

## Conference Paper

# Anti-Corruption Behavior Education for Children to Prevent Corruption as Extraordinary Crime in the City of Surabaya

Mas Anienda Tien Fitriyah \*, Novia Ayu Permatasari

Legal Studies, Faculty of Law, Universitas Pembangunan Nasional “Veteran” Surabaya, East Java

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### Abstract

Corruption Eradication Commission as Leading in Law Enforcement to fighting corruption in Indonesia named 256 suspects in corruption cases throughout 2018. This number could be increasing because of Corruption often involving family. The corruption that involving family needs particular treatment because of the massive and damaging impact of corruption generates disruption and distrust of state institutions. Family as the smallest unit of society has a role to provide character and moral education for their kids in an earlier stage. The amount of Corruption that involves the family attracts the researchers to conduct deeper research to find the best learning model for parents that can be applied to children and create a system and environment that supports anti-corruption behavior in the society and shaping anti-corruption behavior that applied in the family and school. The method used in this study starts with identified various literature related to the issue of corruption involving the family both in terms of problems and challenges faced by the community. The result of this research is the best way to prevent corruption is through anti-corruption education provided by the family itself and parents and the education from family starts from age 4-year old till 9 years old. The conclusion of this research is the best way to prevent corruption is by providing anti-corruption education to that example given by parents.

**Keywords:** corruption, anti-corruption education, family education, corruption prevention

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### Introduction

Law and society are unity. Laws exist to regulate society, other than that the law should be constantly evolving to follow the development of technology and society itself. It is undeniable that the development of technology and society has many implications. In this case, if it is associated with corrupt behavior, it is not only done by state officials but also by parties from the private sector. Law enforcement against corruptors can not only be done through repressive measures such as prisons and returning state money but can also be done through prevention efforts so that corrupt behavior does not occur. According to Nyoman Serikat Putra Jaya that the Corruption that occurred in Indonesia since decades ago has spread to all aspects of life and all sectors caused by the omission of these actions and not taking legal action. (Putra, 2008; Serikat, 2008).

Corrupt behavior will continue as long as there are still mistakes about how to look at wealth. The more people mistakenly view wealth, the more likely people are to make mistakes in accessing wealth. According to Barda Nawawi Formation of character in which there is an important element of divinity education is moral education including criminal law. There is a

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\* Corresponding author  
Email address: noviafx@gmail.com

psychological value that is always inherent in law in general. In the view of normative criminal law, not only looking at the science of norms alone, but the mastery of values will demand a psychiatric approach that is targeted to be approached with psychiatric values. between law and other factors influence each other informing one's attitude. to need to synergize between divine science and legal science. (Ridwan, 2012) Community involvement is very important in preventing the occurrence of systematically designed corruption which cannot be done only by relying on formal institutions with all their authority. Fighting can be done by exercising control over the administration of government and internalizing anti-corruption education towards the community through education in schools or direct internalization in society (Noviasari, 2012).

Several factors cause the emergence of corruption. This is divided into two factors, internal and external. Internal factors are causes that arise from the personal self such as greedy or greedy human nature, lack of moral strength, a consumptive lifestyle, and social aspects where corrupt behavior can arise due to the encouragement of family behavior. Behaviorists say that a family environment that strongly gives people to corruption and defeats the good traits that have become his traits. External factors themselves are factors that cause corruption due to external causes, namely the aspect of public attitudes towards corruption, where people are aware that the victims of corruption are the people themselves, they also do not realize that they are involved in corruption and the community is not aware that corruption can be prevented and eradicated if the community participates actively in the agenda of prevention and eradication, Economic Aspects because they feel insufficient income, Political Aspects due to political interests to gain and maintain power, and the last is the Organizational Aspect with no exemplary attitude from the leadership, the lack of organizational culture right

Throughout the 2018 Corruption Eradication Commission (KPK) to set at least 256 suspected cases of corruption throughout 2018, in some cases of corruption either in 2018 or in the previous year known corruption cases involving the family. Corruption cases involving the family may continue to increase if we are not taken preventive action by providing anti-corruption education early on, corruption has entered the living space in the family and become corrupt behavior together, while the family should be the frontline in maintaining values moral values (Eko, 2016). The specific purpose of this research is to formulate and apply Anti-Corruption Behavior Education for Children as Prevention of Extraordinary Crimes which is expected to decrease in the future. The urgency of this research is to form a new culture of anti-corruption in children in Surabaya through informal education (family) and formal education (school).

