



## IMPLEMENTATION OF ANTI-CORRUPTION EDUCATION IN LEARNING CITIZENSHIP EDUCATION FOR STUDENTS IN ELEMENTARY SCHOOLS

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### Abstract

Education is the beginning of forming someone to be better with education also someone can form themselves away from reprehensible things, such as corruption. Corruption is an act of someone who wrongly abuses trust in a problem or organization to take advantage. Corruption is a criminal act that harms state finances. This study aims to examine, find basic ideas of the theoretical conceptual framework and implementation of anti-corruption education through learning Civic Education in elementary school students. The method used in this study is a research method with a qualitative approach that is descriptive. Data collection techniques are carried out by means of literature studies from various sources such as books, journals and others. The results of this study are Factors that support the development of student character through anti-corruption education are divided into two categories, namely internal and external. The development of syllabus, indicators, objectives, scenarios, learning resources, media, models, methods, learning strategies, and evaluation tools need to be improved because there are many shortcomings to be able to strengthen the character of the nation. The role of teachers is very important for students to provide an understanding of what Corruption is and also plays a role in instilling values of honesty in students, so that students can carry out honest actions and not commit lies or acts of corruption. This study aims to provide an understanding to elementary school students that corruption is a reprehensible act and to find out how elementary school teacher education is implemented.

**Keywords :** Anti-Corruption Education, Civic Education, Elementary School Students

### Introduction

The corruption decline is the most concerning issue seen by this nation and state. Violations of decline occur starting from very basic filth, for example, paying with minimal expenses to make it easier when organizing in the city to great humiliation. From this basic case, the state was formed to try to eradicate this criminal practice and to eliminate and kill the filth in Indonesia is by framing a state organization that is given unprecedented power such as the Corruption Eradication Commission (KPK) (Mansyur, 2008). The Government of the Republic of Indonesia consistently tries to kill the decline with the most potential techniques and strategies. Public authorities have created foundations that explicitly fight and kill defamation, especially the KPK, as an independent organization that has taken various efforts to prevent defamation. Fighting filth is the obligation of various parts of this country, if by luck one party fights filth, then, at that time, its power is very powerless and endless. Thus, it can cause disappointment or disappointment towards the elimination of filth, a nation will be considered advanced/creative if it succeeds in making different improvements as one form of state progress. As a result, progress is a type of progress that combines various public activities. Moreover, in the end, defilement arises with the beginning of planned framework improvement efforts, but regulatory interactions are generally slow, so they need alternative paths by giving gifts/rewards. This happens continuously and is not limited by public authorities and society so that there are groups of people who improve themselves with debasement that are not true role models for younger ages, especially elementary school children. In line with that, this often happens among the political world class

with the power they have and can easily carry out criminal demonstrations of defilement. Violent persecution is used for the benefit of individuals and groups, Therefore the existence of the KPK is very important in this country and it is very vital if the start of an education program to combat defamation in schools, especially in elementary schools. someone joins the local area later.

Anti-corruption education is an effort made by public authorities in instilling the enemy of the character of humiliation in students in the school environment. The humiliation itself is not a demonstration that harms many individuals by utilizing the position for the addition of individuals. Inner defilement carried out in ways that are not in accordance with standards, for example paying, extortion and blackmail can occur in the area of public authority which will turn into an infection that destroys all parts of life (Hamilton-Hart, 2001). Basically, hostility training against decline can be interpreted as an instructive program that explains and defeats different inner defilements that occur locally by instilling the enemy of the soul of decline at the right time with the full intention of building and expanding the familiarity of the population with the risks and results of demonstrations. of defilement. Schools hostile to decline have three goals, first, to form information and understanding about the types of inner defilement and their perspectives. Second, changing affirmations and perspectives towards decline. Third, framing new abilities and capabilities aimed at combating decline (Hakim, 2012). The implementation of hostility training against devaluation began in schools in 2010 during the implementation period of the 2006 Content Standards (hereinafter referred to as the implementation period of the 2006 Curriculum). This is supported by Presidential Instruction Number 17 of 2011 concerning Actions to Prevent and Eradicating Criminal Acts of Corruption in 2012, which lowers the Ministry of Education and Culture as the individual in charge of taking steps to eradicate defamation of education as an additional personal community education program in essential and optional training, which is fully aimed at coordinating the enemy of devaluation in the elementary and additional school education plans (State Secretariat, 2011), considering the fact that the enemy of defamation has not been expressly required in the 2006 Curriculum (Ministry of National Education, 2006). Likewise, of course, it is also important to instill the character of the enemy of defilement in students in every learning interaction. Disposition is an important part of fostering a way of life or character of students in doing good.

