The application of blended learning model in anti corruption academic classes

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Abstract. This paper is about to test the effectiveness of the Indonesian anti-corruption teaching model by writing a biographical recension of its fighters while applied in blended learning model. The step refers to the preliminary investigation of Akker's Educational Design Research with the activity details including questionnaires given to 50 social science Lecturers and 100 students, interviews to three teaching experts, and an analysis of 5 local journals about the existing models and their effectiveness. The results of this initial stage of the research are the teaching model framework that are equipped with the social systems, syntax, principal of reaction, support systems and the impacts. The novelty of this model is the inspiring Indonesian anti-corruption fighters which closely related to the student learning mastery showed in their recensions. The learning information supports and anti-corruption atmosphere possibly set the students to find the spirit and it was matched to the anti-corruption learning objectives.

1. Introduction
Corruption takes many forms and occurs at many levels. Consequently, the main difficulty in studying corruption lies in how to define corruption.[1] argue that the definitions used in the analysis can influence the conclusions drawn from empirical studies or normative policy exercises [2].

Sociologically, the background of corruption can be seen from several aspects [3], namely; (1) The public does not have a clear picture of the types and forms that are considered to be acts of corruption, (2) Religious teachings in Indonesia do not provide strong indications of corruption from a moral perspective, (3) Community elite leaders do not campaign anti-corruption movements regularly intense, (4) There is no ethical curriculum and methodical standards on how to build citizen awareness of the problem of corruption. The public lacks knowledge about how to report corruption cases that are detrimental to the public interest, and (5) There are many justifications for corrupt behavior, as long as it is useful for other interests (group, religion, ethnicity, and so on) [3].

In higher education, according to [4] with the existence of Anti-Corruption Education, students will have competence in eradicating corruption[4]. With these competencies, students are expected to be able to become agents of change, able to voice the interests of the people, be able to criticize corrupt policies, and be able to become watch dogs of state institutions and law enforcers. Thus, students can be fully involved in the anti-corruption movement.

The adjustments of education policies during the corona pandemic also affect policies in universities in Indonesia. Efforts to Prevent the Spread of Covid-19 (Corona) in Higher Education are carried out by transferring face-to-face lectures to distance learning from 16-29 March 2020. This paper is conducted as an evaluation of the implementation of anti-corruption learning through blended learning methods in many academic classes.


2. Methods

Methods of data collection using survey methods. According to [5] "That the survey method is used to get data from a certain natural place (not artificial), but researchers do treatment in data collection, for example by distributing questionnaires, tests, structured interviews and so on (treatment is not like in experiments)"[5]. The use of the survey method will make it easier for researchers to obtain data to be processed with the aim of solving problems that are the ultimate goal of a study. The steps that can be taken in carrying out the survey according to [6] are: 1) Formulating research problems and determining the objectives of the survey; 2) Determine concepts and hypotheses and explore literature; 3) sampling; 4) Making a questionnaire; 5) Field work; 6) data processing; 7) Analysis and reporting. This study is about the classes which consist of 90 students, run by three lecturer of character education. They are started on March to August 2020. The students are asked to fill in open ended and close-ended questionnaires through Google form after the lesson ends [6].

3. Results and Discussions

Anti-corruption education are closely related to social awareness measurement. Social awareness for students at PGRI Madiun University through character education learning for elementary school students was examined using 90 students who took the character education teaching class in 2020. Giving assignments to observe community members with special needs both directly from their surroundings and through internet information and giving questionnaires provides an overview of the increased results student awareness of anti-corruption, increased understanding of problems faced by anti-corruption, a willingness to care and help with anti-corruption, and a willingness to do further action in an effort to help improve education for anti-corruption.

There are a number of studies that have been explored through a distributed questionnaire that belongs to Julka's Proactively Adopt Pedagogical Practices attitude. These attitudes fall into three broad categories; (1) Deepen view; (2) Open-up additional questions; and (3) Field practices. Deep view is a condition where learning is able to make students aware of the existence [2] and sensitivity to children with special needs in their environment and the willingness to interact with them thereby eliminating foreign feelings and self-confidence when doing activities with children with special needs[2]. Awareness of their presence and efforts to interact was felt by 69 of all participant. Of the 68 students, only 30 of them interacted directly with anti-corruption, while the rest interacted via the internet or cellular phones. What can be mentioned as an increase in social awareness of anti-corruption is the emergence of an attitude of feeling close to them felt by 52 students among 90 other students. The answer to this questionnaire can prove that students' empathy towards anti-corruption increases through the learning provided.