Anti-corruption education can be interpreted as one of the educational programs that explain and cope with various corrupt actions that occur in the community with efforts to plant as early as possible the soul of anti-corruption with the aim of building and increasing citizens' awareness of the dangers and consequences of acts of corruption. Anticorruption education has three objectives, *first*, shaping knowledge and understanding of forms of corruption and its aspects. *Second*, change perceptions and attitudes towards corruption. *Third*, forming new skills and skills aimed at fighting corruption. (Hakim, 2012) Anti-corruption education aims and has a good target so that its implementation must be understood and implemented by subject teachers relating to anti-corruption education and the government must oversee the implementation in earnest. The anti-corruption education program that has been discussed since 2009 by the government of the Republic of Indonesia will not run well if it is not supported by the role of educational institutions both in the implementation and management of the education system. (Sutrisno, 2017).

Darwin stated that corruption is an act that violates and contradicts. Efforts to eradicate corruption experience various obstacles and are very winding, but efforts must be taken - what kind of things are faced by the community, the study of individual impulses that lead to corrupt behavior, how to increase public awareness of the law, law enforcement against corruption. The incorporation of corruption education is to optimize intellectual, critical, ethical integrity that can produce students an anti-corruption spirit. Eradication of corruption begins with identifying the factors that trigger and eliminate them. The

people and the government must carry out actions against corrupt behavior within the government bureaucracy (Dirwan, 2019)

## Research Method

The research methodology used in legal research is divided into two types (typologies) of legal research namely doctrinal (normative) legal research and non-doctrinal (empirical) legal research. Following the classification of types of legal research, this research is included in the realm of non-doctoral *legal research (socio-legal research)* because the object being studied besides the law in normative concepts is also the law in empirical concepts. The approach chosen in this research is empirical juridical. This approach was chosen because in addition to referring to the law we will also see the formation of anti-corruption behavior education for children in families and schools as an effort to prevent the occurrence of extraordinary crimes in the city of Surabaya which is then supplemented with the result of questionnaires and interviews conducted at the Corruption Eradication Commission and Schools First Intermediate in Surabaya.

## Result and Discussion

Based on research that researcher does there is two option to:

### *Types Focus*

These factors are the foThe research focuses on what is the incidence rate of brucella disease at the farmer level, what obstacles are faced in controlling brucellosis in cattle and solutions that can be done in solving these obstacles. The purpose of this study was to analyze the application of Brucellosis control management as an effort to increase the productivity of beef cattle carried out by the local government.cus of this research.

### *Anti-corruption Education Formulation in the Family*

The corruption that occurred in Indonesia often involves the family in it, usually, there is a flow of funds that go to the wife or child of the perpetrators of corruption in this. Children and wives become the purpose of laundering illicit money obtained by corruptors. In consideration of Law Number 31 of 1999 concerning eradicating criminal acts of corruption stated that corrupt practices harm the country's finances, hamper national development, inhibit the growth and continuity of national development. So much is usually the impact produced by corrupt behavior. most perpetrators of corruption still have family relationships and know each other and not infrequently both have positions in government circles both in the region and at the center. Being in the circle of legislative bodies and communications executives related to existing projects in the regions can be easier. also, the existence of fictitious companies become commonplace in the encounter to project tenders from national and local government can mark up. When compared with corruption cases in previous years.

