

Corruption Prevention Model Through Integrated Education

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Abstract. The research examines: (i) the ideal form of preventing corruption through an integrated education system; and (ii) projected obstacles to implementing the corruption prevention model through an integrated education system. The background to the existence of criminal acts of corruption is proven by Indonesia's position at rank 96 out of 180 countries with a score of 38 out of a perfect score of 100 at the beginning of 2023, below the global nominal of 43. Data proves that efforts to eradicate corruption by optimizing the penal system have not been effective in preventing the rate of corruption cases. Non-penal steps are needed, one of which is through anti-corruption education by instilling awareness of the impact of corruption in the younger generation. The research uses a conceptual approach, then combined with legal material and qualitative thinking analysis. The research results show that there are three ideal forms of preventing corruption through an integrated education system, namely: (i) providing basic level anti-corruption education; (ii) preparation of an anti-corruption education curriculum; and (iii) preparation of anti-corruption educational learning schemes. Meanwhile, obstacles include: (i) there is no anti-corruption education curriculum; (ii) implementation instructions and technical instructions for implementing integrated anti-corruption education are not yet available; and (iii) Anti-corruption education is facultative.

Keywords: corruption, education, integration, model.

1. INTRODUCTION

Indonesia's corruption problem shows concern due to unrecoverable state losses. The widespread practice of corruption is justified as a characteristic of developing countries. Historical facts prove the decline of countries, one of the main causes of which is corruption, but there are also many countries that have managed to get out of the chaos of corruption, such as England, France and the Netherlands, as well as South Korea and Singapore (Alatas, 1997). The problem is that Indonesia is still preoccupied with eradicating corruption. For example, several regulations in the field of corruption, if one observes every preamble or general explanation of legislation, every change or amendment is always based on the consideration that corruption is detrimental to the country's finances and economy. Thus, existing legislation has not been effective in eradicating increasing corruption (Soewartojo, 1998). Corruption offenses are different from offenses in general, in addition to their modus operandi being more complicated, they are also committed by subjects who generally have fairly high intellectual abilities or education (Hamzah, 2017). This condition describes the concern of the public and experts because criminal acts of corruption have the implication of reducing public trust in the

government substantially as well as having the impact of increasing the costs of social services at a time when the quality of social services is decreasing.

The majority of activities, including national development, usually seek added value with calculated results that must be greater than the resources used. Efforts that provide results that are smaller than the resources used indicate a lack of value. One of the elements that drives the undervaluation is caused by corrupt practices, especially if the results are taken abroad. So, every effort to fight corruption in any form supports the success of national development by increasing added value and reducing minus value. The government has been trying to eradicate corruption for a long time, but has not produced satisfactory results. Various regulations have been made and in each department there is an internal supervisory apparatus but corruption still occurs. Being bored through the Attorney General's Office by showing perpetrators of corruption on television, prosecuting perpetrators of corruption and other businesses, shows the government's seriousness in eradicating corruption.

Dealing with corruption crimes carried out conventionally has so far proven to experience various obstacles. Therefore, special or extraordinary methods are needed through the establishment of a special legal entity with broad, independent authority and free from any power in efforts to eradicate criminal acts of corruption, the implementation of which is carried out optimally, intensively, effectively, professionally and continuously. On the other hand, extra efforts are needed in the form of effective law enforcement that can provide a deterrent effect for corruptors. So, education is needed for the public so that they understand the impact of corruption on the life of the nation. Education to the public is important to prevent neglect of corruption cases which leads to apathy and even acceptance of corruption cases. Activities that can be carried out in this educational effort are instilling anti-corruption education at all levels of society. In the initial stages, the target of instilling education is educated people such as students (Syah, 2015). In the long term, the cultivation of anti-corruption education will be transformed at all levels of society. Anti-corruption education for educated people should ideally be carried out from an early age in the form of instilling honesty in students (Brady, 1985). In basic education, for example, anti-corruption education does not need to be expressed within the scope of formal lessons, but rather through efforts to instill morals and honest values in life. One example of what can be done is through the establishment of "honesty canteens" in schools. The honesty canteen aims to train young students who will become the nation's successors to have the moral and honest values embedded in their minds. This is relevant when understanding the consistency and causality of moral values with humans (Tanya, 2011).

