

APPLICATION OF ANTI-CORRUPTION EDUCATION IN UNIVERSITIES IN PUBLIC COMPULSORY COURSES (MKWU) PPKN

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Abstrak.

Banyaknya korupsi yang terjadi di Indonesia melatarbelakangi penelitian ini, dan terdapat permasalahan di kalangan mahasiswa sendiri yang tergolong perbuatan korupsi seperti menyontek, datang terlambat, plagiat, dan absensi. Tujuan dari penelitian ini adalah untuk mengetahui pelaksanaan pendidikan antikorupsi di Unsyiah sejak diterbitkannya Permenristekdikti Nomor 33 Tahun 2019 tentang penyelenggaraan pendidikan antikorupsi di perguruan tinggi. Metode kualitatif dengan jenis penelitian deskriptif menjadi pilihan dalam penelitian ini. Hasil penelitian ini menemukan bahwa pendidikan antikorupsi belum berjalan dengan baik karena kurangnya pelatihan yang diberikan mengenai pendidikan antikorupsi itu sendiri. Kesimpulannya,

Keywords : Pendidikan Anti Korupsi; Kursus PPKn, Aplikasi

Abstract.

The amount of corruption that occurs in Indonesia is the background of this research, and there are problems among students themselves who are classified as acts of corruption such as cheating, arriving late, plagiarism, and leaving attendance absent. The purpose of this research is to find out the implementation of anti-corruption education at Unsyiah since the issuance of Permenristekdikti No. 33 of 2019 regarding the implementation of anti-corruption education in universities. Qualitative method with descriptive research type is the choice in this study. The results of this study found that anti-corruption education had not run properly due to the lack of training provided regarding anti-corruption education itself. In conclusion,

Keywords : *Anti-Corruption Education; PPKn Course, Application*

INTRODUCTION

As a big problem that is not only faced by some countries but also all countries, and carried out by various circles ranging from the upper level to the lower middle class, corruption is not something that can be considered trivial, especially in Indonesia. This can be clearly seen based on the news circulating that there are 1,218 cases of corruption that occurred throughout 2020 both those tried by the High Court, the Corruption Criminal Court, up to the Supreme Court by producing 1,298 defendants, and consequently the state lost 57.6 trillion and total losses due to bribes reached 322.2 billion. (Guritno, 2021).

Based on information issued by *Indonesia Corruption Watch* (ICW), it is clear how corruption in Indonesia is rampant which could most likely reach a larger number than before. Various efforts have been made in terms of tackling this corruption, and one of these efforts is to hold anti-corruption education in universities in accordance with the issuance of permenristekdikti no. 33 of 2019 which requires every university to teach anti-corruption values in courses that are considered relevant to be accompanied by anti-corruption values, and one of these courses is Pancasila Education and Citizenship, This is because both are equally studied and related to a person's morals or behavior.

On this occasion we will not discuss issues related to state money, but we will slightly discuss some of the crimes that belong to corruption that occur among students, or more clearly this article discusses things that are considered small among students which turns out to be an act that can be classified in corruption that most students do not realize if done continuously. It will become a bad habit that not only harms itself, but also others around it.

Fockema Andrea (in anti-corruption education for universities, 2017: 23), mentions that corruption comes from the Latin "*corruptio*" which can be interpreted as ugliness, depravity, corruption, dishonesty, bribery, immorality and deviation from chastity. Imam al-Hasan and Said Bin Jubair (in anti-corruption education for universities, 2017: 23-34) also mentioned the opinion of '*akkaluna lissuhti*' as risywah (bribery) contained in (QS Al-Maidah: 42) which means "they are people who like to hear fake news, eat a lot of haram".

Based on the above explanation, we can explain that corruption is not only detrimental to the perpetrator, but also others, in this case we can give examples of dishonest people, is it only harming themselves?, of course not, the perpetrator can also harm others. With regard to this, there are at least 4 things that are a problem among students that this is considered something ordinary when done, which is basically classified as corruption itself.

First, cheating or exemplifying is an act of imitating or plagiarizing (Sugono, 2008: 294), while what is meant here is to imitate something that should not be allowed under certain conditions, namely when the exam takes place for students or the like. *Second*, following the teaching and learning process is not right at the time as stated on the lecture schedule (late or late) (sugono, 2008: 1477). *Third*, plagiarism is multiplying the work of others, without the knowledge of the person or not listing the main source of what is being treated, for example in terms of the creation of a task or paper or the like. *Fourth*, the absence of attendance, which is an act of manipulating or lying on his presence in following the process of learning to teach yyang in the right of the student concerned never or not to be or do not follow the learning process at the specified time.

