

# INTERNALIZATION THE VALUES OF ANTI CORRUPTION USING CONTEXTUAL TEACHING AND LEARNING FOR INNOVATIVE LEARNING OF ECONOMICS

Ninik Indawati and Lilik Kustiani

Education of Economy, Economy and Business Faculty University of Kanjuruhan Malang

email : [n.indawati@yahoo.com](mailto:n.indawati@yahoo.com)

**Abstract** : The objective of this study is to learn the benefits of anti corruption values development using CTL for economics innovative learning. The result of the study shows the role of university is not only to produce the graduate who can master science and technology but also to produce the generations who have good character and high integrity to avoid corruption so there will be no corruptors again. The internalization content of anti corruption values for innovative learning of economics using lesson study applied CTL can be started from the idea, design, implementation and evaluation which include the management of structure, how to choose the essential material, can increase the activity and students' participation in learning process. By considering internalization of anti corruption values is complicated result, it needs to have professional teachers or educators, who have to start from themselves as the good figure for their students. The learning of lesson study using CTL approach can increase anti corruption values and achievement of students. Therefore, it can be concluded that internalization of anti corruption values through lesson study learning using CTL approach can motivate all education institutions to implement it as the form of national education objectives.

**Keywords** : anti corruption education, CTL, innovative learning of economics

**Abstrak** : Tujuan penelitian ini adalah untuk mempelajari keuntungan pengembangan nilai anti korupsi dengan metode CTL (Pembelajaran Kontekstual) untuk pembelajaran pelajaran ekonomi. Hasil dari penelitian menunjukkan peranan universitas tidak hanya mencetak lulusan yang menguasai ilmu pengetahuan dan teknologi tetapi juga menghasilkan generasi yang berkarakter baik dan berintegritas tinggi yang menjauhi korupsi sehingga dapat mengurangi jumlah koruptor. Isi internalisasi nilai anti korupsi untuk pembelajaran inovatif pelajaran ekonomi menggunakan rencana pembelajaran CTL (Pembelajaran Kontekstual) dimulai dari ide, desain, penerapan dan evaluasi yang melibatkan manajemen struktur, cara memilih materi yang penting, mampu meningkatkan kegiatan dan partisipasi siswa dalam proses pembelajaran. Dengan mempertimbangkan internalisasi nilai anti korupsi yang hasilnya rumit, betapa pentingnya memiliki guru atau pengajar yang profesional, yang menjadikan diri mereka sebagai figur yang baik bagi para siswanya. Rencana pembelajaran dengan pendekatan CTL (Pembelajaran Kontekstual) meningkatkan nilai anti korupsi dan prestasi siswa. Sehingga dapat disimpulkan bahwa internalisasi nilai anti korupsi melalui rencana pembelajaran pendekatan CTL (Pembelajaran Kontekstual) dapat mendorong semua lembaga pendidikan untuk menerapkannya sebagai wujud dari tujuan pendidikan nasional.

**Kata kunci** : nilai-nilai anti korupsi, CTL, pembelajaran inovatif ekonomi

## INTRODUCTION

The innovative learning can be defined as a kind of learning that is designed by the teacher, new, uncommon to be done and the objective is to facilitate students to build their knowledge in order to change their behaviour to be better based on their potential and difference. In the context of teaching and learning program, innovative learning program can be defined as the program that is made to find the problem solving. That can happen because that learning program has not been done yet or the similar learning program is in progress but it needs to be revised, the learning program can solve the problem at classroom directly based on the condition at class. On its turn, that learning program will bring benefit towards the efforts to improve the quality of school as whole. As the time goes by, the education process does innovation based on human's development and skill. Therefore, it increases the education fast. That can be proved by having the discovery of new science that can also show that education is always good and having good orientation in the future. In its development, the education considers at the human potential development and it has less consideration at technical skill in doing the exploration. There are 5 important components in the learning process namely objectives, educators, students, material and evaluation. Those 5 components becomes a unity that forms the learning environment. The learning can be effective if it can facilitate the students to reach objectives learning. For the creativity in learning is related to will and effort. It needs more effort to do creative learning. The creativity appears different thing. A creative person never feels satisfied towards what have been exist or found. A creative person tries to find something new and gives alternated towards what has been exist. A creative person never feels satisfied towards what has been found. They always want to find something better and more efficient. Creativity needs more internal evaluation than the external one. A creative person has to believe to their own standards. Creativity includes unlimited idea. A creative person should consider problems based on many aspects and produce the new solutions and strategies to increase the students' skill to be creative.

