Prevention of Corruption with Early Anti-Corruption Education
Poetri Enindah Suradinata, Julianto J.J. Kalalo, Marlyn Alputila, Hesty Tambajong

1, 2, 3, / Fakultas Hukum, Universitas Musamus: poetri_fh@unmus.ac.id
4 Jurusan Ilmu Administrasi Negara, Universitas Musamus.

Abstract

A clean country, like a healthy body. A clean and healthy Indonesia remains hope. The implementation of anti-corruption education at an early age is the foundation of the morality foundation of future generations who dare to say corruption is forbidden. This research aims to provide new ideas to the public or educators to instill anti-corruption values from an early age. The method used is the literature study of relevant texts in the form of journals and literature. The results of this study are to find an Anti-Corruption Education model that is through the method of democracy, joint search, exemplary methods, live in methods that are suitable for children to have high integrity by instilling anti-corruption values, suitable learning resources to support learning activities PAK is a natural and socio-cultural environment, textbooks and textbooks, audio visuals, and the internet. Suggestions in this study are to urge the government to require Anti-Corruption Education to be given from elementary schools to tertiary institutions.

Introduction

The word corruption comes from the Latin "corruptio" or "corruptus" which means damage or depravity, Samidan P.M (2011). The term corruption can also refer to the use of government funds for personal purposes. This definition not only concerns conventional monetary corruption, but also involves political and administrative corruption. An administrator who uses his position to drain informal payments from investors (domestic or foreign), using government resources, position, dignity, status, or official authority, for personal gain can also be categorized as committing acts of corruption, Tamba, M.A (2017) Every day in various media the public is treated with various information on corrupt behavior which is detrimental to the country's finances. The increase in corruption cases in this country can be seen from the data on handling corruption cases by the Corruption Eradication Commission (KPK).

Corruption cases carried out by a number of public officials in Indonesia prove that efforts to eradicate corruption have not been running optimally. Therefore, efforts to eradicate corruption cannot be fully left to the authorities. Saragih, et al (2019) all of us, especially those in the field of education are obliged to participate in efforts to eradicate this community virus.
Anti-corruption education must be embedded in an integrated manner starting from basic education to tertiary institutions. Anti-corruption education will affect the psychological development of children. It is hoped that through education on anti-corruption early on it can create children who have more introspective personalities, so that when it is time for them to plunge into society, children will no longer be easily influenced and have sufficient and correct knowledge about anti-corruption.

The most effective media to change the mentality of the nation is through education and religious beliefs. Education that is able to change mentality is education that is carried out seriously and wholeheartedly, not just mere formality or pretense, Adam, et al (2019). The world of education must recognize the importance and the need to return to moral education that is pursed to anti-corruption education in schools to shape the character and personality of children so that they become responsible adult humans in people's lives, Manurung, R.T (2012). So anti-corruption education is very important to be applied to children from an early age. In overcoming this problem, the government through various policies in the form of laws and regulations from the highest, namely the 1945 Constitution to the Law on the Corruption Eradication Commission striving to eradicate corruption.

Methods

This type of research is library research. This study aims to examine texts, books, and publication texts regarding the view of the potential application of Anti-Corruption Education (PAK) in the curriculum or learning in schools sourced from relevant literature texts raised as issues in this research topic. Data sources used are relevant previous research data. The steps taken include collecting library data, reading, recording, and comparing literature for later processing and producing conclusions. The data used are secondary data from textbooks, journals, scientific articles, and literature reviews that contain the concepts being studied.

Result

The problem of corruption is a topic that cannot be resolved by the government because there is still a lot of coverage in social media about corruption. So with that anti-corruption education is very important delivered by educators. Through Anti-Corruption Education, it is hoped that young people can be honest and have an integrity from an early age. There are eighteen characters that must be possessed by students, namely peace, social care, responsibility, honesty, tolerance, discipline, hard work, creative, independent, democracy, curiosity, and the spirit of nationalism. These characters are strengths that can be developed in children to reduce the potential for corruption to grow. The anti-corruption character is developed in line with the formulation of the goal of character education, which is to instill habits (habituation) about which things are good so that students become aware of what is right and wrong, able to feel good values, and used to do it. Good character education (anti-corruption character) must involve not only the moral aspects of knowing, but also loving good (moral feeling), and moral action, Lickona, Thomas (1996).

According to Shobirin, Ma’as (2014) in Nuzus Sakinah dkk, (2019) which are anti-corruption values that can be instilled in children are Indicator Values (1) Be Honest (Always speak and act according to facts (consistent), Not commit fraud, No lying, not recognizing the property of others as his own), (2) Discipline (Committed to always behave consistently and
sticking to the rules that exist in all activities, (3) Responsibility (Always completing work or tasks completely with the best results ), (4) Hard Work (Always trying to finish a job with the best results, Avoiding instant behavior (shortcuts) that lead to cheating), (5) Simple (Always looking as is, not excessive, not showing off and not happy ), (6) Independent (Always completing work without relying on help from others, not ordering or using their authority to order others for something that is capable of do it yourself), (7) Fair (Always respect differences, not favoritism), (8) Dare (Dare to be honest, Dare to refuse invitations to cheat, Dare to report fraud, Dare to admit mistakes), and (9) Caring (Keeping self and the environment to remain consistent with applicable rules, always strive to be an example in upholding discipline, honesty, and responsibility).

