Analysis of teaching materials of civic education is characterized by the value of character in building an anti-corruption culture

Sarmini1*, Totok Suyanto1 and Ulin Nadiroh2
1 Department of Pancasila and Citizenship Education, Faculty of Social Sciences and Law, Universitas Negeri Surabaya, Ketintang, Surabaya 60231, Indonesia
2 Departement of Social Studies, Universitas Negeri Surabaya, Ketintang, Surabaya 60231, Indonesia

*E-mail: sarmini@unesa.ac.id

Abstract. In general, corruption is very harmful to society. One of the efforts in preventing corruption is by the culture of Anti-Corruption Education in the young generation through teaching materials in schools. The research method used is qualitative description. The sample in this research is 60 junior high school teachers of Citizenship Education in Surabaya. Data analysis technique used in this research is descriptive statistic with percentage technique. The result of this research is that it is very important that the value of the character of anti-corruption education in teaching materials to grow in the young generation.

1. Introduction
Corruption is the abuse of official office for personal gain [1],[2]. Corruption can occur among dishonest governments, public officials and companies [3]. Corruption is a more dangerous activity than terrorism against humanity because it can suck it from developing countries through bribery, money laundering, tax evasion, extortion and other finances [4]. Crime Corruption behavior is highly dependent on corrupt bureaucrats [5], ie the more a person tends to corrupt, it can engage in a circle of corruption [6].

There are several studies that analyze the factors of corruption [7]. For example corruption in the bureaucracy [8], corruption in the sphere of government [9] and provincial scope [10], and also the cause of corruption behavior in the company [11].

There are several conditions that support corruption namely the concentration of power in irresponsible decision-makers to the people such as bribery [12], low levels of openness or transparency in government decision-making [12], political campaigns with greater expenditure than normal political funding, projects involving large amounts of public money, self-centered private environments and "old friends" networks, weak law-order, weak legal profession [12], lack of freedom of expression and freedom of the mass media [13],[14], very small government salaries. Another term of corruption is gratification, which is the act of giving or receiving gratuities or rewards in the form of cash performing tasks in relation to job descriptions. Corruption is not only in the form of cash but can also be in the form of gift in-kind, discount offer, voice, service (including sex), work position or placement, loan and other forms of payment and purchase [4].

Corruption has had a negative impact on the economic growth of government and society [15], [16]. In addition, corruption also undermines investors, reducing public expenditure productivity [17]. Not only in society, but corruption also has an impact on the environment [18].

Eradication of corruption can be done in terms of culture, education and religion. Building the concept of anti-corruption culture values is also considered important to maintain anti-corruption [19].
Religiously has played a positive role to prevent corruption [20]. To reduce the level of corruption, the government has made a lot of effort by developing regulations such as government institutions. For example in Indonesia there are institutions of Corruption Eradication Commission [12]. Education can have a significant impact on corruption prevention efforts [21]. The successful implementation of anti-corruption education in schools, is determined professionalism Teachers.

2. Methods
The research method used qualitative description. Indicator in the analysis of learning model of pancasila education and character-based citizenship to build anti-corruption culture for the young generation in Surabaya east java is the identification of teaching materials containing character values in building anti-corruption culture. This indicator is translated into a questionnaire with the following scale. 1 = strongly agree, 2 = strongly agree, 3 = agree, 4 = disagree and 5 = strongly disagree. The sample in this research is 60 middle school teachers of civic education in Surabaya. Data analysis technique used in this research is descriptive statistic with percentage technique.

3. Results and discussion
Teaching materials are all forms of materials used to assist teachers or instructors in implementing the learning process. One effort to build a culture of anti-corruption can be done with the learning of providing materials or teaching materials that contain the value of anti-corruption character and the concept. The identification of teaching materials containing character values in building anti-corruption culture can be observed in Table 1.

| No | STATEMENT | 5 | 4 | 3 | 2 | 1 | total (x) | Total Score \( \sum (f.x) \) | Average score | Average percentage | Category |
|----|-----------|---|---|---|---|---|-----------|-----------------|---------------|-----------------------|----------|
| 1  | Teaching materials made by Mr / Ms contain material that contains the values of the character of anti-corruption education that is: (1) honesty, (2) concern; (3) independence, (4) discipline, (5) accountability; (6) hard work; (7) simplicity, (8) courage, and (9) justice | 14 (23.3%) | 27 (45%) | 19 | 0 | 0 | 60 | 235 | 3.92 | 78.33% | Very Important Once |
| 2  | Teaching materials made by Mr / Ms has been poured in the form of a clear and complete Anti-Corruption Education Indicator, along with the way of measurement and in accordance with the purpose of learning | 6 (10%) | 29 (48.3%) | 25 | 0 | 0 | 60 | 221 | 3.92 | 73.67% | Very important |
| 3  | Teaching materials made by Mr / Ms motivate students to actively engage in various learning activities, aiming to build student knowledge about concepts, principles, causal values, negative effects, overcoming and preventing | 24 (40%) | 29 (48.3%) | 7 | 0 | 0 | 60 | 257 | 4.28 | 85.67% | Very important |

Table 1. The results of questionnaires identification of teaching materials are characterized by the value of characters in building an anti-corruption culture
From the table it can be analyzed that the identification of teaching materials containing character values in building anti-corruption culture is very important in building anti-corruption culture especially for civic education teacher with percentage level of 80.47% for civic education teacher and with details as follows: 1) The teaching materials made by Mr / Ms contain material that contains the values of the character of anti-corruption education that is: (a) honesty, (b) caring; (c) independence, (d) discipline, (e) accountability; (f) hard work; (g) simplicity, (h) courage, and (i) justice is very important with the percentage of 78.33% with details of 23.3% stated that teachers strongly agree, 45% said teachers strongly agree, and 31.67% stated teachers agree. 2) Teaching materials made by Mr / Ms has been poured in the form of a clear and complete Anti-Corruption Education Indicator, along with the measurement and in accordance with the purpose of learning is very important with the percentage of 73.67% with 10% once, 48.3% said teachers strongly agree, and 41.67% said teachers agree.