There are several definitions related to problems of getting difficult in learning. The problems of getting difficulty in learning are known as the problems where the students are difficult to learn something. Those symptoms will appear in child who has that problem. The symptoms are:

- a. Limited skill in using language or understanding it. It can be shown by the limited skill to concentrate, think, talk, read, write or count. This symptoms may appear together or separated.
- b. The child feels heavy and confused when he/she gets to do assignments such as reading books or doing homework or other assignments.
- c. He/she does not have any interests towards many lessons and be easy to get bored. It also affects their concentration skill and behaviour. It appears clearly when they are studying. It happens because they get difficulties to absorb lessons. Besides, it is also caused by having no skill to concentrate in learning. To solve this problem, it needs to do behaviour improvement program by doing: INTERNALIZATION ANTI CORRUPTION VALUES USING CONTEXTUAL TEACHING AND LEARNING FOR INNOVATIVE LEARNING through characters, namely creative, hardworking, confident and curious.

## LITERATURE STUDY

The lesson study which is done by teachers is not only for having assignment but also for optimizing the learning objectives, (Firdaus, Gunawan Tabrani, and Adiwirman, 2007:3) say that:

(1) The teacher's skill to make learning plan affects towards the relevant and meaningful learning process which is suitable for the students' need. The learning plan also brings benefits for teachers to revise the way they teach.

(2) The learning model is usually designed based on the education principles, the theory of psychology, sociology, psychiatric, or system analysis, Joice and Marsha Weil (1996:13-20). This learning model is the learning form from beginning to closing that is designed by the teacher. In the other word, the learning modal is the frame of the application of approach, strategy, method and technique in learning. The learning model is the general pattern of the learning behavior to teach the objectives of learning and be efficient to reach it.

(3) Learning strategy is a kind of learning activity that should be done by teachers and students so the learning objectives can be reached effectively and efficiently. There are some definitions in learning strategy, namely (1) to define the specification and qualification of learning objectives, namely the change of students' behavior profile and personal; (2) to consider and choose the system of learning approach that is felt be the most effective; (3) to consider and decide the steps or procedures, methods and techniques in learning; and to decide the norms and the minimum criteria for the success of the program. Based on the atrategies, learning can be divided into two, namely (1) exposition discovery-learning and (2) group individual learning (Rowntree in Sanjaya, 2008:128). In the atrategy of exposition, teaching material is given to students in the form of ready stock and the students should master that material. The strategy of exposition is usually called by direct instruction because the material is directly given to students and students do not need to process it. The compulsory of students is to master the material so the teacher only has to deliver information. It is different from the strategy of discovery. The atudents have to look for and process by themselves through ma y activities. The teachers' role is only to be a facilitator and guide for the students. Discovery strategy is usually called indirect learning strategy. The individual learning strategy is done by the students independently. The velocity and the success of learning is defined by the invidual's skill of each student. Teaching material and the way to learn are designed for independent learning (for instance learning through module). It is different from group learning strategy, the learning can be done in group. The form of group learning can be done in classical/big group in learning or small group of learning. The group learning strategy does not consider the velocity of learning. If we see from the way it is preserved, the learning strategy can be divided into deductive and inductive strategy. The deductive learning strategy is the learning which is done through learning concepts at the first then having conclusion and illustration, or teaching material which is learned starting from the abstract then going to the concrete one. Deduction strategy is usually called by the general to specific learning strategy. Otherwise, inductive learning strategy learns the teaching material from the concrete one to the examples the students are slowly faced to complex and difficult material. Inductive strategy is also called by specific to general learning strategy.

(4) The learning method can be defined as the way to be used for implementing steategies/plans which have been designed in the form of real activities and practices to reach

the learning objectives. There are several methods which can be used for implementing learning strategy, namely: (a) lecture, (b) demonstration, (c) discussion and (d) simulation. The learning technique can be defined as the way that the teachers use to implement method specifically. For instance the use of discussion. It needs to use different technique for active and passive students. In this case, the teacher can change the techniques for the same method.

(5) Learning media are: people, materials, tools or activities which create the condition that makes students get skill and attitude. The use of media can arise motivation and push the students to learn better. The main principle that should be considered in using learning media, namely media used and directed have function to simplify students to learn the teaching material. Therefore, the use of media has to be considered as the students' need. The learning source is used for everything that may be used by students to learn teaching material and learning experience based on the objectives which want to be reached.

### **The Basic Concept of Innovative Learning**

The activity of learning process is the core of education process, meanwhile teachers/educators/developers are the key holder in moving improvement and development of education world. The main role of a teacher is to educate, guide and train. Therefore, the teacher holds the main key of success in education. To reach good learning process and high quality of education, the teacher needs to be active and create the innovative, creative and interesting learning situation. To be a professional teacher, it is essential to have education and training, and certain trainings. Based on the change of education paradigm, the role of teacher has changed starting from transferring knowledge and being the main source of learning process to educating, guiding, teaching and training. In the learning process, the teachers become the good and responsible facilitator and partner for their students to dig and process information to teach teaching and learning objectives that have been planned. As a teacher, he/she has to face many kinds of choices and the most effective problem solving, the most suitable media, the most efficient steps, the most complete learning source, the most suitable evaluation system and so on. The teacher is free to manage the learning. He/she has to choose their choice by considering all relevant aspects. Therefore, they should prepare and improve to be more professional. The word professional means that skill and ability should be professional starting from the step of planning, processing and evaluating the students' learning result. The word "learning" is etimologically translated from the word instruction, which is commonly used in education world. This word gets many effects from holistic cognitive psychology that places the students as the source of activity. Besides, this word is also affected by technology development that thinks the students get more knowledge by learning everything through 2 kinds of media, such as print out material, internet, TV, picture, audio, etc. Those may push to make the change of teachers' role in managing teaching and learning activity. Gagne (1992:3) says that instruction is a set of event that affect learners in such way that learning is facilitated. According to Gagne's opinion, teaching is a part of learning that emphasizes to teacher in designing available sources and facilities to be used by students in learning.

