The importance of anti corruption education teaching materials for the young generation

Sarmini1*, I Made Swanda1 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. Corruption is one of the most serious issues in many countries. The purpose of this paper is to identify the importance of anti-corruption education teaching materials for the younger generation. The research method used qualitative description with questionnaire as data collection tool. The sample in this research was 150 junior high school teachers in Surabaya. Data analysis technique used in this research was descriptive statistic with percentage technique. The result of this research was that Social Studies teachers in Surabaya realize that teaching materials on Anti-Corruption Education is very important in Social Studies learning activities. Recommendations for further research is to examine the anti-corruption education teaching materials that contain the value of anti-corruption character. With anti-corruption education is expected to give awareness and change to all the younger generation to understand and realize the importance of having the character of anti-corruption and can mengglemlem in society.

1. Introduction
Corruption is considered a major disadvantage to development [1]. Corruption generally means a misuse of public office for personal gain [2]. Corruption is a misconduct and is one form of social ills.

In fact corruption has to do with matters of morality, rudeness and circumstances, positions in government agencies or apparatuses, abuses of power in office for granting, economic and political factors, and the placement of families or classes into official service under the authority his position. Institutions also have a strong impact and impact on the development process [3],[4], as well as affecting economic growth [5],[6]. Various institutions such as law, media, corruption control and effective government are the prerequisites for developing the economy [7],[8]. So the weakness of the law and inconsistent in committing to lead to poor institutions and corruption [9]. Yet an active society can seek to protest the abuse of corrupt power [10]. To reduce the level of corruption, the government has made a lot of effort by developing regulations such as government institutions. As in Indonesia there are institutions of Corruption Eradication Commission “Komisi Pemberantasan Korupsi (KPK)” [11].

The government is considered one of the most effective tools to combat acts of corruption [12],[13]. For example with the emergence of anti-corruption agencies [14]. However, in some developing countries played by the power of corruption that distorts the processing of information on
the ability of the administrative system [15]. Another consequence of corruption is the occurrence of crises caused by poor institutional quality. [16], thus risks to a bad investor level [17].

With increasing awareness of the adverse effects of corruption on development, the strategy to counter it is now a top priority in policies around the world [18]. One of the efforts to prevent corruption is by inculcating the young generation through education that has the character of anti-corruption.

Education can have a significant impact on corruption prevention efforts [19]. From various studies above, the field of education is also very influential in the field of prevention of corruption, namely by providing anti-corruption education materials to young people to build anti-corruption culture.

2. Method
This research used qualitative descriptive method, with questionnaire as data collection tool. The variables that are studied in this research include: (1) The importance of teaching materials for students; (2) Identification and importance of teaching materials containing anti-corruption education values and; (3) Strengthening the character to build anti-corruption culture in the preparation of teaching materials. Questionnaire is a question about the category of each dimension and indicator of social behavior using the Likert Scale. 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 150 SMP IPS teachers in Surabaya. Data analysis technique used in this research is descriptive statistic with percentage technique.

3. Results and Discussion
Teaching materials Anti-Corruption Education is needed to foster anti-corruption culture in young generation especially with learning activities. It aims to create a culture of anti-corruption to students that Anti-Corruption Education is an important thing in everyday life. Here is a questionnaire about the observation of characters in building anti-corruption education in teaching materials.

Table 1  The results of the questionnaire identification of the importance of anti-corruption education teaching materials for students

| No. | STATEMENT                                                                 | 5 | 4  | 3  | 2  | 1  | total (x) | Avera ge score | Category    |
|-----|---------------------------------------------------------------------------|---|----|----|----|----|-----------|----------------|-------------|
| 1   | Behavior of family and school is very important in social life educate individuals to be anti-corruption. | 29 | 66 | 55 | 0  | 0  | 150 574  | 3,83          | 76,53% Very important |
|     | (19,3%)                                                                  |   | (44%) | (36,7%) |   |    |          |                |             |
| 2   | Anti-corruption culture can be built through teaching and learning activities. | 12 | 72 | 66 | 0  | 0  | 150 546  | 3,64          | 72,8% Very important |
|     | (8%)                                                                     |   | (48%) | (44%)   |   |    |          |                |             |
| 3   | Teachers should have the idea of educating students to cultivate anti-corruption attitudes. | 59 | 68 | 23 | 0  | 0  | 150 636  | 4,24          | 84,8% Very important |
|     | (39,3%)                                                                  |   | (45,3%) | (15,3%) |   |    |          |                |             |
4 Teaching materials require students to undertake various activities in conducting various learning activities, aiming to build students' knowledge about concepts, principles, causal values, negative effects, overcoming and preventing corruption, and criminal corruption.

5 Teaching materials utilize students' early knowledge to build on corrupt acts.

6 The teaching materials invite students to build their own new knowledge about anti-corruption measures with experience.

7 Teaching materials on anti-corruption education must involve the emotional and social aspect so as to attract and motivate students to grow 9 characters of anti-corruption.