As indicated by Sax (1997, p. 493) disposition is "a tendency along the ideal element towards impartiality to a particular group, organization, idea, or item." Public authorities must ensure and regulate instruction against pollution with the aim that the underlying purpose and focus in the implementation of anti-pollution training can be truly understood and processed properly by instructors who support the subjects identified with anti-pollution schools. Educators and the school foundation's task in implementing and implementing the training framework must also take part. Without good cooperation between educators and school organizations, especially the principal as a direct arrangement producer, it is unimaginable that the counter-learning programs that have been prepared by public authorities since around 2009 until now can be implemented. The subject of Pancasila and Citizenship Education (PPKn) is a compulsory subject in the 2013 education plan. This subject undoubtedly contains material identified with training hostility to inner defilement. Given that the school subject material of the enemy of defilement does not remain single as a compulsory subject. It is very similar to character education that although it is not a different subject taught in the school learning system, anti-pollution training material and character training material must be combined with other topics, especially in the subject of Religious and Citizenship Education. In accordance with this, of course the subject of PKn is very appropriate as a vehicle for changing information on Anti-Corruption Education in each homeroom teacher. Citizenship is a subject that contains the personal characteristics of society. Citizenship is a training that is able to gather the familiarity of citizens in completing their rights and commitments as citizens with the ultimate goal of forming the character of citizens of a country. Civics learning must rely on basic civic skills (urban skills) for all levels. Therefore, in order for learning to be strong and ready to equip students with information and achieve important civic skills, in creating learning exercises it is important to focus on several things. Civics Learning Activities were initially held to provide assistance to teachers (educators), to complete the learning system expertly. Second, Civics learning exercises contain a series of exercises that students must do in groups to achieve basic skills. Third, determining the arrangement of Civics learning exercises must be in accordance with the chain of command of learning material ideas. Fourth, the elaboration of articulation in Civics learning exercises contains no less than two components that reflect the implementation of student learning meetings.

The subject of Civics has a very noble mission. In accordance with the mission of Civics, Maftuh (2008, p. 137) argues that with the progress of social and state life that is so modern with all its difficulties, Civics Education currently carries the following missions: 1) Civics as Political Education; 2) Civics as Value Education; 3) Civics as Nationalism Education; 4) Civics as Legal Education; 5) Civics as Multicultural Education; and 6) Civics as Conflict Resolution Education. The mission is certainly the goal of how the subject of Civics can be a benchmark

in the implementation of the eradication of defamation of students as one of the educational qualities that must be created. As one form of utilization of anti-filth learning in Civics as one of the educational qualities. So it must be implemented ideally in every learning interaction. The 2013 education plan clarifies that the learning system created in each learning cycle must implement the utilization of personal values of the community based on the basic quality of the Pancasila state. Increasing social, information and ability angles must be the main concern with the hope that the learning targets delivered can be achieved. Training against defilement is very important to be implemented in schools and is suitable if started in elementary school. According to Hakim (2012), learning against defilement is training that provides information, techniques and activities about the enemy of defilement in a reasonable way that allows it to be included in the current subject sections in schools such as Pancasila and Citizenship Education (PPKn). Anti-humbleness schools can also be applied as subjects, for example, extracurricular lessons and environmental content (institutions). Based on the background of the problem as described above, the core issue and the focus of the study in this research is how to implement anti-corruption education in civic education for students in elementary schools.

