

HIGHER EDUCATION AS AN ANTI-CORRUPTION FORMING AGENT

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ABSTRACT

Corruption is currently an ongoing behavior. Even this, Corruption has become a debate and has always been a hot issue in Indonesia. It seems to be a common thing in society, and then concern arises because this incident can be found anywhere in government and educational institutions. Therefore, the government's efforts to enforce and eradicate it continues to be intensively carried out by the government from a legal perspective. But maybe the government has forgotten the fundamental aspects, namely Education; only a little has been implemented through Education, even though Education can be used to eradicate Corruption. Anti-corruption Education is already present at the school level, starting from elementary school, middle school, to university, but all that is theoretical. Not yet are the actions or methods that must be carried out by students and teachers in implementing anti-corruption practices. In this case, it is necessary to have a critical view of Education that encourages teacher-to-student learning to build awareness about how they act against Corruption.

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1. INTRODUCTION

Education is the learning of knowledge, skills, and habits of a group of people passed down from one generation to the next through teaching, research, and training. Meanwhile, according to the Big Indonesian Dictionary (KBBI), Education is the process of changing the attitudes and behavior of a person or group to mature humans through teaching and training.

Education is one of the most critical things in a person's life. Education determines and guides the future and direction of one's life.

Even though not everyone thinks like that, Education is still the number one human need. One's talents and skills will be formed and honed through Education. Education is also generally used as a benchmark for the quality of each person.

At this time, Education is not like the initial Marwah, which should direct someone to be better—always prioritizing intellectual and moral values.

Education seems less directed at humanizing human beings physically and spiritually but is more oriented towards

things that are materialistic, economic, and technocratic, dry of the touch of moral values, humanity, and ethics. Education is more concerned with intellectual intelligence, reason, and reasoning, without balancing with the intensive development of heart, feeling, and emotional intelligence. As a result, the appreciation of scholarly output for superior humanistic values, nobility, and conscience becomes superficial. Not many become private figures who have lost conscience and feelings, tend to be selfish, and act generous.

On this problem, the government needs to make efforts to prevent and eradicate criminal acts of Corruption by providing anti-corruption Education at all levels of Education. Anti-Corruption Education is one of the efforts to provide information, knowledge, and an overview of the dangers of corrupt behavior and its impact on the nation and state. Anti-Corruption Education is an alternative to cutting the culture of dishonest conduct, which is considered normal in some people's eyes. Of course, by providing this understanding, anti-corruption Education needs to be taught to the younger generation so that a new generation that rejects Corruption is created.

2. LITERATURE REVIEW

The word corruption has been around for a long time, especially since the public first recognized it. The general media reveals most of the corruption cases, and often corrupt practices cannot be separated from power, the bureaucracy, or the government. Corruption is also often associated with political connotations. Even though it meets the requirements as an unlawful act, the concept of Corruption differs from other forms of illegality. Apart from attaching Corruption to politics, Corruption is also related to the economy, public policy, international relations politics, social welfare, and national development. There are many aspects related to Corruption.

The word "corruption" comes from the Latin word "corruption" (1960). Also, it is said that "corruption" comes from

"corrupters," old Latin. From Latin, it became known as "corruption, corrupt" (English), "corruption" (French), and "corruption/corruption" (Dutch). Corruption means rot, horror, crime, dishonesty, bribery, immorality, or deviation from virtue. Malaysia has anti-corruption regulations using the word "resuah" which comes from the Arabic risywah" which means according to the general Arabic-Indonesian dictionary [1]. Risywah (bribe) in terminology means giving one judge or another to win his case, in the same way, is not justified.

Furthermore, for several other meanings, it is stated that [2]: 1. Corrupt means rotten, likes to accept bribes, uses power for his interests, and so on; 2. Corruption means corrupt acts such as embezzlement of money, accepting bribes, and so on; and 3. Corruptor means a person who commits Corruption.

According to Subekti and Tjitrosoedibio in the legal dictionary, what is meant by corruption is Corruption, fraudulent acts, fraudulent acts, criminal acts that are detrimental to state finances [3]. Furthermore, Baharudin Lopa quoted the opinion of David M. Chalmers, explaining the term corruption in various fields, namely those related to bribery, those related to manipulation in the economic area, and those related to a lot of public interest. This is taken from the definition: "financial manipulations and delicious injurious to the economy are often labeled corrupt" [4].

So, the meaning of the word Corruption is rotten, immoral, and destructive. Based on these facts, acts of Corruption involve: something that is immoral, character, bad morals, and circumstances related to the position of authority or government apparatus, and abuse of power in mandated places is also based on various complex reasons.

