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"Comparative Law System of Procurement of Goods and Services around Countries in Asia, Australia and Europe"



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ANTI-CORRUPTION EDUCATION AT AN EARLY AGE AS A STRATEGIC MOVE TO PREVENT CORRUPTION IN INDONESIA

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ABSTRACT

Corruption has become an extra ordinary crime, which is why many studies that discuss about corruption. Although many studies of corruption are able to find out the causes of corruption, by knowing the causes or factors of corruption is able to reduce corruption. In addition to the many studies of corruption, has also been a lot of coverage in both print and electronic media that presents news of the suspects or defendants involved in corruption cases, it is intended to give a lesson to the general public, as well as provide a deterrent effect so ashamed of corruption that has been done , but corruption is still frequently encountered. It is in fact considered normal by society. Further unrest arises how it affects young people who will be the successor to the ideals of the nation, that almost every time served reporting corruption is everywhere. Here the next question how so that the younger generation is not affected by the disease of corruption, should the anti-corruption legal education at an early age entered in learning in schools. Given the starting gate education acquired knowledge, insight and understanding for self-discovery. This paper will discuss the need for anti-corruption education for children from an early age as a strategic move to prevent corruption in order to create a corruption-free Indonesia in 2020. From the results of research that has been done shows that the much needed anti-corruption education included in school subjects or courses at the college level are not only in the faculty of law. A proposal must be observed. Anti-corruption education materials could be inserted in the subjects of Pancasila, Citizenship, Mathematics, as well as career guidance, which includes the subject of honesty, discipline, and teach togetherness fighting spirit and simplicity. As all of which are meant to instill a sense of responsibility in a very important and settle obligations to completion. Combating corruption in developed countries are very intensively conducted are like in Singapore, which is implanted namely state hard ahead if the government does not free from corruption, prevention and repression of corruption through four things: effective anti-corruption agency, effective acts, effective adjudication, and efficient administration , And all the pillars were motivated by the strong will pilitical against corription of government. As well as in Lithuania country.

Key word : anti-corruption education, early age, prevention of corruption.

PRELIMINARY

Corruption has become a crucial issue in Indonesia, crruption could occur starting from village level to large-scale corruption that is worth trillions of rupiah in the case of embezzlement of Bantuan Likuiditas Bank Indonesia (BLBI). Various attempts have been made to minimize the name of corruption, in Indonesia established the Komisi Pemberantasan Korupsi (KPK) which has been given extraordinary authority. However, in

fact Indonesia including the most corrupt country in Asia in 2010, and occupied the 100th out of 183 countries as has been reported by Transparency International (TI).

Looking at the phenomenon that is so, it needs holistic efforts in eradicating corruption from law enforcement officers, state management policy even to formal education in schools.¹ In some countries are implementing anti-corruption education has shown significant results. Hongkong implement anti-corruption education began in 1974. In 1974 the State Hongkong including corrupt country, and the level of corruption in this country is high. But in 2009, the State Hongkong was ranked 15 of 158 countries.

Anti-corruption education strategies in education levels have higher profits than others. This can be in terms of pragmatic and philosophical terms, which is considering the education is an institution that is civilizing and when viewed in terms of the budget does not add to the cost of large government and can be implemented in a systematic and continuous.

Schools are social institutions that perform the task of education to the younger generation. In this regard, education is defined as the process of humanizing towards maturation itself as well as character development. Through education instilled mindset, moral values in the society which in turn transformed into the next generation to ensure survival. School as an institution in charge of transforming the cultural values of society, there are three views associated between the school and community that is perenialisme, essentialism and progressivism.² The views perenialisme, the school served to transform the values that exist in the community to the students, in order not to lose our identity. The views of essentialism, the school responsible for selecting appropriate values to be transformed to the students as a preparation for his future. Meanwhile, the view of progressivism is the school as a change agent (agent of change) introduce new values for learners to prepare for his role in the future.

Cultural values which can be transformed at the school level to students such as: productive value, value-oriented excellence, and the value of honesty.³ Moral honesty is a universal moral upheld by countries that are modern and civilized. A healthy society is a society built by a foundation of honesty. Furthermore honesty in turn foster trust and confidence is the basis of social capital. In further education is a long-term investment.

¹ Aditjondro, 2002, *Bukan Persoalan Telur dan Ayam. Membangun Suatu Kerangka Analisis yang Lebih Holistik Bagi Gerakan Anti Korupsi di Indonesia* in Journal Wacana Edision 14 year 2002

² Dinn Wahyuni, etc, 2010, *Pengantar Pendidikan*, Universitas Terbuka, Jakarta, page. 14

³ Hoy W.K. Tarter dan Kottnap, 1991, *Open School/Healthy Schools : Measuring Organizational Climate*, CA: sage, Newbery park , page. 15

Importance Of anti-corruption education is already a part of the national education as stipulated in the Regulation of the national education minister 22 and 23 of 2006 on the Content Standards and Competency Standards graduate elementary and secondary education. But in fact involves planting of anti-corruption attitudes and behaviors in students still terkeonsentrasi on delivery, verbally giving no chance students to develop knowledge and reason about the dimensions of corruption.

