



THE ROLE OF TEACHERS IN RAISING ANTI CORRUPTION MORAL AWARENESS

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Abstract

Anti-corruption education is a conscious effort to understand and prevent acts of corruption from formal education in schools, informal education in the family environment, and non-formal education in the community. The forms of criminal acts of corruption are identified in the Attachment to Law Number 20 2001 concerning the Eradication of Corruption Crimes. This research aims to determine the importance of the role of teachers, anti-corruption values, and the behavior that teachers demonstrate in fostering anti-corruption moral awareness. Indonesia is a corruption emergency country, preventive measures are needed to prevent the growth of the seeds of corrupt acts in the future. This type of research is qualitative with a literature study research method. Data collection techniques were carried out by studying literature from various sources such as books, journals and others. The subjects of this research were children. The object of this research was the role of teachers in fostering anti-corruption moral awareness. From the research results, it is known that teachers play a very important role in instilling 9 anti-corruption values in children. The 9 values are honesty, caring, independence, discipline, responsibility, hard work, simplicity, courage and fairness. The teacher's role is very important for students to provide an understanding of what Corruption is and also plays a role in instilling the values of honesty in students, so that students can carry out honest actions and not commit lies or acts of Corruption. This research aims to provide students with an understanding that corruption is a dishonorable act and to find out how to implement anti-corruption moral education.

Keywords : Teachers, education, students, anti-corruption

Introduction

Corruption is considered a social disease in Indonesia. Corruption is growing rapidly and has penetrated various areas of society's life. Corruption is a criminal act, because it is a form of abuse of power that is detrimental to the state. Corruption is usually carried out to achieve individual gain (Achmad Asfi Burhanudin, 2019). Therefore, corruption must be viewed as an extraordinary crime and requires extraordinary efforts to eradicate it. The root of the corruption problem is the loss of anti-corruption values (honest, caring, independent, disciplined, responsible, hard work, simple, brave, fair) from within the individual (Poespoprodjo, 2013). News related to corruption cases which are increasingly widespread, widespread and diverse, as well as behavior of mutual distrust, blaming each other, letting go of responsibility, looking for shortcuts, arrogance, inconsistency and various other inappropriate behavior is increasingly suffocating, we are aware of the anti-corruption culture we disappear. Corrupt behavior, whether among the government, private sector, politics or educators (Setiawan. 2013). Corruption can be defined as very bad and disgraceful actions, such as embezzling money or accepting bribes. According to Law no. 31 of 1999 concerning the Eradication of Corruption Crimes, which is included in the criminal act of corruption is every person who is categorized as violating the law, committing acts of enriching himself, benefiting himself, another person or a corporation, abusing the authority or opportunities or facilities available to him because of his position. or a position that could harm state finances or the state economy. The Corruption Case Trend Action Report for semester 1 of 2021 has been released by Indonesia Corruption Watch

(ICW). According to the data collected, the number of acts of corruption from January to June in 2021 reached 209 cases. This number increased compared to the previous year, namely 169 cases in the same period (Javier, 2021). The Corruption Perception Index (IPK) has been issued by Transparency International, Indonesia is ranked 96th out of 180 countries (Bagaskara, 2022). The high level of corruption in Indonesia certainly requires special attention in solving it. The task of eradicating criminal acts of corruption is not only carried out by law enforcers, but the world of education is expected to contribute to efforts to prevent corruption from an early age. From a legal perspective, efforts to eradicate corrupt practices continue to be made. Several legal products have been published from both material and formal legal aspects. Even though the Corruption Eradication Commission (KPK) was established in 2003, the Corruption Eradication Committee is considered incapable of eradicating corruption.

Corruption occurs not because the Corruption Eradication Committee is not optimal in investigating and punishing corruptors, but because there is a lack of public awareness, especially officials regarding anti-corruption. The growth of corruption among society cannot keep up with the speed of the Corruption Eradication Committee (KPK) in investigating and eradicating corruption. Public knowledge and awareness of anti-corruption is still very minimal. So there is a need to educate the public about the importance of anti-corruption. Education is carried out with the aim of creating a learning environment where students can actively develop their potential. Education must be based on Pancasila and the 1945 Constitution of the Republic of Indonesia which is based on Indonesian religious and cultural values and meets all current development needs. In this case, the success of anti-corruption education in the school environment requires competent and professional teachers. Teacher competency refers to the abilities that teachers must have in order to achieve good and effective work results. The role of a teacher is not only to act as a teacher in the teaching and learning process at school, but also has other duties such as being a role model for students who have authority, responsibility, obedience, etc. Moreover, teachers must have the opportunity to ensure that their students become a moral human being, especially with regard to anti-corruption morality. Teachers are at the forefront of anti-corruption through anti-corruption education. Instilling anti-corruption values must be given from an early age and included in the learning process starting from primary, secondary and higher education levels (Waluyo, 2014). Schools occupy a strategic position in implementing anti-corruption education, especially in cultivating anti-corruption behavior among students. Anti-corruption education subjects are given which aim to provide students with an understanding of the dangers of corruption. Instilling anti-corruption values through anti-corruption education will further sharpen the idealism and integrity of the younger generation who view corruption as an unlawful act that must be immediately prevented, eradicated and dealt with. Everything starts from ourselves, so that we as a society must know the values anti-corruption that everyone must have, namely values that are in line with anti-corruption values. The essence of cultivating anti-corruption moral awareness is the cultivation of noble values consisting of nine anti-corruption values. The nine values are: responsibility, discipline, honesty, simplicity, independence, hard work, fairness, courage and caring.

