


Management of Anti-Corruption Education in The Context of Instilling Moral Values in Schools

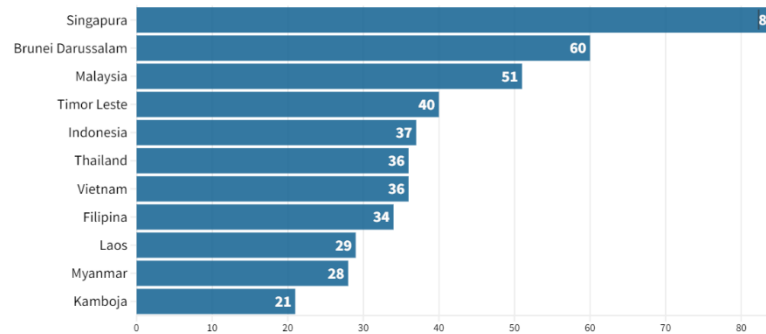
Ilham Andika Putra¹, Achadi Budi Santosa²

^{1,2} Magister Manajemen Pendidikan, FKIP, Universitas Ahmad Dahlan, Indonesia

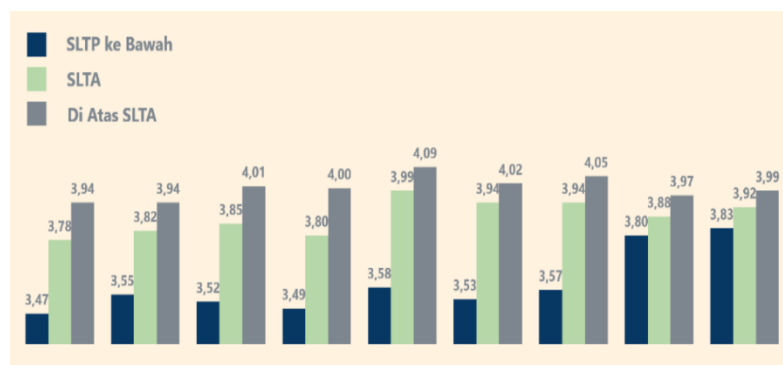
<p>Info Artikel</p> <hr/> <p>Sejarah Artikel: Diterima: Oktober, 2023 Disetujui: Januari, 2024 Dipublikasi: Maret, 2024</p> <hr/> <p><i>Keywords:</i> <i>anti-corruption education; moral values; government suport; conducive environment.</i></p> <hr/> <p><i>Corresponding Author:</i> Achadi Budi Santosa Email: budi.santosa@mp.uad.ac.id</p>	<p style="text-align: center;">ABSTRACT</p> <p>Anti-corruption education (ACE) is an important part of character education, but its application is often neglected. The purpose of this study is to reveal the implementation of ACE in Indonesia, where character education has been regulated through the 2013 curriculum. The research was conducted through a qualitative approach to the narrative literature review model. The results of the study show that the implementation of ACE still requires various important preparations, including; (1) schools need to prepare a team of educators who have particular responsibility in developing ACE values, (2) inculcating ACE local content in learning activities, this can be done through motivation and regular religious moral development, (3) the application of ACE needs to be integrated in the eyes general lessons, (4) it is necessary to prepare a conducive social environment, so that the implementation of ACE in schools can be realized in the lives of students in society. The implication is that support from the government and the community is needed to create a conducive environment to support the ACE planting process.</p> <p style="text-align: right;">© 2023 Ilham Andika Putra¹, Achadi Budi Santosa² <i>This is an open access article under the CC BY-SA 4.0 license</i></p> <div style="text-align: right;">  </div>
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INTRODUCTION

Corruption has become an acute disease in all countries in the world, and of course this is detrimental to humanity. Corruption, both in the public and private spheres, is a serious enemy and threat to human rights ('Global corruption report: Education', 2013). This condition has resulted in the reluctance of foreign investors to invest in Indonesia, because they are considered unable to create a healthy bureaucracy, of course this can threaten the growth and development of the Indonesian economy (Sari, 2016). There have been many ways and methods of eradicating corruption, one of which is through education, namely the concept of anti-corruption education (ACE). However, the reality on the ground is that until now the impact on the implementation of ACE in Indonesia has not been seen for society, this condition can be seen from Indonesia's corruption perception index (CPI) in the world which is still poor, according to Transparency International (2020) Indonesia is ranked 102 out of 180 countries with a GPA of 37 /100, following the graph of the corruption perception index in Indonesia (Transparency International, 2021):