The suitable method used in anti-corruption education, Elwina, Marcella (2008) suggests that in instilling anti-corruption values it is better to use democratic methods, joint search, exemplary methods, and live in. Yusuf et al (2019) The democratic method emphasizes the free search and appreciation of life values by directly involving children to instill these values in the mentoring and direction of the teacher. Children are given the opportunity to provide responses, opinions, and assessments of the values found. The teacher does not act as the sole provider of information in discovering the anti-corruption values that he lives. The joint search method emphasizes joint search involving children and teachers. The joint search is more oriented to the discussion of actual problems in society, where this process is expected to foster an attitude of logical thinking, analytical, systematic, argumentative to be able to take the values of life from the problems that are processed together. The exemplary method emphasizes the personality process that will take place on the child when he sees the person being emulated. The process of inculcating anti-corruption values to children through the exemplary process was initially carried out as an example, but children need to be given an understanding of why this is done, Sanjaya, W (2006). The Live In method emphasizes children's life experiences with people directly with situations that are very different from their daily lives. With direct experience children can get to know different environments in their ways of thinking, challenges, problems, including about their values.

Discussion

The phenomenon of corruption is indeed not only in Indonesia. Corruption is worldwide, but a tidal wave of demands from the public for a clean government has also taken place worldwide. Even though efforts to eradicate corruption have begun since 1957 through Military Regulatory Regulations - Republic of Indonesia Army and Navy - PRT / PM / 06/1957 as an instrument of corruption checks within the military's internal environment until the issuance of Law No. 3/1971 or Law No. 20 / 2001 on the Eradication of Corruption Crimes followed by Presidential Instruction No.5 / 2004 concerning the Acceleration of Corruption Eradication, the practice of deviating from state funds has not yet been able to eradicate. A clean country, like a healthy body. A clean and healthy Indonesia remains hope. Therefore the implementation of anti-corruption education must be carried out in an integrated manner. Support and support of other social and moral order subsystems are crucial. Success or failure, efforts to prevent the practice of corruption can be seen the results of the next 15-20 years. The implementation of anti-corruption education at an early age is the foundation of the morality foundation of future generations who dare to say corruption is forbidden. The existence of Indonesia's future, lies in
the intelligent expertise of the current government control holders to prepare a future generation that is free of corruption.

Here there are two approaches discussed, namely the curriculum approach with anti-corruption education and also the approach to the eradication of corruption. First, what will be discussed first is the anti-corruption education curriculum approach. Indirectly, this has been discussed in the law on the education system. The eradication of corruption can not only be enforced by the process of law enforcement but also the approach that prevents the inculcation of religious values and moral values. By instilling this value, it is hoped that future generations can have a firm view regarding corruption. Elwina and Riyanto (2008) have examined the related model that can be used to instill anti-corruption values. These models include; anti-corruption education can be delivered as a subject of its own like other subjects. Then, this education can also be delivered in an integrated manner in all existing subjects. Then, it can also be instilled through activities outside of learning. Furthermore, it is embedded in the culture of school activities and atmosphere. Finally, using a combined method, which is a merging between integrated models and outside learning that is done together. Fitriani and Tjilen (2018) also suggested related to the method of delivery that it should be delivered in a democratic way, discussing between students and teachers, joint activities such as discussion of analysis, using the exemplary method, the method of introducing children to direct experience in order to get to know different environments in way of thinking, then the last thing is clarifying the value to help students find the truth. As for other efforts aside from the anti-corruption curriculum approach, it is the approach through the corruption eradication commission. This approach deserves appreciation because the community has valued the KPK well because it has shown very satisfying results.

Conclusion

Anti-corruption education is very important to instill early on and then continue to a higher level. This was done in order to bring a firm view related to this act of corruption. Various models and methods are important to implement in order to quickly reach the strategies that have been made. Not only educational institutions play an important role, but also the KPK institution is very important to prevent and crack down on corruption cases in Indonesia. The results of this study are to find an Anti-Corruption Education model that is through the method of democracy, joint search, exemplary methods, live in methods that are suitable for children to have high integrity by instilling anti-corruption values, suitable learning resources to support learning activities PAK is a natural and socio-cultural environment, textbooks and text books, audio visuals, and the internet. Suggestions in this study are to urge the government to require Anti-Corruption Education to be given from elementary schools to tertiary institutions.

References


