



An Analysis of the development anti-corruption education in Indonesia through media-based citizenship education using smart mobile civic learning

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ABSTRACT

The purpose of this study is to examine the development of anti-corruption education in Indonesia, through Citizenship Education learning based on Smart Mobile Civic media. The efforts to eradicate corruption is not solely the responsibility of law enforcement agencies or the government, it is a collective duty that involves all components of the nation. Therefore, corruption eradication must be carried out by involving all relevant stakeholders, namely the government, the private sector and the community. This research employed a qualitative approach. The use of qualitative methods in research offered a more comprehensive study of a phenomenon. The results of the study show that the Citizenship Education learning system plays a very strategic role in enhancing students' understanding of anti-corruption education. In this context, the students, as agents of corruption prevention, exhibit distinctive characteristics such as intellectuality, a positive youthful spirit, and idealism. The study identifies four primary areas of students' involvement in the anti-corruption movement: within the family, on campus, in the local community, and at the regional or national level. The digital era has had a tremendous impact on citizenship learning, particularly through the implementation of Smart Mobile Civic media as a fun and effective learning media for students, enabling them to delve deeper into their knowledge and experiences.

Keywords: anti-corruption education; civic education; smart mobile civic

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INTRODUCTION

Indonesia is a constitutional state, meaning that all actions are governed by law, and violators of these laws can face sanctions as prescribed by applicable legislation. Laws are formulated and applied not only for the public, but for all layers, both young, old, poor, rich, ordinary people, officials, or even the prosecutor himself. This means that laws are created to protect human rights, and are impartially enforced to uphold the existing laws, thereby encouraging individuals to carry out their obligations and to fulfill other human rights. These principles lay the groundwork for harmonious coexistence within society.

From the early stages of our education, we have been introduced to a crime of "corruption". In simple terms, corruption encompasses any form of misappropriation or misuse of state funds, company assets, and so forth, for personal, group, or external interests. This action violates the rights of other individuals because individual rights are not obtained properly and instead are only exploited by irresponsible parties.

Thus, in Indonesia, laws on corruption have been drafted and enforced. The state has even established a special agency to deal with this corruption problem, namely the KPK (Corruption

Eradication Commission), which is independent and free from the influence of any power in carrying out its mandates. The urgency of the corruption problem deals with the complexity of eradicating it. Thus, the education sector is addressing this problem to overcome the proliferation of potential corrupt behavior by instituting Anti-Corruption Education initiatives (Reza, 2020).

Anti-corruption education is a cultural movement in cultivating anti-corruption values from an early age. Consequently, anti-corruption education is introduced since elementary school, both in civics classes and through implicit actions or messages by teachers (Mukodi et.al, 2019). Corruption can grow through very simple things like stealing candy or even by cheating. These behaviors can escalate into riskier and more detrimental forms. Educators and families play a pivotal role in shaping the character and character of their children, as morality serves as a necessary counterbalance to intelligence. For instance, individuals who engage in corruption may possess intelligence or cunning to attain high positions but lack moral integrity, leading to corrupt practices. Character education has remained a top priority in the delivery of education up to this point. However, fostering the desire of students to develop into morally upright individuals presents a new challenge, as intelligence without moral grounding can result in disastrous outcomes. Humans must respect one another's rights, abide by laws and norms, and live according to Pancasila as the foundation of the Unitary State of the Republic of Indonesia for all spheres of social life to function properly. Murdiono's study on the improvement of national character of Pancasila demonstrates the significant improvements resulting from the implementation of Pancasila values and educational programs conducted by teachers. Moreover, the values of Pancasila were well-integrated in the intra, and extracurricular program performed by the teachers (Murdiono et al., 2017).

In this regard, the Covid-19 pandemic has various effects that may impact the nation, including serving as a catalyst for the proliferation of corruption. Several factors, including early-life habits, family issues, and economic pressures, can contribute to corruption in adolescence. The main cause of the economic pressure for people to engage in corrupt behavior is the present of Covid-19 pandemic. The existence of the Covid-19 virus has had a major impact on the nation's economy, both small communities and officials are trying to fight for their economy. However, it is undeniable that some people seek to cut corners to support their economies, particularly through theft or corruption, resulting in a significant increase in criminal cases since the pandemic's onset.

