

THE ROLE OF CORRUPTION EDUCATION IN COMBATING CORRUPTION CRIMES IN THE FUTURE

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Abstract

To reduce corruption in the future, of course, it is necessary to provide anti-corruption education from now on, because education and public awareness are also important components in fighting corruption. The purpose of this paper is to analyze corruption education in combating corruption crimes in the future and handling corruption and anti-corruption education in various countries. The type of research used in this research is normative juridical. Normative juridical research is research that uses the legis positivist conception. Anti-corruption education in the future must be instilled in an integrated manner from primary to tertiary education. Anti-corruption education in the future must be instilled in an integrated manner from primary to tertiary education. It is hoped that through education about anti-corruption from an early age, it can create a person who has a more introspective personality, so that when it is time to enter society, children are no longer easily influenced and have sufficient and correct knowledge about anti-corruption. Learning from China, Indonesia should also be able to fight corruption and eradicate this chronic disease from the country. In addition to a strong commitment from the country's leaders and law enforcers, China-style corruption eradication may be applicable in Indonesia. The preventing corruption through education in Indonesia and Malaysia is almost the same, namely through the internalization of anti-corruption values into certain subjects, while Singapore emphasizes more on character education.

Keywords: *Anti-Corruption; Education; Future; Justice.*

A. INTRODUCTION

Corruption is a problem that has haunted society for centuries. This phenomenon occurs in various countries around the world, undermining

government systems, weakening the economy, and violating human rights. Corruption in general can be interpreted as an abuse of public power or position given for personal gain, violating applicable laws and norms.¹ The history of corruption covers a very long period of time, starting from ancient times to the present day. In many cases, corruption has become part of a country's political culture and practises. For example, in ancient Greece, corruption was considered a common practise in the politics of the country's cities. However, even though corruption has been around for a long time, its impact is increasingly being felt along with the development of the country and a more complex government system.²

There are various factors that can lead to corruption; one of the main factors is social and economic injustice and inequality in the distribution of wealth and resources, which can create gaps between people in power and those who do not have access to wealth and power.³ This gap creates an environment susceptible to corruption, in which those in power use their position to enrich themselves, often by robbing the public of money or misusing state resources. In addition, according to Hanafi, weak government systems and a lack of transparency also play a role in encouraging corruption.⁴ When the process of decision-making and management of resources is not transparent, this creates opportunities for corruptors to commit acts of corruption without being discovered by the public. Complex bureaucracies and confusing procedures can also create openings for corruption, allowing corrupt officials to slow down the process or solicit bribes to speed it up.⁵

The impact of corruption on the lives of the nation and state is very significant and touches all fronts, such as hindering economic development, infrastructure development, public services, and improving the quality of life. In addition, corruption undermines public trust in government and public institutions, reduces political participation, and exacerbates social injustice. Furthermore, corruption can trigger social tensions such as conflict and even political turmoil.⁶ To tackle corruption, many countries have adopted measures to increase transparency, increase accountability, and combat corruption. International organisations such as the United Nations (UN) and Transparency International (TI) have played an important role in fighting corruption globally by advocating for the need for the implementation of

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- 1 Klitgaard, R., *Eradicating Corruption*, Jakarta, Indonesian Torch Foundation, 1998, page.5
 - 2 Dwiputrianti, S. Understanding Corruption Eradication Strategy in Indonesia, *Jurnal Ilmu Administrasi*, Vol. 6, No. 3, 2009, page 256–281
 - 3 Asmorojati, AW, The Urgency of Anti-Corruption Education and the KPK in Eradicating Corruption Crimes in Indonesia, *URECOL*, 2017, page.491–498.
 - 4 Hanafi, S. The Effect of Corruption on Human Development in Indonesia, *Wahana Islamika: Journal of Islamic Studies*, Vol. 4, No. 1, 2018, page.108-126
 - 5 Susan Rose-Ackerman, *Corruption -A Study in Political Economy*, Academic Press, San Diego, 2013, page.120
 - 6 Jon S.T. Quah, Corruption scandals in six Asian countries: a comparative analysis, *Public Administration and Policy*, Vol. 23, No. 1, 2020, page.7-21

anti-corruption regulations, effective law enforcement, and increased government integrity.⁷