The graph above shows that at the ASEAN level Indonesia occupies the 5th position, where Singapore is in 1st position with a GPA of 85, then Brunei Darussalam, with a GPA of 60, followed by Malaysia with a GPA of 51, and then Timor Leste with a GPA of 40 (Wicaksono , 2021). Indonesia's corruption index according to BPS (Central Statistics Agency), in 2021 was 3.88 on a scale of 0-5 and this index was higher than the previous year, which was 3.84 in 2020 (Nordiansyah, 2021).



When viewed from a comparison of the strategies of Indonesia and Singapore in dealing with corruption, the two have strategies that are not much different. First, Indonesia has a legal basis contained in Law no. 31 of 1999 concerning eradicating corruption while Singapore's corruption eradication is also regulated in government policy, namely through regulations on prevention of corruption action (PCA). Indonesia and Singapore also have a special agency that oversees the eradication of corruption where Indonesia has the Corruption Eradication Commission (CEC), while Singapore has the Corruption Practices Investigation Bureau (CPIB). The implementation of ACE in Indonesia and Singapore both use preventive, detective and repressive approaches (Assegaf, 2015). The differentiating factor in the corruption eradication strategy is that Singapore's more optimal approach is one of the keys to successful PCA implementation, so that the established CPIB can carry out its functions optimally. According to (Assegaf, 2015), various factors that hinder corruption eradication activities in Indonesia are the abuse of meritocratic practices, long bureaucracy, lack of control functions, budget transparency, and the slow process of institutional reform. When viewed from various aspects, of course, the method used by Singapore is difficult to implement in



Indonesia, but it can be used as a reference from which Indonesia must learn to analyze its own strategies that are in accordance with the conditions that occur in Indonesia, especially in implementing ACE (Yu & WU, 2014). Singapore's first position at the ASEAN level with a GPA of 85 has shown that Singapore is one of the countries that has succeeded in reducing the number of corruption crimes. This success is certainly inseparable from the government's strong desire and encouragement to always foster an attitude of anti-corruption, budget oversight, autonomy, investigation of corruption cases, and settlement of cases with impartial punishment with strict law enforcement against perpetrators of corruption (Quah, 2017).

As explained by Polyakov and Migachev (2020), the concept of anti-corruption education can work well when the state and all parties involved support and supervise the creation of a corruption-free environment. Meanwhile, according to Baharudin and Samad (2019), the educational pathway plays an important role as a preventive effort, by strengthening the character of students who can realize the values of anti-corruption education. On the other hand, the government must also continue to encourage the creation of a positive, conducive social environment. The outbreak of corruption problems in Indonesia encourages the need for efforts to instill anti-corruption attitudes through education. In Indonesia itself the seriousness of implementing anti-corruption education has been carried out even though its implementation has not been maximized, while the government's seriousness regarding the concept of anti-corruption education is the formation of the 2013 curriculum, which the 2013 curriculum emphasizes character education. Character education in the 2013 curriculum and anti-corruption education are two things that cannot be separated because anti-corruption values are part of character education (Rawanoko et al., 2020). ACE in its implementation in formal education is still often separated in character cultivation, because ACE in Indonesia carried out by the CEC only uses activities such as festivals, book libraries, anti-corruption portals or websites and ACE propaganda on television and radio channels, which should implement ACE. implemented implicitly in learning and even planting character education in formal schools (Assegaf, 2015). Good ACE must be sustainable and sustainable, not enough just with exposure such as festivals, book libraries, portals/web and television and radio shows, ACE requires continuous training and guidance so that schools must become one of the agencies to instill or cultivate anti-corruption values (Hauser, 2019). Even though several schools have created programs such as honesty canteens to cultivate character values, it seems that ACE has not been able to influence students' attitudes in social interactions at school or in students' daily lives in the community (Amukowa & Gunga, 2013; Denisova-Schmidt et al., 2016; Rika et al., 2021).