Given this era of digitalization, it is very important to develop anti-corruption education with various learning media. This conforms with Murdiono's research, which advocates for the development of android-based mobile application to enhance students' learning experiences during civic education classes (Murdiono et al., 2020). Other researchers have also explored pertinent areas, including character assessment for future Indonesian officials. Therefore, extensive research is required to find the right method in carrying out character education (Trisiana, 2020, pp. 105-106). Added to this, Trisiana (2020) stated that "to further explore how to find a Cartoonized Digital Media-Based Character Education Model for Slamet Riyadi University Students as a Strengtheners of Slamet Riyadi Values with the hope of implementing the Character Education model so that its implementation can be managed properly, and part of monitoring and evaluating the revitalization of laboratory functions in Tri Dharma College, especially research activities in the framework of implementing and supporting character education policies in tertiary institutions to maintain sustainable policies contained in quality documents at Slamet Riyadi University." Slamet Riyadi University as an institution of higher education, plays a crucial role in setting examples of appropriate behavior and character for the nation's future generations. Research on anti-corruption education has examined various issues, including at the beginning of anti-corruption education implementation, the good age to get anti-corruption education, the influence of the existence of the Covid-19 virus on anti-corruption education and facts on the ground, and the roles of students in carrying out anti-corruption education. By addressing these pertinent issues, this research remains relevant to current conditions.

In this millennial era, the implementation of anti-corruption education is badly needed. Without its implementation, corruption offenses will persist unabated, lacking a deterrent effect on perpetrators (Gusnardi, 2014). Failure to address this issue allows individuals to repeatedly

engage in corrupt acts, even after being pursued by authorities like the Corruption Eradication Commission (KPK). The goal of anti-corruption education is to foster a steadfast stance against corruption, thereby enlightening corrupt individuals and Indonesian citizens to refrain from engaging in such activities. This anti-corruption education also inspires students to actively participate in the eradication of corruption in Indonesia. Before students carry out the primary mission of promoting anti-corruption education, they serve as agents of social change by implementing positive behavioral values. This is an important role that students play in addressing the issues.

Citizenship Education entails learning about “Indonesian-ness”, fostering Indonesian identity, nurturing patriotism, and cultivating love for the Indonesian homeland (Wuryan & Syaifullah, 2013). It is a fundamental subject for every student in Indonesia. The formation of civics intelligence is the primary goal of citizenship education. Citizenship education is crucial for shaping a society aligned with the state's vision and enhancing citizens' intellectual, social, emotional, and spiritual intelligence. According to Hakim's study (Hakim et al., 2023), Inquiry learning models with single-mastery and multiple-coping modeling significantly enhance students' self-efficacy. Additionally, Budiastuti's research emphasizes the importance of incorporating reflection and practical implementation in courses to cultivate desirable traits, such as honesty, discipline, and responsibility. Additionally, it can raise students' initiative, critical thinking, and creative thinking. Furthermore, Budiastuti et al. (2023) highlight the necessity of self-assessment of work attitudes during practical learning to enhance motivation and acquire relevant competencies. Citizenship education develop and instill a sense of nationalism and national moral values for students from an early age (Trisiana, 2019). In fact, citizenship education in tertiary institutions is a mandatory subject as it promotes mutual respect for diversity, collaborative learning, and creativity. Given the importance of citizenship education, innovation is essential in anti-corruption learning to enhance civic education competencies and foster civic knowledge and virtues among learners. This study examines the problem of developing anti-corruption education in Citizenship Education learning utilizing Smart Mobile Civic media.

METHOD

This research employed qualitative research methods. Qualitative research is descriptive in nature and uses many analytical techniques. The use of qualitative methods allows researchers to focus on exploring facts and conditions as they unfold in the field. Moreover, this approach serves to provide an overview of the research background and serves as a basis for discussing research findings. To develop high-quality research findings, a wealth of data and information pertaining to relevant issues was collected.

Data collection techniques involved expanding upon existing information or data in scientific papers, such as journals. Using qualitative methods is also very important to produce comprehensive reports. Essentially, expanding information data ensures that the research is substantiated with ample material, resulting in focused and robust findings. The data analysis technique consisted of four steps, including data collection, data reduction, data presentation, and the conclusion drawing. In qualitative research, the quality of the study is often assessed based on the depth and breadth of the material collected. The data and information were obtained by employing qualitative research methods and presented using the descriptive-analytical method. This analysis aimed to provide insight into the implementation of Smart Mobile Civic for civic education integration and its role in enhancing anti-corruption preventive measures through digital-based media.