### *The Nature of Corruption*

Corruption often starts from an unknowledgeable tendency, such as receiving gifts from state officials/government employees at private events or giving certain unreasonable positions from henchmen. Such things will turn into long-term tendencies, which will eventually affect the dynamics by the relevant authorities. At some level, the gift is considered legitimate, but it should be understood that the gift is usually identified with the business according to the position held by the recipient. Giving from a broad perspective, more specifically giving gifts, products, refunds (limits), commissions, interest-free credit, travel tickets, residential offices, tourist trips, free clinical care, and various offices can be called tips. Every tip to a government employee or head of state offers a reward when identified with their position and which is contrary to giving or giving (Law No. 20 of 2001). The broadest definition of debasement alluded to, including by the World Bank and UNDP, is "the abuse of public office for private gain." From a broader perspective, the meaning of debasement is the exercise of public power for private or personal gain to the detriment of the general population in a manner contrary to relevant legal arrangements (Paus, 1997). The exact meaning of the word inner defilement is rottenness, abuse, corruption, deceitfulness, payment, unethical behavior, deviation from celibacy. In the General Dictionary of the Indonesian Language, inner defilement is characterized as a terrible activity such as embezzlement of cash, acceptance of payment, etc. (Poerwadarminta, 1982). Therefore, it can be said that debasement is the abuse of trust given to others, for the improvement of the individual. Debasement can occur if three things are met, namely: (1) the individual has the ability to decide on the public approach and carry out the strategy, (2) the financial benefits that exist because of the public arrangement, and (3) the current framework is open. loopholes for violations to occur. by the general public concerned. If one of the three limitations is not met, then the activity that occurs cannot be considered a demonstration of defilement (Arvin, 2001).

### *The Nature of Citizenship Education*

Civics is often also called Citizenship Education, which studies citizenship, ethics, norms, laws, character and others. Metro Teaching is an educational program that is based on the values of Pancasila as a vehicle to create and protect the honor and virtue rooted in the life of the country that is relied on to become a character that is shown as daily behavior. routine students both as humans, as planned instructors/teachers, regional individuals and manifestations of god almighty . By concentrating on civics, it is believed that students can become productive and characterful members of society. City training helps students by framing their mentality and perspective as residents who reflect or are friendly with human qualities. Known for character or character development, because city teaching includes common life values from the surrounding area. The main reason for city schools is to encourage knowledge and attention to the country, as well as to form sensitive perspectives and behaviors to appreciate the country depending on the public culture that must be possessed by residents including; scientific ability and investment ability. For a while, urban etiquette is identified with the private and public citizens who must be maintained and improved in the sacred people's government. Sapriya (2007) based on the assessment of Hanna and Lee (1962) recommends that IPS materials can combine 3 (three) sources, more specifically first, casual materials that can be found in regional exercises, individual DPR exercises, official exercises, and others. others. Second, conventional substance disciplines that combine topography, history, political theory, financial problems, humanism, reasoning, humanities, and law.

Third, student reactions, especially student reactions, both casual and formal substances. This material can be made on the substance or content of PKn with the note that it must be adjusted to the vision, mission, and attributes

of PKn. In terms of its substance is formal discipline, PKn material can be taken from political theories such as citizenship or civics. Logically, starting from the study of citizenship which is part of political theory, the material presented by PKn is centered on the majority of government politics which then, at that time, actually had to be changed according to the level of learning needs or called essential human training (Numan Somantri, 2001). Pancasila includes the substance (content) of PKn which is formal. According to Sapriya (2007), the substance of conventional design must be similar and non-debatable (non-debatable, given) because it is a component of the glue and unifier of the country that will fortify the soul of Indonesian identity. Numan Somantri (2001) stipulates Pancasila and the 1945 Constitution of the Republic of Indonesia as the material for Indonesian citizenship education that "Should be Great", including the inevitable indoctrination, which must be disguised to citizens.

