



## THE ROLE OF PPKN TEACHERS IN GROWING AWARENESS ANTI CORRUPTION IN ELEMENTARY SCHOOL STUDENTS

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### Abstract

This research examines instilling anti-corruption values in students as a teacher's task, which in essence has the task of forming intelligent and virtuous children for the nation and state. The essence of instilling anti-corruption values is to instill noble values consisting of the values of honesty, fairness, independence, simplicity, caring, courage, responsibility, hard work, discipline. Corruption in Indonesia seems to be an excessive phenomenon that takes place in almost all government institutions. From heads of state to village heads, they are not devoid of corruption issues. Corruption also occurs in the Ministry of Finance, the Director General of Taxes, the Ministry of Religion, and even in the Ministry of Education. It can be said that the virus of corruption has spread to all aspects of human life. The aim of the research was to find out whether teachers have a role in instilling anti-corruption values in students through Civics subjects in elementary schools. Data collection techniques used in this study were documentation, questionnaires, and interviews. The method used in this study is a qualitative descriptive method, namely summarizing large amounts of raw data into information that can be interpreted. The results show that teachers have a role in instilling anti-corruption values in students through Civics subjects in elementary schools. This is because from interviews obtained in the field and reinforced by respondents' answers around 89.5% of respondents answered strongly agree from the questions given by researchers through questionnaire distribution.

**Keywords :** The role of the teacher, the value of anti-corruption.

### Introduction

Corruption in Indonesia seems to be an excessive phenomenon that takes place in almost all government institutions. From heads of state to village heads, they are not devoid of corruption issues. Corruption also occurs in the Ministry of Finance, the Director General of Taxes, the Ministry of Religion, and even in the Ministry of Education. It can be said that the virus of corruption has spread to all aspects of human life. (in "Anti-Corruption Education", 2014) Indonesia is a country assessed by international research institutions (Political and Economy Rich Consultanc) in Hong Kong and the Transparency Global Index in Germany, as the most corrupt country among the 12 most important countries in Asia. In fact, based on the Corruption Parception Index (CPI), corrupt practices in Indonesia in 2011 rose to 3% from 2.8% in 2010. With this score, Indonesia's ranking has been boosted significantly, namely being in 100th place out of 180 countries surveyed by Transparency International for their CPI. In fact, the impact of corruption does not only cause state financial losses reaching trillions of rupiah, but also destroys human, social and natural resources. In fact, corruption can undermine the democratic system, delegitimize the establishment of the rule of law, and degrade sustainable development. It is believed that the rampant practice of corruption in Indonesia is not only due to weak law enforcement against corruptors, it is also caused by the lack of proper implementation of the corruption eradication strategy. So far, the handling of corruption has mostly been carried out in the form of repressive measures, namely the act of giving punishment by detaining corruptors. This action is considered by many to be less effective in eradicating corruption. Therefore, another strategy is needed to fight corruption, one of which is through preventive action, namely all actions aimed

at preventing corruption. The preventive action considered to be the most effective in preventing corrupt practices is through education. Despite facing various problems, education can still be expected to instill and disseminate anti-corruption values to students so that from an early age they understand that corruption is against religious norms. For this reason, efforts to eradicate corruption through education can be carried out through formal (school/campus), information (family) and non-formal (community) channels. According to Rohner (in Muslich, 2011: 103) a person's childhood experience greatly influences the development of his personality. For this reason, it is necessary to instill anti-corruption values in children through education. Education is very strategic for educating the life of the nation in order to improve the quality of the nation as a whole. 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 the skills needed by themselves, society, nation and country. Instilling anti-corruption values must be given early and included in the learning process starting from the elementary, secondary and tertiary education levels. This is an effort to shape the behavior of students who are anti-corruption. The essence of instilling anti-corruption values is planting noble values consisting of nine anti-corruption values. The nine values are: responsibility, discipline, honest, simple, independent, hard work, fair, brave, and caring.

### Research Methodology

The research method or scientific method is the stage or steps in obtaining scientific insight or knowledge. So the research method is a structured way to assemble knowledge. The method used is descriptive method. Sulisty Basuki (2006: 24) descriptive research is a study that wants to find a good explanation of all activities, objects, processes and people. Descriptive research relates to the incorporation of facts, and identification. In this study, the plan of the method used is qualitative analysis, namely summarizing data that is still not finished into knowledge that can be interpreted. According to Sugiyono (2015: 255) in the realm of qualitative studies, the research instrument is the researcher himself. Therefore, the researcher as an instrument must be "validated". Validation was carried out by the researchers themselves, through self-assessment to what extent knowledge of qualitative methods, theory and insight into the field being tested, and readiness and provisions to go into the field. In writing this study, the authors used data collection tools, namely:

#### *Literature review*

Literature study is a data collection tool that is used to carry out library research so that data and information can be obtained from scientific essays/undergraduate opinion books as well as statutory regulations related to research materials.