FINDINGS AND DISCUSSIONS

Findings

Implementing anti-corruption education is of utmost importance across various sectors and at all levels of society, encompassing family, community, educational institutions, religious organizations, and national institutions. Since the beginning, various efforts to eradicate corruption have been enshrined in laws and regulations and implemented in various institutions. As a country governed by the rule of law, regulations regarding corruption prevention have been embedded in laws as in the Laws of the Republic of Indonesia No.30 of 2002 article 13: "In carrying out the preventive duties as referred to in Article 6 letter d, the Corruption Eradication Commission has the authority to carry out the following preventive steps or efforts" Letter c: "organizing anti-corruption education programs at every level of education". Also, Law No. 20 of 2003 concerning the National Education System states that education is a conscious and planned effort aimed at fostering an environment conducive to learning and facilitating students' active development of their potential to have religious spiritual strength, self-control, personality, intelligence, noble character, and skills needed by himself, society, nation, and state (Torar & Wahono, 2016).

In line with these objectives, education's goal is to help students reach their full potential as people who respect and honor God Almighty, have noble character, are healthy, knowledgeable, capable, and independent, and free from corrupt behavior. Acts of corruption have also been warned by the Corruption Eradication Commission in Understanding to Eradicate Criminal Acts of Corruption p.15, stating: The definition of corruption has been explained in 13 Law No.31 of 1999 concerning Eradication of Criminal Acts of Corruption (Corruption Act) as amended by Law No.20 of 2001 concerning Amendments to Law No.31 of 1999 concerning Eradication of Corruption Crimes (Law 20/2001). Based on the article, corruption is classified into 30 forms or types of detrimental act and are grouped into 7 major groups including: losses to state finances, bribes; embezzlement in office; extortion; fraudulent acts; conflict of interest; corruption related to the procurement of goods and services; gratification.

Despite these efforts, the desired outcomes in anti-corruption endeavors have not been fully realized. Anti-corruption eradication begins with the anti-corruption movement. This anti-corruption movement must involve all stakeholders including the private government and the community (Emilia et.al. 2022). Students play a pivotal role in this movement, as evidenced by their historical contributions in significant events such as the 1928 Youth Pledge and the 1998 Reformation, and other major events. With their enthusiasm, ideas, and idealism, students can drive the anti-corruption agenda forward. Equipped with strong moral principles, critical thinking abilities, youthful vigor, and unwavering convictions, students are capable of actively contributing to the anti-corruption cause and representing public interests. (Lu'mu & Ruslan, 2017). The students have to think broadly and be sensitive to the phenomena that are happening. In addition, students play a role as community representatives in overseeing government policies and regulations, including in overseeing the prevention of corruption acts.

Participation of students in the anti-corruption movement

Students play a crucial role in preventing acts of corruption, operating across four key domains: Firstly, in the family environment, family is the first and foremost place in the life of every individual. Anti-corruption qualities are included as values that must be fostered in the family. The anti corruption values consist of honesty, accountability, discipline, boldness, and simplicity. If these values are instilled in every family, everyone will not engage in corrupt practices.

Secondly, in the campus environment, both as individual students and as part of the student community. Students must possess the self-awareness to resist corruption and actively prevent their peers from succumbing to corrupt behaviors within local or school groups.

Thirdly, in society, a student must be able to observe the community environment, from the RT/RW, village, sub-district, district, even upto the provincial level. Students should possess

the capacity to criticize various forms of services and policies from the government. For example, a student must be able to criticize the decline in direct cash assistance or BLT that occurs in his environment and dare to pursue further action, such as addressing criminal acts that lead to the deprivation of essential needs among low-income individuals. These criminal acts might involve the misappropriation of direct cash assistance by a few irresponsible village officials. Another example is educated individuals should feel empowered to critique and challenge the allocation of direct cash assistance in response to the Covid-19 pandemic.

Fourthly, at the local and national level, Indonesia has various natural wealth, from Sabang to Merauke. When these resources are effectively and honestly utilized, Indonesia has the potential to flourish into a prosperous and developed nation (Manoli & Janečić, 2021).

