

Teaching “Anti-Corruption” for High School Students with Problem-Based Learning and Character Value

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Abstract: *The country with the lowest score is categorized the most corrupt country indicated by the impunity for corruption, poor governance, and weak government institutions. Based on Transparency International (TI) from the year 1995 to 2005 the position of Indonesia was in the range of 5 major corrupt countries in the world (TII 2006). Meanwhile, a survey conducted by the Pacific Economic and Risk Consultancy (PERC) as cited by the Corruption Eradication Commission (KPK) (2006) showed that in 2005 Indonesia ranked first as the most corrupt country in Asia. Even in 2010 Indonesia sat among the most corrupt countries in Asia Pacific. In 2011 Indonesia's corruption perception index (GPA) was 3.0 from 183 countries. But in 2015 Indonesia got 34 points, and was in the position of 84; compared to 2014 this position is clearly improving because in 2014 according to TII Indonesia got 32 points and was positioned in 107. Further more, data reported by transparency forum of Indonesia for budget (Fitra) which was based on the audit result of Supreme Audit Agency (BPK) in the summary of inspection result (IHP) Semester II of 2012 has put the North Sumatra as the most corrupt province (first rank), preceding Aceh, West Papua, DKI Jakarta. Responding to this condition, a complete effort is needed not only from the law enforcement aspect but also from the aspects of formal and non formal education. Learning strategy which was given to high school students might be appropriate and consisted of anti-corruption materials; all this is to achieve the desired target. The active, creative, efficient and pleasant strategy models which can be used as standard try to integrate 18 values to form the national character, as well as the religion subjects and civics which are potential to help shape young generations who hate corruption so much.*

Key Words: *Learning strategies, character, corruption, PAKEM,*

1. INTRODUCTION:

Corruption is the most crucial issue facing the country and the nation of Indonesia. Corruption is a crime that occurs from ranges start small corruption such as corruption of time, corruption of the tributes if there is dealing with officials at the urban village level to large corruption scale such as misuse of funds Indonesian Bank liquidity blow (BLBI) worth trillions of rupiah. This incident shows and reinforces the notion that corruption has been entrenched in the life of Indonesian society.

Various efforts have been made to eradicate corruption in Indonesia, among others, by establishing state bodies that are given extra ordinary powers such as the Corruption Eradication Commission (KPK). Since its establishment in 2002 until now the Commission has been taking action against various cases of Corruption. However, in reality the corruption perception index (CPI) Indonesia as reported by Transparency International (TI) remains extremely low. Beside that various legal and institutional devices have been made in order to eradicate corruption in addition to the country Indonesia has also ratified international instruments that *the United Nations Convention Against Corruption* in the form of Act 7 of 2006 as the endorsement of the United Nations Convention Against Corruption. In the field of anti-corruption institutions the government has established the Corruption Eradication Committee, which is accompanied by the Corruption Court (TIPIKOR). But in fact corruption still happens even more rampant.

Based on the result of the release of Transparency International (TI) showed from the year 1995 to 2005 the position of Indonesia in the range of 5 major corrupt countries in the world (TII.2006). Meanwhile, according to a survey conducted by the *Pacific Economic and Risk Consultancy*. (PERC) as cited by the Corruption Eradication Commission (KPK) of Indonesia (2006) showed that in 2005 Indonesia ranks first as the most corrupt country in Asia. Even for 2010 Indonesia is ranked among the most corrupt countries in Asia Pacific. In 2011 corruption perception index (CPI) of Indonesia is 3.0 ranking 100 out of 183 countries in the world.

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Republic of Indonesia (2006) indicates that in 2005 Indonesia ranks first as the most corrupt country in Asia. Even for 2010 Indonesia is ranked among the most corrupt countries in Asia Pacific. In 2011 Indonesia's corruption perception index (GPA) is 3.0 ranking 100 out of 183 countries in the world.

Addressing this phenomenon requires a holistic effort to eradicate corruption in terms of both law enforcement officers, state management policy to formal education in schools. Some countries have implemented are not corruption education in schools and have showed a significance. Hongkong who carried out since 1974 and showed remarkable results. If in 1974, Hong Kong is a very corrupt country and description premises in phrase "From the womb to the tomb", then the current Hong Kong is one country in Asian with a very high GPA is at 8.3 and be clean than countries to 15 of the 158 countries in the world (Harahap, 2009). This success is a simultaneous effect of anti-corruption efforts from all sides including anti-corruption education conducted in formal school schools (Tony Kwok Man-Wai, 2002).