#### **A. The Definition of Innovative Learning**

The word "inovatif" is derived from the word "innovative". This word is rooted from the word "to innovate" which means "finding" (something new). So,

innovative learning means that the learning designed by teacher, which is new, uncommon, and having objectives to facilitate students in building their own knowledge in process of changing behavior to be better based on their own potential and difference. In the context of teaching and learning program, innovative learning means that a program designed to find a problem solving. It is caused by the learning program has not been done yet or the learning program is in progress but it still needs to be revised. Innovative learning is learning program that solve the problem directly based on class condition. Learning will give donation toward the efforts to increase school quality as a whole. Rogers and Shoemaker (1971) in [http://media154.wordpress.co/artikel-internet-desain-dan-web/hasil-wawancara-guru](http://media154.wordpress.co/artikel-internet-desain-dan-web/hasil-wawancara-guru-matematika-tentang-pembelajaran-inovatif) matematika-tentang-pembelajaran-inovatif defines innovation as new ideas, practices or objects that be felt as something new by each person of students. The new definition contains not only known by cognitive but also not accepted and applied by students. Innovative learning is the learning packaged by students because of the new idea that comes from learning how to learn for doing the learning steps so it gets the improvement of learning result.

Generally, innovative learning can be described as:

1. Students are included in many activities that develop their understanding and skill using pressure in learning by doing.
2. Teachers use many media and ways in arising motivation, including environment as the learning source to make interesting, fun and suitable learning for students
3. Teachers manage classroom by displaying books and learning materials more interesting and providing "reading corner".
4. Teachers apply teaching method which is more cooperative and interactive, including the way of learning group

#### B. Basic Theory for Innovative Learning

Innovative learning is learning packaged by students by pushing new opinion that becomes product from "learning how to learn" to do learning steps, so it will get the improvement for learning result. In the context of teaching and learning program, the innovative learning program means that learning program has been done yet or the similar program that is in progress still needs to be revised. This learning program may fix the learning program that does not have any results, the result can be grouped as innovative learning because of solving problem that has been solved yet. Generally, the innovative learning program is the learning program that solve the problem directly that is being faced by the class based on class condition. In its turn, the learning program will donate towards the efforts to improve school quality as a whole.

#### C. The Underlined Theory for Innovative Learning

##### a. Cognitive Theory

The behavior that does not appear can be learned scientifically such as the behavior that appears. That is the basic cognitive theory. The behavior that does not appear in the internal process which the work result of psychological potential. David Ausubel says that the learning happens in human organism through the meaningful process that connects new condition for the exist of cognitive aspect. The definition is not the respond that appears but it becomes the concious experience

that is defined clearly and differentiated exactly. That may appear when it has the sign, logo, concept or proposition that is related and combined in individual cognitive structure that comes from the substantial basic and not as habit. Cognitive theory considers basic thought and concept that is had by students than experience. Cognitive theory avoids memorizing model. It is oriented deeply, that is meaningful learning. Each learning process should be meaningful that may elaborate someone's cognition. Any learning situation can be meaningful if the students have a set of meaningful learning, namely the connector of new learning assignment with what has been known. That learning assignment will be potentially meaningful for students.

According to Piaget, in Rizky (2012) says that human have knowledge structure in their brain, such as boxes that each of them has meaningful information that is different. The same experience for several people that is given definition differently by each person and kept in the different boxes. Each new experience is connected using boxes (knowledge structure) is developed in human's brain through two ways, namely assimilation and accommodation.

#### b. Humanistic Theory or Social Theory

The learning process does not happen because someone gets stimulation from the environment and respond but it can happen because the learning behavior can communicate with other person. The learning communication can happen because of personal communication. In the learning behavior, students do transaction as the result of two way or more communication that each of them gets chance, for the initiator or communication reaction. The communication can happen friendly, intensively and deeply. Therefore, humanistic theory, which is developed by Bandura. According to Bandura (in Dahar, 1989) in learning based on social theory, there are four phases, namely: attention, retention, reproduction and motivation. Human will learn everything as long as they need it. They do not care about the actual cognitive or experience that is had.