3. METHODS

The research approach used by researchers in this journal is qualitative. Meanwhile, data were collected through library research methods. Library research

was carried out by reviewing various literature, both in the form of books, notes, and reports on the results of previous studies that focused on disclosure. At the same time, secondary sources are obtained from national and international journal articles, state laws, and other internet sources that can help researchers uncover Anti-Corruption Education as a Way Out of Corruption in Indonesia.

4. RESULTS AND DISCUSSION

Factors Triggering Corrupt Behavior

1. Internal factors are factors that support the occurrence of internal Corruption, which can be divided into:

a) Aspects of individual behavior

- Human nature is greedy/greedy.

Corruption, not petty crime, because they need to eat. Corruption is a crime committed by greedy professionals. That's pretty miserly; you have a great desire to get rich. Elements of Corruption because the means come from yourself, namely greed and greed. Then hard work without compromise is a must.

- Weak morale

Someone not morally strong tends to be easily tempted to do something corrupt. Temptation can come from superiors, peers, or subordinates, and the other party gives him a chance.

- Lifestyle.

Living in a big city often encourages a wasteful lifestyle. If not matched with sufficient income, spending behavior will open up opportunities for someone to carry out various actions of his desire. One possibility of this activity is Corruption.

b) Social Perspective

Corrupt behavior can stem from family encouragement. That the family environment motivates

Corruption and overcomes one's good character, which has become a personal trait

2. External factors trigger cause corrupt behavior under the influence of external factors.

a) Aspects of public attitudes towards Corruption. In general, they always hide acts of Corruption committed by some organization members. As a result of this closed nature, corruption violations occur. Therefore, public attitudes that can contribute to acts of Corruption are due to the following reasons:

- Societal values encourage Corruption. The culture of a society can generate Corruption. For example, society values people because of their wealth. This attitude often makes people less critical of the situation, for example, where the assets were obtained.
- The public is unaware that the community is the primary victim of Corruption itself. Public perception of Corruption, the general public considers the state of suffering the most. Even if the state loses money, the point is that it is still the people who lose the most because they can handle the development budget minus Corruption.
- People are not aware that they are involved in Corruption. Every act of Corruption certainly affects members of society. That's not an understandable transfer. People are often used to openly being engaged in everyday acts of Corruption without realizing it.
- The public does not know that Corruption can be prevented and eradicated if the community plays an active role in prevention

and eradication programs. People generally think Corruption is their responsibility, the government's responsibility. People don't understand that Corruption can be eradicated only if society participates in it.

b) Financial or economic aspects

The income is not enough. During life, a person may find themselves in a financially difficult situation—Rush Leave room for someone to cut corners between them Corruption.

c) Political aspect

• Lack of exemplary leadership

The position of a leader in a formal or informal institution is a significant influence on subordinates. If the manager cannot lead by setting an example of something good in front of his associates, for instance, Corruption, then the opportunity to use opportunities for corrupt behavior.

• Inadequate accountability system

On the other hand, government institutions generally have not formulated a clear vision and the mission it carries. The goals that must be formulated have not yet been developed within a specific time to achieve that. Therefore, it is difficult for government agencies to assess whether an institution has succeeded in achieving its goals or not. Another consequence is the lack of attention to effectively using available resources. This situation causes the situation of an organization that encourages Corruption.

• Weaknesses in the management control system If a breach occurs, management oversight is a

prerequisite for organizational Corruption. The organization's looser/weaker administrative controls are more open to Corruption or staff members within.

- Weak oversight In general, control is divided into two areas, namely internal control (functional administration and direct leadership oversight) and external management (governance by legislators and the public). This carelessness is less effective due to several factors, including overlapping controls in different agencies, lack of supervisory professionalism, and lack of compliance

Anti-Corruption Education in Higher Education (Bold)

Few people understand what anti-corruption Education is. For this reason, the following description explains what anti-corruption Education is and what it is for. In general, anti-corruption Education is defined as proper cultured Education which aims to introduce new ways of thinking and new values to students.

New ways of thinking and new values are essential to socialize or instill in students because the symptoms of Corruption in society are already radiating from there, and there are fears that the younger generation will see Corruption as usual.

Anti-corruption Education can also be understood as a conscious and systematic effort that is instilled in students in the form of knowledge, values, attitudes, and skills needed to be ready and able to prevent or eliminate opportunities for the development of Corruption. The main goal is to stop opportunists and make students more resistant to influences that lead to destructive behavior.

In its statutory regulations, the Corruption Eradication Commission (KPK) explains that one of its powers is the extent of

law enforcement and prevention efforts, including the authority of its primary function. The government, through the Directorate General of Higher Education, Ministry of Education and Culture, on 30 July 2012 issued Circular No. 1016/E/T/2012 to all State Universities and Private Universities (Kopertis Region I to Region XII), accompanied by a circular letter regarding the implementation of anti-corruption Education in tertiary institutions.