The second category of social awareness about anti-corruption is Open-up additional questions. This attitude is characterized by an awareness that environmental conditions both attitudes and support given to anti-corruption are felt as unsettling to students.[7] This is based on students' questionnaire answers about the deficiencies they find are the absence of professional help from experts for anti-corruption [7]. Awareness of the deficiencies faced by anti-corruption is the lack of environmental supports, even the existence of the negative social attitudes is a cause for concern in the community [8]. This, on the other hand, also fosters critical thinking in the social conditions encountered[8].

The third category presented by students is the lesson learned that motivates them to provide assistance and support for anti-corruption. Among these students, 73 people expressed their desire to deepen the knowledge of character education class, while, in providing satisfaction of learning, observations to character education schools and visits to home anti-corruption need to be done. The willingness to visit character education schools was felt by 61 students, and half of them wanted to provide tangible assistance in the form of independent learning for anti-corruption.

Anti-corruption education requires a stage of reasoning, internalization of values and morals, so that learning is designed not only to emphasize cognitive aspects, but more on affective and psychomotor aspects. The process of moral reasoning develops in line with the learning process itself and learning from the environment. Through directed and effective anti-corruption education, the
possibility of internalizing values is opened. The roles of teachers and lecturers, parents, and the people around them are key. They must set an example of anti-corruption behavior, especially honest behavior as the basis for early character building.

The approach taken in Anti-Corruption Education can draw on experiences in the form of best practices in the international transparency community and Indonesia’s experience with P4 education by avoiding indoctrination. Anti-Corruption Education must be meaningful learning by experiencing (experiential learning). Not only condition the students to know, but also be given the opportunity to make decisions and choices for themselves. Students are often only given normative knowledge, but are not given the opportunity to make their own choices why students must make certain decisions and are responsible for the decisions that have been taken.

Anti-corruption education for students leads to value education, namely the values of goodness. Suseno [9] argues that education that supports value orientation is education that makes people feel ashamed if they are tempted to commit corruption and angry when they witness it [9]. According to Suseno, there are three fundamental moral attitudes that will make people immune to the temptation of corruption. The three fundamental moral attitudes are honesty, a sense of justice, and a sense of responsibility.

Honest means having the courage to express personal beliefs, showing who he is. Honesty is the basic asset in life together. Dishonesty will clearly destroy the community together. Students need to learn that being dishonest is a very bad thing.

Fair means fulfilling the rights of others and obeying all the obligations that bind oneself. Suseno [9] said that being kind but violating justice is never good. Justice is the ticket to goodness. The moral attitude that is then needed is a sense of responsibility [9]. Responsibility means being steadfast until the task is accomplished. Diligently carry out obligations to completion. For example, students are given the responsibility of managing funding for activities on their campus. Students’ sense of responsibility can be seen when funds are used optimally to make these activities successful.

The Indonesian nation has figures who have high integrity. They are warriors, disciplined, honest, dedicated and anti-corruption. The Corruption Eradication Commission (KPK) released a number of anti-corruption figures in the book, “Orange Juice For Integrity Learning Integrity to National Figures” (2015), namely: H. Agus Salim, Baharuddin Lopa, Sri Sultan Hamengku Buwono IX, Hoegeng Iman Santosa, Ki Hadjar Dewantara Mohammad Hatta, Mohammad Natsir, Saifuddin Zuhri, Sjafruddin Prawiranegara, R. Soeprapto, Ir. Sukarno, and Widodo Budidarmo.

4. Conclusions
The conclusions are: (1) Character education teaching program in primary education needs more direct observational activities, neither in the character education class, nor at character education school. The possible home visit will also need when further helps are needed and the location of anti-corruption student house is near to the school; (2) the learning can improve the students’ social awareness towards the anti-corruption’ (3) the technical terms of special needs education is practically applied more from books and journal articles.

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