Formulation of the problem

Based on the description of the background of the above, there are problems:

1. What educational strategies to tackle corruption in Indonesia?
2. How is the comparison of anticorruption education in developed countries?

DISCUSSION

Education Anti-Corruption Strategy

Anti-corruption education is a strategy used by education-related cognitive, affective and psychomotor learners. Appropriate formula determined by the Komisi pemberantasan Korupsi (KPK) there are nine basic values that need to be inculcated and reinforced through the implementation of anti-corruption education in schools, namely: the value of honesty, fair, courageous, simple life, responsibility, discipline, hard work, thrift and a standalone.⁴

The values has been actually exist in society as taught in the principles of Pancasila. Due to the influence of globalization and modernization of these values began eroded by the force of consumerism. Related objectives to be achieved, the implementation of anti-corruption education in schools need to consider these things:

1. Knowledge of Corruption.

Having knowledge of corruption are true and correct, for learners needed clear information in order to be able to distinguish crimes including corruption with other crime categories. The material in it regarding what corruption? What is the cause of corruption? What is the impact of corruption? How anti-corruption behavior? And a national strategy anti-corruption measures, as well as the juridical basis of corruption.

Analysis of the causes and effects of corruption on various aspects of human life, is expected to provide insight to students more widely. In the end there is an alternative to avoid corruption and inspiration to learners that many ways to counteract corruption. All this

⁴ Chatrina Darul Rosikah dan Dessy Marliani Listianingsih, 2016, *Pendidikan Anti Korupsi Teori dan Praktik*, Sinar Grafika, Jakarta, page 67-83

is expected to be instilled in students in order to planting of strategies attitude, character and behavior of anti-corruption.

2. Change and Development Attitude

Changing the attitudes is not an easy job, what stance to be changed was the opposite of the desired attitude. It is necessary for the attitude change strategies that can be used from different perceptions, such a change in attitude can be done through the presentation of the game.

Another strategy in changing attitudes is based on the fact that the knowledge and attitudes are stored in a different place or memory, it takes time to achieve both, it means the process of knowledge into attitude required a fairly long time.⁵ Submission of reliable information and the right knowledge will turn into affective attitude.

In the development of attitudes, required the submission of corruption is delivered well and easily understood, so that knowledge can survive long in the memory of learners and can be used when they wanted to make certain considerations. Through class discussion about the moral aspects of a corruption case, learners will be able to see farther moral reasons related to corruption at the same time expressed his opinion.

Comparison with Developed Countries

In dealing with corruption, Indonesia is still said to be lagging behind other Asian countries. Facing corruption Indonesia experienced its own problems as the complexity of administration and various modes of corruption itself. This leads to corruption eradication strategy pursued by every country has its own characteristics and different levels of effectiveness. Related to this, in this paper the State of Singapore and Hong Kong, have state-Negar because the latter has a significant reason that can be used as a Role Model in Asian level.

In Singapore consistency and sincerity to eradicate corruption is very visible from prosecution even to prevention and education activities. Among the steps taken by the Government of Singapore real in the prevention of corruption are:

- a) Reform of government administration to close the loopholes of corruption through: reduction of red tape, the achievement of the vision of integrity, service, excellence by all government agencies, utilization of electronic information

⁵ Maria Montessori, *Pendidikan Anti Korupsi Sebagai Pendidikan Karakter di Sekolah*, Journal UNP Vol. 7, No. 8 year 2009 acces from ejournal.unp.ac.id/index.php/jd/article/download/2561/2166

technology to reduce direct contact between public service providers by the public.

- b) Application of the rules of government instruction manual regarding the rules of behavior and discipline which includes a ban on receiving gifts, including terminating a contract with a third party in case of corrupt practices.
- c) Improving the welfare of government employees with adequate wages or salaries equivalent to private employees.
- d) To review periodically the legislation to close loopholes corruption, which is growing in line with the changing circumstances that occurred in Singapore.⁶

In Lithuania, in the context of combating corruption one can be applied through the concept of anti-corruption education. The concept of anti-corruption education in Lithuania there are two narrow and broad. Anti-corruption education concept narrow purpose is to introduce to the students about the phenomenon of corruption. While the concept of comprehensive anti-corruption education is the goal of anti-corruption education can be integrated. Integrated programs aimed at the formation of the Anti-Corruption Education "personality and behavior".

