Anti Corruption Perception And Modeling: A Critical Study Among Educational Institutions In Pacitan, Indonesia

Mukodi¹, Afid Burhanuddin², Haryono³
STKIP PGRI Pacitan, Indonesia¹,², STKIP PGRI Ngawi, Indonesia³
¹mukodi@yahoo.com, ²afidburhanuddin@gmail.com,³haryonostkip@yahoo.co.id

Abstract. Corruption becomes a central issue in Indonesia grounding from the accurate portrayal of data and information. However, the consistent action must be taken into account. Therefore, the critical discussion in this research aims at; (a) analyzing perceptions and awareness of anti-corruption understanding of school civitas among educational institutions in Pacitan, Indonesia; (b) formulating useful modeling for anti-corruption education in Pacitan, Indonesia; (c) establishing implementation strategy of the anti-corruption education in Pacitan, Indonesia. Moreover, the use of action research is a well-established method in this research. The researcher took the data from March to April 2018. The number of respondents was 159 people, consisting of 70 men and 89 women, scattered in junior and senior high school. The further findings revealed that; (1) respondents’ perceptions and awareness of anti-corruption education are perfect, that is 89% of those who responded; (2) Teenager Corruption Watch (TCW) is a valid model for anti-corruption education in Pacitan, Indonesia. It can be viewed from 87% of respondents who admitted very satisfied with this TCW model, and 23% somewhat disagree for the rest; (3) the implementation strategy of the anti-corruption education is carried out through role-play based TCW in education institutions of Pacitan Regency, Indonesia. Thus, the majority of the school civitas in Pacitan regency have understood that corruption is a cruel act, which is denied and condemned for its existence. The TCW model became one of the practical learning strategies in preventing, as well as against corruption at educational institutions in Pacitan.

1. Introduction
Nowdays, corruption is one of Indonesia’s big problem.[1] It seems to have infected and permeated to everyone.[2] It influences every aspect of human lives and social elements.[3] Therefore, it ruins the human civilization. The nation’s basis and nations’ power become weak. Corruption has been practiced for a long time. Since 3,000 BC, corruption practices grow as knowledge and technology developed along with human life. Power tends to corrupt, absolute power corrupts absolutely, as stated by Lord Acton (1887) in Gati (2000). The abuse of power can be found not only in the government activities but also the social organizations. Therefore, the absolute and centralized power should be minimized by the
separation of power and the application of check and balance system among the power holders.[4] As a proof, in 2017, Transparency International survey released that Corruption Perception Index (CPI) in Indonesia was at rank 37. Ironically, Indonesia was placed one point under East Timor at 38. The movement of Indonesia’s corruption index in the last five years runs very slowly. Indonesia moves from number 32 in 2013, number 34 in 2014, number 36 in 2015, and number 37 in 2016 and 2017.[5]

This condition seems rational, by observing KPK’s caught in the act (OTT) during the middle of 2004 to June 2017. At least there are 78 heads of region caught due to corruption cases. There are 18 governors and 60 mayors or regents and deputies. In 2018, the Regent of Hulu Sungai Tengah, South Kalimantan (Kalsel), Abdul Latif; Jombang Regent, Nyono Suhanli Wihandoko, Governor of Jambi, Zumi Zola Zulkifli, Subang Regent, Imas Aryunningsih, East Halmahera Regent, Rudi Erawan, Ngada Regent, Marianus Sae, Central Lampung Regent, Mustafa and Kebumen Regent Mohammad Yahya Fuad were caught as the corruptors.[6] During this article written, KPK’s OTT continues to catch the corruptors in various regions.

Unfortunately, the rapid releases on news of corruption cases, prevention and OTT socialization are inversely proportional to corruption cases in some areas. This is caused by the low deterrent effect of corruption itself. Practically, the corruptors continue doing their action and the “new people” start to taste the corruption.[6] In this context, this study will focus on three domains: perceptions and awareness of anti-corruption education institutions, mapping effective modeling for anti-corruption education, and the establishment of an anti-corruption education strategy. Those three domains will be directed to formal educational institutions in the region of Pacitan, East Java Province, Indonesia.

2. Method

The researchers used action research design. This research was conducted in March-April 2018. This study aims at generating the perception and modeling of anti-corruption education in Indonesian schools. Research sample was gathered in Pacitan regency. There are 159 people, consisting of 70 male and 89 female in junior and senior high school became the research respondent.[7] It consisted of 47 respondents from junior high school and 116 respondents from senior high school level. See figure 1.

**Figure 1. The Respondents based on Sex and Level of Education**

| The Respondents based on Sex | The Respondents based on Level of Education |
|-----------------------------|------------------------------------------|
|                             | SD                                      |
|                             | SMP                                     |
|                             | SMA                                     |
| 56% Perempuan               | 0% 29%                                  |
| 44% Laki-laki               | 71%                                     |

The number of respondents, as in table 1, was gathered from five districts in Pacitan regency. SMK Bina Karya and SMK PGRI Pacitan represented Pacitan sub district. SMPN I Kebonagung, MTs 06 Mantren Kebonagung and SMK Nuruldholam Kebonagung represented Kebonagung sub-district. SMKN I Donorojo represented Punung subdistrict. Then, SMK Pembangunan Kikil Arjosari and SMPN I Arjosari represented Arjosari subdistrict.[7]

3. Results and Discussions

Perception and modeling of anti-corruption education in some schools in Pacitan Regency is in good category. Pacitan’s anti-corruption perception index of 159 respondents is 89%, and awareness to fight corruption is 83%. TCW-based modeling became an object of goal, at least 83% of respondents agreed.

