



IMPLEMENTATION OF CIVIC EDUCATION IN OVERCOMING CORRUPTION IN INDONESIA

Anisah Fitria Rahmawati¹, Sasi Kirana²

^{1,2}Elementary School Teacher Education, Universitas Muhammadiyah Sumatera Utara

Email: ¹ rahmawatianisahfitria@gmail.com, ² skirana284@gmail.com

Abstract

The rise of corruption cases in Indonesia is undoubtedly a concern as it threatens the basic principles of the nation. Citizenship, ethics, standards, law, character and other topics are the emphasis of civic education. In this case, corruption is a problem that Indonesia often faces. Indonesia is a sovereign or unitary state. Through academic foundations, curricular training that encourages varied instructional tasks, and implementation methods, this study is intended to help children grow into responsible and moral citizens. The background to the research abuses the use of authority and position for fear of looking foolish if not taking advantage of opportunities. People who experience financial difficulties are more likely to engage in corruption. The purpose of this study is to find out how civic education can fight corruption. This research uses a desk research model and a qualitative research approach based on literature on civic education. The subjects of this research were Indonesian students. The findings of this research can be summarized as follows: civic education is considered as a way to tackle corruption. Schools can participate in the fight against corruption in two different ways. First, education should, above all, foster genuine concern, unbiased reasoning and broadening of perspectives. Second, education should instill in students strategic personal qualities that will be valuable and reliable in their political endeavors. Maintaining honesty and humility as key principles in political participation, in addition to maturity and preparedness, requires fortitude from each individual. The public and government must be made aware of the need to jointly fight corruption by using techniques and procedures to prevent corruption. These opinions are consistent with the purpose of civic education to assist students in acquiring civic knowledge, civic character and civic ability that enable them to become responsible and informed citizens.

Keywords : Implementation, Citizenship, Corruption

Introduction

One educational initiative that has a broad scope and addresses at least three aspects of the personal formation process is civic education. In order to develop them into mature and moral citizens through academic foundations, curriculum training encourages various instructive projects and implementation models. In addition, public schools support learning interactions to become productive members of society (Galuh Nur Insani, DinieAnggraeni Dewi, 2021). Everyone can achieve the goal of becoming an Indonesian citizen who values the nation and has a national identity through civic education as a curriculum. In order to realize the commitment of the Indonesian nation and state, one of the components of education is civic education (Trisiana, 2020). According to the 2013 education plan, Pancasila and Civic Education (PPKn) is a course that all university students must take. There is no doubt that the information on this subject relates to the training of the enemy of defilement. Due to the fact that the topic of resistance to defilement is no longer necessary in schools. It is very similar to character education in that defilement training materials and character training materials should be integrated with other topics, especially in subjects, even though they are not separate subjects taught in the school learning system (Humaira et al., 2021). Corruption is a crime according to Indonesian law, so corruption is also very contrary to the character and nature that the Indonesian people should have. The characteristics of those who commit corruption - capitalism and

individualism - are not in accordance with the character of Indonesian society (Wulandari & Dewi, 2021). Increasing cases of corruption because it can undermine the founding principles of the nation, the rise of corruption cases in Indonesia is undoubtedly very sad. Corruption contradicts the principles of the Indonesian rule of law, which are ultimately outlined in Paragraph 4 of the Preamble of the 1945 Constitution and include the protection of the nation or state as a whole, the avoidance of the spilling of Indonesian blood, the promotion of general welfare, and the promotion of education. A national way of life and helping to protect the environment. Freedom, lasting peace and social justice are the pillars of order (Saputra, 2017). According to Waluyo (2014, pp. 169-171), crimes involving corruption can be found in executive, legislative and judicial institutions. As it involves the theft of corporate money, corruption also negatively affects the private sector. The Indonesian nation must make various organized, methodical, successful, and comprehensive efforts to eradicate corruption that has deprived the Indonesian people of their welfare. Given that corruption is a type of white collar crime and also an unusual crime (Saputra, 2017).