Many programs have been carried out, such as child-friendly schools, pilot schools, healthy schools, adiwiyata schools, but there is no school program that emphasizes anti-corruption. Schools only rely on the curriculum and programs that have been designed by the government, and even then the implementation is not optimal. Even though character education, especially PAK, can be used as a program that focuses on building the character of students who are honest, disciplined, responsible, and committed to the nation and state (Aria, 2018; Cahyani et al., 2020; Firman et al., 2021; Sakinah & Bakhtiar, 2019). The PAK program can take advantage of local wisdom values such as religious and moral values that exist in society which can then be used to cooperate in implementing PAK and its

implementation in education in schools and schools can establish partnerships with organizations engaged in anti-corruption (Indra et al., 2017). PAK in formal education should be integrated into the curriculum content of subjects that are appropriate to the context of PAK which can be known, understood, instilled, and adapted to students' daily lives (Komalasari & Saripudin, 2015).

However, ACE is not just an internalization of concepts and theories in learning, but also practice in students' daily lives both at school and in society. Through this research it is hoped that it can answer questions about how to implement anti-corruption education, and the right steps to provide an understanding of the importance of ACE in Indonesia.

METHODS

This study uses a qualitative method with a narrative literature review approach. The method used is to collect relevant study results, which are sourced from various references, both books and scientific journals through the Google Scholar database, which have been published nationally and internationally between 2017-2020. This period was taken because there was an effort to refresh this program. from the Indonesian government. The results were then analyzed using content analysis techniques. Through this method, researchers can collect various information related to the implementation of anti-corruption education that has been carried out in various countries. This research process is more efficient, but it requires sufficient persistence and patience to obtain optimal findings.

The data collection process was carried out through Google Scholar with the keyword: "anti-corruption education in schools" found 19,200 results, while through the keyword "state corruption index" found 10,600 manuscripts. The search results were then narrowed down, selected according to the most relevant theme. to answer research questions. Data that is stated according to the criteria of keywords are then selected for analysis.

RESULT

A study of the data collected shows that the ACE program in Indonesia has been implemented, although most only follow the character education program contained in the 2013 curriculum and are not independent programs from schools, such as healthy schools, child-friendly schools, or some kind of referral school. For this reason, the ACE program actually still needs to be encouraged and socialized as a school program designed to create an anti-corruption generation. The preventive program prevents criminal acts of corruption through education, unlike financial literacy programs which are more technical in nature, and do not deeply touch the heart (Kuswaty, 2019), but ACE must be integrated through strengthening religious, moral, and the role of schools to create an anti-corruption environment. by developing special programs that are humane and democratic. So that ACE will have a direct impact both in the school environment and in the community environment (Rawanoko et al., 2020). Of course, the most basic characters in eradicating corruption must be well formulated, such as honesty and simplicity (Suyantiningsih & Rahmadonna, 2019), but

the characters that must be instilled for ACE alone are not enough, there are still characters that must be instilled such as empathy, independence, discipline, responsibility, hard work, decency, courage, and justice (Dewantara et al., 2021). Cultivating character cannot be done only by prioritizing the role of intellectuality, but must be integrated with morals through the habituation of daily life in society. Therefore, to achieve the desired change, schools need to establish partnerships with all related parties, including parents, the community, community organizations, government, and universities (Kozlova et al., 2020). Cultivation of ACE must always look at the historical, cultural, structural context of good governance, because every society and culture that grows in Indonesia has a different character, so a different strategy approach is needed in instilling ACE values (Anttiroiko, 2015). An effective ACE program will create life skills in the form of social cognitive, as stated by Albert Bandura, that by instilling functional values in developing a child's personality will be able to avoid the seduction of corrupt behavior (Githui, 2019). ACE in Singapore, for example, has been able to become a country with the best corruption index in the ASEAN region, this is done because Singapore has good governance and is able to create a social environment that supports the implementation of ACE (Sari, 2016).

