

*The Development of Anti-corruption Education Model to  
Support Students Integrity Character in Schools through Civic Education  
(Case Study in Senior High School 8 Bandung)*

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**Abstract**

Civic Education is a subject aims to humanize the students to become good citizens in accordance with the objectives and ideals state. Civic education subject in schooling has taught both the cognitive, affective, and psychomotor learning in the application of the expected characters. Unfortunately, this formula has not shown significant results because of there are many messy characters from the citizens. The efforts to combat corruption are by adding them in an educational curriculum is an important approach. Anti-corruption education can be taught through the hidden curriculum and integrative approach.

This study discussed how the formulation, planning and implementation of Anticorruption Education in Senior High School 8 Bandung to support student integrity character.

The approach utilized in this study is a qualitative method in the form of case study. The subjects of the research were the Principal, the teachers, and the students. The result showed that: the learning is done by reviewing the Anti-Corruption Education/Civic Education analysis's content standards that guided the formulation of syllabi and lesson plans which reflect the model of Anti-Corruption education. Thus, the development model of Anticorruption Education in Senior High School 8 Bandung is indeed good and suitable to be applied through the integration of Civic Education subjects. However, the commitment and the consistency to continue and implement the Anti-Corruption education models should be maintained and improved.

Keyword: Civic Education, Anti-Corruption Education, Integrity

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## Introduction

Civic Education is a subject aims to humanize the students to become good citizens in accordance with the objectives and ideals state. The formation of character in this nation has been mandated in the Act through Civic Education learning which aims to form the student's character who's not only smart intellectually, but also has a noble character, become good citizens and responsible to the country. Civic Education subject in school has taught the cognitive, the affective, and the psychomotor learning in the application of the expected characters. Unfortunately, this formula has not shown significant results because of many messy characters from the citizens. Another fact says that during the implementation of Civic Education, learning only emphasizes the cognitive aspects and less develops the effective and the psychomotor aspects. Moreover, Civic Education is only done in the classroom, without habituation or character learning outside the classroom which aims to apply the material and develop the skills of the students' attitude. Thus, a renewal in teaching Civic Education in school is needed. It also became an Anti-Corruption effort by entering into an educational curriculum, namely Anti-Corruption Education.

## Review of Theories

The constitution No. 20 in 2003 about the national educational system or *Sistem Pendidikan Nasional*, states that:

*“Pendidikan nasional berfungsi mengembangkan kemampuan dan membentuk watak serta peradaban bangsa yang bermartabat dalam rangka mencerdaskan kehidupan bangsa, bertujuan untuk berkembangnya potensi peserta didik agar menjadi manusia yang beriman dan bertakwa kepada Tuhan Yang Maha Esa, berakhlak mulia, sehat, berilmu, cakap, kreatif, mandiri, dan menjadi warga negara yang demokratis serta bertanggung jawab”.*

“The national education functions to develop the ability and form the character and the dignified civilization in order to enrich the life of a nation, to develop the potent of the students to become the men of faith and fear of God, the almighty one, have noble character, healthy, intelligent, competent, creative, independent, and become the democratic and responsible citizens”. (writer translation)

Forming the national has been mandated in the constitutions through education which aims to form the students' character which is not only smart intelligently but also has a noble character, become good and responsible citizens of the nation so that they can be the citizen of a civilized country.

In line with the above-mentioned constitutions, Cogan and Derricott (1998, p. 13) stated that:

A citizen was defined as a constituent member of society. Citizenship, on the other hand, was said to be a set of characteristics of being a citizen. And finally, citizenship education, the underlying focal point of the study, was defined as the contribution of education to the development of those characteristics of being a citizen.

Citizens are the members of the community, to be the part of the community; citizens must get the civic education lesson as the contribution in the educational field to build the characterized citizens. The above-mentioned opinion insisted that the mandate for creating the good and civilized citizens is put on civic education.

The corruption, according to *Kamus Besar Bahasa Indonesia* or Indonesian dictionary “is an action to use the authority for self-needed (like embezzling money and accepting bribe)”. Whereas, according to Eigen (Kesuma *et al.*, 2008, p. 13) “the corruption is the abuse of public official for private profit.” The definition of corruption defined by Eigen tends to lead to corruption in the government or office.

