DEVELOPING HUMAN RESOURCES THROUGH THE ANTI-CORRUPTION EDUCATION IN EAST JAVA

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Abstract

The level of corruption in Indonesia is still very alarming. Based on the CPI (Corruption Perception Index) in 2013, Indonesia ranks 114 out of 177 countries in the world with a score of 32. This suggests that corruption in Indonesia is still very common. Therefore, corruption needs to be eradicated so that Indonesia becomes a dignified nation in the world. In addition, law enforcement alone is not enough to solve this big problem.

Various laws and legal instruments have been created to respond to acts of corruption, but corruption is still flourishing everywhere. Therefore, it takes hard work and contribution from all parties to fight against corruption. The concrete manifestation of this effort is character building ranging from primary education to tertiary education. This can be done through socio-cultural approach, among others, the implementation of anti-corruption education in schools.

This paper presents the perceptions of stakeholders in East Java, which are involved in anti-corruption education. Besides, it also describes the constraints that they face in implementing the program. The stakeholders in this research involve high schools in East Java, particularly those in Surabaya, Sidoarjo and Malang which have already socialized anti-corruption education. The data were obtained from questionnaires distributed to students and teachers, as well as from interviews with School Principals, Vice Principals and teachers.

Development of human resources through the anti-corruption education is one example of character building which prioritize the values of honesty and discipline that are absolutely necessary to generate Indonesians who are noble and free from corruption.

Keywords: Human Resources Development, Anti-Corruption Education, East Java

I. Introduction

Corruption in Indonesia is not a new issue. According to Dyson (2012), the history of corruption in Indonesia began long before Indonesia's independence, particularly since the days of the kings of the archipelago was still in power. Even the collapse of VOC was also caused corruption problems. By looking at the history, it can be said that the problem of corruption is already something that is deeply rooted and widespread in Indonesia involving a great number of government officials. In other words, corruption in Indonesia has been growing rapidly quantitatively and qualitatively.
Based on the CPI (Corruption Perception Index) in 2013, Indonesia ranks 114 of 177 countries in the world with a score of 32. The level of corruption is alarming. This is partly due to low awareness to fight against corruption, as reflected in UN figures in 2009 which states that the Indonesian human development index ranks 111 with a score below a Palestinian state.

Since Indonesia's independence, there have been various legal organizations and regulations established to respond to the phenomenon of corruption. At the previous reign (Orde Lama), there was a State of Emergency Act which initiated a legal body named PARAN (Retooling of Administrative Committee). Furthermore, during the new reign (Orde Baru), the government was also determined to eradicate corruption by forming TPK (Corruption Eradication Team), followed by OPSTIB (Operasi Tertib), and so forth until in 2002, the government issued UU No. 30 about Corruption Eradication Commission (KPK).

In the context of law enforcement to eradicate corruption, anti-corruption spirit began to be seen from the findings of the Commission (KPK) in some government bureaucracy lines of the prosecutor, the members of the House of Representatives, as well as law enforcement agencies themselves.

The spirit of fighting corruption began to get a positive response from all elements of society in both the regional and national levels. However, aspects of law enforcement or prosecution are not enough to solve this problem. Preventing corruption needs serious, organized, and simultaneous efforts. Moreover, it also needs cooperation of all elements, parties, society, governmental organizations, private sector, leaders and public figures. The effort needs to be done persistently and firmly. Kompas (2011) mentions that regeneration of corruptors takes place systematically, in which the nation is not only powerless but instead dragged and permissive towards corruption. So combating and eradicating corruption is not easy.
Preventing corruption can be done through education from elementary to university level. The anti-corruption education itself formally is not explicitly included in the Act No. 20 of 2003 on National Education System. Anti-Corruption Education is implicitly a part of national character education that needs to be developed in the country for national development vision which is stated in the National Long-Term Development Plan of 2005-2025, namely the establishment of national character which is tough, competitive, noble, and has morality reflecting the values of Pancasila.

Based on research conducted by TII in 2010, Surabaya is the most corrupt city in East Java followed by Malang (Malang Municipality, Malang Regency, Batu), lumajang, Lamongan, and Pasuruan. (http://www/suaranews.com/2011/01/inilah-peringkat-kota-terkorup-di-atim.html). This condition requires effort from all parties, especially the higher education institutions to prevent corruption, so the index of corruption in the country, especially in East Java could be diminished. Therefore, there should be human resource development through anti-corruption education. Kidispur.blogspot.com reported that East Java province through the Department of Education became the first local government that implements anti-corruption education.

