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ANTI-CORRUPTION EDUCATION BASED ON TRIADIC CENTER OF EDUCATION

Mukodi¹
Afid Burhanuddin²

¹Lecturer of Indonesian Language and Literature Education S1 Program STKIP PGRI Pacitan

²Lecturer of Elementary Teacher Education S1 Program STKIP PGRI Pacitan

e-mail: mukodi@yahoo.com

Abstract

Corruptive practices in Indonesia should be eliminated. It must be eradicated from human lives. It must be extinguished immediately, though only in the mind. This article aims to explain, as well as to design the concept of anti-corruption education based on triadic center of education. Triadic center of education means anti-corruption education that built from family (home), society, and schools. **This study uses a qualitative approach with the method of library research.** The analysis uses a descriptive-analytic model. The result shows three findings: first, the forms and corruptive practices that done by individuals or groups; second, the integrative educational concept based on integrative triadic center of education; third, the applicative anti-corruption education strategy in the digital era.

Keywords: anti-corruption education, corrupt practices, and triadic center of education.

INTRODUCTION

Corruption cases come and go in Indonesia, such as the case of Bank Century corruption, procurement corruption project of the Qur'an; Corruption of mafia taxation Gayus Tambunan and Dhana Widyatmika, corruption of Hambalang project, corruption of beef involving PKS party officials, LHI (Mukodi, 2013). The phenomenal e-ID card corruption becomes the biggest case in 2017. The state losses 2.3 trillion rupiah. It is the fantastic amount of money. Now, 250 billion has been returned to the state by 5 corporations, 1 consortium and 14 people. (Nugroho, 2017).

The various cases of corruption mentioned above are only few examples of corruption series in Indonesia. Surprisingly, the parties who become the suspects are admitted religious people, as well as intellectual. In fact, no religion teaches adherents to steal, corrupt, manipulate and do other disgraceful acts. The actions above constitute contrary to existing norms; among social norms, cultural norms, as well as religious norms. In the Islam perspective, corruption is forbidden act (sin). Therefore, for Indonesian citizens who believe in religion as part of their life are forbidden to do it (Mukodi and Afid Burhanuddin, 2013).

This study explains how anti-corruption education implemented based on triadic center of education. This study will focus on corruptive forms and practices, anti-corruption based education construction model, and anticorruption education applicative strategies in digital age.

RESEARCH METHOD

This study is a library research. Primary data sources are gathered from scientific articles on anti-corruption education, and the concept of triadic education center. Meanwhile, the secondary data sources are articles on education and relevant studies. The triangulation is implemented before analyzing the data. Then, the data are analyzed by using descriptive qualitative analysis method.

FINDINGS AND DISCUSSIONS

Corruptive forms and Practices

All roads lead to Rome. Perhaps that is the illustration of corruption in Indonesia. There are various ways to do corruption. The corruption forms according to the Corruption Eradication Commission (KPK: 2006) in (Mukodi and Afid Burhanuddin, 2014) are divided into seven forms, namely state financial losses; bribery; embezzlement in office; extortion; cheating; conflict of interest in procurement; and gratuities. More details see Figure 1 below:

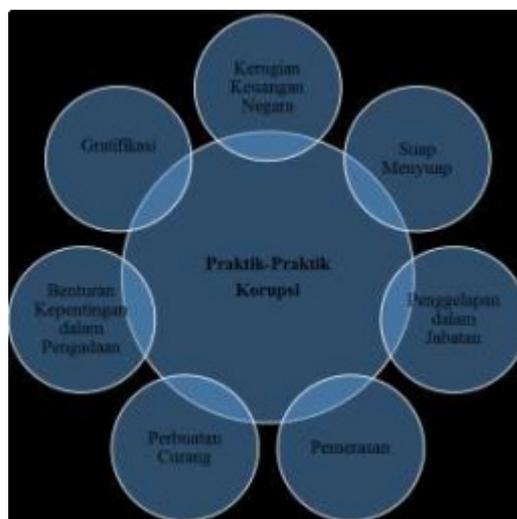


Figure 1:
Corruption Practices

In fact, corruptive acts are often done by some human beings. Sometimes, this condition is done intentionally (by design) or accidentally. Moreover, according to Onnie S. Sandi in (Mukodi and Afid Burhanuddin, 2014), the causes of corruption practices are divided into three items: (1) corruption by need; (2) corruption by accident; (3) planned corruption or corruption by design.

Corruption by need is done to fulfil their needs. It is usually done by low employees. They just steal few amount of money. They do it solely because of economic pressure. This corruption is usually in the form of levies, change of purchase receipts or other actions that are essentially not to enrich themselves but solely because of their economic pressure.

Meanwhile, corruption by accident is done by the office holders to protect their superior interests. This condition is often found when the arranged procedures and mechanisms do not run properly. There are two main causing factors for this case. First, the leader exploit their power. Second, the employees' unwillingness or fear to refuse the superiors wishes although they violate the office's standard operational procedures.

On the other hand, corruption by design is only done by high position and powered people. Besides, they usually have authority in making policy. This type of corruption is designed in an integrated way, including bribing people who will block or inhibit their robbing activity.