The values of anti-corruption stated by *Ditjen Mandikdasmen* (2012) are as follows:

- |    |                                     |   |
|----|-------------------------------------|---|
| a) | fairness, togetherness, commitment. | F |
| b) | consequent, ownership, saving       | C |
| c) | honest, sincere, sharing            | W |
| d) | intelligent, sportive               | D |
| e) | responsive                          | R |
| f) | honest, simple, and hard-worker     | H |
| g) | independent, fair, brave            | I |
| h) | are                                 | C |

### ***Research Method***

Methodologically, this research used a qualitative approach. The method appropriate to this research is a case study. The case study is used to draw the existing events in the field more detail according to the focus of this research, the implementation of anti-corruption education. After gaining the data based on the real situation in the field, the data were collected and analyzed based on the purpose of this current research.

The data collected in this research were primary and secondary data. The primary data were spoken information gathered from the informants in the field of the study. Meanwhile, the secondary data were the other information gathered from some sources related to the research. the informants of this research were as follows:

- a. The principal as the leader of the state senior high school/*SMA* 8 Bandung or the vice principal of the students' section.
- b. Teachers as the students' director and the students' manager in the senior high school/*SMA* 8 Bandung.
- c. Students

## ***Findings and Discussion***

### **1. The Formulation of Anti-Corruption Education in School**

Anti-Corruption Education model was integrated into Civic Education learning that should have good planning in order to achieve the goal of learning itself. Particularly in this study, the Anti-Corruption Education is aimed to support the students' integrity character. In the formulation/planning of the Anti-Corruption Education learning, teachers must know the substance and the relationship of corruption as messages constitutionally with Civic Education learning materials so that the materials can be good delivered. In other words, the teacher must know the material which can be inserted material of anti-corruption values.

This is in line with what was stated in the guidelines of the Anti-Corruption Education integration model according to the Directorate General for Primary and Secondary Education (2009, p. 03), namely:

- a. The substance and the relationship of corruption as constitutional messages with Civic Education standards, competency standards, and basic competence.
- b. The integration of aspects and corruption indicators into Civic Education standards and basic competencies.
- c. The adjustment of Anti-Corruption Education integration model into the syllabus of Civic Education learning.
- d. The adjustment of Anti-Corruption Education integration model into the lesson plan.

Anti-Corruption Education has been applied since 2010 in Senior High School 8 Bandung. The school was very welcoming to the Anti-Corruption Education program. The school conducted the dissemination of Anti-Corruption Education, training for principal and teachers, and the syllabus and the lesson plan about the formulation of Anti-Corruption Education. After the training, the teachers are required to implement the results of the training in the classroom as an intra-curricular activity. Before implementing an Anti-Corruption Education model into the classroom, teachers should do some preparations before, such as; understand the meaning and purpose of Anti-Corruption Education, the values of anti-corruption, and how to implement the values of anti-corruption in accordance with the materials that have been awarded on the training of Anti-Corruption Education model.

The process of formulating Anti-Corruption Education learning need to follow the following steps:

- a. Study or Analysis of Content Standards

Before drawing up the syllabus and lesson plan, teachers should carry out the study or analysis of Civic Education content standards by selecting Competency Standards (SK) and the Basic Competency (KD) that can be inserted into the anti-corruption material. The study or analysis of the contents of this standard is done through working meetings begin in each school year together with the Council Civic Education Subject Teacher (MGMP).

- b. Preparation of the Syllabus

After conducting the study or analysis of the content standards, teachers are doing the syllabus with reference to the syllabus that has been made by the Ministry of Education and Culture and considers or pay attention to the results of the standard for content analysis that have been done before.

### c. Formulation of the Lesson Plan

The form and the structure of the lesson plan are not similar in general, but in the Anti-Corruption Education lesson plan, there is an integration of anti-corruption values on each indicator. Lesson plan as a guide in the classroom should be prepared based on the syllabus that has been designed. Lesson plan consists of the subject matter, the indicators of competencies achievement, learning methods to be implemented, as well as values.