Student efforts in preventing corruption are manifested in the form of: Creating a campus environment free from corruption; Participating in community initiatives to raise awareness about the importance of anti-corruption education; Critically evaluating government policies and practices; advocating for social responsibility and public welfare; demonstrating empathy and rejecting discrimination; taking on leadership roles to make decisions that benefit the broader community. In this case, students must pay attention to the campus environment to avoid corruption acts.

Other forms of participation include involvement in campus cooperatives, organizations, and class management, with particular emphasis on the treasurer's role in upholding the principles of anti-corruption and honesty. Participating in the community to socialize the importance of anti-corruption education. Students have to directly engage with society, it is not without reason that young people are educated and understand various events that have occurred in all areas of community life. This is evident in political practices in small-scale societies.

There are several steps for the teachers to give the practices upon their pupils. Firstly, teachers should encourage students to observe all government policies, which are under public scrutiny. Secondly, the teachers give the responsibility in social control and political interests to grow the students' creative and critical thinking, so they have a strong conviction. If the political procedures deviate from the principles of the Republic of Indonesia, students should not remain silent but advocate for upholding integrity and preventing threats to the nation's well-being through their social responsibility and control. Thirdly, students are encouraged to be empathic and refrain from the discrimination. It entails not only feeling sympathy but also demonstrating empathy through actions that reflect a high level of compassion. Students should exhibit a friendly and warm attitude, avoiding indifference as it may lead to a negative impression. Fourthly, students are demanded to be able to put themselves as decision maker for the wider community. They should be capable of making sound decisions, especially during significant events like general elections, as their choices will shape the future direction of the community. Therefore, as students with voting rights, they must set an example in society by adhering to the fundamental principles of elections, including directness, transparency, fairness, and honesty.

Barriers to students in realizing anti-corruption education.

In upholding anti-corruption education, there will be obstacles and challenges that will be faced (Soemanto, et al., 2014). These obstacles and challenges arise from both internal and external sources. Internal challenges include lazy to participate and think ahead, a lack of self-confidence, feeling unworthy to participate. Externally, challenges may arise from restrictive regulations and entities that deliberately shield themselves. For example, the cases that occurred in Indonesia where students channeled their aspirations through demonstrations, the police immediately secured the students, resulting in the use of force against demonstrators. These incidents raised concerns about the impartiality of security forces, who appeared to align with corrupt interests rather than upholding order and ensuring community security.

In fact, it can be concluded that the effort to uphold anti-corruption education is not an easy matter (Irawan, 2020). Therefore, there will be obstacles and challenges that must be faced by the teachers while transferring the knowledge to their students, including issues such as apathy

and indifference towards the country, lack of trust in national institutions, students' reluctance to participate, fear of facing consequences, support from certain factions for corrupt practices, unfair regulatory frameworks, and insufficient community support.

By examining these values, students can recognize the benefits of adhering to rules and the consequences of violating them. Essentially, the core objective of this paper is to explore how to reintegrate positive values into individuals, so they become beneficial contributors to society. Traits that must be developed are honesty, courtesy, responsibility, independence, hard work. Education serves as a vital tool in guiding the younger generation towards a virtuous path. Therefore, many people say that education is very important for the future, especially for the younger generation (Taniredja, 2009). This includes anti-corruption education from childhood stage.

The role of society in responding to corruption crimes

It is certain that the public is deeply concerned with the news of corruption, especially corruption that harms the rights and interests of the people. In addition, the public has the right to report the crime. The reporting is carried out with the principle of confidentiality, meaning that the identity of the reporter will be kept confidential unless they choose otherwise. This protection has been regulated based on Government Regulation No. 71 of 2000, that the Corruption Eradication Commission has an obligation to protect the identity of the reporter. In fact, the reporter is also entitled to receive an award from the state for his complaint of criminal acts of corruption that he has committed, provided that the reported case leads to prosecution and a conviction. The protection of the reporter's identity is very important to maintain the safety of the reporter. This is because acts of corruption often involve powerful individuals who may retaliate against the complainant. Therefore, reporters are entitled to physical and mental protection, as well as protection for their families. To ensure the security of the reporter, they are not required to attend hearings to provide information (Soekanto, 2002).