Many countries have also established anti-corruption agencies, such as the Corruption Eradication Commission in Indonesia or the Independent Anti-Corruption Commission in Brazil. These institutions have a mandate to investigate, prosecute, and try corruption cases with high independence and courage. Through these efforts, several countries have made progress in reducing levels of corruption and increasing the integrity of government. Besides that, technology can also play an important role in fighting corruption. Information and communication technologies such as e-procurement systems or online reporting can reduce direct contact between officials and citizens and reduce the risk of corruption. Several countries have used blockchain technology to ensure transparency and security in financial management and the distribution of social assistance to the community, which is able to reduce the risk of corruption.⁸

To reduce corruption in the future, of course, it is necessary to provide anti-corruption education from now on, because education and public awareness are also important components in fighting corruption. By providing strong education about ethics, integrity, and the negative effects of corruption, citizens can become more aware of the importance of transparency and accountability in their governance. Education about ethics, integrity, and the negative effects of corruption, citizens can become more aware of the importance of transparency and accountability in their governance.⁹ Furthermore, Sakinah & Bakhtiar stated that public campaigns, anti-corruption training, and active community participation in government oversight are some of the ways in which public awareness and participation can be increased in efforts to fight corruption.¹⁰

However, despite the many efforts made to fight corruption, challenges remain. Corruption often involves strong and organised networks, which are difficult to eliminate.¹¹ In addition, the culture of corruption embedded in society is also an obstacle that is difficult to overcome. The process of cultural change requires time and ongoing effort.¹²

7 Hindess, B. *Good government and corruption*. In P. Larmour & N. Wolanin (Ed.), *Corruption and Anti-Corruption (2nd ed.)*, ANU Press, Canberra, 2013, page.15

8 Waluyo, B. Optimization of Corruption Eradication in Indonesia. *Juridical Journal*, Vol. 1, No. 2, 2014, page.169-182

9 Muti'ah, M., Trisiana, A., Setiawan, A., & Lasmini, L. Embedding Anti-Corruption Education in Early Childhood Through the Storytelling Method | *Pedagogy: Journal of Educational Sciences*. Vol. 21, No. 2, 2021, page.502-517

10 Sakinah, N., & Bakhtiar, N. Model of Anti-Corruption Education in Elementary Schools in Creating a Clean and Integrity Generation Early on, *El-Ibtidaiy : Journal of Primary Education*, Vol. 2, No. 1, 2019, page. 39-49

11 Staffan Andersson, Frank Anechiarico, *Corruption and Corruption Control Democracy in the Balance*, Routledge, New York, 2019, page. 58

12 Oliver Nnamdi Okafor, Festus A. Adebisi, Michael Opara, Chidinma Blessing Okafor, Deployment of Whistleblowing as an Accountability Mechanism to Curb Corruption and Fraud in A Developing Democracy, *Accounting, Auditing & Accountability Journal*, Vol. 33, Issue. 6, 2020, page. 1335-1366

Anti-corruption education in schools has an important role in forming a young generation with integrity, transparency, and responsibility. Through this education, students can understand the negative impact of corruption on society and learn to take the right attitude when dealing with it. According to Rothstein, the following are several reasons why anti-corruption education needs to be introduced in schools such as:

Create awareness: Anti-corruption education helps students understand what corruption is, how it damages society, and why it is important to fight against it. By increasing this awareness, students can identify acts of corruption, play an active role in preventing them, and become agents of change who play an active role in preventing and dealing with corruption in society.¹³

Building ethics and integrity: anti-corruption education in schools helps students develop strong ethical and integrity values. They are taught to value honesty, fairness, and trust as basic principles in personal and social life. This helps prevent future acts of corruption. Students will become future leaders who are committed to upholding ethics, performing just actions, and building a society free from corruption.¹⁴

Develop critical skills: Anti-corruption education involves developing students' critical skills. They are taught to question suspicious actions and policies as well as carry out critical analysis of situations that may be prone to corruption and teachers must be able to be role models, provide information about the dangers of corruption, and familiarize students with anti-corruption. Thus, students will become individuals who are not easily trapped in acts of corruption,¹⁵

Promote transparency and accountability: Through anti-corruption education, students are taught to appreciate the importance of transparency and accountability in governance and other institutions. They learn to monitor government actions, hold them accountable, and participate in decision-making processes. That way, students will understand that active participation in public governance can prevent corruption. Understand and evaluate existing policies and propose more effective and efficient policies in preventing and addressing Corruption.¹⁶