Then on point 3) Teaching materials made Mr / Mrs motivate students actively perform various learning activities, aiming to build student knowledge about concepts, principles, causal values, negative effects, efforts to overcome and prevent corruption is very important thing that is with the percentage 85.67% with 40% detail stated teacher very agree once, 48.3% stated teacher strongly agree, and 41.67% stated teacher agree. 4) Teaching materials should contain images that reinforce the concept so as to build anti-corruption is very important that with the percentage of 21.67% with the details of 51.7% said the teacher very agree once, 26.67% said teachers strongly agree, and 79% stated teachers agree. 5) Teaching materials must be accompanied by examples of cases that are able to build the Anti-Corruption culture. It is very important that with the percentage of 85.67% with the details of 40% said teachers strongly agree, 48.3% said teachers strongly agree, and 31.67% stated teachers agree.

So it can be concluded that the importance of the value of the character of anti-corruption education in teaching materials. The effort to build anti-corruption education is to be integrated in teaching materials. The values that are integrated are the values of the anti-corruption character: (a) honesty, (b) responsibility, (c) courage, (d) fairness, (e) openness, (f) discipline, (g) simplicity, (h) hard, and (i) concern. Teaching materials can direct students to conduct various learning activities, aiming to build student knowledge about concepts, principles, causal values, negative effects, overcoming and preventing corruption, and criminal corruption. This will increase students' knowledge and provide an understanding of anti-corruption-related materials. So with that understanding will avoid a variety of deviant behavior on the generation of the nation.

4. Conclusion
From some of the discussion it can be concluded that it is very important that the value of the character of anti-corruption education in teaching materials. Teaching materials can direct students to conduct various learning activities, aiming to build student knowledge about concepts, principles, causal values, negative effects, overcoming and preventing corruption, and criminal corruption. This will increase students' knowledge and provide an understanding of anti-corruption-related materials. So with that understanding will avoid a variety of deviant behavior on the generation of the nation.
Acknowledgment
Thank to Directorate of Research and Community Service, Ministry of Research and Technology of Higher Education for supporting this study through The National Strategic Research Scheme Year 2017, the Work Order No. 1114/UN38/HK/LT/2017 on 28 dated August 2017.

References

[1] Rose-Ackerman 1999 Corruption and Governance: Causes Consequences and Reform. Cambridge: Cambridge University Press
[2] Manion M 2004 Corruption By Design: Building Clean Government in Mainland China and Hong Kong s.l.:Mass: Harvard university
[3] Mishra A 2005 Corruption: A review In Mishra A (eds.) : The Economics London: Oxford University Press
[4] Kapeli N S and Mohamed N 2015 Insight of Anti-Corruption Initiatives in Malaysia Procedia Economics and Finance 31 525 – 534
[5] La Porta R Lopes de Silanes F Shleifer A and Vishny R 1999 The quality of government. Journal of Law Economics and Organization 15 222–279
[6] Dong B & Benno T 2012 Causes of corruption: Evidence from China China Economic Review xxx xxx–xxx
[7] Kis-Katos and K Schulze G G 2013 Corruption in Southeast Asia: A survey of recent research Asian Pacific Economic Literature 27 79-109
[8] Arman-tier O and Boly A 2011 A controlled field experiment on corruption European Economic Review 55 1072-1082
[9] Goel R K and Korhonen I 2011 Exports and cross-national corruption: A disaggregated examination Economic Systems 35 109-124
[10] Ko K. and Zhi H 2013 Fiscal decentralization: Guilty of aggravating corruption of China? Journal of Contemporary China 22 35-55
[11] Chatterjee I and Ray R 2012 Does the evidence on corruption depend on how it is measured? Results from a cross country study on micro datasets Applied Economics 44 3215-3227
[12] Joseph C et al 2015 A Comparative Study of Anti-Corruption Practice Disclosure among Malaysian and Indonesian Corporate Social Responsibility (CSR) Best Practice Companies Journal of Cleaner Production
[13] Brunetti A and Weder B 2003 A free press is bad news for corruption Journal of Public Economics 87 1801-1824
[14] Adsera A Boix C and Payne M 2003 Are you being served? Political accountability and quality of government Journal of Law Economics and Organization 19 445–490
[15] D'agostino G Dunne J P and Pieroni L 2016 Government Spending Corruption and Economic Growth. World Development xx xxx–xxx
[16] Mauro P 1995 Corruption And Growth In: Quarterly Journal Of Economics 60(3) 681-712
[17] Dreher A and Herzfeld T 2005 The Economic Cost of Corruption: A Survey and New Evidence Public Economics
[18] Williams A and Dupuy K 2017 Deciding over nature: Corruption and environmental impact assessments Environmental Impact Assessment Review 65 118–124
[19] Hofstede G and Hofstede G J 2005 Cultures and organizations: Software of the mind New York: McGraw Hill
[20] Xixiong Xu Li Y Liu X and Gan W 2016 Does religion matter to corruption? Evidence from China China Economic Review
[21] Gerring J and Thacker S C 2005 Do neoliberal policies deter political corruption? International Organization 59 233–254