In terms of training social sensitivity, a series of activities are carried out that influence students so that they have high social sensitivity. In this case, through social services, providing assistance to underprivileged residents, introducing the problem of community poverty and other activities that accommodate students' interaction needs with the nation's problems. In the long term, cultivating social sensitivity, accompanied by moral strength and honest values, becomes the antithesis to corrupt actions. The introduction of formal anti-corruption education is only needed when students are considered mature enough to accept the material. Anti-corruption education is appropriate to apply when students have reached the senior secondary education level and are students. The Corruption Eradication Commission needs to work together with the Ministry of Education and Culture to formulate appropriate and effective anti-corruption education mechanisms for students. On the other hand, anti-corruption education must be explained to ordinary people by looking at the limits of their understanding. Furthermore, anti-corruption education is more effective if it collaborates with local governments, community leaders, religious leaders, Non-Governmental Organizations (NGOs) and anti-corruption activists. Anti-corruption education aims at various types of criminal acts of corruption. The perspective of some people understands corruption as a form of activity using state money for personal needs. In fact, corruption under the Corruption Law is further classified, including cases of bribery and gratification in public services. Anti-corruption education must also be able to explain to the public the negative impact of corruption as a factor in the failure of development programs, the magnitude of potential losses to the state, and the degradation of people's welfare. Furthermore, a moral foundation was instilled regarding the *haram* of illegal levies by bureaucratic officials. Religious figures, for example, can make it clear that in cases of bribery, both the briber and the person being bribed receive moral censure and retribution in hell (Al Fatih, 2020). This research is concreted with a problem formulation with the aim of finding the ideal form of preventing corruption through an integrated education system and projecting obstacles to implementing the model of preventing corruption through an integrated education system..

2. RESEARCH METHODS

This research is normative with a conceptual approach. Legal materials are processed using qualitative analysis with components of data reduction, data presentation and drawing conclusions.

3. RESULTS AND DISCUSSION

The results and discussion are written in the form of a sub-chapter as follows:

1) Ideal Form of Corruption Prevention Through an Integrated Education System

a. Implementation of Basic Level Anti-Corruption Education

There are at least three models of implementing education to instill anti-corruption values that can be implemented in schools. First, the model is integrated within subjects. Instilling anti-corruption values in anti-corruption education can also be delivered in an integrated manner in all subjects. Teachers can choose the values that will be instilled through their subject matter (Hastuti, 2020). Anti-corruption values can be instilled through several points or sub-topics related to life values. The advantage of this model is that all teachers are responsible for instilling anti-corruption values in students. Understanding the value of anti-corruption life in students is not only limited to informative-cognitive, but is applied in every subject (Yunus, 2007).

Second, a model outside of learning through extracurricular activities, namely by instilling anti-corruption values, which can be instilled through activities outside of learning, for example in extracurricular activities or incidental activities. Instilling values with this model prioritizes processing and instilling values through an activity to discuss and explore life values (Ngalimun, 2012). This model can be implemented by the school or madrasah teacher concerned who receives the task or is entrusted to an institution outside the school or madrasah to carry out the work, for example from the Corruption Eradication Commission (KPK). The advantage of this method is that students really get value through concrete experiences. Experience will be more deeply embedded than just information, let alone monologue information (Harnacki, 2003). Students are more involved in exploring life values and learning is more enjoyable.