Corruption cases until 2018 have increased this can be seen in the statistics provided on the anti-corruption clearinghouse website. On 31 December 2018, in 2018 the Corruption Eradication Commission (KPK) carried out the handling of corruption in detail: investigating 164 cases, investigating 199 cases, prosecution of 151 cases, inkracht 106 cases, and execution of 113 cases. Therefore, this anti-corruption culture must be created and internalized to the community through preventive efforts by bringing up anti-corruption education in families and schools.

Education Anti-corruption is focused based on the family first because it is better when starting from the family it is based on research in which a family in Indonesia was not much concerned with education

norms and p Education anticorruption given by parents to children is still very minimal. Ideally, anti-corruption education can be given to children by asking parents to actively give examples to children to always tell the truth and do good because children are a reflection of parents. But from many studies and journals in Indonesia, it shows that the majority of parents in Indonesia are no less emotionally close to their children.

The KPK has also conducted FGDs about what is the meaning of success or seeing what a successful child looks like, it turns out that some think that success is material and get a fairly mature economy, there are only 1-2 people who claim that successful children are those who have honest behavior. So that the orthodox mindset that is material. Corruption is not a problem of technical competence but rather the *core value* itself. Program cultural development of anti-corruption given by parents to be effective when given to children aged 4-9 years. This is based on the theory of moral development from Lawrence Kohlberg (1958). The stage of moral development is a measure of a person's low moral level based on the development of moral reasoning. Anticorruption education from an early age must be given by parents to children. The following stages of moral development from Kohlberg in this chart:

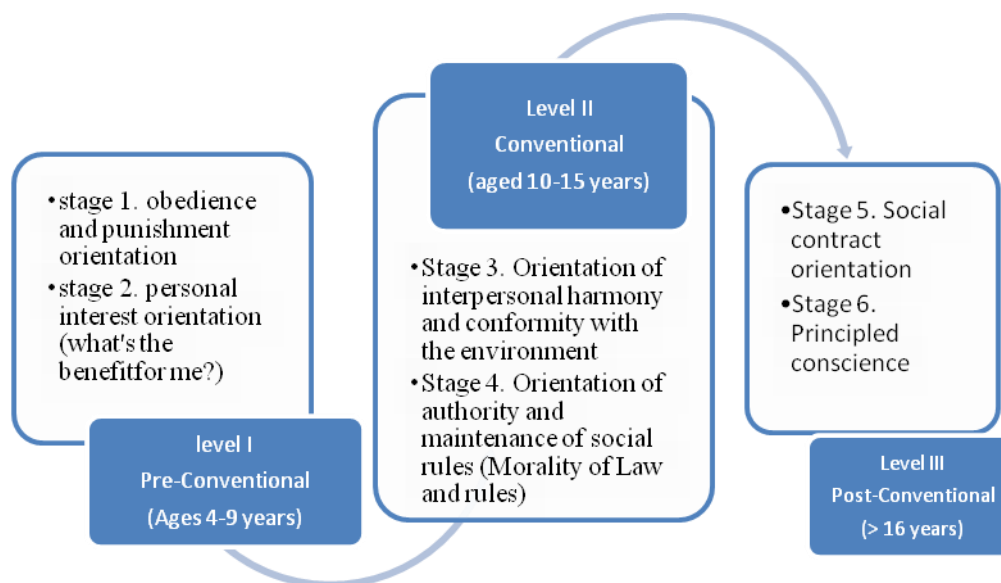


Figure 1. The theory of moral development from Lawrence Kohlberg

Parents have a very large role in shaping anti-corruption habits in children whether they are aware or not. Unfortunately, many parents who are entangled in corruption cases do not feel guilty and feel like victims (*playing the victim*). The child also feels his parents are innocent. This certainly becomes interesting as to how corrupt behavior may seem "normal" or "understandable" and it turns out that this can be attributed to the lack of anti-corruption education for children.

