

# ANTI-CORRUPTION EDUCATION MODEL FOR MILLENNIAL GENERATION IN SCHOOL

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**Abstract**—This article aims to (1) create anti-corruption education model for millennial generation in school; (2) design anti-corruption education application method for millennial generation in school (3) create particular strategies on the implementation of anti-corruption education for millennial generation in school. Due to accurate results, the researchers implemented qualitative research approach by using *library reseach* method. Then, the data were analyzed by using descriptive analysis. The research has three results. (1) Anti-corruption education model for millennial generation in schools can be implemented through three strengthening models, including; (a) making an anti-corruption activist community; (b) creating commitment awareness for anti-corruption literacy; (c) creating an anti-corruption atmosphere and climate. (2) Models of anti-corruption education applications for millennial generation in school can be developed, through: (a) creating interesting and fun learning methods; (b) creating an inspirational anti-corruption class model; (c) making anti-corruption education-based learning assignment. (3) The implementation of anti-corruption education for millennial generation in schools can be carried out through; (a) anti-corruption culture (self-service checkout canteen, *uswatun hasanah* role model); (b) anti-corruption skills training.

**Keywords:** *anti-corruption education, millennial generation, and school.*

## I. INTRODUCTION

Corruption is a serious nation problem that has not been resolved well. The governments have implemented all efforts to solve this problem, but the results are still limited. Harvard Business Review announced on October 2017 that Indonesia's corruption perception index is at number 37 from the range 0-100. It indicates that the corruption eradication is beyond the expectations, even though the score is improved. Again, Indonesia is below to Malaysia that is placed at number 50 in its corruption perception index. [1]

This condition is very rational as seen in KPK's Hand-Caught Operations (OTT) during the middle of 2004 to June 2017. There were 78 regional heads caught in corruption. There are 18 governors and 60 mayors or regents and their representatives. [2] In 2018, the Regent of Hulu Sungai Tengah, South Kalimantan, Abdul Latif; Jombang Regent, Nyono Suharli Wihandoko, Jambi Province Governor, Zumi Zola Zulkilfi, Subang Regent, Imas Aryumningsih, East Halmahera Regent, Rudi Erawan, Ngada Regent, Marianus Sae, Central Lampung Regent, Mustafa, and Kebumen Regent, Mohammad Yahya Fuad added long series of regional head is corruptors.

Moreover, the number of DPRD and DPR-RI corruption suspected are greatly increased. Based on KPK data until 2014, there were at least 3.600. This means that approximately 300 people are caught in corruption every year.

[1] The caught of 21 DPRD Member of Malang City for 2014-2019 period with alleged bribery case of APBD-P Budget Year 2015 [3] is the evidence of such acute corruption problem in Indonesia. Ironically, the trend of corruption cases and OTT of parliament representation members from time to time has increased.

## II. METHOD

This article will focus on the anti-corruption education model for millennial generation, especially in schools. There are three questions that will be answered in this article: (1) how is the anti-corruption education model for millennial generation in school? (2) how is the design of anti-corruption education application method for millennial generation in school?, and (3) how are the techniques for implementing anti-corruption education for millennial generations effectively at school?

This is a library study (library research). The research data are collected from library sources in the form of books, papers, journals, magazines and other sources that are related to the object of discussion. This research is descriptive-analytic, trying to describe clearly and systematically the object of study, then analyze the research topic.

The collected data were analyzed, and then a conclusion is drawn. It is important to find out its relevance and understanding of two concepts. Data sources were divided into primary and secondary sources. The primary data are scientific articles on models, designs, and anti-corruption education strategies in schools. Secondary data are in the form of various books, journals, and other sources related to anti-corruption education. Content analysis was implemented to analyze the data.

## III. DISCUSSION

### A. *Anti-Corruption Education Model for Millennial Generation in Schools*

The anti-corruption education model in schools must be developed as much as possible. The more variety of models created, the more choices people can use. It happens because many people think that corruption eradication in Indonesia has not progressed well. It is seen from the phenomena that corruption is still prevalent, and the corruption index in Indonesia remains high. [4]

Those assumptions certainly cannot be accepted solely, but it is also cannot be totally agreed. The anti-millennial education model can be developed through three things: (a) making an anti-corruption activist community; (b) creating commitment awareness for anti-corruption literacy; (c) creating an anti-corruption atmosphere and climate. See picture 1 below:



**Picture. I.**  
**Anti-Corruption Education Model for Millennial Generation in Schools**

The explanation of Figure 1 above is as follows:

**First** model is making an anti-corruption activist community. Commitment is a foundation to make anti-corruption awareness for millennial generation. This commitment can be developed through small communities. In schools, this community can transform into anti-corruption activists and movements. This condition must be supported and designed by stakeholders, such the combination between Education and Culture Office and schools. Therefore, a school principal who has a good vision and anti-corruption insight is urgently needed.