From the description above, we also need to see anything that belongs to the values contained in anti-corruption itself, in order as a glass to see the harmony between the problems that have been described above and the anti-corruption values themselves, namely as follows:

Quoting in (Anti-Corruption Education for Universities, 2007: 75-81) there are nine values that belong to anti-corruption measures, *First*, Honesty is continuous behavior, what is without anything to hide (Sugono, 2008: 1506). *Second*, Caring is a behavior or attitude of heeding or ignoring well what is happening around it (Sugono, 2008: 51). *Third*, Independence, which is the attitude of being able to do something without having to rely on others. *Fourth*, discipline, which

is an act of obedience, obeying something that has been obeyed or determined or can also be for something that has been packed together. *Fifth*, Responsibility, which is an obligation to win everything (willing to be blamed for what actions are taken) in this case, simply as an example among students that can graduate on time as a responsibility especially to parents (Sugono, 2008: 358). *Sixth*, Hard Work is an unyielding attitude towards an activity, event and ass. *Seventh*, simple is the attitude of no-one, or the attitude of not forcing something must be like this and so, in the sense of what it is (Sugono, 2008: 1242). *Courage* is the attitude of not being afraid to do something or declare something that is indeed true. *Ninth*, Justice is indiscriminate, unbiased, impartial, or can be interpreted as an act to take the right path. (Sugono, 2008: 1174).

Furthermore, as we know, there are many ways in teaching, be it these anti-corruption values or other things, which of course use various methods of defense. And here are some learning methods that have previously been compiled by experts in order to succeed the anti-corruption education program itself in the realm of universities.

First, is the In-Class Discussion method, which is a method of learning with delivery activities by lecturers and discussions conducted in the classroom about concepts related to corruption and what belongs to the anti-corruption act itself. *Second, Case Study*, which is a method that contains discussions on topics related to corruption cases, the driving factors of corruption, the impact of corruption, the movement to combat corruption applied in other countries and so on. *Third, Improvement System Scenario*, which is a learning method that encourages learners who in this case are students to be able to analyze and improve the system of handling corruption so that it can function in accordance with the napa we expect, which is able to reduce and possibly eliminate corruption that has become a good culture from the bottom to the top. *Fourth, general lecture*, namely by inviting several people who are considered able to explain and experts in handling corruption which if we look at Indonesia itself we can see as the role of 3 state institutions, namely the Police, Justice and KPK itself. *Fifth, Education Tools*, which provides opportunities for students to be able to develop and design a variety of products that are considered to be a medium of learning education against corruption. *Sixth, Prove The Government Policy*, which is a method of defense with student activities in groups to analyze and observe government promises with facts that occur in the field. *Seventh, Investigative Report*, which is to learn anti-corruption by conducting a direct investigation in the surrounding environment within the specified period to find various acts of corruption to compile a report that can then be presented in the classroom at the time of learning.(dalam Pendidikan Anti Korupsi, 2011: 10-17).

METHOD

Based on the title of this study, the approach leads to a qualitative approach, which is a study that aims to understand a phenomenon about what the subject of the study experiences such as behavior, perception, action, which is described using words and language by utilizing various scientific methods. (Moleong, 2012:6).

Please note that in research that uses qualitative approaches, the researcher himself and with the help of others is a tool in data collection. And this is in accordance with what was put forward by Sugiyono (2016: 59), namely in qualitative research that became the instrument or research tool was the researcher himself. And therefore, researchers should try more to establish communication with their subjects which means jumping directly into the field to obtain data.

In this type of research is a research that belongs to the type of descriptive research, which is descriptive in KBBI is interpreted as an activity of collecting, processing and analyzing and presenting data that is done in a composed or systematic manner to solve a problem or test a hypothesis. In line with what has been explained above, according to (Sukmadinata, 2013: 37), this type of descriptive research is a study that seeks to reveal a social phenomenon or other that occurs in public life.

Furthermore, according to (Sugiyono, 2016: 25), descriptive research type is research with a method to describe a result of research, but can not be used as a benchmark in conclusion making. From some of the definitions above, then we can draw a conclusion, that descriptive type research is a type of research that is generally the purpose is to provide an explanation and truth of a phenomenon that is being studied.

Furthermore, there are three that are the formulation of the problem in this study, ranging from how the process of implementing anti-corruption education learning that takes place, what obstacles are experienced during the process, and how actions are taken.

The purpose of this research is so that it can be described how the learning process takes place, next is to find out what obstacles are experienced in the implementation of the learning, and to find solutions how to deal with obstacles that arise in the learning process of anti-corruption education that takes place in the realm of universities in particular.

RESULTS AND DISCUSSIONS

From the results of the research that the author did, there are several findings that need to be explained systematically, ranging from how the implementation of anti-corruption education takes place, as well as what obstacles occur and how the solutions or steps that have been taken in dealing with the constraints of the implementation.