Instill good leadership values: Anti-corruption education also helps instill good leadership values in students. They are taught about the importance of leading with integrity, respecting human rights, and being responsible for the public interest. This helps create the next generation of

13 Dian Salshabila Kurnia and Harry Z. Soeratin, Peran Kepemimpinan Suatu Institusi Dalam Mengakselerasi Penanganan Korupsi di Era Digitalisasi 5.0 Dan Sosial Media Dengan Kepemimpinan Manajemen Pendidikan Islam, *Jurnal Pendidikan dan Dakwah*, Vol. 3, No. 4, 2023, page. 647-661

14 Shaliadi, I., and Dannur, M. Urgensi Pendidikan Anti Korupsi Di Sekolah. *Anayasa: Journal of Legal Studies*, Vol. 1, No. 1, 2023, page. 15–22

15 Ulyan Nasri, Internalisasi Pendidikan Anti Korupsidalam Pendidikan Agama Islam, *Al-Hikmah: Jurnal Studi Islam*, Vol. 1 No. 2, 2020, page. 1-17

16 Sumantri Sumantri, Social Studies Education as a Strategy in Building Anti-Corruption and Anti-Drug Character in Junior High School, *Jurnal Pendidikan IPS*, Vol. 13 No. 1, 2023, page. 140-149

leaders who have integrity and are committed to fighting corruption. As future leaders, they must set an example and uphold integrity and honesty.¹⁷

Teach legal understanding: Anti-corruption education provides an understanding of applicable laws and regulations regarding corruption. Students are taught about anti-corruption laws and sanctions applied to perpetrators of corruption. They learn that corruption is a serious legal violation that can result in harm to individuals and society, and that corruptors must be held accountable for their actions. Education about the law also helps students understand the importance of reporting acts of corruption that they encounter as well as the law enforcement process used to fight corruption. The importance of the legal education process should be used as a guideline by students when participating in the prevention of corruption in Indonesia.¹⁸

Encourage active participation in public oversight: anti-corruption education in schools encourages students to be active citizens and aware of their responsibilities in public oversight. They are taught about the importance of acting as an effective monitor of government action and overseeing the use of public funds. Through this active participation, students can contribute to preventing and exposing acts of corruption.¹⁹

Preparing students to face the challenges of corruption Anti-corruption education also involves imparting knowledge and skills to students to face the challenges of corruption in everyday life. They are taught about corruption prevention strategies such as refusing to give or accept bribes, managing conflicts of interest, and reporting acts of corruption. With this understanding, students will be better prepared to deal with situations that require ethical decisions and to fight acts of corruption.²⁰

Involve collaboration between stakeholders: anti-corruption education in schools involves collaboration between the school, parents, government, and civil society. All parties cooperate in developing relevant curricula, providing resources and training for teachers, and organising extracurricular activities and anti-corruption campaigns. Through this collaboration, anti-corruption messages can be imparted more effectively and sustainably.²¹

Creating a corruption-free school culture: Anti-corruption education in schools aims to create a corruption-free school culture. Schools must be an environment that promotes integrity, honesty, and transparency. This can be achieved through implementing policies and governance that focus

17 Amiruddin Abdullah, Kejujuran sebagai Nilai Penting dalam Pendidikan Anti Korupsi Bagi Mahasiswa, *Universal Grace Journal*, Vol. 1, No. 2, 2023, page. 173-183

18 Mifdal Zusron Alfaqi, Mendorongperan Pemuda Dalam Pencegahan Korupsi Melalui Pendidikan Anti Korupsi, *JPK: Jurnal Pancasila dan Kewarganegaraan*, Vol. 1, No. 1, 2016, page. 19-24

19 Sri Haryanti, Meningkatkan Kesadaran Generasi Milenial untuk Berperilaku Antikoruptif Melalui Sosialisasi Pendidikan Antikorupsi di SMPN 5 Kota Sukabumi, *Jurnal Masyarakat Mengabdikan Nusantara*, Vol. 2, No. 1, 2023, page. 25-38