Ways to tackle corruption There are two ways for schools to get involved in the fight against corruption. First and foremost, education should encourage genuine concern, promote unbiased reasoning, and broaden people's perspectives. Second, education should provide strategic seeding - personal traits that are significant and reliable in their political activities. It takes courage from each individual to uphold honesty and humility as the guiding principles of political activity in addition to maturity and preparedness (Handoyo & Susanti, 2014). Citizenship studies contain social personality qualities, with the main purpose of influencing the behavior of citizens, citizenship is a program that can gather individual knowledge by upholding their rights and obligations as citizens. For all levels, civic education must be based on fundamental civic skills (Humaira et al., 2021). Education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character, and skills needed by themselves, society, nation and state (Law No. 20 of 2003 Article 1) (Apiék Gandamana, 2019). The country's constitution protects civic education as an important topic that all students must learn. Law Number 20 of 2003 concerning the National Education System, especially in Article 37 Paragraph 1, emphasizes that the education curriculum, whether primary, secondary, or even higher education, must contain Citizenship Education subjects and courses, as the focus of knowledge that is at the forefront of shaping the character of students who are Pancasila (Nanggala, 2020).

Research Methodology

This research uses qualitative research techniques and library research models in accordance with the literature on civic education. References were taken from various journals. This is because studies that choose to be conducted qualitatively have characteristics of studies that try to explore and describe how individuals are involved in an event (Ariyanto, 2018).

Result & Discussion

Definition of Citizenship Education

Citizenship education is that which focuses on citizenship, ethics, norms, law, character, and other themes. As a means of fostering and upholding honor and virtue embedded in the life of the nation and state and relied upon to become a character shown as daily behavior, Metro Teaching is an educational program based on the ideals of Pancasila. Routine students as humans, as mentors or prospective teachers, in their environment, and as an expression of God Almighty (Humaira et al., 2021). Definition of Citizenship The words "education" and "citizenship" are combined into the word "education". Education is defined as follows in Article 1 Paragraph (1) of Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System (Apiék Gandamana, 2019). In order to achieve educational goals, civic education, according to Nu'man Somantri (Somantri, 2001), is a selection and adaptation of various social sciences, civic sciences, humanities, and fundamental human activities (Apiék Gandamana, 2019). By incorporating the principles of anti-corruption education into the sources mentioned above, civic education is taught to students in the classroom. This is because anti-corruption education is not a stand-alone subject, as previously mentioned, but rather a teaching content that is incorporated into other disciplines, in this case civic education. Civic education teachers often use examples of corrupt practices that negatively impact society while building anti-corruption attitudes.

Definition of Corruption

The definition of corruption given by Juniadi Suwantojo (1997) is "the behavior or actions of one or more people who violate the prevailing norms by using and/or abusing power or opportunity through the determination of acceptance fees or the provision of facilities or other services carried out in the activities of receiving and/or

spending money or wealth, storing money or wealth, as well as in licensing and/or other services with the aim of benefiting themselves or others" (Dwiputrianti, 2009). The beginnings of corruption often involve bizarre behavior, such as the acceptance of gifts from state officials or government employees at social events or the irrational granting of certain positions by the parties involved. In the long run, this will develop into a trend that will eventually allow the authorities to change the dynamics. Such things are, to some extent, considered legitimate, but it must be recognized that such gifts are usually business-related given the recipient's (Humaira et al., 2021).