The procedure for people wishing to make complaints about criminal acts of corruption has been outlined in Government Regulation No. 71 of 2000 concerning the Procedures for Implementing Community Participation and Giving Awards in Prevention of Corruption Eradication. This regulation serves as a guide for the Corruption Eradication Commission in carrying out public complaints. Several requirements must be met when submitting a complaint, including the submission of the project in the written form accompanied by the identification of the complainant that includes the complainant's name, address, occupation, telephone number, and the photocopy of National Identity Card. Moreover, the complainants must provide the clarity on the chronology of the corruption act with appropriate preliminary evidence. Furthermore, they should disclose their sources of information if the case has been investigated by law enforcement. Lastly, the reports or complaints prepared must not be made public.

Discussions

The discussion on anti-corruption is a critical consideration for all Indonesian citizens, regardless of their background. This eradication is the main route that can be carried out by performing preventive actions or providing understanding in the community, family and school environment. By emphasizing the necessity of enhancing resources dedicated to anti-corruption education within Indonesian schools, it becomes feasible to address concerns regarding pervasive corruption on a national scale.

In this context, students are expected to foster an attitude of honesty, discipline, openness, and responsibility (Trisiana, 2020). The anti-corruption education can be implemented in formal or non-formal educational setting. The anti-corruption education is more effectively implemented in formal education which aims to create awareness of students who have anti-corruption behavior. Given the rampant nature of corruption in our country, it falls upon the younger generation—the future leaders of Indonesia—to spearhead its eradication. Therefore, the inculcation of anti-corruption education from an early age is considered very important so that Indonesia is free from corruption which is very detrimental to the state and the people of Indonesia. Despite various governmental initiatives aimed at combating corruption, tangible

results remain elusive. Therefore, it is incumbent upon us to collectively combat corruption within our beloved nation (Antari, 2022; Solikah & Waluyo (2018).

Corruption poses a grave threat to Indonesia, exerting detrimental effects across various aspects of our lives. It destroys the country's economic system, democracy, politics, law, nationalism and public order. Despite efforts to combat corruption, tangible results have remained elusive, with corrupt practices persisting at all levels of society. If we allow this to continue, sooner or later corruption will engulf this country, highlighting the failure to fully embrace anti-corruption principles and values. The disregard for these values, coupled with a lack of serious commitment, has led to the proliferation of deviant behavior in society today. However, the support of the community and family environment is required. Therefore, students have responsibility to revitalize these anti-corruption values and principles in everyday life for the nation and the country. As the future custodians of our state, it is imperative for us to be more attuned to the welfare of our country. University's anti-corruption education must be integrated into everyday life.

The introduction of Corruption Education from childhood to children throughout Indonesia is the Government's initial step to prevent children from committing corruption offenses. In this modern era, it is necessary to instill discipline in all fields. This anti-corruption education needs to be upheld by the government for students throughout Indonesia, recognizing them as the nation's future. In addition, anti-corruption education must also be applied to government agencies, given the prevalence of reports implicating state officials in corrupt activities. Corruption has become prevalent among individuals lacking in moral integrity. Many state officials have reneged on their commitments to the public. In response, law enforcement authorities must confront these corrupt individuals to deter further wrongdoing.

Indonesia urgently requires the new generation of the nation with anti-corruption ethos, characterized by honesty and the courage to confront corruption perpetrators firmly. Indonesia has rich natural resources which requires proper utilization; otherwise, these resources may deplete or become extinct (Trisiana, 2015). It's crucial for the next generation to receive leadership education to make informed decisions. Anti-corruption education is a program that fosters a sense of anti-corruption in children from an early age. This education emphasizes honesty in children, care for the surrounding environment, independence in all matters, discipline in upholding the truth, and courage to take responsibility in making decisions. This education serves as the foundational step in eradicating corruption in Indonesia. With full government support, it can cultivate an anti-corruption mindset in the upcoming generation.

There are several steps for learning citizenship education through the application of Smart Mobile Civic learning media (Trisiana, 2022). The activity includes introduction, core, and closing activities. Each activity involves the learning steps of Smart Mobile Civic Project-Based Citizens, Learning Activities, and Developed Competence and Character.