Harmanto (2008) conducted anti-corruption research at the level of SMP / MTs in Sidoarjo and he found that anti-corruption education responded positively by various parties, especially the principals, teachers and students. In addition, Rahayu (2011) have also examined the implementation of anti-corruption education at SMPN 8 Malang and found that teachers still have difficulties in integrating anti-corruption educational material to the subject of citizenship. Besides, she found out that teachers also experienced difficulties in allocating time to teach anti-corruption materials.

This paper will discuss the development of human resources through anti-corruption education in East Java by taking the data from high schools in Surabaya, Sidoarjo and Malang in which these schools have long been used as a place to socialize educational innovation. Moreover, those cities also have political will to fight against corruption.
II. Literature Review

2.1 Definition of Corruption

There are several definitions of corruption itself. Based on article 3 of Law No. 31 of 1999 on the eradication of corruption, corruption is defined as every person with the intention of enriching himself or another person or corporation, misuse of authority, opportunity or means available to him because of the position that could harm the state finance or economy of the country.

According to political science, corruption is defined as the abuse of office and administration, economics, or politics, whether it is caused by one person or more, which is intended for personal gain, so that it may harm society, companies, or other people. Meanwhile, according to economists, corruption is defined as the favourable exchange (between material or non-material rewards) that occurs in secret and voluntary which violates the norms and at least the abuse of authority of one of the parties involved in the field of public and private.

Some experts also define corruption itself. Alfiler (1986) states that corruption is a behaviour that deviates from expected norms and it is deliberately carried out to obtain material rewards or other awards. In addition, Mas'oed (1994) defines corruption as corruption as any behaviour that deviates from the formal obligation of a public office because of the desire to obtain economic benefit or status for themselves, or for immediate family. Corruption is generally a two-party transaction, namely those who occupy public office and private parties acting as private. Action called corruption is a transaction where one party gives something of value (money or other assets that are enduring such as family ties or friendship) to earn rewards in the form of influence over government decisions.

From the definitions of corruption above, it is clear that acts of corruption along with other similar action is a form of violation of law and morality that should not be done by anyone. Surely corruption has negative effect on a country. The impact of corruption is very large and very detrimental to many people. In addition, corruption has a direct impact to the
development of the nation. The impact of corruption in politics will complicate the development of democracy and implementation of good and clean governance. The impact of corruption in the legal sector will hamper law enforcement. Due to corruption, economic development becomes increasingly difficult and messy. Corruption also makes social and economic gap between the rich and the poor is widening.

Of the many corruption cases that occurred in Indonesia, then we should have a solution to help stop the corruption that is increasingly alarming. One solution to reduce the corruption rate is through formal and informal ways. The formal way can be done by providing character building education since primary school levels such as Kindergarten, Elementary School, up to secondary school as Junior High School and Senior High School. It is necessary and important to create awareness and responsibility within each individual to generate highly responsible and trustworthy people.

Such education can also be implemented at the college level by giving subjects related to leadership attitudes and awareness of the life of the nation. It aims to foster self-conscious and love to the nation to minimize attitudes that can ruin the advancement of the nation. The informal ways can be done by holding a seminar on the dangers of corruption which can be combined with character building education. In addition to seminars, other informal ways can be done with a religious lecture related to corruption to make the students realize that corruption is immoral behaviour. They can also be given an explanation of punishment from God for the perpetrators of corruption.

The prevention aspect is the primary focus of this study since it aims to build and develop anti-corruption values to young generations particularly through education in schools. Anti-corruption education is one of the important aspects that need to be developed in order to cultivate the nation's anti-corruption in Indonesia because the young generation will become Indonesia's future leaders.
2.2 Anti-Corruption Education

In Indonesia, the anti-corruption education is still relatively new and has not been explicitly mentioned in Law no 20 in the year 2003 on the national education system, especially on the part of the national curriculum starting from elementary school until college. Therefore, anti-corruption education can be categorized as current educational innovation that comes from the needs of the community to embed the value of anti-corruption to young generation. Anti-corruption education is considered essential to support the sustainability of national integration system and anti-corruption program from Indonesian government.

The anti-corruption education can be done in two channels, namely the formal and informal channels. In formal channel, it can be integrated into subjects at school. While on informal way, it can be done through seminars or other related activities.

When the essence of anti-corruption education is to increase public awareness, the lessons that need to be developed are related to discipline behaviour such as in citizenship, history, and religion lessons. Moreover, it can also be incorporated into the category of law and political economy. So it is possible to integrate anti-corruption education in some subjects at school that students can be attributed to information about the existence of the phenomenon of corruption in Indonesia. The purpose of anti-corruption education is to build anti-corruption value and develop the personality of the students, develop the knowledge of the effect of corruption, build the value of intolerance towards any form of corruption, and find alternative solutions to prevent corruption.