The need for anti-corruption education has actually become a part of national education as stated in the regulation of the Minister of National Education No.22 and No. 23 of 2006, on standard contents and Graduate Competency Standards for elementary and secondary education units. In the stated that the development of attitudes and behavior of anticorruption is part of the curriculum in the field of Civic Education (Civics Education). Civics learning materials are now know the subject PKn among other materials related to governance, the political and human rights in her mind in Indonesia, the material is given to the students of class X, XI and XII. Besides, the curriculum materials of religious subjects also need to be the attention of teachers to cultivate to the students for fear of acts of corruption. Religious curriculum materials now called religious subjects and manners include, among others, Tawheed or Aqeedah, Worship, aqlak and Muamalah. From the results of interviews with some religious teachers stated that with Aqidah or believe the existence of Allah SWT or God Almighty is good of course the students will carry out good worship by implementing good worship of course students will be good and will carry out good muamalah which certainly not will commit a criminal act of corruption.

But in fact that is found in its application show that learning about the corruption that is implemented in the subjects on students is still far from the desired target, especially concerning the attitude and behavior of are not corruption. From the results of Focus Group Discussion that the authors carried out with some teachers in some schools that the authors make samples in this study suggests that the implementation of un-corruption into all subjects is only an appeal from the government alone there is no rule that requires teachers to enter un-corruption material to in all subjects except in the subjects of civics and religious subjects, and even then did not specifically discuss how the negative impact of corruption was to the way of the state and nation. Further more, from the results of Focus Group Discussion (FGD) of teachers said that to prevent students un corruption sufficient in un-corruption deepened this substance into the subject Religion and Civics. Because the subjects of religion and civics when implemented into the hearts of students in their daily lives the objectives to be achieved will be realized that embodies the next generation of un-corruption to the fore certainly need in un-corruption education more seriously.

This paper attempts to outline the Value-Based Learning Strategy AJEL Characters in Preventing Corruption Students of SMA/SMK in North Sumatra province. The goal to be achieved with this research is with active learning strategies, creative, effectiveness and fun (PAKEM), which is done by teachers in presenting the material learned in class with material entering the nation's 18 religious values, honest, Social care, curiosity, tolerance, Love the homeland, spirit of nationality, care for the environment, discipline, hard work, creative, independent, democratic, recognize excellence, love reading, responsibility, friendship, communicative into particular subjects sharpen the material in the subjects of religion and civics, the purpose of forming an un-corruption student will be reached that will be born the next generation of reliable and un-corruption.

2. LITERATURE REVIEW:

What corruption means?

Corruption generally comes from the Latin verb *corruptiocrumpere* (meaning rotten, corrupt, destabilizing, twisting Behind, bribery) is the act of public officials, both politicians and civil servants, as well as others who engage in such acts that improperly and illegally abuse the public trust authorized to them to gain unilateral benefits. Furthermore, according to Law No.31 of 1999, on the Eradication of Corruption which includes corruption is a criminal act is

Everyone who categorized against the law, perform deeds enrich themselves, of enriching himself or another person or corporation, abuse of authority or opportunity or means available to him because of the position or positions that could harm countries are finance or economy of the country. Furthermore From a legal point of view, the criminal act of corruption outlines the following elements:

- Act against the law
- Misuse of authority, opportunity, or means
- Enriching yourself, others or corporations, and
- Adverse financial state or state economy

The types of criminal acts of corruption include

- Giving or accepting gifts or appointments (bribery)
- Embezzlement in office
- Extortion in office
- Participate in procurement (for civil servants / state officials) and
- Receive gratification (for civil servants/ state organizers)

Syed Husein Alatas gives the characteristics of corruption as follows:

- Characteristic of corruption always involves more than one person. This is what distinguishes between corruption with money theft or embezzlement.
- Characteristics of corruption are generally secret, closed mainly the motives behind the act of corruption.
- The characteristic of corruption involves elements of obligations and mutual benefits of obligations and benefits are not always in the form of money.
- The characteristic of corruption is the effort to seek refuge behind the legal justification.
- Characteristic of corruption is that those who are involved in corruption are those who have the power or authority and influence the decision of the decision.
- The characteristic of corruption is that every act contains fraud, usually in public bodies or in the general public.
- The characteristic of corruption is that each of its forms involves a contradictory dual function and those who carry out the action.
- The characteristic of corruption is based on intent to place public interest under personal interest.