Firstly, the introduction activity involves conveying information aligned with competency standards, involving reading, listening, and visual comprehension. The students are divided into four groups. These groups address the problem of "Maintaining the Integrity of the Republic of Indonesia". Each group chooses one of four possible solution themes such as Pancasila ideals; Adherence to Relevant Laws; Integration of Nations; and Democracy. This activity aims to cultivate analytical, critical, deductive, and comprehensive thinking abilities, as well as patience, diligence, and the capacity to discern between general and specific facts (Civic Knowledge).

Secondly, the core activity involves determining issues based on character values, with students asking questions ranging from factual to hypothetical to deepen understanding or gather additional information. Guided by the lecturer, students create interview guides and observational tools. This stage aims to enhance critical thinking skills and disposition, essential for smart living and lifelong learning (civic skill and civic disposition).

Thirdly, the core step includes choosing an issue for the students to investigate based on moral principles that involve various learning activities such as performing the experiment, reading from sources other than textbooks, watching events, activities, or things, and interviewing the sources according to where each region is located. These activities aim to foster a diligent, truthful, and amiable attitude, instill respect for others' ideas, enhance communication skills,

utilize information-gathering abilities across different methods, develop effective learning habits, and promote lifelong learning.

Fourthly, the explanation of information in accordance with competition standards which encompasses verbal communication through writing or other media to articulate observations and deductions derived from analysis. This may include keeping a field journal of the interview findings. As a result, students can develop a sincere, diligent, tolerant attitude along with the capacity for logical reasoning, clear and concise communication, and proficient language use. This contributes to the cultivation of civic temperament, civic abilities, and intellectual attitude. In addition, assembling the data is necessary to address the chosen issue including processing gathered information, with a focus on the outcomes of information gathering, experiments, and observations. This includes delving into information provided by individuals to enrich understanding, seeking answers from diverse sources with varying viewpoints, including those that may be contradictory.. The developed competence and characters include an attitude of honesty, diligence, discipline, adherence to rules, hard work, proficiency in the application of procedures, and the ability to use both inductive and deductive reasoning when drawing conclusions (Civic attitude, civic temperament, and intellectual disposition).

Finally, the closing activity includes reflecting on learning experiences based on character values. Through this process, students, lecturers, and stakeholders evaluate learning outcomes and derive insights for public policy formulation in problem-solving, facilitated by education, law, and society specialists. This contributes to the enhancement of intellectual attitude, civic skills, and civic disposition.

Today, there are numerous instances of corruption, presenting various opportunities for such misconduct to occur. These opportunities arise regardless of one's background; even students, once they enter university, may find themselves susceptible to engaging in corrupt practices, particularly within work programs. As a result of low control on campus, work plans and organizational activities on campus are very prone to corruption. Moreover, instances of corruption among students themselves range from minor fraud to more significant offenses like theft, reflecting a lack of honesty among some. Higher education can also offer opportunities for individuals to attain elevated positions within institutions. However, without accompanying caution, those in higher status may succumb to the temptation of abusing their power and engaging in dishonest behavior. This tendency arises because individuals in higher positions may develop a sense of entitlement, believing they have everything and can act with impunity. Numerous compelling examples of this dynamic can be observed in student organizational settings.

Students need to have a strong ethos and principles to combat dishonesty or corrupt acts when they are faced with a higher organizational level. So far, the university as the highest educational institution has made commendable efforts to eradicate corruption and reduce the dishonesty of students. One approach involves providing tutorials on Pancasila compliance and social regulations regarding education outlined in the National Education Law No.37. These regulations mandate the inclusion of ethical education elements across all levels of education, from primary to tertiary, with a specific focus on applying Pancasila principles to eradicate corruption. Engaging in educational initiatives to prevent corruption yields strategic advantages.

CONCLUSION

Based on the findings and discussions, it can be concluded that the implementation of anti-corruption education is very important to realize. When educational institutions instill and nurture an anti-corruption ethos, they cultivate a mindset resistant to corrupt practices. The purpose of anti-corruption education is to instill honest character so that children do not commit corruption. Anti-corruption education is also not only about providing insight and understanding. It aims to shape attitudes and behaviors toward corruption prevention, encompassing affective and psychomotor domains.

As the scholar, students should not only be familiar with the theory of anti-corruption education but also apply and practice what they have learned. Based on these problems and findings, this study develops civic education learning integrated with anti-corruption education.

This integration is achieved through project-based learning innovations utilizing digital technology, specifically the Smart Mobile Civic application.

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