Implementation of ACE can be done by integrating it in all subjects and also emphasizing special learning (Baharuddin & Samad, 2019). In this case schools need to pay attention to ACE according to the age of school education at every level where the character transformation process cannot be realized instantly, but must be processed (Kuswaty, 2019). The effectiveness of the implementation of ACE is not only through evaluation and reporting activities, because no claims have been made about the effectiveness of the ACE function, so evidence of effectiveness and more complex and directed evaluation related to the transformation of students' attitudes and behavior in the environment is urgently needed (Cochrane, 2020). Implementation of ACE must at least have a supervisory team to follow up and as a team to assess the effectiveness of ACE (Kravchuk, 2017). For example in Romania, to monitor ACE activities, schools create a monitoring team, then supervision is also carried out using CCTV technology (Borcan et al., 2017). In Indonesia there have been several innovations in implementing the ACE program, including through virtual reality games, but this game facility is still specifically for students (Hadi et al., 2019). Therefore, as a reference, we can actually adopt methods and approaches from countries that have been successful in implementing ACE, both in terms of applying models, methods and in the use of technology that can support the implementation of the ACE program. Various research results that explain the implementation of anti-corruption education in several countries, include the following:

- Learning from Singapore's effective anti-corruption strategy: Policy recommendations for South Korea (Quah, 2017).

This study discusses the effectiveness of the anti-corruption education strategy in Singapore, with a government that is very concerned and serious about solving corruption in the country.
- Analysis of Anti-Corruption Education Policies and Strategies in Indonesia and Singapore (Assegaf, 2015).

This study discusses Singapore's policies and strategies in implementing anti-corruption education and compares them with Indonesia, with the finding that what is implemented in Singapore has actually been implemented in Indonesia, it's just that the implementation process in Singapore runs smoothly because the government situation is very supportive with supervision. in the implementation of ACE.
- Eradicating corruption in education: What works and who benefits? (Borcan et al., 2017).

This research explains how the Romanian state overcomes and takes action against corrupt behavior committed in schools by utilizing CCTV, the application of measures is not only given to students, but also to teachers who help students answer during exams. What the Romanian government has done is quite effective in suppressing corrupt behavior by providing credible punishments for teachers and students.
- Governance in Context: Learning from Anti-Corruption Policies of Finland and Singapore (Antiroiko, 2015).

This research examines good governance in supporting anti-corruption policies in Finland and Singapore. This article finds that to instill good ACE, historical, cultural, and good governance structures must be considered.
- Role of Lifeskills Education in the Prevention of Corruption in Kenya (Githui, 2019)

This study discusses how the model of implementing ACE in schools makes anti-corruption attitudes a life skill, which is applied using the social cognitive method of Albert Bandura.
- Anti-Corruption education and Propaganda in the Field of Higher Education of the Russian Federation (Polyakov & Migachev, 2020).

This study describes anti-corruption education conducted in universities in Russia. It was found that lecturers/teachers with collaborating Russian educational institutions paid special attention to the development of the anti-corruption education process. After receiving anti-corruption education at tertiary institutions, students are expected to be able to help the government by monitoring and being involved in society so as to create a positive environment without corruption by implementing anti-corruption education in their environment.
- Main Directions and Experience in Implementing State Policy of Anti-Corruption Education in the Russian Federation, the Republic of Belarus and Germany

This research reveals how the Russian government implements an effective ACE policy. It was found that there is concern from the government that regulates ACE issues in educational activities and builds a system of social partnerships with the social community by involving all of these actors to work together in ACE activities.

(Comparative Legal Aspect)(Kozlova et al., 2020).

- Corruption and Anticorruption: The Case of India (Riley & Roy, 2016).

This study explains how India was able to improve the condition of its corrupt country, slowly improving itself by using traditions influenced by Mahatma Gandhi as the Indian nationalist moral movement, to instill good morals in Indian society. So that with this moral movement the people of India began to reject corrupt behavior and India's corruption perception index continued to increase every year.

From the various research results above, it shows that no matter how good the concept of anti-corruption education is, it will not work well if there is no seriousness from the government in encouraging and establishing cooperation with various parties to implement it.

