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Revitalising Anti Corruption Values in Economy Development as The Learning for Pre-service Teachers

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Abstract: This study aims to develop anti-corruption values in learning as the form of the economic development for pre-service teachers. This study uses Development Research Method according to procedural development model which is descriptive. It shows the steps which should be followed to produce the effective product to be used. The system approach model and steps designed and developed according to Dick & Carey. The method used is t test (Paired Samples Test) to know the affectivity of teaching material. Descriptive quantitative analysis technique is used to compare students' ability before it is taught using teaching material after using teaching material. The research sample is 30 students who are selected using random technique. The result of study shows that pretest and posttest are very different significantly ($P < 0.000$, $df = 29$, $t = -51.470$), by the difference from both of them is -8.667. The negative values of their difference show that the pretest is lower than posttest. It means that the teaching material has increased the students' learning result that is 8.67 compared to the previous condition. Based on the analysis result, it can be concluded that the teaching material is proven significantly to increase the students' learning result.

Keywords: *Revitalisation of Anti Corruption Values, Economic Development, Pre-service Teachers*

INTRODUCTION

Education is the success key for a nation. Education can make a nation become stronger, more independent, to have better character and competitive. The reason is that the quality of education can decide the quality of human resource of the nation. It sues the strategic steps to stop the the morality and nation character degradation rate (Aziz, 2011). He says that character building should be implemented and become the spirit of good character learning.

According to Tirtarahardja & Sulo (2005), a good education should show a certain poin or bridge between theory and practice. Abduhzen (2010) says that our education strategy or several aspects has less concern toward the thinking development as the attitude and behavior basic. The learning at our school tends to fill and give the doctrine of student' mind. Therefore, what has been

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got at school does not have any correlation with the real life. Education should be able to create the balance in students' life (Artadi, 2004).

At this moment, the urgent of character building as the attention is as the response of several nation problems, especially moral decadence problem, such as corruption, violence, students' fight, clashes between ethnicity and free sex behavior which tends to increase. Those phenomena based on (Tilaar, 2000) is the excesses from people' condition in the social transformation era facing globalization era, in which the globalization caused by the development of technology, the economy improvement and information technology sophistication bringing positive and negative impact for Indonesia at the same time.

Life of the nation is very pathetic in the aspect of social, politic, economy and culture. According to capitalistic economy aspect, it creates separation between the rich and the poor, ordinary people and official, ruler and people. The politic system is very liberal. Based on the the aspect of social culture, people are helpless towards liberal politic and capitalistic economy. It impacts towards the power of social culture from the historical root (Effendy, 2003).

Anti corruption education is in step to character education. Besides, it becomes the part of students' character building. Anti corruption education id expected to be the main basic in the characteristic building of honesty and the paradigm of Pancasila and UUD 1945 based on the constitution No. 20 Year 2003 about National Education System. Education is not meant to be the activity or learning activity in every class but it is based on many processes and activities which are productive, creative, skillful, peronality, morality and godly. Education should be managed using clear objectives. It can develop positive values for students. It should be able to produce the figures who have strong and tested character and personality in the term of knowledge and humanity.

Observing many existing problem in the application anti corruption character education, so it needs improvements in the institution previously. The efforts to reach good result do not have any impacts. Teacher as the leader of anti corruption character education should do self reflection. Character building can be reached if teachers can be honest, good, responsible and fair figures for their students. It is not only about giving the theory of honesty, good attitude, responsibility and justice to memorize. (Lewis, Barbara, A, 2004) says that there are two methods to spread the landle light or become the reflecting looking glass. (Lewis, 2004) mentions to give the examples of good attitude as the leadership through example. In this leadership, a teacher will be the benchmark where the students may measure them selves. The teacher will be the inspiration for the students. To be a leader who is able to enlighten the students' path, a teacher should hold the trilogy of leadership initiated by Ki Hajar Dewantara, namely *ing ngarso sung tulodo, ing madyomangun karso*, and *tut wuri handayani*. It means that the teacher should be the good figure of leader, give spirit among the students, build the spirit and create the chance for having strong willing, push and direct the students from behind. These trilogy may be forgotten in educational system of values building in this country.

The word corruption is derived from Latin *corruptio* or *corruptus*. The word *corruption* is an older Latin word. That latin term appears into many European languages, such a English namely *corruption, corrupt*; France namely *corruption*; and Netherland namely *corruptie, korrupctie*. Then, Indonesia adapts the term from Netherland namely *korupsi* (Andi, 1991).

In UU No.31/1999 jo UU No.20/2001, the definitions of corruption are that (1) an out of law action to enrich themselves and make the nation loss, (2) abuse the authority to enrich

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themselves and make the nation finance loss, for instance to bribe the officials (giver and receiver of bribe), the impact of interest in procurement goods and service, extortion, gratification, (3) the action of fraud and mark-up.

Anti corruption education is the conscious and deliberate effort to consummate the critical process of teaching and learning towards anti corruption values. In the process, anti corruption education is not only the transfer media of knowledge but also as the efforts of character, anti corruption values and moral awareness building to fight corruption behavior. Anti corruption education is also an instrument to develop learning ability in absorbing the configuration of problems and difficulties. Education system which also eradicates corruption is the education system which is started from the simple things, such as no cheating, being on time, and many others (Wibowo & Puspito, 2011).

Based on the explanation above, anti corruption education can build and spread anti corruption values for students, so they can understand that corruption has conflict with law and religious norms in the early age. Therefore, it is important to make children to be used to be honest, not deceptive and not to take other's right.