Here are some factors that accelerated the success of the anti-corruption education program in this family in an area:

1. Ethnic and religious homogeneity

Has great potential in building a culture of honesty. Because holistically and integrally the community has a system of ideas, a social system, and allows for relatively strong cultural and religious values. Values that have been embedded in people's lives only need to be strengthened and revitalized by their role through the socialization, internalization, and enculturation of honesty cultural development programs.

2. The demographic profile of the community is relatively the same

The development and empowerment process can be carried out more quickly in communities where there are no significant economic and educational gaps so that they can provide valuable support for the implementation of an honest culture development program at the intervention site.

3. The same perception that corruption is a bad action

Communities who have the same perception that corruption is an act that is not good and contrary to religious and cultural values that are adopted will be used as a motivation for the community to cultivate anti-corruption values in society. So that the honesty culture development program is believed to get a positive response in the community.

4. Semi-traditional-modern type of society

People who are still strong in holding their custom, but also do not refuse the entry of modern culture. Indicates that the customs can be a force to defend the traditional values that are in line with the culture of honesty, The open attitude of society towards new values can also be used as the entrance for the socialization and internalization of the development program of cultural honesty to reinforce the values of honesty in the family.

5. There are strong social institutions

Collaboration between social institutions at the intervention site must be well established so that they support one another. This is also the driving factor for the success of the integrative cultural development program in honesty in the family because it will receive support from various social institutions and other *stakeholders*

Also, some factors hamper the success of the anti-corruption education program in this family including:

1. Ethnic and religious heterogeneity

The more heterogeneous of a tribe and religion, the implementation of the program must be creative in communicating the program and consolidating elements in society.

2. Modern society

Modernity marginalizes the traditional values that are rooted in society, especially modern society also tends to be individualistic and materialistic, and social institutions are also not too strong in this society.

3. Formalistic local government

Formal government tends to be bureaucratic will be difficult to be invited to cooperate in running this program. Especially with government-oriented work programs and budgets, it will be difficult to understand the perspective that this is a long-term program that will belong to the community.

### *Anti-corruption education in Schools*

Anti-corruption education is mandated by Law Number 30 of 2002 Concerning Corruption Eradication Commission Article 15 letter C which reads in the implementation of corruption prevention functions, KPK has the authority to conduct anti-corruption education at every level of education. So that the KPK has the authority to provide education ranging from Elementary Schools (SD), Junior High Schools (SMP), High Schools (SMA) to Higher Education. From preliminary researchers, it is known that Surabaya in 2018 is rumored to be a pilot city of anti-corruption education. What was then carried out in the research was the extent to which the readiness of Surabaya to become a pilot city of anti-corruption education so that it was continued by conducting this related research in the KPK and several junior high schools by distributing questionnaires related to anti-corruption behavior education for children in efforts to prevent corruption as an extraordinary crime in the city of Surabaya which was carried out in particular in schools as a sample of research objects. The following are the results of a closed questionnaire:

Table 1. Questionnaire

NO	QUESTION	Rating put a mark (✓) on your choice	
		YES	NOT
1	Do you understand what anti-corruption education is?	89.3%	10.7%
2	Did you know that Surabaya in 2018 became a pilot city for family-based anti-corruption education?	46.4 %	53.6 %
3	Is there any socialization given by the Surabaya City Education Office related to anti-corruption education?	57.1 %	42.9 %
4	Are there special subjects given by schools related to anti-corruption education for students?	50%	50%
5	Do you know of any special division that handles anti-corruption education in the Corruption Eradication Commission (KPK)?	53.6 %	46.4 %
6	Have you heard about the Presidential Regulation Number 87 the Year 2017 concerning Strengthening Character Education?	78.6 %	21.4 %
7	Agree or not if there are special subjects related to anti-corruption education? * If not please fill in the answers in the open questionnaire below	89.3 %	10.7 %
8	Do you agree when the teacher used as a <i>role model</i> (example) behave anti-corruption?	96.4 %	3.6%
9	Did you know that the KPK has teaching materials that have been adjusted to the level of student education related to anti-corruption education?	28.6 %	71.4 %
10	Do you think a special anti-corruption school should be held?	60.8 %	39.2 %
11	Is there an honesty canteen in this school?	67.9 %	32.1 %