In order for the ACE model to run optimally, careful preparation is needed regarding this program so as to produce a good ACE model, support from the government and universities needs to be taken more seriously (Polyakov & Migachev, 2020). To create a culture and environment that supports ACE in schools, school members, especially educators and education staff, must first become role models, have character and behavior that their students can emulate (Suradinata et al., 2020). In preparing for this, training is needed in the context of an ongoing partnership, between schools and experts such as the CEC and universities, so that teachers can be prepared and equipped with creative individuals who are able to integrate ACE with their subjects (Suyadi, 2019). Apart from being creative, teachers need to be equipped with an understanding of the fundamental characteristics that are important in supporting ACE (Kadir, 2018). Teachers also need to have understanding and insight into financial literacy (Kuswaty, 2019), so that they are able to anticipate corrupt behavior, which is not in accordance with applicable legal provisions (Dewantara et al., 2021). Through training and debriefing of teachers, it will be possible to produce a program supervisory team capable of evaluating and measuring the effectiveness of the ACE program. Program supervision needs to be carried out continuously so that the effectiveness of training and the implementation of ACE in schools can be continuously improved (Deng, 2018). This training program for teachers and education personnel should focus on developing generic competencies (Kravchuk, 2017). Generic competencies are skills needed in the learning process that need to be possessed, such as learning skills, thinking, using technology, assessing, and skills to become a facilitator (Yusra & Vebrianto, 2019). If educators and education staff are ready, then the next step that needs to be applied in learning for students is a strategy of understanding and instilling character values in the ACE program.

DISCUSSION

ACE must be applied to all integrated subjects through active and creative character education through a neuroscience approach (Suyadi et al., 2019). The neuroscience approach is used because of the relationship between brain system function, behavior, and human

character (Wathon, 2016). In addition to the neuroscience approach, teachers can also use a humanistic approach to instill ACE in students, this approach was chosen because it will be easier for teachers to guide students to be able to shape themselves into human beings who have moral responsibility towards themselves and their environment (Kurdi, 2018). Efforts to form students feel ashamed in acting corruptly, the teacher can use a holistic approach, this approach will make students able to be more sensitive to the environment, so they can find and develop their identity in socializing with their community and in society (Yuliana et al., 2020). To support this strategy, the community environment where students live must be able to set a good example as well. The ACE that is instilled must be related to and in accordance with the national culture in which students interact (Mukri & Baisa, 2020). This is because the ACE context must be in accordance with the daily lives of students, where they are (Suyadi, 2019). In everyday life in society, traditional games can be a means of internalizing anti-corruption values that need to be continuously developed and preserved by society, because traditional games also teach moral values such as honesty, empathy, cooperation, courage, and fostering leadership. Laila et al., 2018). Although it cannot be denied that today's games are digital games and rarely involve physical activity, traditional games that involve physical activity also need to be preserved to occasionally train students' motor skills. Parental assistance in using Smartphone technology is needed to prevent misuse. Therefore, one of the strategic approaches used in the ACE program is a psychological approach. The psychological approach was chosen because with this approach the teacher can understand and influence students' souls and can direct their behavior, teachers must have high sensitivity and empathy for students (Zulheldi, 2019). In addition to integration in subjects, the application of ACE in Indonesia requires special learning as contained in the learning module issued by the Corruption Eradication Commission (Fajar & Muriman, 2018). Therefore, according to Sakinah & Bakhtiar (2019) it is necessary to have an assessment through conceptual tests and non-tests that are integrated into learning activities. Not only in learning, schools also need to create a healthy environment that supports the implementation of ACE, such as providing an honesty canteen to see the practice of ACE contextual values that have been implemented (Komalasari & Saripudin, 2015). ACE also needs to be integrated into extracurricular activities at school, where many phenomena show that students are more interested in carrying out self-development activities through hobby activities. This is where the role of extracurricular coaches is required to assist the implementation of the ACE program through hobby activities that can support the emergence of honest, disciplined and responsible attitudes (Syakir et al., 2017). If the school environment supports the realization of ACE

activities, then the government also needs to prepare a conducive social environment that can support the development of an anti-corruption attitude in society.

School partners, including the government, universities, youth organizations, and community organizations working in the anti-corruption sector, must take part in preparing a community environment that supports ACE activities (Polyakov & Migachev, 2020). Planting the values of honesty for students will be in vain if the community environment is less supportive. The family environment must be the main driving force, they must be able to be a good example and role model, so that students can learn from the example of the family. The environment that needs to be formed is a democratic environment, this is because a democratic family and community environment will encourage the development of a child's soul for the better (Saputro & Talan, 2017). If this can be done, then the character transformation that exists in students can be realized. To prepare an anti-corruption society, training, habituation, coaching and understanding of ACE are certainly needed. Not only the community, the government must also set an example in creating a healthy political environment (Ministry of Foreign Affairs of Finland Department of Development Policy, 2012). The use of information technology is necessary to socialize anti-corruption habits and culture. The doctrine of anti-corruptive behavior can continue to be echoed, because the nature of information technology is more flexible and easily accessible (Seto, 2019). This education and community development activity requires continuous monitoring so that the transformation of an anti-corruptive culture can be achieved. The use of information technology to monitor developments in the application of anti-corruptive behavior needs to be carried out on an ongoing basis because this greatly determines the effectiveness of ACE in society (Astafurova et al., 2020).