According to Rogers, in the context of learning which is created, human will learn everything that they need. The Roger's concept brings big changes for learning concept that is central to the students. The students are very individual. Therefore, if they want to succeed in learning, we need to give attention to the individual need in learning. To adapt the Roger's concept in learning, we need to understand themselves and communicate themselves to others freely and safely. The teacher as the facilitator should give opening context of learning and not to give personal mission to be forced to students based on the previous teacher's experience.

#### c. Gestalt Theory

Gestalt psychology considers the elements included in learning process are unbreakable. It is a unity to form the learning field. Therefore, Gestalt theory is also called by learning field. It means that a form consist of elements. Several elements can produce synergistic effect, that is Gestalt.

According to Lewis, that behavior change is the indicator of learning result that is gotten because of the available environment which is functioned to facilitate internal potential inside the learner. The environment can not change the behavior directly. School library does not any functions if the teacher does not use it. Besides, motivation is the important factor in learning. Motivation is the factor that can motivate each person to behave. Motivation can appear because there is certain

“attractiveness”.besides, motivation may appear because of the interesting experience, for instance the experience about being success.

#### D. The Characteristics of Innovative Learning

Based on the experts, , in Titin, (2013) mentions that a teaching model marked good if it has some characteristics, as below:

- (1). It has systematic procedures, to modify students' behavior which is based on certain assumptions.
- (2). It has the learning result that has been decided. It is the students' behavior change in particular.
- (3). There is determination for learning environment in particular and conducive.
- (4). There is a certain measurement for the level of success. It has the criteria for the students' achievement after they join learning; and
- (5). There is an interaction with environment. It is the learning model that is supposed to push the students to be reactive, active and participatory towards what is happening surround them.

#### E. The Function and Source of Teaching Model (Learning)

According to Chauhan in Titin (2012), there are several functions of teaching model, namely:

- (1). Guidance is to guide the teacher in applying teaching process comprehensively to reach the learning objective.
- (2). The development of curriculum can help for curriculum of school based.
- (3). Deciding teaching materials to decide teaching materials in particular to be transferred to students for helping the positive change of students' knowledge and personality.
- (4). Helping revision in teaching is able to push or help the teaching and learning processes effectively to reach the educational objectives: and
- (5). Motivating the behavior change of students maximally based on talent, interest and ability of each students.

#### F. The Definition of Innovative Learning Model

If we do evaluation towards several scientific sources, there are several concepts that can be understood from the definition of innovative learning, namely:

- (1). The innovative and participatory learning model can grow pillars of the students, namely: learning to know, learning to do, learning together and learning to be (Djohar, 1999);
- (2). The innovative and participatory learning model can motivate students to develop all their potential maximally, by being marked by the active, creative and innovative participation from students during the learning process at school.
- (3). The innovative and participatory learning model can make the learning or education objectives reached maximally.
- (4). The innovative and participatory learning model can motivate students to change the behavior positively in many aspects of life/personally or in group). Therefore, the innovative and participatory learning model is the learning that has orientation in strategy, method or effort to increase all students' positive skill in order to increase the intellectual quality (mastering in science and

technology), emotional quality (personality), and spiritual quality. So, they will be ready to face the challenging future. In the process of development of students' potential or skill, innovative and participatory learning model places the students' position and rules as the effective side (the most central side). The teacher only becomes the guide, motivator and evaluator for students' learning activity.

#### G. The Excess and Deficiency of Innovative Learning

The excesses of innovative learning are:

1. To train students designing discovery.
2. To motivate students having creative thinking and behavior.
3. To solve the problem in the real life.
4. To identify and do investigation.
5. To interpret and evaluate the result of observation.
6. To stimulate the development of students' thought for solving their problem correctly.
7. To make more relevant education with the real life, especially the working world.

The deficiencies of innovative learning are:

1. Several subjects are very difficult to be applied in this learning. For instance, the limited laboratory media makes students difficult to see and observe and also take conclusion of certain events or concepts.
2. It needs longer time allocation than the other learning method.

Innovative learning program means that the program made as the effort to find the problem solving for certain problem. It is caused by the learning program has not been done yet or the similar program is in progress but it still needs to be revised. The innovative learning program is the learning program that may solve problem faced by the class directly based on the class condition. On its turn, that learning program will give donation towards the efforts to develop school quality as a whole. The innovative and participatory learning model can grow the learning pillars inside the students, motivate students to develop all their potential maximally, by being marked by the active, creative and innovative participation from students during the learning process at school. It can make the learning or education objectives reached effectively; and motivate students to do behavior change positively in many aspects of life/personally or in group). Therefore, the innovative and participatory learning model is the learning that has orientation in strategy, method or effort to increase all students' positive skill in order to increase the intellectual quality (mastering in science and technology), emotional quality (personality), and spiritual quality. So, they will be ready to face the challenging future. In the process of development of students' potential or skill, innovative and participatory learning model places the students' position and rules as the effective side (the most central side). The teacher only becomes the guide, motivator and evaluator for students' learning activity.