8 The teaching materials contain invitations to students to understand every aspect of anti-corruption prevention.

9 The teaching materials invite students to ask questions that can lead students to build anti-corruption concepts.

10 Teaching materials condition students to evaluate argument assumptions and identify assumptions to train students' critical thinking skills. (Evaluation of argument and recognition of assumption).

|   |   |   |   |   |   |   |
|---|---|---|---|---|---|---|
| 4 | 33 | 72 | 45 | 150 | 588 | 3.92 | 78.4% Very important |
| 5 | 65 | 38 | 47 | 150 | 618 | 4.12 | 82.4% Very Important Once |
| 6 | 30 | 55 | 65 | 150 | 565 | 3.767 | 75.3% Very important |
| 7 | 63 | 51 | 36 | 150 | 627 | 4.18 | 83.6% Very Important Once |
| 8 | 21 | 77 | 52 | 150 | 569 | 3.793 | 75.87% Very important |
| 9 | 36 | 60 | 54 | 150 | 582 | 3.88 | 77.6% Very important |
| 10 | 12 | 73 | 65 | 150 | 547 | 3.65 | 72.9% Very important |

Based on Table 1 it can be analyzed that the teaching materials of Anti-Corruption Education is a theme of teaching material that is very important to guide the child with hope as early as possible to grow anti-corruption attitude. This can be spelled out as follows: 1) Family and school behavior is very important in social life educating individuals to be anti-corruption. is very important (76.5%), with details; 19.3% stated strongly agree, 44% stated strongly agree, and 55% agreed, because family
and school are close environment with children, so that students learn to understand the meaning and value of anti-corruption. 2) Anti-corruption culture can be built through teaching and learning activities is stated very important in the learning activities (72.8%) with the details of 8% stated strongly agree, 48% stated strongly agree, and 44% agreed, for reasons by inserting material - materials that match the topic that exists in the community. 3) Teachers should have the idea of educating students to cultivate anti-corruption attitudes. is stated very important in learning activities (84.8%) with details of 39.3% stated strongly agree, 45.3% stated strongly agree, and 15.3% agreed, for every teacher should be able to create and teach students to civilize anti-corruption in social studies subjects.

Then at the next point ie; 4) Teaching materials require students to undertake various activities in conducting various learning activities, aiming to build students' knowledge about concepts, principles, causes, negative effects, overcoming and preventing corruption, and criminal corruption is considered very important in learning activities (78, 4%) with 22% stated very strongly agree, 48% stated strongly agree, and 30% agreed, on the grounds that students know and understand about the negative consequences of corruption behavior. 5) Teaching materials utilizing the initial knowledge of students to build on corrupt acts is very important in learning activities (82.4%) with 43.3% of details stated strongly agree, 25.3% stated strongly agree, and 31.3% states agree, with a reason to know students' understanding of corruption. 6) Teaching materials invite students to build their own new knowledge about anti-corruption action with experience stated very important in learning activities (75,3%) with 20% detail stated strongly agree, 36.7% stated strongly agree, and 43.3 % agreed, arguing for linking students' understanding to the reality of daily life about acts of corruption.

At point 7) teaching materials on anti-corruption education should involve the emotional and social aspect so as to attract and motivate students to grow 9 characters of anti-corruption is very important in learning activities (83.6%) with details of 42% stated strongly agree, 34% said strongly agree, and 24% agreed, on the grounds that students embedded various anti-corruption values and motivated to apply it in everyday life. 8) Teaching materials containing invitations to students to understand every aspect of anti-corruption prevention were declared very important in learning activities (75,8%) with details, 14% stated strongly agree, 51.3% stated strongly agree, and 34, 67% agreed, arguing that students could do activities to prevent corruption from the smallest. 9) The teaching materials invite students to ask questions that can lead the students to build the concept of anti-corruption is declared very important in learning activities (77.6%) with 24% stated very strongly agree, 40% stated strongly agree, and 36% agreed, arguing that interesting teaching materials will motivate students to ask what they want to know about corruption. 10) Teaching materials condition students to evaluate argument assumptions and identify assumptions to train students' critical thinking skills. (Evaluation of argument and recognition of assumption) is stated very important in learning activity (72,9%) with 8% detail stated very agree totally, 48,7% stated strongly agree, and 43,7% agreed, must be able to improve students' critical thinking skills in teaching and learning activities.

So it can be concluded that social science teachers in Surabaya realize that teaching materials on Anti-Corruption Education is very important in social studies learning activities. Despite high awareness of the importance of anti-corruption education materials for students, there are still many social studies teachers who have not yet made instructional materials on the importance of anti-corruption Education for students on social studies subjects.

4. Conclusion
From some discussion it can be concluded that social science teachers in Surabaya realize that teaching materials on Anti-Corruption Education is very important in social studies learning activities. Despite high awareness of the importance of anti-corruption education materials for students, there are still many social studies teachers who have not yet made instructional materials on the importance of anti-corruption Education for students on social studies subjects. The recommendations for further research are on anti-corruption educational materials containing anti-corruption character values such
as honesty values, responsibility, courage, fairness, openness, discipline, simplicity, hard work, and caring.

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.

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