

## **Preliminary Study: Understanding Corruption in Children as the Basis of Anti-Corruption Education Program in Elementary School**

Clara Moningka, Emma Rachmawaty A., Naurissa Biasini, Yosaphat

Danis clara.moningka@upj.ac.id, emma.aliudin@upj.ac.id,

Naurissa.biasini@upj.ac.id, yosaphat.danis@upj.ac.id Universitas

Pembangunan Jaya

### **Abstract**

The act of Corruption indicates a moral destruction in a society. In general, corruption is defined as the abuse essentially violates any applicable law or regulation. The form of corruption also varies from the of power for personal gain and is usually done by individuals in which the decision is in his favor and destruction of public facilities, accepting bribes, and using state facilities for personal gain, but many of us are unaware of these forms of corrupt behavior. There is a need for intervention in young generation especially for individual in elementary school. In this research the respondents are elementary school students from underprivileged school. This preliminary study was aimed to find out how the grade 2 to 5 graders students understand the context of corruption. In the initial study, Focus Groups Discussion was conducted on 12 primary school children ages 8 to 11 years. FGD results indicate that they know that corruption is a criminal and sinful act, but the children does not know the meaning of corruption and the form of corruption. In this case it can be concluded that their understanding of corruption is very limited. The researcher also identified the moral identity of students. The scale of moral identity used is the scale developed by Baker (2015). Primary school age is the age at which individual moral identity develops. Moral identity itself develops through the interaction between the children and their social environment. From the results of this preliminary study, researchers will create an intervention program that is anti- corruption education for children. This intervention is aimed to form the mental of anti- corruption in children. It is expected that students can improve their moral understanding including understanding anti- corruption behavior. In this case, the science of psychology is needed in the making of training modules, the implementation and delivery of the materials, while communication science will help the selection of appropriate media in the learning process.

**Keyword:** Corruption, Moral Identity, Intervention

## Background

The issue of corruption in Indonesia often becomes headlines and it is considered as rootedness. Indonesia itself has a high ranking in corruption. The score of Indonesia's corruption perception index in 2016 is 37. From the range 0-100, where the higher the score showed the lower level risk of corruption. With these scores, Indonesia is ranked 90th out of 176 countries surveyed by TII (Transparency International Indonesia). Based on data of Indonesian Corruption Watch (ICW) released February 2017, there were recorded 482 corruption cases in this country during 2016. Of these there are 1,101 suspects with a total value of state losses reached 1.45 trillion rupiah (Gewati, 2017). These data indicate that corruption behavior is increasingly prevalent in Indonesia.

Based on the situation described above, there is a need for intervention which is also part of the mental revolution proclaimed by the President of the Republic of Indonesia, Joko Widodo. Anti-corruption education is one way of establishing a good moral identity and integrity to form a prosperous society. Respondents of this study were elementary school students from underprivileged school in South Tangerang. At the age of 8-12, students as individuals are developing their moral identity.

Individuals as the next generation of our

nation need to develop a moral understanding of corruption's behavior and its impact on the others' welfare. Anti-corruption Education for anti-corruption has been done in many countries that are also experiencing high level of corruption, such as in Lithuania. In Indonesia, significant efforts have been done by the government to prevent and to fight corruption. One of them is Presidential Instruction (Inpres) No. 10 of 2016 on Corruption Prevention and Eradication Act. With this Instruction, the President of Republic Indonesia invites the staff of ministries, state high institutions, state-owned enterprises, and local governments to carry out serious and accountable anticipatory corruption actions (Armenia, 2015). One way of implementing this Inpres is the anti-bribery management system. Globally the standardization is done with the certification of ISO 37001:2016 Anti-Bribery Management System. This standard contains a set of actions to prevent, to detect, and to resolve bribery.