First, related to the process of organizing anti-corruption education in higher education especially in Unsyiah itself has not worked as it should, this can be seen from some of the results of interviews conducted on several teachers who were randomly selected with pre-determined criteria, researchers found that there are some teachers who do not understand, even some are the same as not knowing the content of anti-corruption itself. especially related to the values contained in it, as well as about the implementation of this anti-corruption education that had previously been listed in the semester learning plan (RPS), which researchers found from the chairman of the learning organizer in a public lecture hall.

The reason for this is due to the lack of attention from the RKU learning organizers who based on the findings of the researchers themselves from several interviews found that the lack of training provided to educators by experts in terms of learning and in terms of anti-corruption itself.

Furthermore, related to the obstacles faced, researchers found that the constraints expressed by some sources are something that commonly occurs in the learning process ranging from students who are not calm in facing learning and so on, and this according to one of the sources is because ppkn courses are basically semester 1 or 2 courses that are mostly taken by new students, In a sense, these students are still in the process of introducing the campus environment.

From the above explanation, it is clear that for solutions in defense we cannot determine, because researchers do not find specific obstacles that lead to anti-corruption education itself,

while the solution of the researcher itself related to the implementation of anti-corruption education for the organizers is that it must even be mandatory to present sources who are considered able to provide direction related to how the learning should take place. (learning planning experts) and sources who understand very well about anti-corruption itself, either from the police, or the KPK itself or others who are considered capable.

As a comparison material for previous studies related to anti-corruption education that has been done before, the author will compare some of the findings with the results of research that the author did both in the form of research made in the form of thesis and research made in the form of journal articles. The previous research relevant to peelitian this time is as follows:

First, it comes from the brothers (Mufid, Muhammad, 2007) of UIN Sunan Kalijaga with the title "Anti-Koruspi Education in Islamic Perspective", which from the title above, we can know that this study seeks to find harmony between anti-corruption and Islam, which also found that there is high relevance or harmony between anti-corruption education and Islam itself. Furthermore, another thing that we can see from the research conducted by the mufin brothers is that this research is a "Library Research" study which means that this research is a literature research that we both understand also as a discussion of theories that mean this research has not discussed at all related to the implementation or sustainability of anti-corruption education itself, and this is the difference to the research I did, This study looked and asked directly about the people involved in the implementation of anti-corruption education itself with the findings that have been described earlier.

Second, the journal (Kamil Dairabi, 2018: 189-190) with the title Fighting Corruption Through Education In Indonesia And Hong Kong: *Comparisons Of Policies, Strategies, And Practices* (Countering Corruption in Indonesia and Hong Kong: Policy, Strategy and Practice). In the scientific sincerity and the results of the study, trying to compare what happened in Indonesia and Hong Kong in terms of handling corruption seen from several aspects, namely policies, strategies and practices. The results of this scientific research or paper show that there is a considerable difference between policies, strategies, and practices to deal with corruption in Indonesia and Hong Kong. In Indonesia explicitly shows that the handling of anti-corruption is aimed or only charged to formal education and for learners only, while in Hong Kong not only formal education and students who get education about corruption, but also the wider community also get it. Another result of the study states that the strategy used in Indonesia is to make this anti-corruption education as an independent subject / integrated into other subjects. As for the differentiating of this research with the research that we will do is in the context, previous research only looked at how the strategy (general) while in the research that will be done will see in more detail how the continuity of the implementation of anti-corruption education in the ongoing teaching and learning process especially at the college level (Implementation).

Third, the research that came from (Indrawati Ninik, 2015) with the title *The Development of Anti Cirruption Education Course for Primary School Teacher Education Students* (Development of Anti-Corruption Education Course For Elementary School Teacher Education Students). Dalam writing and research, the focus is to test the effectiveness of the implementation of special anti-corruption education in PGSD students whose results state that indeed this anti-corruption education needs to be developed in universities to provide PGSD students in the future in teaching their students. As for the difference with the research that we will do is located in the

context, in previous research focused on finding the match of the implementation of anti-education with PGSD students only, while what will be a search in this study is included in how the application or implementation of anti-corruption education (the results of which have been discussed before) or it means that this time the research is a continuation or one step further than the previous research, and other things here that distinguish the research this time with previous research is located on the object as well, in the previous research the focus was only on PGSD students only, while in this study is not focused on students from one major or group only, but all students from various majors, because basically the public courses must be taken by every student from various majors.

CONCLUSIONS AND SUGGESTIONS

As for the conclusion that we can take related to the implementation of anti-corruption education that takes place in Unsyiah, it has not run as optimally as we expect together, which is due to the lack of training and socialization provided by the organizers of public lecture hall learning (RKU).

As advice from the researchers themselves to the organizers, it is necessary to present people or sources who are considered able to explain related to anti-corruption and how it should be delivered.

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