Based on the questionnaire above, it can be seen that the majority of teachers in junior high school as much as 83.9% understand the importance of anti-corruption education so that later it is expected that in the future there will be the integration of anti-corruption education that is not only provided by families as a source of informal learning but also schools as part of formal education. Anti-corruption education socialization conducted by the Department of Education and Surabaya City Government still needs to be improved because only 57.1% feel they are getting anti-corruption education socialization while this is important because it becomes a means of unifying perceptions of anti-corruption behavior indicators that can be given to students. While as many as 89, 3% of teachers felt that special or separate subjects were needed to be related to anti-corruption education while the remaining 10, 7% felt that anti-corruption education was accommodated in the Pancasila and Citizenship Education (PPKn) subjects.

One effort that needs to be done by school institutions especially PPKn subject teachers is how the values of the basic concepts in anti-corruption material can be developed in several ways both the development of the PPKn learning curriculum that contains anti-corruption education material and the learning process carried out by the teacher so that each component in learning can be integrated as a whole is a learning device. The ultimate goal of this learning process is to prepare young people with a global spirit, namely global citizens who will think broadly in tackling corruption. Global citizenship will foster the character of young people who think critically about global issues to be able to explore, develop and express their values and opinions.

So that schools can freely implement anti-corruption education planting strategies which consist of anti-corruption values carried out in school activities, namely by getting used to school activities as a whole. Private educational institutions have the authority and discretion in making and doing autonomously about school policies. values of honesty, discipline, responsibility, independence, hard work are applied through obedience in following the schedule of school activities that become daily habits. Running activities following the rules set by the foundation, in students have indirectly proceeded to have an honest character, discipline, independence, responsibility, and hard work.

Anti-corruption education is a conscious effort to prevent corruption by forming an anti-corruption mentality, as part of character education, and as a form of correcting the culture of corruption. (Akhwani, 2019). Siti Ekowati Rusdini et all stated that anti-corruption education can be carried out effectively if there is a change in the level of corrupt behavior and change the paradigm of the situation subjectively. Anti-corruption education is said to be bound by a variety of self-control strategies about delaying strategies, implementing intentions, and controlling against impulsive behavior. (Eko, 2016)

Also, through learning *citizen projects* in PPKn lessons will develop the nature and values of anti-corruption attitudes in students. One of the values that can be developed in the learning process of anti-corruption education in PPKn subjects is honesty, care, independence, discipline, responsibility, hard work, simplicity, courage, and justice. These values can be felt directly when students follow each learning process that takes place. Through this learning process, students are more creative and innovative in developing every content of anti-corruption education material which will then be the basis of attitude in everyday life, both in the family and community school environment (Sutrisno, 2017).

Even though the school is still prone to corrupt behavior such as:

1. Admission of new students and mutations
2. Discriminative (emergence of superior schools or superior classes that trigger corrupt behavior)
3. Fees are not according to rules
4. Gratification
5. Mark up and value manipulation
6. Cheating
7. The ambition of parents to support their children achieve the best score
8. Formalistic and verbalistic
9. Dishonest
10. Does not prioritize children's real education

Even so, the school must be encouraged to focus on strengthening character, improving mindset, behavior not only knowledge and the teacher must also be an example or *role model* to students both within the school environment and outside the school environment, this is agreed by 96.4 % of teachers with practice and practice massive anti-corruption behavior in all lines of education with learning in the classroom as its locomotive. to make it easier for teachers to be equipped with teaching materials that have been provided by the Corruption Eradication Commission in the form of Anti-Corruption Education Insertion Guidebook at the junior and Madrasah Tsanawiyah levels and anti-corruption education modules for SMP / MTS grade 1 to grade 3.