20 Abd Aziz, Internalisasi Pendidikan Antikorupsi Bagi Anak Usia Dini di TK Al Amin Klampis Bangkalan, *Aulada: Jurnal Pendidikan dan Perkembangan Anak*, Vol. 3, No. 1, 2021, page. 83-104

21 Murjainah, *Kurikulum Pendidikan Karakter*, Azka Pustaka, Pasaman, 2018, page.25

on preventing corruption, as well as establishing an ethics committee that ensures that these values are implemented in daily activities.²²

By introducing anti-corruption education in schools, it is hoped that the younger generation will grow up with a strong understanding of the importance of integrity and transparency in everyday life. They will become agents of change capable of overcoming the challenges of corruption in various sectors of society. Anti-corruption education is also very helpful in creating a social environment that is more just and with integrity. In addition, anti-corruption education in schools also has a significant long-term impact. When students internalize anti-corruption values from an early age, they will bring these attitudes and behaviors into their lives as members of society and future leaders.²³ They will become pioneers of change and play an important role in fighting corruption and building a more dignified and just society.

According to Tracy, anti-corruption education in schools does not only include learning materials in the curriculum but also involves cross-disciplinary approaches and active learning. Through discussions, simulations, case studies, role plays, and project activities, students can be directly involved in understanding and dealing with corruption issues in real-world contexts.²⁴ This helps students develop the critical, analytical, and collaborative skills necessary to become future leaders with integrity. However, the implementation of anti-corruption education in schools also has its own challenges.²⁵ Support is needed from all related parties, including the government, educational institutions, teachers, parents, and the community, to integrate this education into the curriculum and school environment. According to Diana Schmidt and Wolf, strong and ongoing support is also needed to provide adequate training and resources for teachers as well as oversee the implementation of anti-corruption programmes in schools.²⁶

Based on the results of previous research conducted by Rasdi, it was found that anti-corruption education in elementary schools is one of character education, where this education can be integrated in almost all subjects at the elementary school level with various scientific approaches. Anti-corruption education for elementary school students will be able to encourage the formation of honest and anti-corruption attitudes from an

22 Ade Imelda Frimayanti, Pendidikan Anti Korupsi Dalam Pendidikan Agama Islam, *Al-Tadzkiyyah: Jurnal Pendidikan Islam*, Vol. 8, No. 1, 2017, page. 83-98

23 Hasuti, ATA, & Wiratno, A. The Influence of Organizational Culture, Pressure, Opportunity, and Rationalization on Corrupt Behavior, *Journal of Economics, Business, and Accounting*, Vol. 22, No. 2, 2020), page. 113-123

24 Tracy, T. Corruption and Development: The Anti-Corruption Campaigns. *Journal of International Development*, Vol. 22, No. 1, 2010, page. 150-151

25 Endang Komara, Heris Hendriana, Uman Suherman, The Roles of Character Education In 21st Century Learning, *Journal of Educational Experts*, Vol. 4, No. 1, 2021, page 10-17

26 Diana Schmidt, P., & Wolf, S. Between Corruption, Integration, and Culture, *International Anti-Corruption Regimes in Europe*. Vol. 70, No. 1, 2010, page 28

early age, which in turn will encourage community improvement.²⁷ The other research conducted by Sukidin, was found that formal education has an important role in instilling anti-corruption values from elementary school to high school. Education to prevent corruption should be in the form of intersections between value education and social education (citizenship) as a manifestation of characters building nation. Anti-corruption education can be integrated in the content of the civic social education curriculum or separated in extra-curricular activities, and it must be based on learning values and contextual teaching.²⁸

Based on the explanation above, the purpose of this paper is to analyze corruption education in combating corruption crimes in the future and handling corruption and anti-corruption education in various countries.

B. RESEARCH METHODS

The type of research used in this research is normative juridical. Normative juridical research is research that uses the legis positivist conception. This concept views law as identical to written norms made and promulgated by authorized institutions or officials. This conception views law as a normative system that is independent, closed and detached from real community life.²⁹ The research in this thesis is descriptive analytical. Descriptive analytical research is a study that describes, examines, explains, and analyzes legal regulations.³⁰

C. RESULTS AND DISCUSSION

1. Corruption Education In Combating Corruption Crimes In The Future

The younger generation is synonymous with change and is often the driving force of change itself. In Indonesia, the role of the younger generation in change can be traced in the history of the Indonesian nation itself, both in the colonial era and in the era of independence. There are many youth movements that have colored the course of Indonesian history, most of which show the direction of change. For example, during the colonial era or before independence, there was a youth movement that made Indonesian youth pledge the Youth Pledge which involved various youth from all over Indonesia. Then in the period after independence, there were several youth movements such as Angkatan 66 that criticized the Indonesian government to the youth movement in the 1998 reformation.