Compared to the implementation of ACE in Singapore and Romania, Indonesia is still very far behind, where the Indonesian government has not been able to create a community environment that has anti-corruption values because it is the only one who is really active in educating corruption. is that the CEC only uses activities such as festivals, book libraries, portals or anti-corruption websites (Assegaf, 2015). Not to mention that the use of technology to support the implementation of ACE is still relatively minimal as implemented in Romania (Borcan et al., 2017), the use of technology for ACE is not non-existent, but has begun to be developed in Indonesia, namely by utilizing augmented virtual reality-based game media at the national level. University, but this is still only a trial and has not been realized much (Hadi et al., 2019). In Indonesia, there are very few institutions that are actively engaged in anti-

corruption and this is a big homework for the Indonesian government to work harder to familiarize society with anti-corruption. Romania has used CCTV facilities to monitor the corrupt actions of society, in Indonesia there is no official institution that oversees the implementation of ACE, even the implementation of ACE has not run according to people's expectations (Sari, 2016). Russia is even more serious in dealing with corruption problems through programs created by the government, by providing special training on ACE to be applied in their school and university environments (Polyakov & Migachev, 2020). Finland has similarities with Singapore in implementing the ACE program, they always consider the socio-cultural conditions of society, history and government structures. Ignoring these factors can cause many obstacles in the future, even though the basic concept of implementation has been well prepared (Anttiroiko, 2015). Compared to India, which has similarities in socio-economic issues with Indonesia, the corruption perception index, Indonesia still loses. India has a corruption perception index of 40/100 with a rating of 86/100 and has been steadily increasing since 2012 (Transparency International, 2020). However, India is still far behind from Finland, Singapore, Romania and Russia. With socio-economic problems that are almost similar to Indonesia's, it turns out that India is able to have a better corruption perception index, this cannot be separated from the tradition and moral movement instilled by Mahatma Gandhi who was very influential in India. Even though this corrupt behavior was once a deeply rooted habit in the Indian government, over time this culture began to fade so that the impact on their corruption perception index was getting better (Riley & Roy, 2016).

Indonesia seems to need a government that is really serious about dealing with corruption, inculcating honesty, moral values, neutral investigators, and law enforcement that is truly fair to the perpetrators of corruption by not providing revisions as has been done so far. By building good social habits, giving appreciation for honest behavior, and changing old habits that have been ingrained for a long time, as well as restoring the government bureaucracy. Change is not an easy thing, but it must be done immediately, bearing in mind that corruption prevention programs are becoming increasingly difficult to implement if society is already permissive and has become part of a society's culture that continues to grow.

CONCLUSION

ACE activities are important activities as an effort to instill anti-corruptive moral values through preventive efforts in schools. The anti-corruption education model has been designed so that it can be implemented optimally and can produce schools that independently implement anti-corruption programs through the preparation of professional educators and

education staff. Through partnership programs, and the application of ACE in an integrated manner in learning, both general subjects and special subjects. However, the results of the manuscript review show that the implementation of ACE in Indonesia still encounters many obstacles, this is due to the permissive attitude of society towards corrupt behavior, so that its implementation requires assessment and supervision. ACE implementation needs to utilize information technology so that implementation and supervision are more optimal. It needs serious support from the government in instilling moral values and anti-corruptive behavior from an early age, through character building in schools and the community. Through the ACE program, it is hoped that the public can better understand the consequences of entrenched dishonesty and corrupt behavior.

ACKNOWLEDGMENTS

We need to express our infinite thanks for the good cooperation and support from the Provincial Government of Riau, Universitas Ahmad Dahlan Yogyakarta, and STIT Lingga, so that in the end this research could be completed properly

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