Third, the acculturation model, the habituation of values in all activities and atmosphere, through the form of instilling anti-corruption values can also be instilled through acculturation in all school or madrasah activities and atmosphere. Civilization will give rise to habituation. To foster an anti-corruption culture, schools or madrasahs need to plan a culture and habituation activities. Habituation is an educational tool, for young students, habituation is very important. Because with habituation, an activity will eventually become the student's own in the future. Good habits will form a human being with a good personality. On the other hand,

bad habits will form a human being with a bad personality. Based on habituation, students are accustomed to following and obeying the rules that apply in the madrasah and society. After receiving good habitual education at school/madrasah, the influence is also carried over into daily life at home and into adulthood.

b. Preparation of Anti-Corruption Education Curriculum

Anti-Corruption Education needs to be formulated into one of the materials which is then compiled into Competency Standards and Basic Competencies. Next, it is explained into the substance of the study or the subject matter of certain subjects. Subjects that are close to being used as a basis for Anti-Corruption Education are Religion, Citizenship Education (PKn), and Social Sciences (IPS). The advantage of Anti-Corruption Education is that if it becomes the subject of discussion in Religion, Civics and Social Sciences subjects, the learning strategy can be made more thematic so that the three subjects as intended will discuss relevant issues and have coherence with the point of view or perspective and characteristics of each subject. -each (Religion, Pancasila Education, Citizenship, Social Sciences). Through this model, students will of course deepen their knowledge about corruption because of different settings or points of view in addressing a problem. With this thematic, students will be trained to think across disciplines in solving problems. The material offered includes: (i) what and where corruption is; (ii) causes of corruption; (iii) moral issues; (iv) corruption and human rights; (v) fighting corruption; (vi) corruption and market economy; (vii) corruption and law; (viii) corruption and democratic society; (ix) rights and obligations of citizens; (x) clean and authoritative government; and (xi) good governance.

c. Preparation of Anti-Corruption Learning Schemes

Learning is the process of student interaction with educators and learning resources in a learning environment (Komalasari, 2015). Learning is assistance provided by educators so that the process of acquiring knowledge and knowledge, mastering skills and habits, as well as forming attitudes and beliefs in students can occur (Hauser, 2017). In other words, learning is a process to help students learn well. On the other hand, learning has a similar meaning to teaching, but actually has a different connotation of understanding. In the educational context, teachers carry out teaching activities so that students can learn and master the substance of the subject matter so that they are able to achieve a specified objective (cognitive aspect), can also influence changes in attitudes (affective aspect), as well as

improving skills (psychomotor aspect) a student. However, this teaching process gives the impression of being limited to one party's work, namely work that is the jurisdiction of the teacher alone. Meanwhile, the learning process implies interaction between teachers and students. Quality learning really depends on student motivation and teacher creativity. Learners who have high motivation are supported by teachers who are able to facilitate this motivation, which will lead to successful achievement of learning targets. Learning targets can be measured through changes in students' attitudes and abilities through the learning process. Good learning design, supported by good facilities, coupled with teacher creativity will make it easier for students to achieve their learning targets. There are several methods that can be used in the process of learning anti-corruption material, as described below.

First, the inquiry method emphasizes free search and appreciation of life values by directly involving students to discover these values in the guidance and direction of the teacher. Students are given the opportunity to provide responses, opinions and assessments of the values found. Teachers do not act as the sole provider of information in discovering the anti-corruption values that they live by. The teacher plays the role of guarding the line or corridor in discovering the value of life. This method can be used to instill values including openness, honesty, respect for other people's opinions, sportsmanship, humility and tolerance. Students are invited to begin to dare to express their ideas, opinions and feelings. Stage by stage, students are directed to organize their way of thinking, their way of speaking and their attitudes in life. In this way, students are invited to learn to determine the value of life correctly and honestly. In practice, students are invited to discuss corruption cases that are currently rampant in Indonesia. Stage by stage students are invited to see and assess what is happening in society and ultimately what they have done. Students are invited to look at problems and have the courage to take attitudes and choices in their lives. The theme of these discussion activities is usually taken from corruption cases which are currently rampant. In the discussion, the teacher only acts as a facilitator and corrects if the discussion has deviated from the discussion theme. Students are also invited to critically look at the life values that exist in their society and act towards this situation.