## **2. The Implementation of Anti-Corruption Education in Schools**

The implementation of Anti-Corruption Education models is the inclusion of Civic Education into the learning process in the classroom. Although it does not use a certain learning model, the learning process implies to develop anti-corruption values in each classroom. Any material submitted contains the anti-corruption values and the integrity character in particular. However, the teacher must choose the material which can be inserted with the integrity material, for example; material of the democratic system that should be implemented honestly and fairly.

When teachers apply discussion learning methods in the classroom, it indicates the displaying attitudes of honesty and respects to the others opinions, express opinions in good faith, and report the results of the group task honestly. The indicator of integrity character is still abstract and not simplified by not cheating. One of the indicators is telling the truth. For example, when collecting the students' tasks together with the other assignments, they must check the results in accordance to what it claims.

The implementation of Anti-Corruption Education with the integration model into the Civic Education subject is a core or intra-curricular activities. The learning process begins with checking the readiness of the students, the neatness and completeness of student uniforms and the class cleanliness.

## **3. The Habituation of Anti-Corruption Education in Schools**

The implementation of Anti-Corruption Education held in Senior High School 8 Bandung is done in a variety of activities, both in intra-curricular activities, co-curricular, and extra-curricular activities are as follows:

### a. Intra Curricular

The implementation of Anti-Corruption Education on how to incorporate them into Civic Education subject is a core or intra-curricular activities. The learning process began with checking the readiness of the students, the neatness and completeness of student uniforms, and class cleanliness. If there is a student who does not wear uniform completely, it will be reprimanded and should clarify the reason for not using the uniform completely. Before the study began, the teachers together with the students picking up trash scattered around the classroom and throw it into the trash.

After doing the apperception, teachers checked the completeness of individual and group assignments. Firstly, the teacher would ask if there is a student who has not completed the task and the reason why. The teacher also recorded the data of students who are already done the work and a description of the jobs number completed. To strengthen the recognition of students, the teacher also directly checked students' workbooks; it aimed to determine the honesty of students.

In the case of students who are late to come to the class, the teacher would ask for clarification of the student delays despite obtaining a permit from the officer on duty. Such students should reveal the truthful reason for his delay, not just for oversleep or loss as a classic reason often stated. Their habit of writing the name and deal honestly dealing with the exam administer at school when doing the quiz on the answer sheet is one of the examples of habituation are routinely implemented. The habituation will prevent and minimize fraud or cheating students. In the task, all students must have proof of each process in the group assignment.

#### b. Co-curricular

The action to support the students' integrity character as one of the purposes of the Anti-Corruption Education models, Senior High School 8 Bandung was held as the habit in co-curricular activities inside and outside the classroom. Character education, in this case, Anti-Corruption Education conducted in Senior High School Negeri 8 Bandung is not only integrated into the Civic Education subjects only but to all subjects. More specifically relates to Religious Education and Economy,

The habitual activities conducted outside the classroom was the presence Integrity Canteen. All students who visited the Integrity Canteen were doing its own transactions, store and retrieve money by themselves. This is a habit of being honest with students in the school environment, which is expected to become the students' habit in everyday life. In any event, the students of Senior High School 8 Bandung required to always behaving honestly, including in extra-curricular activities. All students belonging to the realm of extra-curricular should disclose the reasons for the absence of properly.

#### c. Extracurricular

In any event, students of Senior High School 8 Bandung are required to always behave honestly, including in extra-curricular activities. The school has several rides extracurricular activities, such as *Paskibra*, *Scout*, *PMR*, *Choir*, English Club, Basketball, Volleyball, and much more. All students who belong to the members of the extra-curricular must reveal the true reason if they unable to attend, honesty in filling the attendance list as one of the supporting forms and the application of Anti-Corruption Education to embody students integrity character in school. Members of extra-curricular must attend on time in accordance with the training schedule that has been determined as a reflection of avoiding time corruption. In addition, the cash funds management organization should be transparent and all members entitled to participate in supervising the management of the fund.

## **Conclusion**

Based on the findings and the discussion above, the Anti-Corruption education and civic education basically have the same essence and purposes. The essence and the purposes have a common treat as a conscious effort (education) done to teach the students to be cognitive, effectively, and psychometrically intelligent. This is done as one of the efforts to build the national character. By means of integration model between anti-corruption education and civic education, there will be a special way so that the civic education can be more contributive in developing the better, intelligent, and characterize citizens.

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