Models of Character-Based Learning Strategy

Furthermore, will be presented with ten active learning strategies are loaded with characters. These ten strategies are called educational experts as the most accommodative learning strategies, allowing for the entry of character values or character loads. Tenth fun active learning strategies are:

- Active learning charged character;
- Cooperative learning charged character;
- Contextual teaching and learning (CTL) charged character;
- Character charged inquiry learning strategy.

Problem-based learning (PBM) is characterized:

- Expository learning strategy loaded character
- PAKEM is characterized
- Innovative learning strategy being characterized
- Affective learning strategy being characterized
- Charged Quantum learning character.

One strategy that is implemented in this writing strategy PAKEM learning. The term Pakem is developed from AJEL (active joyfull and effective learning). For the first time in Indonesia, in 1999 called the PEAM (Effective Learning, Active and Fun). Along with the development of the School Based Management (SBM), in 2002 the term PEAM replaced by AJEL, which is short for Active, Kr eatif, effective and fun.

The Active term in PAKEM is meant for teachers to create an atmosphere of learning in such a way that learners can actively ask questions; Creative is meant for teachers to create a diverse learning atmosphere, so that learners do not feel bored, but full of variations, new information, and a fresh learning atmosphere. Effective intended for teachers to create an atmosphere of learning in such a way, so that learning runs optimally by utilizing minimal learning resources. Fun is meant for teachers to create an atmosphere of learning in such a way, so that learners happy to follow the exting, including happy to the caregiver of the subjects. In its development PAKEM is much modified by academics and education practitioners with various names such as PAIKEM and PAIKEMI and others.

The basis of PAKEM learning is based on:

- Centered on the learner
- Developing the creativity of learners
- The atmosphere is interesting, fun and meaningful
- The principle of active learning, innovative, creative, effective and pleasant (PAIKEM)
- Develop a variety of capabilities that have value and meaning
- Learning by doing, active learners do

- Finding on excavations, invocations, and creation
- Learning in real situations and contexts
- Using complete learning in school. (Exciting learning model and strategy (PAKEM) December 25, 2014.

At least there are two reasons why the AJEL approach are applied at Indonesia:

- PAKEM is more likely to enable learners and teachers alike to be actively involved in learning
- PAKEM is more likely, both learners and teachers are equally creative.

The advantages of PAKEM model and learning strategy are:

- Learners will be more motivated to learn because of variations in the learning process
- Learners can further develop themselves
- Learners are not saturated with learning in the classroom
- Learners can solve problems by utilizing the surrounding environment
- Mental and physical learners will be honed optimally

Definition of Values National Character

According to Suyanto (2009), character education is a way of thinking and behaving that characterizes each individual to live and work together, both within the scope of family, community, nation, and State. Furthermore, Kertajaya (2010) character education is the hallmark of an object or an individual. Such characteristics are original and rooted in the personality of the object or the individe. And it is an engine that encourages how a person acts, behaves, speaks, and responds to something,

Furthermore the goal of character education is to socialize how important the value of character value is pervasive in the student's heart and implemented in daily life in the middle of society.

There are 18 character values according to the National Education Ministry starting in 2011, all education in Indonesia must insert the value of character education value to the students in the learning process that is:

- Religious
- Honest
- Tolerance
- Discipline
- Hard work
- Creative
- Mandiri
- Democracy
- Want to know
- Spirit of nationality
- Love the country
- Appreciate achievement
- Friendly/communicative
- Love peace
- Like to read
- Environment tolerance
- Social care
- Responsible

3. RESEARCH METHODS:

The methods used include the type of research and its approach. This type of research is the development or *Research research and development*, Namely to conduct research that produces information about the character-based education model that will be applied for high school and vocational students, especially in North Sumatra. This research is related to the potential or problem of corruption which is seen as a national problem and can disrupt the sustainability of the nation and the state.

Further research also with simulation method is expected by this simulation method by inviting students actively involved in the learning process students will be more creative, happy, open students are not afraid to issue opinions. The atmosphere of happy and involved is expected in the process of teaching and learning students will be able to absorb the value of the character into his soul.

The approach used in this research is the approach of social legal research and contextual approach with contextual approach that students learn more meaningfully through the activities of experiencing themselves in natural environment, not just knowing, remembering and understanding. Learning is not just a goal-oriented mastery of

meteri, which will fail in equipping students to solve problems in their lives. Thus the learning process takes precedence over learning outcomes, so that teachers are required to plan instructional strategies varied and innovative with student principle - will make the students instead of teaching students.