III. Research Method

This study used a qualitative descriptive method by describing the results of questionnaires and interviews which were distributed to the respondents from 3 cities in Surabaya (SMAN A; SMAN B; SMAN C), Sidoarjo (SMAN D) and Malang (SMAN E). Total respondents numbered 405 students and the school management respondents numbered 165 people.
The data used in this study are primary and secondary data sources. The primary data collection techniques used in this study are:

a) Interviews with principals and vice-principals in the city of Surabaya, Sidoarjo and Malang to explore the importance of anti-corruption education incorporated into subjects, implementation experiences and challenges encountered.

b) Questionnaire, which is given to the students to know the perceptions of respondents about the concepts and forms of anti-corruption education.

c) Observations were also conducted to check the extent to which teachers implement the anti-corruption education in teaching and learning in the classroom or outside the classroom activities that support anti-corruption experience.

While secondary data collection techniques are methods of documentation, is used to collect the information presented in the form of documents, such as written policies or school rules on school activities that support the development of students on anti-corruption characters. Furthermore, the documentation and study of these references can be used to sharpen the identification associated with forms of anti-corruption education, education curriculum, preparation of teaching materials, national education strategic plan in East Java, and other archival documents related to the study.

IV. Finding and Discussion

4.1 Curriculum 2013

There are three foundation for curriculum improvement, among others, is the cornene of the juridical, philosophical basis and theoretical foundation.

1) Juridical Basis

Conceptually, the curriculum is an educational responses to the needs of society and the nation in developing younger generation. In pedagogical, educational curriculum is a design which gives the opportunity for learners to develop his or her potential in a fun learning environment and in accordance with his ability to have the desired quality of society and the
nation. Legally, the curriculum is a public policy that is based on the philosophical foundations of the nation and judicial decisions in the field of education. Curriculum is the juridical basis of Pancasila and the 1945 Constitution, Law no 20 year 2003 on the National Education System, Regulation no 19 year 2005, and the Regulation of the Minister of National Education no 23 year 2006 on Graduates Competency Standards and National Education Minister Regulation No. 22 year 2006 on the Content Standards.

2) Philosophical Basis

National education serves to develop and form the character and dignified civilization in order to educate the nation (Law Decree no 20 year 2003 on National Education System). To develop and form the character and dignified civilization, education serves to develop all the potential students to be human faith and devoted to God Almighty, noble, healthy, knowledgeable, capable, creative, independent, and become citizens of a democratic and responsible (Law Decree no 20 year 2003 on National Education System). Based on the function and purpose of the national education, curriculum development must be rooted in the national culture, national life today, and the life of the nation in the future. Education rooted in the national culture. The education process is a process of developing the potential of learners so that they can become the heir and cultural development of the nation. Through education, cultural values and excellence in the past are introduced, studied, and developed into their own culture, society, and nation adjusted with the time when the students live and develop themselves. The ability to become the successor and the culture developers will be owned by the learners if they have sufficient knowledge, intellectual abilities, attitudes, habits, and social skills that equip them to develop themselves as individuals, community members, citizens, and members of the human race.
3) **Theoretical Basis**

Curriculum is developed on the basis of competency-based education. Competency-based education is an education which sets national standard as its minimum quality learning outcomes applied to each curriculum. National quality standards expressed as competency standards. Those competency standards are minimum quality of graduates.

4.2 **Curriculum Structure at High School**

To apply the concept of similarity between high school and vocational secondary education, the curriculum is developed to cover a group of compulsory subjects and elective subjects. The number of compulsory subjects is 9 with the total study load 18 hours per week.

Elective subjects consist of academic selection (high school) as well as the choice of academic and vocational (vocational school). These subjects provide options in accordance with the interests of learners. Basic competency subjects are required to provide the same basic capabilities for Secondary Education graduates among those who studied in high school and vocational school.

4.3. **Curriculum Implementation**

Curriculum implementation is a joint venture between provincial government with government in district. Their responsibilities are as follows:

a) The Government is responsible for preparing teachers and principals to implement the curriculum

b) The Government is responsible for evaluating the implementation of the national curriculum

c) The provincial government is responsible for doing supervision and evaluation of the implementation of the curriculum in the relevant province.

d) The district / city government is responsible to provide professional assistance to teachers and principals in implementing the curriculum in the district / city.
4.4 The results of the questionnaire and interview respondents Research

Based on questionnaires given to the students and management of schools in East Java, the result showed that the entire academic community in these schools support the development of human resources through Anti-corruption education. They agreed that the Anti-corruption education is integrated into some subjects (PKN, Religion, Social Studies, etc.) and are not taught as a separate lesson.

From the students, they agreed that corruption is extremely detrimental to the country. Therefore, the construction of a character from an early age needs to be done through the anti-corruption education that could be held in these schools. Table 1 presents the results obtained from the student respondents.