#### H. Innovative Learning Components

##### Traditional Learning Characteristic

1. It relies on Lecturing Method/Expository
2. Teacher is the only learning source

3. Learning paradigm is based on Behaviorism
4. Students are the learning object so the students are less active, creative, etc.
5. It relies on old media such as whiteboard/blackboard and marker and chalk.
6. It applies the learning psychology: Transfer of Learning and S-R
7. Mathematic is formal/axiomatic/pure Math.
8. Curriculum is as the instrument.

#### Innovative Learning Characteristics

1. It uses Student Center.
2. It uses variation in Learning Media (there are many kinds of learning source).
3. It uses variation in learning method
4. It uses variation in interaction (classical, group, individual)
5. It uses constructivism.
6. Mathematic applied is in the school context.
7. It is realistic.
8. The underlined theory is from Brunner, Piaget, Vigotsky.
9. It uses interactive curriculum.
10. The teacher is as the facilitator.
11. Education is for all.
12. The learning scheme is flexible.

#### Innovative Learning Components:

1. Lesson plan prepares the innovative learning.
2. The workbook prepares/facilitates group/individual learning activity.
3. Apperception (students' preparation, not teacher oriented, teacher does lecturing/giving information/reminding, etc; but he/she gives students chance to do small thing directly).
4. Group discussion (the form and content).
5. Variation in Method
6. Variation in Media
7. Variation in Interaction
8. Scheme of Students' Competence Achievement/Outcome (Cognition Scheme/Cognition Chain: The Description of Material)
9. Students' Reflection (the result of group discussion activity)
10. Students' Conclusion
11. Authentic Assessment

As the part of character building, anti corruption education is not separated part of the general education. It is the part of curriculum of education. Therefore, the school does not need to make new curriculum, but it needs to integrate the values of anti corruption education in the available curriculum.

According to Education and Culture Ministry (Kemendikbud, 2012), there are 9 (nine) values that should be internalized in anti corruption education, namely:

**Table 1 The Values of Reference in Anti Corruption Education, Agus Wibowo, 2007 (Kemendikbud, 2012).**

No.	Values	Description
1.	Honesty	The attitude that is based on the effort to make themselves as the people who can be believed in their word, action and job.
2.	Concern	The behavior and action that always want to give help to others and anyone who needs it.
3.	Independence	The behavior and attitude that are not easy to depend on others to finish the tasks.
4.	Discipline	The action that shows the behavior of obeying the rules.
5.	Responsibility	The behavior and attitude that do the tasks and obligations towards themselves, people, environment (nature, social, and culture), country and God.
6.	Hardworking	The attitude that shows the sooth to handle many learning problems and tasks, finish the tasks well.
7.	Simplicity	Homely, the behavior and attitude that are not overrated, simple, saving, need based and humble.
8.	Bravery	Having big heart and confidence to face danger and difficulty and other problems (not afraid) and persistent.
9.	Justice	Be fair, not sided, holding on the truth, balance, neutral, objective and proportional.

Therefore, it can be concluded that if the values of reference in anti corruption education is integrated in the life/teaching and learning process, the students can develop to be better students and avoid corruption. Moreover, it is supported by the effective strategy towards anti corruption at school.

The students of anti corruption generation having high values of responsibility, honesty, discipline, hardworking, independence, justice, bravery and concern are not only the

result of good learning model but also the result of good learning process from the teacher who can understand how educated the students well. Each students has their own learning style, so the teachers needs to understand it well. The teachers needs to enrich their learning strategy by finding many methods based on the students' learning by finding methods based on the students' learning style.

There are several criteria that can be the reference for teachers in building and developing anti corruption education for students, namely by increasing: (1) students' honesty, (2) the responsibility of students, teachers and educators, (3) the creativity of students, teachers and educators, (4) the concern of students, teachers and educators, (5) mutual cooperation of students, teachers and educators, (6) cleanliness and health of students, teachers and educators, (7) polite behavior that reflects the ethical life in daily life, (8) the behavior of orderly and discipline of students, teachers and educators, and (9) decreasing juvenile delinquency (such as students brawl, free sex, sexual harassment, bullying, drug abuse) qualitatively.

Other part that needs to build and develop character building of anti corruption is education which has "*Pancasila*" character. Those are:

(1) religious, it is awareness of having God that teaches about the values of goodness, charity, personal and social piety, (2) the learning design and practice should be humanism, fair and civilized, explorative, without discrimination, bullying and other kinds of psychology and psychical intimidation (3) the available differences (such as objectives, ideological, culture) to live together in social life of Indonesia, (4) the management concept is democratic, equal, giving chance for students and teachers to decide the education objectives and not authoritarian teacher, (5) the design of education system is intended and based by spirit of social life.

Based on the description above, the teacher should focus on the class management by using strategy of anti corruption behavior building, and the enhancement of students' skill, in which one of them by developing learning model of social interaction that focuses on the openness and sensitivity towards others (Joyce and Marsha Weil, 1996). The Openness and sensitivity towards others is hoped to be able to form and develop the high values of anti corruption in the students' mind. This is based on the principles of curriculum application for School Based Curriculum (KTSP, 2006). It requires that students should get high quality of education service, and chance to express themselves freely, dynamically and fun.