The corruption eradication should be done through the triadic center of education simultaneously - borrowing the term Ki Hadjar Dewantara-. The construction model can be seen in Figure 2 below:

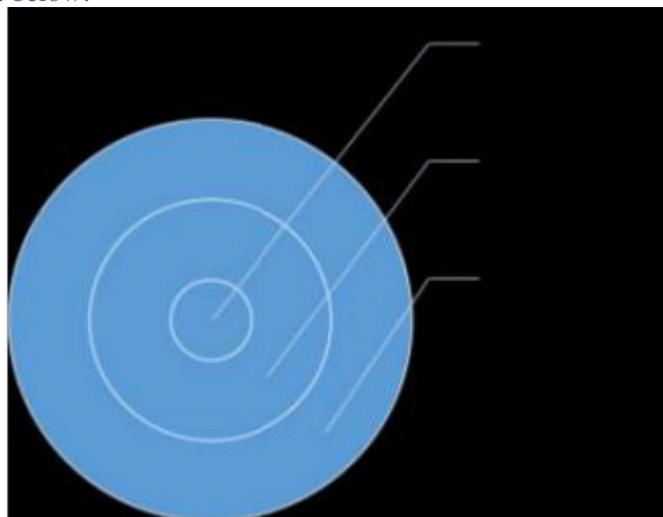


Figure 2

Anti-corruption Education Construction Model Based on Triadic Center of Education

Figure 2 above, essentially reinforce the corruption eradication that has been executed nowadays, either by state institutions, social organizations, or by individuals. The detail explanations are as follows:

First, anti-corruption education is implemented in family environment. Beliefs for anti-corruptive acts should be started from family environment. Earlier in resisting people from corruptive acts is better. The parents, such as father-mother, grandparents, brother-sister must accustom anti-corruption resistance early at home. These practices should be done immediately. Practically, all family members have to instill, grow, and weed out the good values at home.

Some examples from the explanation above are as follows: (1) accustom economical lifestyle even though the opportunity to do more is wide open; (2) avoid wasting meals at home; (3) avoid glamorous and all-materialist life; (4) avoid extravagant life; (5) avoid for being greedy; (6) habituate to live simply; (7) act honest behaviors; (8) avoid for taking something that is not their rights, etc.

Method and strategy are implemented through habituation, role-model, and reward and punishment. Such good practices above seem simple, but they will have a profound impact on the children's life in the future because the children will always remember those values for the rest of their lives. Finally, the children will have a standard value of goodness in living in the society.

Second, anti-corruption education is implemented in the neighborhood (society). The nature of society, which consists of individuals, must be conditioned like family life as mentioned above. Therefore, it needs to be conditioned and designed to againts corruption practices. The people have to strengthen the construction of good standards based on norms, customs, formal rules, values, and religious laws.

In that context, the stakeholders such as village government, community leaders, clever people, and social organizations have strategic roles. Primarily, they become controllers and a real example of good practices in society. They have to do some examples, such as: (1) the transparency of village budget funds; (2) the administration socialization of

organization; (3) always paying taxes on time; (4) honest in conducting business or trade; (5) mentoring management of youth organization.

The society stakeholders as patrons for the society (client) as said by James C. Scoot (1972:4) should have the same perception of anti-corruption education. This action is aimed to make the citizens (ordinary people) in the village can be educated properly and correctly. Method and strategy are implemented through role-model (uswatun khasanah).

Third, anti-corruption education is implemented in the school environment. After anti-corruption education has been well-accustomed in family and society, the children have to be familiar with the same condition when they sit in formal education. Anti-corruption education and the denial of corrupt practices should be encouraged massively. Schools can create a variety of activities, both curricular and extra-curricular that focus on corruption resistance.

As the examples, school institutions can make some strategic steps of anti-corruption action, such as: (1) make extra-curricular KPK in school; (2) make anti-corruption subject as local school content; (3) make special wall magazine about corruption; (4) create billboards and anti-corruption jargons in the school area; (5) establish a mini market or honesty cafeteria; and (6) start and finish the learning activities on time (Mukodi and Afid Burhanuddin, 2017).

Therefore, these good practices are aimed for making the learners conditioned both psychologically and habitually to deny corruption. The methods and technical strategies are implemented through simultaneous habituation and conditioning in schools.

Applied Strategy of Anti-Corruption Education in the Digital Age

One of the problems in the global era is the unclear mixing between space and time. All life aspects run in digital. There are no barriers on interaction among people. Unlimited free communication happens. Sometimes, the material (physical) world becomes absurd. People can pass in an imaginary world freely. In this area, anti-corruption education strategy should be designed well. Therefore, the people will not be shocked to the reality of digital age.

Anti-corruption education applicative strategies via digital can be summarized as follows: (1) presenting online games for anti-corruption resistance; (2) reproduce cartoons and digital cameras with the theme of anti-corruption resistance; (3) spread anti-corruption issues on the internet; (4) give cyber anti-corruption advertisements; (5) show corrupters' photos via digital massively.

All existing media networks in the digital age must be used in order to make anti-corruption resistance work optimally. These are also supported by using social media, including: facebook, WhatsApp, Twitter, Yahoo Messenger, Line, and Instagram. Besides, these also can be done through audio visual technology, including youtube, television, radio, and smart phone. In addition, this acts are also supported by mass media, through online newspaper coverage, and online bulletins. Thus, the various digital appraisal devices should be the media, as well as useful strategies to fight corruption.

CONCLUSION

Nowadays, corruption practices are highly varied. The forms and practices become very absurd and difficult to detect. Meanwhile, typhologically, corruption is accrued by three motives: corruption by need, corruption by accident, corruption by design.

Anti-corruption prevention and education can be done through the tri model of education center of Ki Hadjar Dewantara. They are implemented through anti-corruption

education in family environment, in society/community, and in school environment. These three centers are implemented synergistically and simultaneously.

The applicative anti-corruption education strategy in digital era should be optimized through existing software tools and social networks. The digital world via Internet becomes strategic, as well as effective to fight corruption. Without a precise strategy, it is difficult to stem corruptive practices. Especially, destroy it from Indonesia.

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