The government of Indonesia along with Komisi Pemberantasan Korupsi (KPK) has been firm to punish the individuals who commit corruption. There are some great names that have been imprisoned by KPK like Luthfi Hassan Ishaq, Rudi Rubiandini, Ratu Atut Chosiyah, Miranda Goeltom, Aulia Pohan, Muhammad Nazaruddin, and so forth. The actions taken by the KPK and the<sup>261</sup> long-

term punishment period are expected to make individuals who want to commit corruption think twice. But even with this firm action, the corruption often occurs. With this issue, the KPK has established a deputy for corruption prevention, which includes the formulation of policies for reporting assets, receiving reports, handling, coordinating and supervising the prevention of corruption's act, including anti-corruption education (KPK 2017). This program is continuing, but anti-corruption education for children or in primary school seems to have received no attention. While integrity needs to be established since childhood.

The impact of corruption has caused many countries in the world to start thinking about preventing corruption from an early age. Anti-corruption education for children can basically be implemented on starting from simple behaviors such as queuing, not cheating, etc. which are essentially important learning in appreciating a process. Today, the younger generation tends to identify that a good life means to live with a luxurious lifestyle. They also often compare their lives with the lives of others in social media (Moningka, 2017). Social comparisons happened on social median cause individuals to adopt luxurious lifestyles without considering the process that must be done. Basically, this situation can lead individuals to commit

corruption.

Many countries have started anti-corruption education programs from an early age. One country that applies anti-corruption education is Lithuania. This is a form of concern of the Lithuanian government regarding corrupt behavior. The goal of this campaign and education is not just to catch corruptors, but prevention of early corruption which is a national anti-corruption program. Primary school age is the age at which their moral identity develops. Moral identity itself develops through individual identification of the social environment, where the environment shapes perceptions of what is considered good and valuable or what behavior should be done (Narvaez & Lapsley, 2009).

The anti-corruption program is basically in accordance with Ajzen's (1991) theory of the theory of planned behavior which explains that the probability of the emergence of behavior will be increasingly dependent on individual intentions. This really depends on how hard the individual attempts to do the behavior (Ajzen, 1991). This theory seeks to understand and predict human behavior. The main factor of this theory is individual intention.

Based on this theory, human behavior is based on three kinds of considerations, namely the belief in the consequences<sup>262</sup> of

certain behaviors (beliefs of normative beliefs), and the belief that individuals can control their behavior or not (control beliefs) (Bamberg, Ajzen, & Schmidt, 2003).

In anti-corruption education programs in schools, attitudes can be formed by providing an understanding that corrupt behavior is a behavior that harms themselves and others. In this case understanding also produces subjective norms (subjective norms) and beliefs that individuals will try to control their behavior. These 3 components can form behavioral intention.

Anti-corruption education programs in basic education are not yet popular, but by looking at the results of research and programs that have been carried out in other countries there is hope that we can educate children from an early age to shape anti-corruption behavior. Corruption behavior that has been considered rooted can be reduced. Hopefully there will be better behavior in future generations. This program is carried out in underprivileged school with the aim of equipping students to have integrity and understanding how to create good society. This training is a form of psychoeducation. This is very consistent with the government program that will be launched in 2019, that every school starting from elementary school to high school needs to include moral / character education in its curriculum. In line with the

government program, this preliminary study will support the community service program to educate students.

### **Objective of Research**

The objective of this research is to assist children in elementary school to develop good moral identity anti-including integrity. This is a preliminary research to develop anti-corruption education intervention and that every school starting from elementary school to high school needs to include moral/character education in its curriculum. Based on this preliminary research, the intervention will be conducted, with involving of psychology and communication practitioners. In this case psychology is needed in the making of training modules, implementation and method of delivering material to students, while communication science will assist in the process of delivering training and determining the right media to deliver anti-corruption learning. According to Chalkley, Hobbs, Brown, Cinque, Warren, and Finn (2015) the mass media has an educational function that is realized in at least three ways. The first is reporting the facts about the economic life of the community. Secondly interpret the facts so that they can be understood by the community, and promote it so that people realize<sup>263</sup>how

serious the development problems are and in the end they will think about the problem so that it helps the community achieve good solutions. The mass media also has a function of persuasion or function to influence public opinion to form certain paradigms or views on a problem that occurs around them. The selection of the right communication media will greatly determine the effectiveness of delivering messages about anti-corruption.