For instance, the teacher should consider that the application of curriculum have to be based on the planning of program that is compiled (based on the Standard of Content) and

applied in the teaching and learning process, develop syllabus based on hierarchies of the concept of knowledge and difficulties of material. The lesson plan that is done by teachers not only for doing tasks to complete the teaching administration but also for optimizing the achievement of learning objectives. (Firdaus, Gunawan Tabrani, dan Adiwirman, 2007:3) state that:

- (1). Teachers' skill in planning the lesson gives the effect which is significant towards the meaningful learning process and relevant to the objectives and students' need. The lesson plan is also useful for teachers as the control towards themselves so they may fix their learning plan.
- (2). The learning model is usually compiled based on the education principles, theories of psychology, sociology, psychiatry, or system analysis, Joice dan Marsha Weil (1996: 13-20). Basically, the learning model is the learning process from beginning to closing which is given by teachers. In the other words, the learning model is the frame of the application of the approach, strategy, method, technique, and tactic in learning. The learning model is the general pattern of learning behavior to reach the learning competences/objectives that are hoped, and it can be the pattern of choice, so the teachers may choose the suitable and efficient learning model to reach the learning objectives.
- (3). Learning strategy is an activity that should be done by teachers and students, so the learning objectives can be reached effectively and efficiently.

Learning strategy is a learning activity that should be done by teachers, so the learning objectives can be reached effectively and efficiently. The learning strategy contains the definition of planning, namely: (1) to decide the specification and qualification of learning objectives, it is the change of students' behavior profile and character; (2) to consider and choose the system of learning approach that is considered to be the most effective; (3) to consider and decide the steps or procedures, methods and techniques of learning; (4) to decide the norms and the minimum limit of the achievement or criteria and standards of achievement. Based on strategy, learning can be divided into two. They are: (1) exposition-discovery learning and (2) group-individual learning (Rowntree in Sanjaya, 2008: 128). In the exposition strategy, teaching material is given to students in the form of ready stock and the students is forced to master that material. Exposition strategy is usually called by direct instruction. In the strategy of exposition, teaching material is given to students in the form of ready stock and the students should master that material. The strategy of exposition is usually called by direct instruction because the material is directly given to students and students do

not need to process it. The compulsory of students is to master the material so the teacher only has to deliver information. It is different from the strategy of discovery. The students have to look for and process by themselves through many activities. The teachers' role is only to be a facilitator and guide for the students. Discovery strategy is usually called indirect learning strategy. The individual learning strategy is done by the students independently. The velocity and the success of learning is defined by the individual's skill of each student. Teaching material and the way to learn are designed for independent learning (for instance learning through module). It is different from group learning strategy, the learning can be done in group. The form of group learning can be done in classical/big group in learning or small group of learning. The group learning strategy does not consider the velocity of learning. If we see from the way it is preserved, the learning strategy can be divided into deductive and inductive strategy. The deductive learning strategy is the learning which is done through learning concepts at the first then having conclusion and illustration, or teaching material which is learned starting from the abstract then going to the concrete one. Deduction strategy is usually called by the general to specific learning strategy. Otherwise, inductive learning strategy learns the teaching material from the concrete one to the examples the students are slowly faced to complex and difficult material. Inductive strategy is also called by specific to general learning strategy.

(1) The learning method can be defined as the way to be used for implementing strategies/plans which have been designed in the form of real activities and practices to reach the learning objectives. There are several methods which can be used for implementing learning strategy, namely: (a) lecture, (b) demonstration, (c) discussion and (d) simulation. The learning technique can be defined as the way that the teachers use to implement method specifically. For instance the use of discussion. It needs to use different technique for active and passive students. In this case, the teacher can change the techniques for the same method.

(2) Learning media are: people, materials, tools or activities which create the condition that makes students get skill and attitude. The use of media can arise motivation and push the students to learn better. The main principle that should be considered in using learning media, namely media used and directed have function to simplify students to learn the teaching material. Therefore, the use of media has to be considered as the students' need. The learning source is used for everything that may

be used by students to learn teaching material and learning experience based on the objectives which want to be reached.

Based on the explanation above, a teacher should understand and has the good skill in developing many kinds of model, approach, strategy, method, technique, and tactic or even effective, creative and interesting learning design to build and develop anti corruption values that is done professionally. It is written in the Curriculum of School Based (*KTSP*). Besides, the teacher need to consider several things to decide the choice of strategy that is suitable to the students' characteristic, namely: (1) the objectives that are going to be reached, (2) learning material, and (3) students' activity, individualistic and integrity. Character building and development of anti corruption can be done as the social interaction and personal-humanistic model. Human is created as the individual and social creature at the same time. It means that sometime someone needs to work alone by him/her self to reach the expected objectives.