The basis for issuing this circular letter is based on Presidential Instruction Number 17 of 2011 concerning Measures to Prevent and Eradicate Corruption for 2012, 2012-2025, and the Medium Term, 2012-2014 (National Strategy for KDP). For its implementation, an Action Plan has been prepared.

Annual Eradication Prevention and Eradication of Corruption (PPK) was subsequently issued in Presidential Instruction No. Prevention and Eradication of Corruption in 2014, wherein the document attached to the Inpres part V (fifth), the Anti-Corruption Education and Culture Strategy, Explained 22 action plans, one involving state and private universities in the implementation process.

The objectives of anti-corruption Education are:

- (1) Forming knowledge and understanding of various forms of Corruption and their aspects,
- (2) Changing perceptions and attitudes towards Corruption, and
- (3) Build new skills and capabilities needed to fight Corruption.

Based on these objectives, it can be seen that anti-corruption Education involves three critical areas: cognitive, affective, and psychomotor. First, the mental aspect emphasizes the ability to remember and reproduce information learned, which can be creative combinations or syntheses of new ideas and materials. Second, the emotional domain emphasizes feelings, attitudes, appreciation, values, or the degree of acceptance or rejection of something. Third,

the psychomotor field emphasizes the goal of training skills and competencies. To equip students with anti-corruption behavior habits and then carry out anti-corruption Education, the three areas above must be linked or integrated into program objectives, either explicitly or implicitly. Therefore,

Anti-Corruption Learning Methods

Many learning models can be chosen to carry out civics education learning with a fundamental capacity to eradicate Corruption. There is no Basic possibility. "Give examples of laws at the central and regional levels such as taxation, eradicating corruption, and No Smoking" in Term 1 of Grade 5 SD; teachers can try the "learning cycle" learning model. Steps in the learning cycle, according to Karli and Yuliariatiningsih

Exploration	Concept Introduction	Concept Application
Question and answer Initial test Demonstration Test	Discussion New concept Explanation stabilization Conclusion	Another example Return Demonstration Activity

(2003): are as follows

At the beginning of this model, the teacher can ask questions or view students' information. This question For example:

Do children know what Corruption is, behavior

What is Corruption, and what are the laws governing the eradication of Corruption? Are there regulations and other matters related to the concept of Corruption and anti-corruption behavior? These questions are asked orally or in writing and can be individual or group. These questions are essential to help students manipulate the topics given by the teacher, especially by finding and gathering facts about Corruption and anti-corruption activities. At this point, the teacher examines students' initial perceptions of Corruption and anti-corruption behavior following statutory regulations.

The second stage of the learning cycle is the introduction of concepts. In this case, the

teacher collects data from students about their experiences in the exploratory stage. The teacher encourages children to express their opinion that children know Corruption and anti-corruption behavior. At the beginning of this phase, the teacher tries to suspend judgment or comments on students' opinions. After all the views or answers have been submitted, the teacher explains, combines the students' responses to the concepts that the teacher has, and the teacher finally explains and provides a new understanding of Corruption and anti-corruption activities following local regulations and regulations.

The last stage is applying the concept the teacher prepares in a situation that can encourage and stimulate children's experiences in the exploration and concept recognition stages. On this occasion, the teacher asks students to use concepts they understand as examples of everyday events they see, experience, and feel. Children can be requested. His job is to provide examples of local laws and regulations or other regulations that contain forms of corrupt practices or offer new facts about anti-corruption behavior.

The learning cycle learning model mentioned above can also be applied by lecturers in charge of anti-corruption education courses in tertiary institutions, according to students' level of maturity and development.

In addition, learning in class is not in the form of a separate subject. The curriculum model and its learning are integrated into existing and relevant/ allied courses as values/character/humanities education incorporated in the Personality Development Subject (MPK) group, namely Religious Education, Pancasila Education, and Citizenship Education. This integrated learning is intended as a basis for substantial conceptual understanding and an anti-corruption education mission supported by a moral learning methodology. Learning outside the classroom is an activity to develop students' potential to explore and discover the realities of life and its problems. Through learning activities outside the school, students

are trained to find solutions to issues with anti-corruption values.

The potential of the campus environment can be empowered in this approach in collaboration with Student Organizations (ORMAWA) and relevant Student Activity Units (UKM). The learning model, as has been described, will be less than optimal for achieving the learning objectives of values Education if it is not supported by strategic environmental conduciveness. Therefore, the mission related to character values can be further elaborated to create ecological conditions that support the habituation of anti-corruption behavior. Empowerment of character values is limited to calling for morality and making it a normative and implementable institutional policy. Environmental control is also very strategic in the form of binding normative approaches from elements of institutional management as a whole and integrated as supporting factors for upholding honesty, discipline, caring, and responsibility. Thus, it is expected to create an organizational culture that supports the conductivity of anti-corruption values.