The potential of agent of change makes the young generation always believed to be the nation's asset. Abraham Samad also believes in

27 Rasdi Rasdi, When Students Fight Corruption: A portrait of Anti-Corruption Education for Elementary School Students, *The Indonesian Journal of International Clinical Legal Education*, Vol. 3, No. 1, 2021, page. 11-24

28 Sukidin, The Education of Anti-Corruption in Secondary School, *Jurnal Ilmiah Ilmu Pendidikan, Ilmu Ekonomi, dan Ilmu Sosial*, Vol. 16, No. 1, 2022, page. 144-155

29 Ronny Hanitijo Soemitro, *Metodologi Penelitian Hukum dan Jurimetri*, Jakarta, Ghalia Indonesia, 1988, page. 13-14

30 Soerjono Soekanto, *Pengantar Penelitian Hukum*, Jakarta, UI- Press, 2008, page. 10

the potential of the younger generation in preventing corruption. Abraham Samad said that youth as the nation's assets will occupy strategic positions, public offices and policy makers in the future. He sees the youth not only as an object of corruption eradication and prevention but also as a subject that can fully contribute. According to him, youth with their idealism and integrity are the driving force of change.³¹ It is therefore very important to maintain the idealism and pure integrity of the younger generation so as not to be poisoned by politics and power and other things that can shake the resilience of the younger generation.

Education has an important role in character building of a nation. Through education, there are often expectations about welfare in various fields. Education as expressed by Ki Hajar Dewantara has the aim of cultivating students to become human beings who are noble in mind and spirit.³²

In relation to corruption prevention, character building should be the main basis of anti-corruption education. Without the main basis of character building, the purpose of implementing anti-corruptive education will be in vain. Anti-corruptive education is not designed to eradicate corruption but to prevent it by training people to have an awareness of anti-corruptive behavior. Anti-corruptive education will not be effective if the characters formed are still not anti-corruptive characters. Therefore, in anti-corruption education, an understanding of corruption values as negative values that harm many parties is very important. With this understanding, an anti-corruptive character will be formed.

The formation of anti-corruptive character through anti-corruptive education will sharpen and hone the idealism and integrity possessed by the younger generation in viewing corruption as an illegal act that must be immediately prevented, overcome and eradicated because it can cause material and immaterial losses.

The legal approach has not been able to resolve many corruption cases, but it is hoped that the punishment for perpetrators of corruption will be able to cause a deterrent effect in the form of fear, and a deterrent effect that can prevent someone from committing corruption, due to fear of physical punishment (imprisonment) and social sanctions (shame). A good system without being balanced with the moral quality of the individuals who run the system will not produce satisfactory output. Thus, there is an effort to improve morale through education.

Anti-corruption education aims to prepare the younger generation to have a culture of integrity (anti-corruption) through various school activities including the implementation of school-based management, learning activities, and habituation so that each individual has the ability

31 *Ibid*

32 Donny Gahril Adian dkk, *Pendidikan Memang Multikultural Beberapa Gagasan, Editor Aryo Danusiri dan Wasmi Alhaziri*, Yayasan Sains Estetika dan Teknologi (SET), Jakarta, 2022, page. 136

to avoid, reject, resist, or prevent all forms of fraud and other actions that lead to acts of corruption.

The main target of anti-corruption education is the growth of an anti-corruption culture (culture of integrity) among all school members, so that all school members have a high awareness to always be honest, disciplined, responsible, cooperative, simple, independent, fair, brave, and care about enforcing applicable rules. As part of character education, anti-corruption education is part of the personality development of each individual. This effort is the result of the educational process in a sense. The results of education will lead to thinking competence, attitude competence, and action competence.