#### I. The Character Values in Innovative Learning Strategy

##### a. Independent

Independent is the attitude building yourself and releasing from the spoiled habit with other people. Independent means that it is done by yourself. To simplify, behavior and attitude can not be easy dependent to other people to finish the assignment. The widely meaning of independent is that how someone is able to handle all problems in life, in inner and outer. It can be the personal or group matter.

##### b. Creative

Innovative strategy can help students to think of designing. It means that all forms that has not been known can be created by using imagination that is always given stimulation, such as new questions. Then, they also learn the available reform process. Thinking and doing something realistically and logically to produce the newest way or result from what have been had before. It may form creativity, so the students can come out from meshes saturation in their mind or even in their real deed.

##### c. Hard working

Hard working in the real life is the behavior that shows the efforts in handling many problems in finishing the tasks (learning/working) well. Hardworking is grounded by the spirit to fight and process of thinking of bright future. This character is very important because it can create the spirit of optimism in every job that is in progress. Hard working is the behavior that does not want to get loose even there many problems. By using this behavior, the students can increase their achievement and quality to face future.

- d. Confidence  
Being sure about self skill towards the fulfillment to reach all wishes and hopes. Being confident can appear self-satisfactory in getting something that we want. Being confident will form the conviction of the ability to everything independently. This character is important to be applied when the students face examination. The students will be free from having cheating in the exam because he/she has high confidence. Therefore, his/her feeling will rely on his/her ability.
- e. Curiosity  
The human's habit is related to curiosity. Something new is the vital object in attracting the curiosity. If this behavior is often responded, there the positive effect in someone's habit and form the good character inside him/herself. This is the importance of innovative strategy. It stimulates the apparition something new that is never known by students before. Then, students get challenged to know everything. The attitude and behavior that is always learned, watched and listened to know deeper.

### **Conclusion and Suggestion**

Innovative learning is the learning that is packaged by learners for the motivation of the new idea, that is the product from the "learning how to learn" to do the learning steps, so students get the improvement of learning result. Character values in innovative learning are intelligent, tough, democratic, independent, logical, critical, creative and innovative, action oriented, hardworking, responsible, confident and curious.

The procedure in applying strategy used for innovative learning is problem based learning model that is applied using eight steps, namely: finding problems, identifying problem, collecting facts, compiling hypothesis, investigating, completing defined problem, taking conclusion of the alternatives as the problem solving, testing the solution.

### **Contextual Teaching Learning (CTL)**

Lynch and Harnish (2003) says that contextual teaching and learning (CTL) can motivate students so the learning process be more effective. The strategy of contextual teaching and learning is a teaching approach that uses the real world problem as as the context for students to learn about critical thinking and skill for solving problems, and getting knowledge and concept that the content of the subject matter (Clifford and Wilson, 2000: Lynch and Harnish, 2003). Nurhadi and Senduk (2003:55) mention that many learning strategy which is associated with contextual approach, namely: teaching problem based, cooperative teaching, teaching inquiry based, teaching project based, teaching work based, and teaching service based. Myers (2004) says that teaching problem based is the part of curriculum development process that is done together with the development of instructional system through problem solving strategy. Sagric International (2002, in Nurhadi and Senduk, 2003:15) mentions that there are nine learning context that are surround the students, namely: (a) the context of objectives, (b) the context of content, (c) the context of source, (d) the context of target, (e) the context of teacher, (f) the context of method, (g) result, (h) the context of maturity, (i) the context of environment.

At least, there are seven learning components using contextual approach: (a) constructivistic; it has the meaning to build their understanding from new experience and not about receiving

knowledge only, (b) inquiry; it means that the transferring process from observing to understanding. Students learn using their skill to have critical thinking to find the problem solving, (c) questioning; it is lecturer's activity to guide and evaluate the students thinking ability, so the students always participate in all learning activities, (d) learning community; it means that a group of people connected in learning activity, having cooperation with others is better than studying alone, exchanging experience and sharing idea, (e) modeling; it is the process to describe the example and make people think, work and study or do what the lecturer wants so the students want to do it, (f) reflection, it means that the way they think about what they have learned, record what has been learned and discuss what we have done to do revision, (g) authentic assessment; it means that measuring students' knowledge and ability, and evaluating product comprehensively.

According to Suharsimi Arikunto (2010), the characteristic of learning CTL based is cooperation, helping each other, interesting, fun, exciting learning, integrated learning, using many sources and active students. In the application, the lecturer starts using plan, do and see, then the procedure is started from observation, interview, and document analysis. Several aspects that should be considered is that the sequence of process that is done by the lecturer in learning, namely: (a) the aspect of context component, that describes about class condition, students' character and the learning objectives, (b) the aspect of input component, that contains of the students and four lecturers, in which one of the lecturer as the model (making lesson plan and doing teaching and learning activity), and other three lecturers as the observer in teaching and learning activity, (c) the aspect of process component; it is the teaching and learning process that is done by a lecturer who delivers the material using/showing anti corruption values in the learning design yang has been prepared, meanwhile other lecturers as the observers give their opinion related to the learning process, to observe: (1) the implementation of lesson study in increasing the values of anti corruption to students, (2) the participatory level of students in the learning process, (d) the aspect of product component, it is the students' performance in teaching and learning process that is in the form of score as the learning result.