Second, the collaborative search method, which emphasizes joint search involving students and teachers. Joint search is more oriented towards discussion

of actual problems in society, where this process is expected to foster a logical, analytical, systematic, argumentative thinking attitude to be able to derive life values from problems that are processed together. Through this method, students are invited to actively search for and discover themes that are developing and of common concern. By finding problems, criticizing and processing them, students are expected to be able to take existing values and apply them to their lives. In this way, students will be active in the process of searching for themes or problems that arise in teacher assistance. Apart from finding values from the problems being processed, students are also invited to critically analytically process the causes and effects of the problems that arise. Students are encouraged not to jump to conclusions, let alone take a stance, but to carefully and carefully look at the problem to arrive at a stance. Students are invited to see reality not only in black and white, but more broadly, namely the existence of fluctuating possibilities.

Third, the active student method or joint activity, namely by emphasizing processes that involve students from the start of learning. The teacher provides the subject matter and students in groups search for and develop the next process. Students make observations, discuss analysis and conclude the process of their activities. This method encourages students to have creativity, thoroughness, love of science, cooperation, honesty and fighting spirit.

Fourth, the exemplary or modeling method, namely the pattern of understanding that in the world of education, what happens and is caught by students can be done without filtering. The process of forming a student's personality will begin by looking at the person they want to emulate. Teachers can be idols and role models for students. By example, teachers can guide students to form a strong attitude. Congruence between the teacher's words and actions will be very meaningful for a student, likewise if there is a mismatch between the teacher's words and actions then the student's behavior will also be incorrect. In this case, teachers are required to have sincerity, steadfastness, and consistency in life. The process of instilling anti-corruption values in students through an exemplary process is initially carried out by example, but students need to be given an understanding of why this is done. For example, teachers need to explain why we should not be corrupt; explains the dangers of corruption or why we must be honest, not cheat on tests. This is necessary so that certain attitudes that emerge are truly based on a belief in truth as a value system.

Fifth, the live in method, which is intended so that students have the experience of living with other people directly in situations that are very different from their daily lives. With direct experience, students can get to know different living environments in terms of ways of thinking, challenges, problems, including life values. This activity can be carried out periodically through anti-corruption competitions and competitions. In this way, students are invited to be grateful for their lives, which are much better than other people, and develop a higher tolerant and social attitude towards living together. Students need to receive guidance to reflect on this experience, both rationally intellectually and from an inner spiritual perspective.

Sixth, the method of clarifying values or clarifying values, namely by understanding that the social background of life, education and experience can bring differences in the understanding and application of life values. The existence of various views of life in society makes students confused. If this confusion cannot be expressed properly and does not receive good assistance, he will experience a deviation in life values. Therefore, a value clarification process or value clarification is needed using affective dialogue in the form of in-depth and intensive sharing or discussion. The technique of clarifying values or clarifying values can be interpreted as a teaching technique to help students find and determine a value that is considered good in dealing with a problem through the process of analyzing values that already exist and are embedded in students. A weakness that often occurs in learning values or attitudes (including anti-corruption learning) is that the learning process is carried out directly by the teacher, meaning that the teacher instills values that he considers good without paying attention to the values that are already embedded in the students. As a result, clashes or conflicts often occur within students due to a mismatch between the old values that have been formed and the new values instilled by the teacher. Students often have difficulty in reconciling old and new values. In principle, anti-corruption learning uses methods that involve all cognitive, affective and psychomotor aspects as well as social intelligence. So understanding concepts, recognizing context, reactions and actions are important parts of all educational methods for anti-corruption values.

2) Projected Barriers to Implementing the Corruption Prevention Model Through an Integrated Education System

a. There is no Anti-Corruption Education Curriculum yet

The most obvious obstacle in implementing the corruption prevention model through an integrated education system is that there is no anti-corruption education curriculum. The existing learning schemes are still temporary and partial or separate, which has implications for quality that is not well standardized. Therefore, anti-corruption education is not comprehensive and has not been integrated. The weakness of this condition is that there is no permanent and lasting structure as a frame of reference for the implementation of education and teaching in schools or madrasas. This weakness is compounded by the condition that, in reality, to be able to create an anti-corruption education curriculum at the school and elementary level, it requires a consensus agreement and more time. This situation also demands creativity and understanding from education stakeholders in Indonesia who are required to be responsive in taking an in-depth inventory of student needs. Therefore, the practice that has occurred so far, namely anti-corruption education which is still partial, cannot only be held once or twice a year but must be held repeatedly..