**Second** model is creating commitment awareness for anti-corruption literacy. Anti-corruption awareness must be implemented soon, especially for millennial generation. One way is through anti-corruption literacy. Anti-corruption literacy can be done in a variety of ways: (a) providing various anti-corruption books for millennial generations; (b) asking the students to review anti-corruption books; (c) creating various events with anti-corruption education themes; (d) providing anti-corruption corners in the classroom.

**Third** model is creating an anti-corruption atmosphere and climate. The atmosphere and the climate of anti-corruption in schools must be maintained and preserved well because the realization is very difficult to implement. It needs commitment. Therefore, school policy makers and the principle must create commitment for anti-corruption. Teachers, staff, students, parents, and stakeholders must develop an anti-corruption attitude. This attitude will spread to classrooms. As a result, the atmosphere and climate of anti-corruption in schools will be conditioned.

#### B. Anti-Corruption Education Application Methods in Schools

Models of anti-corruption education applications for millennial generation in school can be developed, through: (a) creating interesting and fun learning methods; (b) creating an inspirational anti-corruption class model; (c) making anti-corruption education-based learning assignment. The further explanation is as follows:

**First** method is creating interesting and fun learning methods. It can be implemented in *active learning*; *role-playing* is one of the examples. The goal is conveying the messages and learning objectives together. Therefore, this method is expected to provide problem-based learning aspects for students, and to give problem solving of each problem discussed.[5]

Moreover, a *replica idea* is one of activity in *role-playing* as anti-corruption education methods. This method aims to stimulate discussion about the values and attitudes of anti-corruption in daily life. The steps are as follows: (1) divide students into groups with five students maximum; (2) instruct each group to look for anti-corruption figures in the country or abroad; (3) instruct them to write the three figures with their ideas about anti-corruption education; (4) instruct each group to demonstrate the ideas and attitudes of each figure in turn; (5) invite students to discuss the ideas of these figures critically that is important to me applied in life.

**Second** method is creating an inspirational anti-corruption class model conditionally. Briefly, influential people who have anti-corruption commitments are invited to school. The schools can invite KPK commissioners, prosecutors, academics, anti-corruption activists and others. They will inspire students to break corruption. In the end, they will participate actively in anti-corruption resistance.

**Third** method is making anti-corruption education-based learning assignment. The design of this assignment method can adopt Suroto model, called *role playing method*. [6] Anti-corruption learning methods are conducted in libraries, canteens and other areas of school where students do *role-plays* through interviews, questions and answers, and presentations. These activities are expected to build analytical, creative, argumentative, discipline and responsible attitudes and behaviors.

The steps are as follows: (1) students are divided into several groups, with one leader as a pioneer of anti-corruption; (2) each group prepare thematic presentation material on manila cartons based on their creativity and they set in various school areas. That area become pioneer visiting post. Each group interviewed selected school stakeholders as presentation material; (3) the pioneers use hats with different values of anti-corruption integrity written on it. Those values are taken from the theme of the group's presentation material; (4) the pioneers then visit other group posts and discuss the presentation of each group based on the values they hold; (5) the results of the discussions in each group are presented as a result of observations of anti-corruption pioneers.

#### C. Technical Implementation of Anti-Corruption Education in Schools

There are two techniques for anti-corruption education in schools:

**First** is civilizing anti-corruption. Civilizing anti-corruption can be manifested through (a) self-service canteen and (b) *Role Model Uswatun Hasanah*. That canteen aims to build anti-corruption culture well. The students have an anti-corruption awareness by themselves. Moreover, it is expected that in the future, they can become anti-corruption ambassadors in their communities. Self-service canteen can be designed with various interesting model; [7] Eradication and awareness of anti-corruption requires a figure and model. *Uswatun Hasanah Role Model* for millennial generations in schools is the teacher and staff at the school itself.

Therefore, all teachers and staff behaviors and attitudes should be role oriented in anti-corruption model. They must implement these attitudes: discipline, honest, wise, obeying the law, setting rules, and taking risks. Their anti-corrupt practices will automatically spread into the souls of

students, and will become part of students' character that will be carried whenever and wherever students are.

**Second** is creating anti-corruption skills training. Anti-corruption training must be taught to millennial generations in school. There are many kinds of anti-corruption training, including: (a) training in making anti-corruption education-based literary works; (b) training in anti-corruption soft skills; [8] (c) training of anti-corruption school; (d) training in making anti-corruption software; (e) training of anti-corruption leadership; (f) training of anti-corruption entrepreneurship, etc.

*D. Conclusion*

Models, designs, and ways of implementing effective and transformative anti-corruption education in schools will foster anti-corruption behavior, attitudes, and characters in the souls of students (millennial generation). Therefore, it needs commitment, creativity, and responsibility from stakeholders (education and culture office, school supervisors, school principals, teachers, and parents) to implement anti-corruption practices in schools

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