#### *Interview*

An interview is a conversation between two or more people or between a source and an interviewer. The purpose of the interview is to obtain knowledge or information from trusted sources. The interview was carried out by submitting a number of questions from the interviewer to the resource person. The data collection method used is a structured interview method, that is, what will be asked has been previously structured in detail which contains information about matters relating to the subject matter.

#### *Questionnaire (Questionnaire)*

Questionnaire (questionnaire) is a data collection process that is realized by giving written questions to informants to answer. This study used a questionnaire to corroborate the interview results. The Teacher's Role in Instilling Anti-Corruption Values Refers to Noble Values Instilling anti-corruption values that refer to noble values consists of 9 values, namely: brave values, discipline values, honesty values, responsibility values, simple values, independent values, fair values, caring values. The teacher instills anti-corruption values, one of which is the value of courage, namely by teaching students to be brave in appearing in public, having aspirations, arguing, thinking creatively, asking questions, channeling abilities and opinions. Courageous attitudes are instilled in students so that in the future it would be if someone has a brave attitude if he sees something that he considers not right or wrong, he will have the courage to oppose it. So that people who make mistakes such as committing corruption will be afraid to do something like that again and get the punishment or sanctions they should get. Discipline is also part of anti-corruption values. Duru instills anti-corruption values in students, namely by teaching students to be on time, comply with existing regulations, and so on. Discipline values are instilled by teachers because discipline is an important point for achieving success or one's success. Discipline will make people trusted and can be trusted, so that people who have disciplinary values are people who cannot be denied. Teachers also teach anti-corruption values, one of which is the value of honesty by teaching students to be honest when doing assignments, not cheat,

answer honestly when asked, return items that are not rightfully theirs when they find or get other people's items, and much more. A person who has an honest attitude means he will hate lies, so it is impossible for someone who has an honest attitude to commit a criminal act of corruption, because corruption is part of a lie. In the independent value of the teacher teaches students not to depend on other people to carry out their responsibilities and obligations. Because in the future students will do and manage their own life tasks. If he can not be independent and do the task of his own life, how he will manage himself and others. Therefore the teacher instills anti-corruption values, namely independent values because people who have an independent attitude are people who can do their life tasks well.

The teacher instills the value of responsibility in students by teaching students to maintain learning resources and learning media, teaching them to maintain cleanliness in the classroom. This is to form students' awareness of responsibility or obligation to solve the problems they do. And the relation between responsibility and anti-corruption values is because in the future students can be responsible for doing their job seriously and can be trusted to hold the mandate so that person will not commit acts of corruption. In instilling the value of hard work in students, the teacher creates tenacity, stance, firmness, perseverance, tenacity, and persistence in students. The relation between the value of hard work and the value of anti-corruption is that a person will have a work ethic, high enthusiasm, trying to improve the quality of his work, channel his insights, work as well as possible. So that person does not have the desire or desire to commit corruption, because the result is not the result of their own toil or business. Simple means not exaggerated. Someone who has a simple attitude is a person who in his life does not like things that do something beyond his ability. In instilling simple values, students will be taught not to be extravagant, not to show off, to do something not to the best of their ability. This is so that in the future it will keep someone away from exaggeration and will do anything to fulfill their life with behavior or attitude that is not simple. The value of justice is instilled by the teacher in students so that in the future in living their lives, he will always treat someone equally, not commit fraud, act proportionally and so on. This is so that someone has no intention of committing acts of corruption, because in his eyes every human being has the same rights and treatment.

## Result & Discussion

To find out whether teachers have a role in instilling anti-corruption values through Civics subjects in elementary schools, the authors conducted structured interviews and also provided questionnaires. In this study researchers conducted interviews with homeroom teachers and also Civics subject teachers. As for the results of the interview, believe: (1) How important is it for teachers to instill anti-corruption values in students? Answer : It is very important, because corruption can destroy and damage the state structure, can destroy the democratic system, delay or derail development, harm state finances, destroy and damage human-related resources, and can cause a country to become the poorest country. Because of this, educators or teachers are needed to awaken or instill anti-corruption values in students so that they understand and can interpret that corruption can damage and destroy all aspects of life (2) What strategies are used by teachers to instill anti-corruption values? Answer : The strategy for instilling anti-corruption values is by instilling the values of honesty, responsibility, discipline, simplicity, independence, hard work, courage, justice, and finally caring. Because indeed the nine values mentioned earlier are anti-corruption values (3) How do you integrate anti-corruption values into Civics subjects? Answer : In principle, integrating anti-corruption values can be realized by deepening and expanding materials, methods or methods, and learning resources or learning media. Integrating through PPKn subjects, in essence, almost all of the material consists of values of anti-corruption behavior so that it is easy and simple to integrate them into Civics subjects. Integration through the development of methods is realized by choosing and utilizing learning methods that can realize the internalization of values and the development of anti-corruption attitudes and behavior, such as honesty, responsibility, discipline, simplicity, independence, hard work and so on. Several strategies or methods such as group work (discussion), demonstrations, simulations, argumentation, and so on must be designed with storylines that can realize the process of internalizing values and developing and growing anti-corruption attitudes in students.

