A view of Indonesian anti corruption class for academic orpuses

Parji\textsuperscript{1} and F Chasanatun\textsuperscript{2}\textsuperscript{*}

\textsuperscript{1} Civic Teaching Dept, PGRI Madiun University, East Java, Indonesia
\textsuperscript{2} Primary Teaching Dept, PGRI Madiun University, East Java, Indonesia
\textsuperscript{*}email : fidach71unipma@gmail.com

Abstract. This article purpose is examining the application of anti-corruption education model through hero biography recension, its effectiveness as the instructional effect and the nurturant effect. The research was conducted in PGRI Madiun University, especially Counseling Teaching Department. It had 31 students as the sample of experiment class, and 35 students as the control class. The data resources were measured quantitatively and qualitatively. The comparison between students score from both classes were processed by independent sample test. The average score of the control class (2.4143) is smaller than the average score of the experimental class (2.8226) so it can be concluded that the learning mastery of the experimental class is better than the other class. The data of student interview was classified into six groups. The conclusion of this study are: (1) The Anti-corruption Education Model through Hero Biography Recension was effective as the score of the experiment class was better than the score of the control one; (2) the example and role of models in anti-corruption education were from people in the society, including teachers, principals, the National Heroes, and also the individual himself; (3) there was relationship among the ability of reading, the motivation in finding information, and the affective mastery in learning.

1. Introduction

In Indonesian National Educational System Number 20 Year 2003, article 3 that national education functions to develop capabilities and shape the character and civilization of a dignified nation in order to educate the life of the nation. Education is organized by giving role models, building will and developing creativity. In realizing anti-corruption education, it must be a joint responsibility between the family, community and government, because that education lasts for life and is carried out within the family, school, and community. Education here consists of three parts, namely informal education (family), formal (school) and non-formal (community), which can complement and enrich each other. Therefore, the target to be achieved from education is the formation of cognitive, affective and psychomotor aspects. Ideally, therefore, the formation of cognitive aspects becomes the duties and responsibilities of educators in schools, the formation of effective aspects becomes the tasks and responsibilities of parents, by building personalities and habits. Meanwhile, the formation of psychomotor aspects is the duty and responsibility of the community. With the division of tasks like this, the problem of anti-corruption education is actually the responsibility of all parties: parents, educators (teachers), and the community \cite{1}. Those explanation gives an overview that students especially in university has to learn more good material from their people in the environment and from the past as their role model. Here, the students expression of those observations shows the real point of view shares to the community from their writing. This way, the people in the students environment and institutions go side by side in helping the students learning anti-corruption atmosphere.

The implementation of anti-corruption education is given in the form of a book containing lecturer guidelines to teach the material contained in the Anti-Corruption Education Book for Higher Education. These components include: (1) Definition of Corruption, (2) Corruption Factors, (3) Massive Impact of Corruption, (4) Anti Corruption Values and Principles, (5) Corruption Eradication Efforts, (6) International Movement, Cooperation and Prevention Instruments Corruption, (7) Corruption in the Statutory Regulations, and (8) The Role of Students in the Anti-Corruption Movement. This book is also equipped with a Learning Model for Anti-Corruption Education Subjects. The final section includes an Appendix which consists of a guide on making Posters and a guide on Investigating Behavior Corruption \cite{6}.
2. Methods
This study applied a mixed research method [3] by using a sample of two classes formed randomly from five classes. Members of the two classes were randomly selected from 175 students of the Guidance and Counseling Study Program at PGRI Madiun University, who received PkN Anti Corruption courses in the third semester of the 2018-2019 academic year. Thirty five students were selected in one class as a control class while the other class as many as 31 students as an experimental class. The final data processing value was compared using an independent sample test. The difference in the number of students in the two classes was due to the absence of students at the first three meetings which resulted in students not being allowed to attend the next program. Based on student grade data, interviews were conducted from six student groups involved in classroom learning.

Table 1. Syntax of Anti Corruption Learning Model with Hero Biography Recension (in Class)

| Syntax                     | Objectives                                               | SS Act                                                                 |
|---------------------------|----------------------------------------------------------|------------------------------------------------------------------------|
| Lead-in                   | Provide motivation and foster curiosity                  | Determine information, according to the worksheet                       |
| Reading as finding information | Anti Corruption fighter as a model                      | Determine the name of the hero and the reason for the selection         |
| Dialogue and discussion    | Information sharing                                      | Students ask, showing interest in finding more information             |
| Individual Holding Power  | Provide reinforcement to the meaning and form of character activities as evidence of the power possessed | Find information according to direction                                 |
| Self Control. Rasionalism Narratives, Emotion as Guilt | Find a track record of mental development and turmoil problems faced by the character | Find information according to direction                                 |
| Likelihood of Corruption  | Identifying the character's attitude towards the corruption environment | Find information according to direction                                 |
| Evaluation                 | Evaluation                                               | Evaluation                                                             |
2. Results and Discussion

2.1. Results

The data of students’ final score is presented into two groups: control and experiment classes. Both classes have a normal distribution data. Normality Test is a test conducted with the aim to assess the distribution of data in a group of data or variables, whether the distribution of data is normally distributed or not. The test was carried out using the Kolmogorov Smirnov formula. The composition of scores are as follows:

| Group     | Statistic | Df | Sig. | Statistic | df | Sig. |
|-----------|-----------|----|------|-----------|----|------|
| Konvensional | 119      | 35 | 200* | 946       | 35 | 086  |

Score Sig = 0.200 > 0.05

From the result of the normality test, it can be concluded that the data is normally distributed. The data of experiment class is as follows:

| Group     | Statistic | Df | Sig. | Statistic | df | Sig. |
|-----------|-----------|----|------|-----------|----|------|
| Experiment | 142      | 31 | 112  | 937       | 31 | 069  |

Score Sig = 0.112 > 0.05

From the result of the normality test, it can be concluded that the data is normally distributed.