b. There are no arrangements, implementation instructions and technical instructions for implementing integrated anti-corruption education

The next obstacle in implementing the corruption prevention model through an integrated education system is the causality of the anti-corruption education curriculum not being prepared and realized in Indonesia, namely the unavailability of implementation instructions and technical instructions for the implementation of anti-corruption education. This situation creates weaknesses in the form of understanding and perceptions of anti-corruption values which still vary because they are adjusted to the competence and understanding of the teacher. This is inversely proportional, that ideally, consistency of implementation instructions and technical instructions for the implementation of anti-corruption education that will be instilled must be clear and the same for all instructors or teachers. Therefore, differences in perspectives and understanding of the values which are the pillars of anti-corruption education are not permitted. This is because differences in perspective and understanding actually lead to inefficiency and degradation of the quality of anti-corruption education, especially for students. Understanding is very

important considering the increase in the modus operandi of corruption in recent decades.

There also needs to be a uniform understanding of the various modus operandi of corruption, such as unofficial levies that are not in accordance with statutory regulations. If the public finds that the fees requested by the authorities are greater than the provisions, this means it is an act of corruption and must not be complied with. Internet media, television, print media or radio can be used in efforts to prevent and overcome criminal acts of corruption (Astafurova, 2020). Various social media on the internet also need to continue to be optimized as an effort to inform and gather support from the younger generation in eradicating corruption (De Basabose, 2019). The use of social media is quite effective in reaching out to the younger generation who are fed up with corruption cases and are starting to lose trust in state officials.

Instilling anti-corruption education also needs to be applied to bureaucratic officials/Civil Servants (PNS). For civil servants, it is necessary to carry out a series of outreach regarding criminal acts of corruption to all Ministries/Institutions at the central level to regional governments at the regional level. Ministries/Agencies and regional governments need to be asked to develop programs for preventing and eradicating corruption in their respective agencies, implementing agency values and codes of ethics, as well as submitting State Officials' Asset Reports (LHKPN) in an orderly manner. In order to accommodate information from the public, an effective complaint mechanism has been opened so that ordinary people can easily complain about various kinds of corrupt acts that occur in state administration practices.

c. Anti-Corruption Education is Facultative

The facultative nature is an obstacle that affects the consistency of implementation of integrated anti-corruption education. In fact, it needs to be understood that anti-corruption education is unlikely to immediately achieve significant results considering that the program can be classified as a long-term program targeting the younger generation. So, the resulting output cannot be enjoyed immediately considering that it takes time and consistency to achieve these results. If the facultative nature still occurs, by considering anti-corruption education inferior because the results are not immediately visible, then the entire program and curriculum in implementing anti-corruption education will be useless.

Thus, consistency is needed by combining preventive and repressive efforts in the synergy of eradicating corruption in Indonesia. Preventive and repressive efforts that have been carried out so far need to be added, one that needs to be studied and tried to be implemented is anti-corruption education as carried out by the Chinese state (Lu, 2005). The practice and implementation of anti-corruption education in China has proven successful in gradually reducing the rate of corruption. Indonesia through Article 6 of Law Number 30 of 2002 concerning the Corruption Eradication Commission (KPK) mandates the prevention of corruption through identical anti-corruption education. In such cases, anti-corruption education needs to be well thought out and prepared, especially several things which include: (i) teaching methods (formal or informal); (ii) curriculum content; and (iii) targets. Some of the things mentioned above have attracted the attention of researchers to study, research and provide further input so that later anti-corruption education is truly as expected, namely being able to reduce the number of corruption small as possible in Indonesia.

4. CONCLUSION

The ideal form of preventing corruption through an integrated education system is implemented through: (i) providing basic level anti-corruption education; (ii) preparation of an anti-corruption education curriculum; and (iii) preparation of anti-corruption educational learning schemes

Barriers to implementing the corruption prevention model through an integrated education system include: (i) there is no anti-corruption education curriculum; (ii) implementation instructions and technical instructions for implementing integrated anti-corruption education are not yet available; and (iii) Anti-corruption education is facultative.

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