Partner (2009), says that the interest, attention and motivation of the participants are critical to the success of any training program, people learn better when they react positively to the learning environment. The success for the learning process is related to students' interest, attention and motivation in joining the class. Students' satisfactory towards the learning process is also evaluated from several aspects, those are: lecturing material and tools, lecturer's method in delivering material and learning media. The effect of anti corruption values in innovative learning for economics is the change of students behavior after joining the class, in which there is the application of lesson study about exploration of anti corruption values that are developed based on the cycle, material, and the examples of anti corruption values. Actually, it is the education about the value that includes the aspect of knowledge, feeling and action (Kirschenbaum, 2000, Goleman, (2001).

## **Conclusion and Suggestion**

### **Conclusion**

To sum up, there are several things that can be concluded. The first is that based on the constitution that bounds all education institutions to have the role to internalize the anti corruption values in learning, based on the characteristic, need and potential. The second is that the content of implementation can be started from idea, design, implementation and evaluation yang includes the management of structure, how to choose the materials (can be all materials or the explanation of the exist standard). Next is that it is needed the comitment

from the lecturers as the professional development team. The last is that it is needed strict regulation and willing from the doer in increasing the education quality by internalizing anti corruption values as the former of highly nation character.

### **Suggestion**

Based on the conclusion above, the reality shows that there is the small piece of the subject matter/course that internalize anti corruption values. Therefore, it is needed the government policy, especially education to strengthen the implementation of anti corruption values as the part of each subject matter/course to their students because the dignity of this nation is pathetic nowadays.

### **Reference**

- Arikunto, Suharsimi, dkk. (2007). *Penelitian Tindakan Kelas*. Jakarta : Bumi Aksara.
- Bruce Joyce dan Marha Weil, (1980). *Models of Teaching*.
- Bandura, Albert, Ross. D. & Ross, S.A. (1963). *Imitation of film-mediated aggressive models*. Journal of Abnormal and Social Psychology, 66, S. 3-11.
- Clifford, M. and Wilson, M. (2000). *Contextual Teaching, Professional Learning, and Student Experiences: Lessons Learned From Implementation*. Education Brief. No.2 December 2000. Internet: [www.cewwisc.edu/teachnet/](http://www.cewwisc.edu/teachnet/)
- Kirschenbaum, Howard. (2000). *From Values Clarification to Character Education: A Personal Journey*. The Journal of Humanistic Counseling, Education and Development. Vol. 39 September, pp 4-19.
- Lynch, Richard L. and Harnish, D. (2003). *Implementing Contextual Teaching and Learning by Novice Teachers*. Internet: <http://www.coe.uga.edu/ctl/Final.pdf>
- Myers, Robert. (2004). *Problem-Based Learning and Technology*. Internet: <http://www.cotf.edu/ete/pbl.pdf>
- Ninik, Indawati. (2015). *Pengembangan Matakuliah Pendidikan Anti Korupsi Bagi Mahasiswa Pendidikan Guru Sekolah Dasar*. Disertasi. Universitas Negeri Malang.
- NN. (2009). *Teori Belajar Bermakna Ausubel* diakses dari <http://id.shvoong.com/exact-sciences/1959737-teori-belajar-ausubel>
- R. Gagne (Djamarah, Syaiful Bahri, (1999). *Psikologi Belajar*. Rineka Cipta.
- Sanjaya, Wina, (2008). *Strategi Pembelajaran, Berorientasi Standar proses Pendidikan*. Jakarta : Kencana Prenata Media Group.
- Sagric International dalam Nurhadi dan Senduk, A. G. (2003). *Pembelajaran Kontekstual dan Penerapannya Dalam Kurikulum Berbasis Kompetensi*. Cetakan I. Malang: Penerbit Universitas Negeri Malang.
- Sukidjo, Ali Muhson, Mustofa, and Maimun Sholeh (2013). *Pengembangan Character Building dengan Contextual Teaching And Learning dalam Pembelajaran Perpajakan di Jurusan Pendidikan Ekonomi Fakultas Ekonomi Universitas Negeri Yogyakarta*. Jurnal Pendidikan, Vol. 22. No. 1, Maret.
- Wakijo, Maryatun (2015). *Implementasi Lesson Study pada Metode Aktif Tipe Quis Team Terhadap Pengembangan Karakter Mahasiswa Mata Kuliah Akuntansi II Universitas Muhammadiyah Metro Tahun Ajaran 2015/2016*. ISSN:2337-4721 Vol.3.No.2 (2015) pp. 29-39