### **Methodology**

This study are using Focus Group Discussion (FGD) and the questionnaire of moral identity and the participants of this study is the elementary school students from underprivileged school in South Tangerang. There are several phases in this study:

**A. Phase 1:** Focus Group Discussion conducted to 20 elementary students ranging from 3rd grade to 6th grade to find out do they know the meaning of the corruption, did they ever heard the term of corruption and where did they hear it, including the impact of corruption to the their selves and society and weather the perpetrators of corruption should be punished.

**B. Phase 2:** Distributed the questionnaires to participants using revised moral identity scale develop by Baker (2015), translated and adopted into Indonesian version according to

the context of corruption. The questionnaire is consist of 8 items. On the previous scale, the story to explain the good behavior is about a soldier who helped others during the World War II. In this study, the story was modified by the researcher, adjusted with the respondents. The vignette (case/story) constructed to facilitate children's understanding of good and bad deeds and to make it easier for them to fill out the questionnaire. This scale is a Likert scale, with 3 ranges of response options from strongly disagree to strongly agree. The reliability of this scale is .709 calculated using Cronbach's Alpha and corrected item total correlation ranged from .584 - .713 and 3 items need to be revised. In this phase the researcher conducted the Focus Group Discussion between the researchers, lecturers, and also the teachers from elementary school to adopt the scale.

### **Finding and Discussion**

Based on the results of the Focus Group Discussion with elementary school children, it is identified that the children know that corruption is malevolent and sinful act, but do not know the meaning of corruption. They hear the term of corruption from television or news. Their knowledge of corruption is limited. In general they understand corruption as taking other money. In this case, there is a need to assist the children with the knowledge about corruption.

The data showed that the sample in this study has a good moral identity. This indicates that children can distinguish good

and wicked actions. This step followed by another Focus Group Discussion to determine what kind of corruption should be informed to the children. The result of this Focus Group discussion that there are some corruption acts need to be informed to children that are corruption of money, corruption of time, corruption of responsibility, corruption of goods, and corruption on social facilities.

### References

- Ajzen, I. (1991). The theory of planned behavior. *Organizational behavior and human decision processes*, 50(2), 179–211.
- Armenia, R. (2015, Mei). Jokowi Luncurkan Inpres Pencegahan dan Pemberantasan Korupsi. Diunduh dari [https://www.cnnindonesia.com/nasiona/20150526152751-12-55785/Jokowi\\_luncurkan-inpres-pencegahan-dan-pemberantasan-korupsi/](https://www.cnnindonesia.com/nasiona/20150526152751-12-55785/Jokowi_luncurkan-inpres-pencegahan-dan-pemberantasan-korupsi/)
- Baker, D. A. (2015) Can Quantitative Assessment of Moral Identity Be Improved?. Masters Theses & Specialist Projects. Paper 1453. <http://digitalcommons.wku.edu/theses/1453>
- Bamberg, S., Ajzen, I., & Schmidt, P. (2003). Choice of travel mode in the theory of planned behavior: The roles of past behavior, habit, and reasoned action. *Basic and applied social psychology*, 25(3), 175–187. [https://doi.org/10.1207/S15324834BASP2503\\_01](https://doi.org/10.1207/S15324834BASP2503_01)
- Chalkley, T., Hobbs, M., Brown, A., Cinque, T., Warren, B., Finn, M. (2015). *Communication, Digital Media and everyday life* 2nd Ed. Oxford: Oxford University Press.
- Ministry of Education and Science Republic of Lithuania. (2006). *Anti-corruption education at school: Methodical material for general and higher education schools*. Virnius: Garnelis Publishing
- Moningka, C. (2017). *Sef comparison: The self in digital world*. Dalam Wright, M.F. (Ed), *Identity, Sexuality, and Relationships among Emerging Adults in the Digital Age (18-26)*. Hershey, PA: IGI Global
- Narvaez, D., Lapsley, D.K. (2009). Moral identity, moral functioning, and the development of moral character. *Psychology of learning and motivation*, Vol.50. DOI:10.1016/S0079-7421(08)00408-8 <https://www.kpk.go.id/id/tentang-kpk/struktur-organisasi/deputi-pencegahan>