0.000	Significant
Knowledge- learning process	-7.910	0.000	Significant

<sup>e</sup> 5% error rate (0.05)

TABLE VI. RESULTS OF PRE AND POST T-TEST CONTROL GROUP

Item	t Value	Significant	Criteria
Perseption	-11.648	0.000	Significant
Attitude	75.299	0.000	Significant
Knowledge- learning process	-7.788	0.000	Significant

<sup>f</sup> 5% error rate (0.05)

#### IV. RECOMMENDATIONS

Based on the findings presented above, it is recommended that some things be as follows:

1. Anticorruption learning using the KPK and PPKn Module as the anti-corruption mode of learning equally influences perceptions, attitudes, and knowledge of corruption. The effect is apparent on changes in student behavior when conducting transactions in the honesty canteen. Therefore, the nature of the two lessons is not mutually negated so that it can be an option for schools to apply in accordance with the conditions of each region and school.

2. The implementation of KDP learning as an anti-corruption learning mode should be maintained and enhanced through the implementation of integrating anti-corruption values through PPKn subjects based on political, legal, economic, and sociological dimensions. Political dimensions include values: justice, responsibility, and accountability. The legal dimension contains transparent, honest, open, and courageous values. On the economic dimension, among others, contain values: competitive, caring, efficient, and professional. In the sociological dimension, among others, contain values: trust, equality of rights, and independence.

3. Anti-corruption learning through KPK Module can be implemented through two strategies, that is

a. Standalone KPK module as one of the subjects. But in the implementation, there are some obstacles, among others:

- 1) Increase the subject load
- 2) Current module contains non-distributed anti-corruption values following the semester pattern.
- 3) The module contains only 9 anti-corruption values
- 4) The teacher feels that there are limitations in integrating nine texts of anti-corruption in the standard of competence and basic competence.

b. The KPK module can be implemented through integration on various subjects, one of which is through KDP subject which must be accompanied by:

- 1) Mapping competency standards and basic competencies of PPKn that can be inserted the content of anti-corruption values.
- 2) Develop anti-corruption values based on political, legal, economic, and sociological dimensions on KDP subjects.

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