Such conditions are caused by three factors. First factor is related to respondent’s background. Most of the respondents live in a society that adhere to religious values, adhere to respectful culture, and principles of kindness. Second factor is related to the strong cultural values of rural area. The people still respect to the social structure and social culture in living system. Those values are permeated to the students, teachers, staff and employees in school.[8] These values are developed into the local cultural
values of school. Third factor is related to the school geographical location. Pacitan’s mountainous, rocky, and winding roads have contributed to the strong character and soul of Pacitan people, as well as the respondent.

All three factors above are also in line with the theory of planned behavior, in which the building of one’s behavior can be seen through (a) attitude toward behavior (ATB); which is influenced by behavioral belief, such as a positive or negative evaluation of a particular behavior; (b) subjective norms (SN): which is influenced by subjective norms around individuals that expect the individual to behave in a certain way; (c) control belief (CB): which is influenced by perceived behavior control; as a reference to difficulty and easiness.[9] Therefore, the act of corruption will not be born outright; it takes the right space and time. However, the corrupted arena space - included in the idea - must be eliminated.

Corruption as the realization of hedonism, materialism, consumerism,[10] opportunism, glamour,[11] and instantaneous will be “difficult to grow” in Pacitan. Therefore, it is logic that the index of anti-corruption perception and modeling of TCW respondents in Pacitan are in the good zone. Thus, geographically and culturally, Pacitan is unsuited for “breeding” the corrupt mentality of humans. Although, the bad influence from the development of technology cannot be denied.

3.1. The Perception of School’s Members toward Corruption

Perception, understanding, and awareness of school members toward corruption in Pacitan are good. There are 89% of respondents state that they understand the corruption danger. Therefore, they are motivated to prevent acts from corruption in everyday life, at home, school, or community. Quantitative data show that their commitment to participate in preventing corruption act is 76%. See table 1 below:

**Table 1. Respondents’ Perception and Awareness in Corruption Eradication**

| Perception Level     | Percentage |
|----------------------|------------|
| Sangat paham         | 89%        |
| Cukup paham          | 5%         |
| Tidak paham          | 6%         |
| Termotivasi          | 76%        |
| Cukup termotivasi    | 15%        |
| Tidak termotivasi    | 19%        |

In addition, anti-corruption learning map in Pacitan is in a very good zone. This is based on the distribution of respondents in several schools in various sub-districts in Pacitan. They respond to an average 83% range rate for perceptions of anti-corruption awareness. It means that the respondents accept extra curricular for corruption awareness in their school. See table 2.

**Table 2. Corruption Resuscitation in Schools**

| Agreement Level   | Percentage |
|-------------------|------------|
| Sangat setuju     | 85%        |
| Setuju            | 15%        |
| Cukup setuju      | 5%         |
| Kurang setuju     | 1%         |
| Tidak setuju      | 0%         |

Clearly, the existence of corruption prevention organizations, whether in the form of intra-curricular, or extra-curricular in schools are well-received.

3.1.1. Modeling for Anti-Corruption Education in School.
Most of respondents, who come from the school community, expect that the schools must have a model for anti-corruption awareness. In this case, the respondents support the implementation of anticorruption education modeling in schools through the Teenager Corruption Watch (TCW). The result shows that 87% of respondents admit agree on it and 23% of respondent are less agrees. This can be seen clearly in Figure 3 below:

**Table 3.** Modeling for Corruption Eradication through TCW

|                | 10 | 20 | 30 | 40 | 50 | 60 |
|----------------|----|----|----|----|----|----|
| Sangat setuju  |    |    |    |    |    |    |
| Cukup setuju   | 10 |    |    |    |    |    |
| Tidak setuju   | 20 |    |    |    |    |    |

The simulation in several schools on the implementation of TCW produced three alternative models: TCW ekskul, TCW inskul, and TCW Applicative. TCW ekskul is a form of school extracurricular.[12] The learners join this program voluntarily. It is not compulsory. TCW ekskul is like a Scout organization, PMR (Red Cross Youth), Rohis (Rohani Islam), etc.[13] TCW inskul is formed by the school. The learners must join and participate. It is like the existence of OSIS (Intra-School Student Organization) in many schools.[14] TCW applicative is a top down model.[15] It is built from superiors to subordinates. The government (Education and Culture Official) can directly create the scheme and it will be extended to the principals.

4. Conclusion

The fight for corruption through educational institution is very effective. The important point is related to raise and grow the idea of anti-corruption for the learners. Building anti-corruption perception and its learning model become the most important point in anti-corruption education.

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