Implementation of Civic Education in Overcoming Corruption in Indonesia

The law does not further define the act of abuse of authority due to position or establishment as abuse of authority. Only personal legal subjects have authority; neither legal entities nor corporations have authority. The legal subject of a person does not apply to everyone because authority is closely related to the position or position held by the person; only those with certain titles, roles, or personal characteristics are covered. a person who holds an office or job, especially as a public servant (Adami Chazawi , 2016). Corruption is a law enforcement has a political problem that is temporary and ever-changing as governments come and go. abusing authority and position for fear of looking foolish if they do not take advantage of opportunities. insufficient state funding for administration. Salaries should be sufficient to cover the expenses of state officials and to motivate them to perform well and provide the best service to the public. Poverty, the desire of disadvantaged people to engage in corruption as a result of financial hardship. The rich become corrupt because they are greedy, gluttonous, and will use any strategy to increase their wealth (Rube'i & Sari, 2019). Citizenship According to Law No. 20 of 2003 which states that the aspects of the personality of citizens that need to be developed are to become qualified human beings so that they are able and proactive in responding to the challenges of the times, education is one of the subjects at school that has an important contribution in shaping and realizing the desired character of the nation, namely smart and good citizens. Citizenship education is very important in the midst of the government's efforts to improve the nation's character from elementary school to college level (Rube'i & Sari, 2019). This is because civic education fosters the ideals and abilities - more specifically, civic knowledge, civic skills, and civic dispositions - needed to create ideal citizens (Rube'i & Sari, 2019). The above views are in line with the purpose of civic education to develop the civic knowledge, civic character, and civic skills necessary to be a good citizen. Citizens who have these three qualities are ethical and intelligent citizens. The transmission of anti-corruption ideals in Civic Education learning can maximize the strategic role of Civic Education to instill values (Rube'i & Sari, 2019). It is crucial to link anti-corruption policies or initiatives to the traits of the various parties involved and the environment in which they conduct their business or function (Adami Chazawi , 2016). Based on the findings of the discussion, civic education should teach children the anti-corruption values found in the sources mentioned above. Civic education teachers often cite examples of corrupt behaviors that negatively impact society to foster anti-corruption attitudes. through students' activities and experiences, help students internalize the principles of anti-corruption education and foster anti-corruption attitudes and behaviors.

Conclusion

Citizenship education is an education that supports and upholds honor and virtue so that it is ingrained in the life of the nation and state, and becomes the character displayed in daily activities. This education is based on the ideals of Pancasila. This is because, as already mentioned, anti-corruption education is not a stand-alone subject, but rather a teaching component integrated into other disciplines, in this case Civic Education. Citizenship education, one of the subjects studied in schools, is crucial to creating the moral and intelligent individuals that the state desires. The above-mentioned viewpoint is consistent with the purpose of civic education to help students acquire the civic knowledge, civic virtues and civic competencies necessary to help them become responsible and informed citizens.

References

- Adami Chazawi. (2016). *Corruption Criminal Law In Indonesia*. Jakarta: Kharisma Putra Utama Offset
- Apiek Gandamana. (2019). *CIVIC EDUCATION FOR HIGHER EDUCATION*. Smart Hope.
- Ariyanto. (2018). Thematic Analysis sebagai Metode Menganalisa Data untuk. *Anuva*, 2(3), 317–324.
- Dwiputrianti, S. (2009). Understanding Corruption Eradication Strategies Understanding the Strategy for Eradicating Corruption in the Case of Indonesia. *Jurnal Ilmu Administrasi*, 6(3), 256–281. <https://doi.org/https://doi.org/10.31113/jia.v6i3.364>
- Galuh Nur Insani, DinieAnggraeni Dewi, Y. F. F. (2021). Integration of Character Education in Civic Education Learning to Develop the Character of Elementary School Students. *Jurnal Pendidikan Tambusai, Volume 5No*, 8154.

- Handoyo, E., & Susanti, M. H. (2014). The Impact of Corruption Through Anti-Honesty and Integrity Education at SMA Semesta. *Abdimas*, 18(1), 19–26.
- Humaira, J., Dewi, D. A., & Furnamasari, Y. F. (2021). Implementation of Education Anti-Corruption in Civic Education Learning for Students in Elementary Schools. *Journal of Education Tambusai*, 5(3), 8612–8620.
- Rube'i, M. A., & Sari, D. (2019). Analysis of the Implementation of Anti-Corruption Attitude Values in Civic Education Learning for Class Vii Students at Smp 02 Muhammadiyah Pontianak. *Journal of Citizenship Education*, 3(2), 238. <https://doi.org/10.31571/pkn.v3i2.1445>
- Saputra, I. (2017). Implementation of Pancasila Values in Overcoming Corruption in Indonesia. *JPPKn*, 2(1), 9–17.
- Trisiana, A. (2020). Strengthening Civic Education Learning Through Digitalization of Learning Media. *Journal of Civic Education*, 10(2), 31. <https://doi.org/10.20527/citizenship.v10i2.9304>
- Wulandari, D., & Dewi, D. A. (2021). Implementation of Pancasila Values: KPK as an Effort to overcome Corruption Cases in Indonesian. *Edumaspul: Journal of Education*, 5(1), 565–579. <https://doi.org/10.33487/edumaspul.v5i1.1284>