The comparison of two class scores shows that students in the experiment class gained more mastery learning than in the control class. The comparison is as follows:

| Group | N | Mean | Std. Deviation | Std. Error Mean |
|-------|---|------|----------------|-----------------|
| Control | 35 | 2.4143 | 87855 | 14850 |
| Experiment | 31 | 2.8226 | 74776 | 13430 |

The average score of the control class (2.4143) is smaller than the average score of the experimental class (2.8226), so it can be concluded that the learning mastery of the experimental class is better than the other class.

The last step of the research is interviewing the students. The students of the experiment class are divided into score groups. The composition is as follows:

| Group | Score | Number of Students |
|-------|-------|--------------------|
| A     | 1.5   | 3                  |
| B     | 2     | 4                  |
| C     | 2.5   | 7                  |
| D     | 3     | 7                  |
| E     | 3.5   | 3                  |
| F     | 4     | 4                  |

Those students are grouped in order to be interviewed about their learning activity in the class. The questions interview about the activities in completing the information of anti-corruption fighters, as: reading book, Individual Holding Power; Self Control, Rationalism Narratives, Emotion as Guilt, and Likelihood Acting Corruption. They are asked to choose five options: too easy, easy, too bad, difficult, and too difficult. The answers are as follows:
| Group | Book Reading | Individual Holding Power | Self Control. Rationalism Narratives, Emotion as Guilt | Likelihood Acting Corruption |
|-------|--------------|--------------------------|------------------------------------------------------|----------------------------|
| A     | Difficult    | OK                       | OK                                                   | Difficult                  |
| B     | Difficult    | OK                       | Difficult                                            | Difficult                  |
| C     | OK           | Easy                     | Difficult                                            | Easy                       |
| D     | Easy         | Easy                     | Difficult                                            | Difficult                  |
| E     | Easy         | Easy                     | Easy                                                 | Easy                       |
| F     | Easy         | Easy                     | Easy                                                 | Easy                       |

Data shows that the students in group A and B thought that reading was not an easy activity. As their way of thinking, the activities related to reading are considered difficult too. Group A cannot find the information about the environment of the hero living. Group B thought that the only ok activity for them doing is finding the hero power and well living that might make him doing corruption. Group C think that the difficult activity was finding information related to hero’s emotion. This condition was also experienced by group D. The students who thought reading is easy were easy in gaining the learning objectives.

2.2. Discussion (Anti Corruption Lesson for Academic Class: The Syntax)

2.2.1. Social System

Routine activities related to the success of the program require preparation in the form, syllabus and lesson plan, biography books, figures, classes and all equipment (LCD, board, etc). The meeting was designed in three types of activities; question and answer evaluation; and guest lecture. In the discussion activities, each group of students presented the material that they had learned through books and internet sites. In the guest lecture, students get the opportunity to learn to write reviews from language experts and discuss the difficulties in writing.

2.2.2. Learning Syntax

Learning has several steps. The steps are arranged in order: Preparation; Reading together; Dialogue or Discussion; Individual Holding Power; Self Control. Rationalism Narratives, Emotion as Guilt; Likelihood Acting Corruption; Evaluation. In the preparation step students are asked to understand the parts of the student worksheet that must be filled in accordance with learning objectives. The groups that have been divided determine the names of the figures and the reasons why they choose them as anti-corruption fighters. Group discussions are held to find data and news on the internet about the character. After the data has been declared sufficient, each group presents preliminary data based on the next five steps of the discussion. After all groups have finished presenting their characters, an evaluation of the strengths and weaknesses of the review is carried out. Learning at the next class meeting is carried out discussion on filling student worksheets adjusted to the discussion of the warrior biography book. Several meetings were held until the students stated that they had made perfect character reviews in accordance with the specified targets.

2.2.3. Principal of Reaction

Learning in a class or activity can not be separated from a rule for all elements that implement it. Included in the elements of these rules is the Principal of Reaction or how to view, treat or respond to questions and student conditions as a result of the learning process. For the success of the process Jalango [4] provides direction for the emergence of sense of community in meaningful scratching activities from early literacy so that teachers behave or respond with reference: (1) Pay attention in responding to the suitability of the response with the attitudes and values believed by students; (2) Using straightforward language and does not contain biased or ambiguous meanings; (3) Noting the possibility of different meanings arising from the language used differently; (4) Using various possibilities of delivery to students; (5) Providing opportunities for activities for students who have an...
initiative and desire themselves; (6) Provide as many opportunities as possible for the various opinions and differences of each student in the class.

2.2.4. Support System
An explanation of the content of the material and the types of activities [5] are related to an Anti Corruption learning model. Provision of teaching materials in the form of anti-corruption figures biography books, student worksheets, and summary notes of discussions with experts and class members enable students to analyze the lives of the figures he admires as role models and role models through systematic writing that contains three things: (1) book source evaluating; (2) biography resume; (3) five components of anti corruption fighted value (Individual Holding Power; Self Control, Rationalism Narratives, Emotion as Guilt, Likelihood Acting Corruption). The clear teaching learning steps are shown in table 1.

4. Conclusions
From the above explanation, it can be conclude several matters, as : (1) The Anti-corruption Education Model through Hero Biography Recension is effective as the score of the experiment class is better than the score of the control one; (2) the example and role of models in anti-corruption education are from as many as people in the society, including teachers, principals, the National Heroes, and also the individual himself; (3) there is relationship among the ability of reading, the motivation in finding information, and the affective mastery in learning.

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