Anti-corruption education in the future must be instilled in an integrated manner from primary to tertiary education. It is hoped that through education about anti-corruption from an early age, it can create a person who has a more introspective personality, so that when it is time to enter society, children are no longer easily influenced and have sufficient and correct knowledge about anti-corruption. Anti-corruption education is given in order to create a young generation that is aware and understands the dangers of corruption, forms of corruption, and also knows the sanctions that will be received if someone commits corruption.

The process of instilling anti-corruption values is a preventive action in the socialization process.³³ Preventive action in the form of anti-corruption education needs to be sustainable and socialized in other institutions, such as family institutions, schools, religious institutions, and mass media.

2. Comparison of Handling Corruption and Anti-Corruption Education in Various Countries

In Indonesia, there have been calls for democratization and the eradication of corruption, collusion and nepotism (KKN) since the reformation in 1998. However, the reality is that the handling and sanctioning of corruption crimes has yet to show satisfactory results for all parties³⁴. Thus, the call to prosecute corruptors is increasingly heard in all corners of the country. To eradicate corruption, the Indonesian government has issued Act No. 31/1999, later amended into Act No. 20/2001 dated November 21, 2001 and the Law on the Corruption Eradication Commission. As an implementation of this law, the Corruption Eradication Commission (KPK) was established.³⁵

Likewise, in Malaysia, corruption is one of the threats to the country's economy. The crime of corruption has been rampant

33 Frans Reumi, Farida Kaplele, Crime of Gratification and Integrity Values as Anti-Corruption Prevention in Papua Customary Law Society (A Legal and Cultural Perspective), *International Journal of Multicultural and Multireligious Understanding*, Vol. 10, Issue. 4, 2023, page. 351-362

34 Chuasanga A., Ong Argo Victoria. Legal Principles Under Criminal Law in Indonesia and Thailand, *Jurnal Daulat Hukum*, Vol. 2, No. 1, 2019

35 Jupri, Diskriminasi hukum dalam pemberantasan korupsi politik di daerah. *Dialogia Iuridica: Jurnal Hukum Bisnis Dan Investasi*, Vol. 11, No.1, 2019, page. 114

throughout the country. This is evidenced by the findings of the international transparency agency which states that Malaysia is the 39th most corrupt country in the world and scored 6.80 and the best score is 0. Therefore, the Malaysian government formed an anti-corruption Act, the first Act in 1961 called the Prevention of Corruption Act or *Akta Pencegahan Rasuah* Number 57. Then came out again Emergency (Essential Power Ordinance) Number 22 of 1970, then formed BPR (*Badan Pencegah Rasuah*) under the Anti-Corruption Agency Act of 1982. The current law is the Anti-Corruption Act of 1997, abbreviated as CA, which combines the three Acts.

BPR is a body tasked with helping to fight corruption, using a holistic approach with a vision to create a Malaysian society that is free from all forms of Corruption, abuse of power and misappropriation. It is also given the additional task of carrying out investigations into matters of state interest. *Badan Pencegah Rasuah*, is an institution that has the same duties and functions as the Indonesian Corruption Eradication Commission (KPK). So far, apart from the Indonesian KPK, BPR Malaysia has established cooperative relationships with nations in the Asia Pacific region in its efforts to prevent corruption.

In Singapore, regulations to regulate criminal acts related to corruption are divided into 2 regulations, namely the Prevention of Corruption Act, the formulation of special offenses in the business sector in the form of bribery between private and private sectors, and for civil servants, bribery offenses are taken from the Singapore Criminal Code, this is because the background of Singapore is a business or trading country.³⁶

In the Prevention of Corruption Act, there are 2 (two) articles, in Article 5 and Article 6 of the Prevention of Corruption Act, which carry a maximum penalty of 5 (five) years plus a clause that increases the penalty to 7 (seven) years. If corruption or bribery is related to contracts held between private parties and government or public institutions / bodies, then in accordance with Article 5 and Article 6 of the Prevention of Corruption Act, the criminal penalty is increased to \$100,000 or imprisonment for a maximum of 7 (seven) years and applies cumulatively. Article 10 through Article 12 of the Prevention of Corruption Act regulates bribery in the case of tendering for work, services, performing or supplying something, material or objects, which is a contract with the Government or a department or public body.