Character building of anti corruption offered by National Education Ministry and Commission of Corruption Eradication do offer a miracle that can guarantee all Indonesian people be free from corruption. The exemplary becomes the important point in the success of the implementation of character building of anti corruption in Indonesia. All of learning modules which are integrated to character building of anti corruption do not give any results as long as the exemplary becomes the rare thing in social life. Then, where can students find an exemplary easier? *Everything begins from home!* (Nurfita, 2011).

METHOD

This study uses Development Research Method according to procedural development model which is descriptive. It shows the steps which should be followed to produce the effective product to be used. The system approach model and steps designed and developed according to Dick & Carey. The method used is t test (Paired Samples Test) to know the effectivity of teaching material. Descriptive quantitative analysis technique is used to compare students' ability before it is taught using teaching material after using teaching material. The research sample is 30 students who are selected using random technique.

This development model uses the procedural model based on Tim (Puslitjaknov., 2008). The reason is that this model is descriptive. It may produce certain product. Then, the product will be used in learning activity using system approach model towards basic components from learning system design which includes analysis, design, development, implementation and evaluation which are designed and developed (Dick, W. & Carey, L. 2005). Each step of research procedures is through expert test, individual test, group test and field test. The try out includes expert learning test, course content expert test, learning media expert test, individual test, group test and field test. It also uses descriptive quantitative analysis technique for comparing students' ability before and after using teaching material through pre test and post test to show the significance. The significance is to observe the difference of the pre test and post test score whether or not the teaching material using anti corruption education is effective to be implemented for students of Malang Kanjuruhan University.

PROCEEDING

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The step of data analysis and the main steps which are done in this study are based on the design model of learning system presented by (Dick, W. & Carey, L. 2005). It consists of ten steps, namely (1) to identify the learning objectives, (2) to do the learner analysis, (3) to identify early behavior and learner's characteristic, (4) to formulate the learning objectives, (5) to develop evaluation instruments, (6) to develop the learning strategy, (7) to develop and choose teaching material, (8) to design and develop formative evaluation, (9) to revise the learning program, (10) to design and develop summative evaluation. Yet, summative evaluation is not done in this study.

Data collection uses questionnaire and test as the instrument. The questionnaire is used to collect the data result from interview from the learning result, course content expert, learning media expert, students for individual, group and field test, and lecturer. The test is used to investigate the students' learning result before using the teaching material (pre test) and after using the teaching material (post test).

FINDINGS AND DISCUSSION

A topic is taken in a course or even to be the name for a course. It is not always from the knowledge it self, but it may appear as the response of the developing phenomena in the environment. It can be said that anti corruption course has born from the severe phenomena of nation disintegrity which are indicated by the unstoppable corruption practice. Therefore, it is important to have the systematic efforts to fight corruption. The impact of corruption has been proven to weaken the resource, disturb social life, ruin the potential of nation and become international problem. It should be socialized to all people through education, so it is expected to grow the good intention for stopping corruption in the future.

Debriefing of anti corruption education should be started from the lecturers/teachers themselves. Preventing corruption can be done if the teachers realize that corruption is a kind of disease which may attack anyone. If the teachers can give the good example for students, they are able to invite their students to be honest. When the honesty has been built in the early age, eradicating corruption becomes the real act to do up the roots.

Eradicating corruption needs the role of lecturers/teachers to start seriously. The efforts to eradicate corruption should be done in the early age beginning from elementary school till university level by applying anti corruption as a subject matter or course.

Recently, it is needed to have the idea of course learning plan development of anti corruption for students in university. It is expected to give the understanding, building and educating anti corruption values for the students. The reason is that the anti corruption values building should be started from the elementary school. It is the the beginning point of behavior improvement. Therefore, it does not becomes worse. Through education, it will be the correct way to give the awareness for people.

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

Based on the result of development, it can be concluded that:

1. Course learning plan of anti corruption education has the characteristics which have anti corruption values educated by students of Malang Kanjuruhan University as the teachers to be.

PROCEEDING

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It is a need to be applied. The result of the study proves that students and lecturers think that this course should be developed and applied as their provision for them in the future.

2. From the result of the study proves that students and experts think that this course should be developed and applied as their provision for them in the future. It uses the nine values of anti corruption, namely: honesty, care, independence, discipline, responsibility, hard work, simplicity, bravery and fair.

B. Suggestions and Implication/Recomendation

Suggestions are related to the development product, namely: (1) suggestion for utilization, (2) suggestions for dissemination, and suggestions for the following product of development.

1. Suggestion for Utilization

Based on the record on the field test which has been done to optimize the utilization of teaching material, the developer gives suggestion as follows:

The lecturers are optimal as the facilitator, motivator, preceptor of PAIKEM learning (interactive learning) and to use the suitable strategy.

2. Suggestion for Dissemination

Based on the record on the field test which has been done to optimize the utilization of teaching material, the developer gives suggestion as follows:

Based on the users character and summative evaluation. It is not just only formative evaluation, namely limited eligibility applied only. Therefore, it is needed for further development.

3. Suggestion for Further Development

To increase the quality of teaching material, it needs more applicative exercise and less theoretical aspects.

4. Suggestion for Research and Technology Ministry of Dikti

It is good to make anti corruption education course as the compulsory course for students, especially for teachers to be, through Personality Development Course (*mata kuliah pengembangan kepribadian - MPK*) or integrated to other course.

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