The Role of Students in Corruption Prevention

In the story of the journey of the Indonesian nation, it is told that students play a significant role. Registered roles for important events began with the 1908 National Awakening, the 1928 Youth Pledge, the 1945 Declaration of Independence of the Republic of Indonesia, the birth of the New Order in 1996, and the year of reformation in 1998.

Undeniably, students move forward with different ideas, enthusiasm and idealism as the driving force at these critical events. They have an essential role for these students, which cannot be separated from their characteristics: intelligence, youth, and idealism. With intellectual abilities, youthful enthusiasm, and pure idealism, students will always play an essential role in the history of this nation's journey. He has proven this himself at several important travel events in

this country. Namely, their students play a critical role as agents of change.

In connection with the anti-corruption movement, students are also expected to step forward to become a driving force. The students are supported by their basic skills: Intelligence, critical thinking, and the courage to speak the truth. Students are expected with their qualifications to be agents of change, able to voice the interests of the people, criticize corrupt politics and become overseers of acts of corruption. Student participation in the anti-corruption movement is different for four areas, namely: within the family, on campus, in the surrounding community, and at the local/national level.

1) In a family environment

Internalization of student anti-corruption can come from the family environment. These activities can be in the form of observing the behavior of family members.

- a) Does he drive a motorized vehicle with his father or another family? Traffic rules obeyed? For example: do not turn where there is a sign prohibiting turning/turning, will not stop a vehicle crossing a road marking with a stop sign when the red light is on, it is forbidden to park/stop the car in a place where a sign prohibiting parking/stopping is posted, etc.
- b) Whether riding a motorcycle with a sibling or other family member, not riding a bike past pedestrians, and taking the pedestrian on the right? Driving in the opposite direction? Don't ride a motorbike beyond its capacity (for example, with three or even four people).
- c) Doesn't parents' income come from Corruption? Are these parents not abusing the office space that is rightfully theirs? i.e., Does anyone in the family use pirated software? (songs, movies,

software, bags, shoes, etc.) The lesson that can be learned from this family environment is the level of obedience in violating existing rules/regulations. Content that violates laws/regulations

2) On campus

Student involvement in the anti-corruption movement on campus can be divided into two areas: for individual students and the student community environment. Students In a particular context, students are expected to know how to prevent it themselves using their knowledge so that they are not corrupt. As for the context, In the community, students are expected to be able to prevent their peers, campus students, and student organizations from acting and acting corruptly.

For students to play a good role in the anti-corruption movement, these students must behave anti-corruption, not anti-corruption, at many levels. Therefore these students must have anti-corruption values and understand anti-corruption principles. Both can be obtained through social activities, anti-corruption campaigns, seminars, and lectures. The importance and knowledge acquired must be carried out in everyday life. In other words, a student must be able to prove himself clean and far from Corruption.

Various activities can be carried out to encourage anti-corruption values in student communities and student organizations to help foster a counterculture of Corruption among students. Campaigns, seminars, training, and other things can be done to promote an anti-corruption culture and encourage anti-corruption behavior. Promotion through, for example, clean exams or anti-cheating and honest canteens can be

carried out to increase anti-corruption awareness, besides increasing values such as hard work, honesty, responsibility, and independence.

Anti-corruption Education can be carried out in all formal, non-formal, or informal learning pathways. However, because of the authority and culture adopted, formal Education or schools are considered effective in preparing the younger generation to be anti-corruption. The value of respecting honesty, openness, responsibility, hard work, courage, simplicity, fairness, discipline, and commitment can develop in schools. That's why parents have trusted formal schools to educate and teach their children until now.

The purpose of anti-corruption Education. This anti-corruption Education is not based on one scientific field specifically. Based on the phenomenon of the problem, this course focuses more on the

formation of anti-corruption character in each student. Thus, the Anti-Corruption course aims to train the character of fighting Corruption among students and build enthusiasm and skills as agents of change for the life of a nation and society that is clean and free from the threat of Corruption.

5. CONCLUSION

The existence of an anti-corruption agency has a very strategic and political value for the government of a country. When the contents of the corruption problem are not only a local issue but also an international issue for developing countries, the success in reducing the number of Corruption is an achievement. Apart from that, the role of students and universities as anti-corruption actors does exist and can be realized if the assistance of related parties is in learning this, such as anti-corruption Education which can be carried out in all formal, non-formal, or informal channels.

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