Thus, when it comes to bribery related to contracts with the government, the criminal sanctions are increased. So here there is a qualified offense, the elements of which increase because it is related to the government. However, the criminal sanctions in the Prevention of Corruption Act are still much lower than the criminal sanctions stipulated in Law of the Republic of Indonesia Number 20 of 2001 on the Amendment to Law of the Republic of Indonesia Number 31 of 1999 on

36 Tunjung Mahardika Hariadi, Comparison of Corruption Crime Handling in Singapore and Indonesia, *Recidive* Vol. 2, No. 3, 2015, page. 265-280

the Crime of Corruption. In addition, Article 32 paragraph (2) of the Prevention of Corruption Act also regulates gratuities, if a public official receives a gratuity but does not arrest the giver and bring it to the nearest police station without a reasonable excuse, shall be punished with a fine of up to \$5,000 or imprisonment of up to 6 (six) months or both.

The practice of preventing corruption through education in Indonesia and Malaysia is almost the same, namely through the internalization of anti-corruption values into certain subjects, while Singapore emphasizes more on character education implemented using a special curriculum. Despite the similar methods, Singapore has the third lowest corruption rate in the world.

The Criminal Law Of The People's Republic Of China regulates the accumulation of the amount of money corrupted by the perpetrator of corruption. This is regulated in Article 383 which states that if the criminal act of corruption is committed multiple times, then the amount of money corrupted will be accumulated from the total amount of losses caused by the perpetrator, so that from the resulting amount, the appropriate criminal sanction will be determined according to the classification of the amount of loss caused. This rule applies to all types of corruption, whether embezzlement, bribery or other corruption offenses.³⁷

In the Criminal Law Of The People's Republic Of China, the death penalty is stipulated to be imposed on the types of criminal acts of embezzlement, bribery and gratuities at the highest classification or causing the state to suffer enormous losses and affecting the lives of the Chinese people.³⁸

The threat of life imprisonment is equally regulated in the PTPK Law and the Criminal Law Of The People's Republic Of China in China but with different provisions. In the PRC Law, the regulation of the threat of life imprisonment is the maximum threat in Article 2, Article 3, Article 12 and 12 B. However, in China, the regulation of the threat of life imprisonment is imposed based on the level of loss caused by the perpetrator of corruption with the amount of loss at a high level, the same as that regulated at the classification level with the threat of death penalty.

Learning from China, Indonesia should also be able to fight corruption and eradicate this chronic disease from the country. In addition to a strong commitment from the country's leaders and law enforcers, China-style corruption eradication may be applicable in Indonesia. One of the most practical ways is to educate the nation's children to hate corruptors through online games, where corrupt officials

37 Klaus Gründler, Corruption and economic growth: New empirical evidence, *European Journal of Political Economy*, Vol. 60, Desember 2019, page.32

38 Rizqi Nurul Awaliyah, Rehnalemken Ginting, Comparison of Criminal Sanctions Arrangement in Corruption Crime Based on Indonesian and Chinese Legislation, *Recidive* Vol. 4, No. 1, 2015, page. 73-85

can be killed with weapons, black magic, or tortured. China has done this and it is considered successful. In addition, the names and pictures of corrupt state officials are displayed in an exhibition to show the public their faces and integrity. Another thing that is no less important is the dissemination of news and information about anti-corruption education through social media. In this era of social media, this should be done to educate the younger generation in efforts to eradicate corruption in this country.³⁹

D. CONCLUSION

Anti-corruption education aims to prepare the younger generation to have a culture of integrity (anti-corruption) through various school activities including the implementation of school-based management, learning activities, and habituation so that each individual has the ability to avoid, reject, resist, or prevent all forms of fraud and other actions that lead to acts of corruption. As part of character education, anti-corruption education is part of the personality development of each individual. The practice of preventing corruption through education in Indonesia and Malaysia is almost the same, namely through the internalization of anti-corruption values into certain subjects, while Singapore emphasizes more on character education implemented using a special curriculum. Despite the similar methods, Singapore has the third lowest corruption rate in the world. In addition to a strong commitment from the country's leaders and law enforcers, China-style corruption eradication may be applicable in Indonesia. One of the most practical ways is to educate the nation's children to hate corruptors through online games, where corrupt officials can be killed with weapons, black magic, or tortured.

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39 <https://kumparan.com/yulius-kaka/berantas-korupsi-belajarliah-dari-china/full>, Accessed 20 Juny 2023

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