- Self Portrait - who I am and what I want?
- Personal values and principles.
- The essence and purpose of life.
- The decision and choice.
- Responsibility, morality and convention.
- Criteria and procedures.⁷

One of the main tasks of the anti-corruption education in schools is to provide knowledge:

- Teaches how to recognize corruption;
- Provide arguments why corruption is an evil deed;
- Shows how to reduce corruption.⁸

⁶ Anita Carolina, 2012, *Sistem Anti Korupsi : Suatu Studi Komparatif di Indonesia, Hongkong, Singapura dan Thailand*, in *Journal Ivestasi*, Vol. 8 No. 1 year 2012, page. 115

⁷ Article Anti Corruption Education at School, Modern Didactics Centre, Lithuania, 2006 acces https://www.stt.iten/menudocuments/leidenial/anticorruption_education_at_school.pdf

⁸ Ibid.,

Levels of development of moral and conventional reasoning:⁹

Age	Moral Domain	Conventional Domain
5-7	Recognition of main duties (not to hurt others). However, good or right behaviour is understood in a self-seeking manner	Conventions originate from the existing practice (women should wear skirts because women wear skirts, men should wear shirts where as men should not).
8-10	The understanding of good or right behaviour broadens to “right reciprocity”, which is first of all perceived as a strict equality with certain elements of impartiality (where fairness considers the differences).	Negative understanding of convention as an empirically validated law. Exceptions to convention (some women wear pants and Scotsmen wear skirts) are perceived as proof that convention is imposed (conventional). There that existence of the norm is no longer considered sufficient ground to abide by it
10-12	Good and right behaviour is perceived as a requirement of more than strict equality. Fairness, considering such differences as special needs, situation and merits, is combined by reciprocity.	Specific understanding that social rules maintain order (for examples, protection from drunk drivers). Social authorities are those who are superior since they create rules. Rules can be changed and they are contextual.
12-14	Attempts are made to match strict equality with the principles of fairness, which considers differences and creates the notion of social relations between people.	Conventions are considered not more than social expectations. This makes them less obligatory. Actions are evaluated irrespective of the rules.
14-17	Continued matching of the aforementioned principles.	The notion of systemic social structure is formed. Conventions are perceived as standardising and relating the social system, comprised of defined roles and static hierarchical structure.
17-20	Transition towards adult moral reasoning (see below)	A negative attitude about that the norms mandatory to all to preserve social systems. Conventions are no more than social standards established by common behaviour. Normative are conventional.
Adults	Utilisation of the concepts of fairness and goodness while thinking about the social system. Morality is perceived as independent from the norms of a concrete social system. Universal and mandatory features of morality are matched with the incomparable and natural value of every person.	Conventions are considered standards useful in coordinating social interaction. Uniform understanding of convention as a social group facilitates interaction between its members and operation of the system.

⁹ Ibid.,

Children aged 10-12 will understand that laws prohibit corrupt behaviour, which is why it is inadmissible. Teenagers aged 12-14 will not understand arguments in favour of legal or social orders whilst they will be sensitive about moral fairness. Adolescents aged 14-17 can be explained that standards of anti-corruption behaviour are mandatory for the people occupying different positions as they maintain the social system. The most senior pupils will be somewhat sceptical about statements as they relate norms with the existing behavioural practice. As compared with younger pupils, senior students will pay more attention to the survey results showing a high rate of corruption in Lithuania and to the statement that “everybody is corrupt.” Therefore, it is worthwhile showing positive examples: for instance, presentation of code of conduct for civil servants, transparent procedures, principles of equality and impartiality, etc.¹⁰

While developing the morality of the learners in anti-corruption education in the school, then some approaches to consider,¹¹ through 1) the formation of habits, 2) learning, 3) modeling. All of these approaches are relevant enough to be observed and re-formulated so that the target of the transfer of learning, transfer of values, and the transfer of principles can interact with issues and social realities among students.

Combating corruption is not an easy task that can be completed in a short time. Observing the success of Singapore, and Lithuania regarding efforts made in combating corruption, there are some things that can be a lesson for Indonesia, namely:

- a) The commitment of the leadership of the government to combat corruption.
- b) Government leaders who are honest, assertive, disciplined, hardworking and responsible.
- c) An independent anti-corruption Institutions are free from any party intervention.
- d) The authority fully owned by the anti-corruption agency in the investigation, investigation and prosecution.
- e) Anti-corruption Institution has adequate resources in terms of funding and staff / experts.
- f) Education on the impact of corruption.

¹⁰ Ibid.,

¹¹ Ghofur Syaiful Amin, 2009, Merancang Kurikulum Pendidikan Anti Korupsi, Jurnal Pendidikan Islam Vol. 01 No. 01 June 2009, ISSN 2085-3033

CONCLUSION

Anti-corruption education is an education policy that can not be postponed again, the primary objective of anti-corruption education is not to acquire knowledge, but to make the most accurate decision. If implemented properly, the anti-corruption education will contribute to the reduction of corruption and even the prevention of corruption in Indonesia. As practiced in other countries, the implementation of anti-corruption education scored the younger generation has a character of anti-corruption. In the application of anti-corruption education is required synergy utilization of information and knowledge with the ability to make decisions.

Suggestion

Komisi Pemberantasan Korupsi (KPK) is not an educational institution, therefore, the Corruption Eradication Commission (KPK), in promoting its programs in an effort to foster anti-corruption in daily life required coordination with the parties who have authority in the field of education in various tingkatan.

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