## Research Methodology

This research is a descriptive study, which is one of the social investigations whose purpose is to provide a little understanding or explanation of the ideas or examples used in the examination. (Neuman: 2003). The motivation behind this exploration is to increase new points known in the wider local area, provide an outline of the underlying theme, summarize thoughts and develop speculative hypotheses. The method of data collection and processing used in this study uses Library research as literature material that can present data and is accompanied by supporting documents that are important references in this study.

## Result & Discussion

### *Implementation of Anti-Corruption Education in Schools*

Anti-corruption education is an idea of learning framework about degeneration in Indonesia, which aims to provide an understanding of despicable activities, especially filth and increase public attention to gather an understanding of the risks and results that will be obtained from degenerate behavior. The main focus of the instruction to oppose defilement is to present and provide information about the specifics of events that combine rules, effects and causes, as well as continuing to expand familiarity with criminal demonstrations of depravity. To implement anti-corruption education very successfully through teaching, then training is a process of character formation and mental disposition changes that occur in students, and through schools it is worthy to be measured well and effectively about degenerate behavior. (Depdiknas, 2009:3). According to Nurdin (2004: 178) Anti-corruption schooling is a way to provide regulation and prevent demonstrations of humiliation carried out through formal and non-formal teaching. Anti-corruption schools are not only finished in presenting hostile values to students, but continue to be completed and continue to understand, appreciate and experience fighting against dirty values to become daily tendencies. Fighting anti-corruption education is a conscious and organized work to understand the educational and learning process that condemns hostility to despicable values. Furthermore, training against degeneration does not only emphasize intellectual or information perspectives, but also emphasizes character formation (full of feelings), and moral awareness in fighting degenerate behavior. As shown by Muhammad Nuh in his book Agus Wibowo (2013:38) being hostile to despicable education means making young people who have noble morals and oppose vile deeds. This is in accordance with Haryono Umar's assessment which is also determined by Agus Wibowo (2013:38), which states that the enemy of despicable training is creating good people so that children do not fall into filth from the start.

The mindset of the enemy of filth must be applied from the start, then, at that time, in the next few years there will be an era that is hostile to filth. To achieve this, teaching anti-defilement training is more appropriate using open, dialogical, long-winded methods with the aim of increasing students' scientific capacity in framing their sense of interest, basic character, and determination to have judgment. The goal of anti-corruption education means preparing a younger age to have a culture of honesty (hostile to debasement) through various exercises in schools including the implementation of school-based administration, learning exercises, and adjustments with the aim that each individual can stay away from, reject, fight, or prevent all types of misrepresentation and various activities that trigger a decrease in value. on demonstrations of defilement. Specifically, instructions to be hostile to defilement are intended to: (1) form school life as a component of the local area through the formation of a learning climate with a culture of honesty (against debasement), especially: original, trained, capable, dedicated, straightforward, free, reasonable, brave, attentive, and noble (tranquility); (2) foster the ability of the heart/calm, the small voice of students through the emotional space as people who show concern and consistently maintain social quality as a form of love for the homeland, and are upheld by a solid public understanding; (3) encourage an admirable mentality, practice, tendency in accordance with all inclusive qualities and strict habits of the country's way of life; (4) instill the soul of expert and reliable authority as the future of the country; (5) organize administration in an open, straightforward, competent and competent manner (Puskurbuk, 2012). The focus of the

principle of anti-corruption education is the development of social honor among all school individuals, so that all school individuals have a high concern to consistently be straightforward, controlled, attentive, helpful, fundamental, free, reasonable, brave, and caring. material guidance needs. As a feature of character training, instruction against defilement is important for the progress of each person's character. This effort is a consequence of the instructive cycle from a broad perspective. The consequences of training will be skills, abilities, and the ability to act. Or once again according to the expression ordered by Bloom (1956) instructive results combine intellectual, psychomotor, and emotional perspectives.