Moch. Fadil stated that Islamic Religious Education in schools can be realized by integrating anti-corruption literacy with various equilibrium learning methods that contain cognitive, affective, and

psychomotor aspects, for example, FGDs, social experiments, character building training, spiritual work camps, Islamic Boarding Schools Ramadan and so on. In the learning model, it is fitting for educators to prioritize ta' dib learning which plays a role in instilling the example of the Prophet Muhammad. Anti-Corruption Education is very big in building the nation's anti-corruption morality. The success of this concept will greatly help the Indonesian people raise the ranking of the perception index of corruption in the eyes of the world and prevent the spread of corruption viruses in the future. (Fadil, 2019).

The existence of a legal umbrella which is the basis of the implementation of anti-corruption education must also not go unnoticed. So, expect the existence of roadshow activities carried out by the KPK to Surabaya under the theme "Exploration State Building State" and met with the mayor of Surabaya Tri Rismaharini together with the Department of Education can generate Mayor Regulation (Perwali) education-related corruption and actionable den gan their educational curriculum of anti-corruption with the eyes of a student 's special subjects of anti-corruption.

Astika Nurul Hidayah stated that Efforts to tackle corruption are generally divided into 2 (two) ways, namely through the penal and non-criminal channels.

#### 1. Penal Path

The method of punishment is the method adopted through legal channels starting from the legal instrument in the form of laws and regulations; law enforcement officers ranging from the Police, Attorney General's Office, the Court and the existence of an oversight body namely the Corruption Eradication Commission (KPK) of the Republic of Indonesia. The path of punishment in the form of policies on the application of criminal law (criminal law application), is repressive or eradicating/eradicating after the crime occurred, and this effort is also a broad preventive / prevention effort.

#### 2. Non-penal pathway

Prevention without criminal law policies, policies to influence the public's views on crime and punishment through mass media or other media such as counseling, education, and so on. Are preventive or preventive. Also, there is an anti-corruption curriculum in schools ranging from elementary schools to universities. (Hidayah, 2018)

High is also one form of preventive measures to tackle corruption. Based on research results, preventive methods are proven to be more effective in preventing the occurrence of criminal acts of corruption because, with the fortress in the form of anti-corruptive character, it can prevent someone from committing corruption even though they are in an environment accustomed to corruptive behavior.

## Conclusion

The results of the study can be concluded that:

1. *Law enforcement against corruptors can not only be done through repressive measures such as prisons and returning state money but can also be done through prevention efforts so that corrupt behavior does not occur.*
2. The existence of this anti-corruption culture must be created and socialized to the community through preventive efforts by bringing up anti-corruption education in the family and at school
3. Anticorruption education is focused first on a family-based basis because it is better if it starts from the family, it is based on research in which there are not many families in Indonesia that are concerned with providing norms education and anti-corruption education given by parents to children is still very minimal.
4. Ideally, anti-corruption education can be given to children by asking parents to actively give examples to children to always tell the truth and do good because children are a reflection of parents.
5. Anti-corruption culture development programs provided by parents will be effective if given to children aged 4-9 years. This is based on the theory of moral development from Lawrence

Kohlberg. While anti-corruption education conducted at schools is based on the readiness of schools as part of formal education to provide special anti-corruption education subjects as well as through PPKn subjects.

6. Anticorruption education that is integrated between those given in the family and in schools which is then equipped with a legal umbrella is the best effort in preventing the emergence of corrupt acts from an early age.

### Suggestion

It is expected that in the future the implementation of this anti-corruption education will not only be able to develop honest behavior towards students but can also increase awareness that corrupt behavior can be avoided if we do not get used to it. For example, by no longer imposing levies by schools or irresponsible teachers and parents are no longer accustomed to giving gifts to teachers because they are gratification

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