Tabel 1. The Result of Questionnaire from the Student Respondents

<table>
<thead>
<tr>
<th>SMA</th>
<th>Corruption is damaging the country</th>
<th>Need moral building from early age</th>
<th>Anti-corruption education is needed at schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>SMA A</td>
<td>57.4 %</td>
<td>71.7 %</td>
<td>96.7 %</td>
</tr>
<tr>
<td>SMA B</td>
<td>64.3 %</td>
<td>55.1 %</td>
<td>99.1 %</td>
</tr>
<tr>
<td>SMA C</td>
<td>54.4 %</td>
<td>69.9 %</td>
<td>91.1 %</td>
</tr>
<tr>
<td>SMA D</td>
<td>52.5 %</td>
<td>63.9 %</td>
<td>91.8 %</td>
</tr>
<tr>
<td>SMA E</td>
<td>58.3 %</td>
<td>58.7 %</td>
<td>92.6 %</td>
</tr>
</tbody>
</table>

From Table 1 above, it can be seen that anti-corruption education is very necessary to be implemented in schools with a percentage of 91 to the top of each school.

From the results of the questionnaires distributed to the students, most of them know the issue of corruption. The majority of them argued that corruption is an attempt to enrich themselves, unlawful and detrimental to the state-society-and damaging the country's image. According to them the main cause of corruption is because the corruptors are not satisfied with what they have. According to the students, the corruptors should be punished severely.
Moreover, they said that it is necessary to develop human resources through anti-corruption education given at school to avoid young generation from committing corruption. It is hoped the young generation has the characters of honesty and trustworthy because they believe that the two characters are needed to inhibit corruption.

While the school management agreed to implement anti-corruption education in schools. It can be integrated into certain subjects, for example PKN, religion, social studies and other subjects without adding hours. They suggested that the anti-corruption education is not a separate subject. Here are the results of a questionnaires filled by the school management in East Java.

<table>
<thead>
<tr>
<th>SMA</th>
<th>Anti-corruption education is needed at schools</th>
<th>Anti-corruption education is integrated to other lessons</th>
</tr>
</thead>
<tbody>
<tr>
<td>SMA A</td>
<td>84.6 %</td>
<td>87.2 %</td>
</tr>
<tr>
<td>SMA B</td>
<td>67.6 %</td>
<td>70.6 %</td>
</tr>
<tr>
<td>SMA C</td>
<td>85.7 %</td>
<td>71.4 %</td>
</tr>
<tr>
<td>SMA D</td>
<td>71.4 %</td>
<td>64.3 %</td>
</tr>
<tr>
<td>SMA E</td>
<td>89.6 %</td>
<td>72.3 %</td>
</tr>
</tbody>
</table>

Based on questionnaires given to the school management, the most important information that students must know is strategy to eradicate corruption and character building education. Students can study the anti-corruption education through newspapers, books / modules, online resources, magazines, seta others. They added that the material presented should focus on affective, psychomotor, and cognitive activities. The school management also agreed with “honesty canteen” (Kantin Kejujuran) activities.

4.5 Implementation of Anti-Corruption Education in East Java

Based on interviews with the management of schools, there is important information regarding the application of anti-corruption education. The schools that were respondents in this study have been carrying out anti-corruption education but is still integrated into the some lessons such as
PKN, Religion, History, Sociology, Economics, and Psychology. However, the main focus is only the cultivation of values such as honesty, cooperation and discipline. Moreover, teachers do not have a module or a specific reference on anti-corruption education, but they include the values into tasks.

Other forms of implementation of anti-corruption in these schools are among the students. The students who organized an event had to make a written report on their activities including financial report. By training students to always prepare a report, this will raise the value of responsibility and honesty of the students. Besides, they are also trained to always account for all their activities. The report also train them to be honest in using the funds they receive from the school.

In addition, based on interviews, these schools have held the honesty canteen to support the learning process of anti-corruption values, particularly honesty. This canteen trains students who buy the food or beverages to be honest since there is no cashier in the canteen. Students have to put the money in the space provided. They also calculate themselves the amount of money to be paid and take their own changes from the money that has been provided.

V. Conclusion

Development of human resources through education anti-corruption according to the high school students and school management is required to establish the character of the nation, especially the young generation. Moral education needs to be done to prepare the generations who are noble, honest and trustworthy. Anti-corruption education at high schools in East Java cannot stand alone as a subject. Anti-corruption education in schools in East Java is integrated into other lessons such as PKN, Religion, Social Studies, Psychology, and others. This is a constraint that still needs a solution and it is expected that researchers can continue this research.
VI. References


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Undang-Undang No. 31 tahun 1999 tentang *Pemberantasan Tindak Pidana Korupsi*