#### *Implementation of Anti-Corruption Education in Civics Learning in Elementary Schools*

The PPKn learning process must of course be carried out continuously and systematically. Scientific and measurable learning patterns will develop scientific competence in students. The method of remodeling scientific values in students is certainly a benchmark for achieving the desired training goals. The implementation of anti-corruption education in PKN subjects using the citizen learning project model is often carried out through several stages. Implementation of Anti-Corruption Education Material in Civics Subjects. The method of implementing anti-corruption education materials must create several elements of the implementation process. This will be done through several stages of implementation, namely the Civics Learning Curriculum event. The contents of the network developed in the Civics learning process consist of national law and justice taught in Civics material. Through this material, material on the definition of corruption is often inserted with the aim that students are ready to understand the meaning of the word, therefore the definition of corruption correctly and precisely students are ready to explain the history of corruption and the eradication of corruption in Indonesia correctly and students are ready to explain the types of corruption. Through anti-corruption education learning, students will contribute more to developing anti-corruption values or attitudes in students. The content of anti-corruption education learning materials in PPKn learning is carried out through several things, one of which is preparing learning tools, preparing learning materials consisting of first, understanding criminal acts of corruption to second, efforts and participation in eradicating corruption. Both materials are delivered at the main meeting with a duration of two times 45 minutes.

This is often intended so that students can absorb various problems and basic understanding of corruption in general, so that at the second meeting students will be presented with various problems about corruption to be solved through the project citizen learning model. With the hope that participants are ready to implement knowledge in anti-corruption education materials into solutions to corruption problems that occur. Basically, the method of implementing anti-corruption education materials in PKN subjects in general has been developed in every subject that is held. This often remembers that one of the efforts that needs to be made by school institutions, especially PPKn subject teachers, is how the concept of essential values in anti-corruption materials is often developed in several ways, both in PKN learning events and PKN learning. curriculum that contains anti-corruption education materials so that the learning process is managed by teachers. so that each component in learning is often integrated as a unit in the learning device. The implementation of anti-corruption education in civics learning will certainly lead to the attitude and personality of progressive ulama so that they are able to reveal various problems related to various corruptions that occur in Indonesia. With anti-corruption education taught at the elementary school level, it will become an idea for anti-corruption science in the future that will highlight anti-corruption attitudes. This implementation will be a reference for teachers to develop anti-corruption education in civics learning in elementary schools that is based on two concepts, namely the project-based citizen learning process with steps that are developed in a systematic manner. Systematic and therefore the final achievement of learning, namely the achievement of understanding values and anti-corruption attitudes.

#### **Conclusion**

The implementation of anti-corruption education materials in PPKn subjects is usually carried out through the stage of developing the PPKn learning curriculum. This can be inserted through the national legal and judicial system material. In this chapter, anti-corruption education will be inserted, namely material on the definition of criminal acts of corruption and material on efforts and roles in eradicating corruption. By implementing and developing Anti-Corruption Education and instilling an attitude of honesty in elementary school students is the first step to prevent criminal acts of corruption after they grow up and join society. So that students better understand the good and bad actions of what is done and understand what and how dangerous Corruption is. Establishing awareness, honesty, enthusiasm for learning, and starting from oneself, this is very important to be instilled from childhood because with simple things like this, it can build suggestions for us when we are adults to do good and wise things. Providing anti-corruption education lessons or materials from elementary school. because this can help the nation's future generations to be restrained and instilled in their hearts that corruption is a wrong and heinous

act. So that when they are adults and join society, they will not commit acts of corruption. If teachers instill an honest attitude in students from the first time they enter the school room, students can understand and deepen the honest attitude in every action they take when they are adults.

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