Dare to Ask If the Teacher Is Wrong in Giving Grades, as many as 27 respondents (90%) stated that they strongly agreed out of the total, that students dared to ask the teacher if the teacher made a mistake in giving grades, as many as 3 respondents (10%) answered that they agreed, while 0 respondents (0%) answered disagree, and those who answered strongly disagreed 0 respondents (0%). This shows that students have the courage to ask questions or talk to the teacher if they feel they are not getting injustice and equal treatment. Dare to Express New Ideas, Opinion, Ask When Don't Understand showed as many as 24 respondents (80%) stated that they strongly agreed out of the total, that students have a courageous attitude in expressing new ideas, giving responses, and asking questions about the material being taught if not understand, as many as 6 respondents (20%) answered agree, while 0 respondents (0%) answered disagree, and those who answered strongly disagreed 0 respondents (0%). Expressing

new ideas, providing responses, and asking questions about the material being taught if this is not understood shows that students have a courageous attitude in obtaining their rights. The election for the class leader took place democratically, showing that as many as 30 respondents (100%) stated that they strongly agreed out of the total, that the election for the class leader took place democratically, as many as 0 respondents (0%) answered in agreement, while 0 respondents (0%) answered disagree, and those who answered strongly disagree 0 respondents (0%). This shows that the teacher plays a role in providing a fair attitude to students to be able to choose and choose and have equal rights. Teachers Give Grades According to Students' Abilities, as many as 26 respondents (86.7%) stated that they strongly agreed of the total, that the teacher gave grades according to students' abilities, as many as 4 respondents (13.3%) answered in agreement, while 0 respondents (0%) answered disagree, and those who answered strongly disagreed 0 respondents (0%). This shows that the teacher instills a fair attitude to students, by giving grades according to students' abilities. Don't Cheat To Get Good Grades showed that 24 respondents (80%) stated that they strongly agreed out of the total, that students did not cheat to get good grades, as many as 5 respondents (16.7%) answered that they agreed, while 1 respondent (3.3%) answered disagree, and those who answered strongly disagree 0 respondents (0%). This shows that students have an honest attitude, by not taking actions that benefit themselves and harm others.

Returning Found Items to Their Owners showed that as many as 28 respondents (93.3%) stated that they strongly agreed out of the total, that students returned the items found to their owners, as many as 2 respondents (6.7%) answered that they agreed, while 0 respondents (0%) answered no agreed, and those who answered strongly disagreed 0 respondents (0%). This shows that students have an honest attitude, by not taking things that do not belong to them and returning the items to those who have the rights. Obey the Rules and Orders at School showed that as many as 30 respondents (100%) stated that students obeyed the rules and regulations at school, as many as 0 respondents (0%) answered that they agreed, while 0 respondents (0%) answered that they did not agree, and those who answered strongly disagreed were 0 respondents. (0%). This shows that the teacher plays a role in instilling the value of discipline in students, because students are disciplined by obeying school rules and regulations. Based on the description above, the steps of data analysis carried out in this study are as follows:

#### *Presentation of data*

The data presented can be in the form of brief descriptions, charts, relationships between categories, flow charts and the like. As for this research, the data presented is in the form of descriptive or narrative text which contains data related to research problems that arise as a result of symptoms or problems that exist in social life to be further analyzed for the sake of drawing conclusions.

#### *Data reduction*

Data reduction is included in the category of data analysis. Data in the form of field notes (*file notes*) as raw materials, summarized and selected. Each of them can include the same theme or the same problem. So reports originating from the field as raw materials are shortened and summarized, reduced, arranged systematically, focused on important points so that they are easy to control and make it easier for researchers to retrieve the data obtained if needed. The results of the reduction need to be displayed for each pattern, category, focus, theme that you want to understand and understand the problem.

#### *Draw conclusions*

Starting from the qualitative analysis activity lies in the description of what is produced from a problem under study, this is where conclusions or problems are born. This really depends on ability researchers in drawing conclusions from the problem by paying attention to the following matters (a) Detailing the focus of the problem that is really the center of attention to be studied in depth (b) Track, record, organize any relevant data for each focus of the problem that has been studied (c) State what is understood as a whole, about a problem that is examined.

### **Conclusion**

Based on the results of the research, the conclusions obtained include the following: Based on the analysis and results of the discussion, it can be concluded that teachers in elementary schools have a role in instilling anti-corruption values through Civics subjects. In instilling anti-corruption values in students, teachers integrate noble values such as values of justice, honesty, courage, responsibility, caring, simplicity, independence, and finally hard work into the learning process as well as the environment and school rules. Success in implementing anti-corruption values in elementary schools cannot be separated from the policies of the Principal, the Teacher Council

(especially Civics teachers), and all school members, so that instilling anti-corruption values can take place properly.

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