4. RESEARCH RESULTS AND DISCUSSION:

This study was conducted in North Sumatra province, where the province of North Sumatra is one province that is located in the northern part of Sumatra island, the province is commonly abbreviated to SUMUT is bordered by Riau Province and the Province of Padang in the south while in the north bordering the province of Aceh. North Sumatra Province was established on December 7, 1956 based on Law No.24 of 1956. The North Sumatra Province Administration consists of 25 districts and 8 districts of the City, the total area of North Sumatra is 72.981.23 km² or 3.69% of the total area Region throughout Indonesia.

Of the 33 District / City taken 5 (five) districts make the sample in this study is the District of Medan, Langkat, City Siantar, North Labuhan Batu District and District Parent Labuhan stone. Furthermore, from each district taken 3 (three) schoolgirls SMA / SMK be sampled in this study so that the number of school samples there are 15 schools from 5 districts. In this paper a new draft are conducted in 9 high school and vocational school in three (3) kabup aten the district of Medan, Langkat and SATGAS Siantar. And Sample of students to perform simulation of uncorruption activities is taken randomly where in one group consists of students of class X, XI and XII.

The results of previous research that the character-based Pakem learning strategy to prevent corruption in high school / vocational students in North Sumatra is implemented by integrating the eighteenth national character values into all subjects in SMA/SMK. But in advanced research conducted focus *group* discussion (FGD) with some high school teachers / vocational schools sampled result when done by integrating the values of these characters into all subjects the results were not effective and can not achieve the desired goal. Of FGD that is more effective and will get the most value of the character value is sufficient in refining and inserted into the subject is of Religion and Civics reason is that in subjects agama contained Aqedah, Worship, A KHL ak and Muamalah while in Civics contained Human rights studies, government, social politics, law, democracy, building awareness of nation and state, and togetherness in diversity. Furthermore, this research has been undertaken with the method of data collection an *Socialresearch* and perform simulations in three (3) districts namely Medan, Langkat and SATGAS Siantar. Teachers sampled are religious teachers and Civics teachers.

Based on interviews with teachers of religion they say that matters of religion consists of the faith, worship, a kh lacquers and muamalah assuming the focus of the discussion, the teacher concluded that the aqidah or monotheism / believe in Allah or God Almighty, students will have fear to do Acts that deviate from the teachings of religion that is believed. Furthermore, with the belief held and students will perform worship which is good because students fear the consequences of failure of conducting worship was good, with aqidah believed and worship conducted certainly students will have a kh shellac good and muamalah in their daily lives will be implemented in Life well including the younger generation we will be afraid to do acts leading to corruption, then in the future will be obtained by young people who are anti-corruption.

Furthermore, from an interview with Civic Education teachers sampled in the study stated that the materi given by the teacher to the students namely Civics Class X, Class XI and Class XII. Materi were submitted by teachers to students include cases of violation of Human Rights in the perspective of Pancasila, the State Financial Management and Judicial Power, Progress Management of State power at the Center and Regions in realizing the goal of the Indonesian state, Role of the State of Indonesia in International Relations, Strategies Indonesia In completing Threat Against the Country, Dynamics of State Administration in Context of NKRI and Federal State. While the subject matter P K n semester X includes the value of Pancasila values within the framework of the State Government Management Practice. The provisions of the 1945 Constitution of the State of the Republic of Indonesia in the life of the nation and state, the Authority of the State Institution Under the 1945 Constitution, Structural and Functional Relations of Central and Regional Governments, National Integration In Unity in Diversity, Threat to the Country in the Framework of Unity in Diversity and Insight of the Archipelago In the Context of the Unitary State of the Republic of Indonesia.

From the description of the subject matter about religious and Kn P abovementioned clear that eighteen-character value is included in both these subjects matter. So the authors argue that we live sharpen so that students can implement these learning materials into their daily lives. For that course must be used appropriate learning strategies to achieve the desired goal of forming students to anti against corruption. From the first study the authors obtained the result that the appropriate learning strategy used PAKEM learning strategy berbasis character value values. The term Pakem is developed from AJEL (active Joyfull and Effective Learning). For the first time in Indonesia, in 1999 called PEAM (Effective Learning, Active and Fun). Along with the development of the School Based Management (SBM), in 2002 the term PEAM replaced by AJEL, which is short for Active, Creative, Effective and fun.

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PAIKEM stands for Innovative Active Learning, Creative and Fun, At this mention of the term AJEL plus the letter I, which means Innovative, Innovative words meant that teachers make learning with modern media devices, including the latest technology educational technology.