Research Methodology

This research uses a qualitative approach with a literature study research method. According to (Nasution, 2023), qualitative research is research carried out in certain settings in real (natural) life with the aim of investigating and understanding phenomena. In this research, researchers used a literature study method or literature review by processing data from previous research contained in various journal articles.

Result & Discussion

The teacher's method is one of the important aspects that teachers must have to foster anti-corruption moral awareness in students. Based on the results of observations that researchers obtained, the teacher's method for cultivating anti-corruption moral awareness is to instill anti-corruption values as follows:

a. The value of honesty

In instilling the value of honesty, the teacher explains that in everyday life students must always be honest in their words and actions. For example, being honest in your words, students are taught to say/say something that is true, keep promises, not spread slander and lie to others. Honest in their actions, for example, students are taught not to take something that belongs to someone else without permission. If they borrow someone else's item, they must ask permission and return it after they have finished using it.

b. The value of caring

The value of caring taught by teachers is to motivate students to care about humans, foster an attitude of mutual help, sharing, respecting each other, caring for each other and working together. Apart from instilling concern for humans, teachers also teach students to care about the school environment and preserving other environments. Examples of habits that teachers instill are throwing rubbish in its place and always keeping

the surroundings neat and clean.

c. The value of independence

Teachers instill the value of independence by explaining to students that they should not always depend on others, believe in themselves, be able to make decisions, master skills according to their abilities. Students are also taught to do their own work unless they absolutely cannot complete it themselves.

d. The value of discipline

According to Yasin, quoted by Melati et al. (2021), discipline is an action that shows compliance and obedience because of awareness of one's own encouragement of the rules and not breaking them. In this case, the teacher instills the behavior of always arriving on time and not sleeping too late. Examples of other disciplinary behavior are praying after or before carrying out activities, washing hands, tidying up lunches, and tidying up toys after use. (Maygista et al.,)

e. Value of responsibility

In cultivating the value of responsibility, researchers found the instillation of this value through the exemplary method, namely the value of responsibility, both responsibility for the duties and obligations that they should instill towards themselves, society, the environment, the environment and God Almighty. For example, being responsible for the environment, teachers set an example for students to always maintain cleanliness by throwing rubbish in the right place, carrying out picket schedules. At school we are also taught to always maintain the obligation to perform the five daily prayers in congregation as a form of responsibility towards God Almighty. Then, during the learning process, students are taught to complete the tasks given by the teacher.

f. The value of hard work

Teachers teach students to always have the enthusiasm to try to achieve the best results without taking shortcuts or using fraudulent methods. In this case, the teacher encouraged the students who were tasked with leading the line during the ceremony to continue completing their task until the end.

g. Value simplicity

According to Wafi (2021), simple is the same as what is and not excessive. In this case, teachers teach students to appear as they are at school without using items that make other students jealous.

h. The value of courage

In relation to instilling the values of courage, teachers usually use the CBSA method (active student learning method) by encouraging students to be actively involved physically, mentally, intellectually and emotionally in the hope that students will gain maximum and effective learning experiences. For example, building students' courage to dare to ask questions, teachers also motivate students to have self-confidence and courage in arguing and having opinions, train students to have the courage to appear in front, such as explaining lessons that have been discussed by the teacher.

i. The value of justice

Instilling the value of justice is demonstrated by teachers giving grades to students according to their abilities. Teachers do not show favoritism, take sides and are not arbitrary. Apart from that, teachers also do not differentiate between students who excel and students who are mediocre. In this value of justice, teachers teach students not to look at a person's social status and background, to respect each other and respect the rights of others.

Conclusion

Based on data processing obtained from research results, it is known that the anti-corruption values that can be instilled in students include honesty, caring, independence, discipline, responsibility, hard work, simplicity, courage and fairness. Meanwhile, the teacher's role is in the process of instilling anti-corruption values in students through various daily habits. Teachers are not only teachers and educators, but also second parents for students at school. Therefore, the role of teachers is very important in fostering anti-corruption moral awareness for students. Through daily activities and simple habits, students will slowly get used to it so that these values are carried over into adulthood. If these anti-corruption values can be absorbed and implemented by students, then students will grow into individuals with strong character traits. It is hoped that students will have personalities that are in line with anti-corruption values to create a moral generation.

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