This study uses Learning Strategy Pakem based values kar a kter, with motode simulation and using approaches *socio legal research*, in which the self-invited to direct the practice of the use of funds provided by the teacher to utilize these funds in order to test the extent to which the student has to understand and apply the material religion and Civics given teachers in schools in their daily lives, in phase I (first) this teacher did not give any explanation about the purpose of the money is given unless the teacher says: I give the money Rp. 100.000, - use up. From the results of this phaster of paragraph pupil actually does not use the money is up to a full day for fear of its use is wrong even no creative itas any and students are not happy with the way given the fund, from the interviews teachers and students why not use the students' answers almost the same Said fear of Allah Almighty or God Almighty, fear in trap, and confused what to use for what. This clearly illustrates that students ingrained religious values aqidah believe that Allah or God Almighty continue to oversee all he has done man. The fear of being trapped certainly makes the students not in a happy mood of this condition can be seen that the students have embedded honest values not to use the money carelessly without being accounted for and confused not knowing for what the money is given. But then at the staged student teacher given explanation in PKn by enter characters of values in substance PKn subject matter results after the teacher gave the money 100,000, - that the two students have already implemented the character values in frequent users aan funds that they donate the funds to the Palestinian brothers and sisters in the written reasons in his letter stated that a Palestinian state students are our brothers who are suffering torture, killed, apart from his family, students expressed even Masjid Aqsa s closed, they are our brothers who are suffering it is proper we should see and care about our surroundings more students say that we must be grateful for what we have today and always looking down to you Our brother. The money given by the teacher more be manfaat for our family so that they can smile and a little less suffering.

From what is described above is clear that make students only stay sharpened slightly with learning strategies AJEL, the values of the characters will be embedded in the hearts of students with learning strategies, from the results of simulation methods that the teacher was born two things their out put and out come This looks out put generated on the students from the integration of the value of character into religious and Civic subjects that the religious value, creative value, curiosity, independence and responsibility, tolerance, Democratic, care for the environment, social care, the value of the spirit of nationalism, discipline, hard work, respect for the achievements of others, fond memb aca, friendly and communicative, has entered into the hearts of students so that students are afraid to use the money given, afraid when trapped by the money, because the fear of God Almighty and the fear of being caught for his honesty students dared not use the money, even the student already has a religious value , honest, independent, social care, love of the homeland, care for the environment, communicative, Democracy by determining its choice is to give the funds to the brothers who are suffering in Palestine.

However, in the implementation of the interview with the teachers of Civics in some schools that are used as a sample there are out come from out put generated as the authors have described above, among other students more critical and communicative this can be seen from the results of interviews penuls with religious teachers and Civics where students often expressed the opinion that students often critiqued ant ara not addressed the students, why they happen to come to work must pay a sum of money, how to pass still have to give a gift to specific gift to teachers for example why the person who stole the chicken punished too heavily while Do big corruption law only small and condition in society which seen by student in this life which often influence to student become pesimis to instill value value into its soul so that if this is not immediately overcome effort to form young generation is not corruption not reconciled . This condition certainly requires attention by all parties involved and especially the government to be more serious to give an example of are not corruption attitude to students to form students who are un-corruption.

5. CONCLUSION:

That the first simulation where the student is not directed by the teacher, the result students have the fear of using the money given by the teacher. Students are afraid to use the money for what purposes .Till the money was not spent and is still intact until the next day . But there are also students who use the money directed not even time spent a full day because of confused use. From this condition explains that the students have had a religious sense fear God Almighty, there is value to be honest, and fear. Based on the results of the first simulation shows that active and creative learning starategi is not working properly it can be seen from the students' lack of creativity, the learning environment of students considered unpleasant, inefficient, students also uncommunicative since the first simulation the students are not asked back to the teacher for what the money is.

After simulating II with the guidance from Civics and Religion teachers who taught 18 values of character with active and creative learning strategies, we obtained the following results:

- Students know using funds provided by the teacher it is evident from;
 - a. The existence of evidence in the form of receipts
 - b. Use of funds already directed donated to the orphanage and sisters in Palestine
 - c. In the simulation II is seen that the active and creative learning strategies more easily in application of the values into the character of religious subjects and Civics students can look up to, absorb and implement into their daily lives so that future students will form an anti-corruption.
- Students have religious value, honest, disciplined, creative, democracy, tolerance, care for the environment, communicative, independent, cooperative / hard work. This is evidenced by the awarded funds after their deliberation a decision was given to bantuan to the orphanage and his brethren in Palestine. With the reason we need more help because you are suffering.

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