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The Effectiveness of Learning Model on Anti-Corruption Based Media Card

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Abstract: *Anti-corruption education required learning model to provide knowledge for students about the corruption. The objective of this research to measure the effectiveness Anti-Corruption learning with based media card in junior high school students. The research activities consisted of three cycles. Data collected by using instruments to obtain the level of students' knowledge about anti-corruption activities. Data analysis using t-test statistical inference. The effectiveness of learning more about model-based media card can create a suitable learning environment and fun. Improved understanding of student learning about anti-corruption was apparent after learning implemented in several cycles. It can see in the average value of the pretest to the value of the average post-test and differences in the mean value between post-test was based on the results of analysis by using t-test showed that the model-based learning media card contributed ways to enhance students' understanding of the learning anti-corruption trials in junior high school.*

Keywords: Learning Model, Media Cards, Anti-Corruption

1. Introduction

Corruption is a serious issue in many countries in the world. Corruption is one of extraordinary crime that needs prevention and eradication measurements. Corruption phenomenon in Indonesia requires intensive eradication as a measure to overcome it. [1], [2].

Corruption is the most crucial problem facing the country and the nation of Indonesia today. The criminal acts of corruption that occurred stretch from small-scale corruption to massive corruption. This incident further reinforces the notion that corruption has entrenched in the life of Indonesian society.

Indonesia's Corruption Perceptions Index (IPK) in 2016 is ranked 4th in the ASEAN region. The country with the highest GPA in Southeast Asia is Singapore with a score of 84 and is rated 7th on the world level. Then followed Brunei Darussalam ranked two with a score of IPK 58 then Malaysia ranked 3 with a value of 49. Research conducted by Transparency International (TI) noted that Indonesia's IPK scores 37, up 1 point from the previous year 36. Indonesia ranked 90th out of 176 countries surveyed. The rising perception index of corruption indicates that the eradication of corruption is still running despite the slow, so it is hard enough to reach 50 as targeted [3].

The Corruption Perceptions Index score of Transparency International is in the range 0-100. Where 100 indicates free of corruption and 0, there is much corruption in a country surveyed.

Various efforts have been made to combat corruption in Indonesia, among others by establishing the Corruption Eradication Commission (KPK). Since its establishment in 2002 until now KPK has been taking action against various corruption cases. Corruption eradication efforts consist of preventive and repressive. Preventive efforts are significant and become the primary thing

The organization who is responsible for the efforts of anti-corruption are Corruption Eradication Commission (CEC). CEC has caught not only officials in the executive but also the legislative and even judicial officials, who also has the function of repression. Several cases that are handled by the CEC is still the tip of the iceberg of corruption cases. Only cases that dealt with by the CEC is always the tip of the iceberg of many corruptions happens. CEC enforcement efforts still limited by the number of CEC personnel, the name of the Corruption Court and the CEC authority to take actions.

According to Article 11 of Law No. 30 year 2002 that CEC authority to conduct an inquiry, investigation, and prosecution, constrained by corruption are: a) law enforcement officials, agents of the state and others in connection with criminal acts of corruption committed by law enforcement officers or state officials; b) attention plaguing the society; and/or; c) concerning the state losses of at least Rp. 1.000.000.000, - (one billion rupiah). The criminals who do not want to be entangled CEC quite shy of the offenses above. With this condition, the CEC enforcement efforts will not mean much because it is only able to cut the tip of the iceberg of corruption itself. Corruption is "small" will be more and more and the potential to cause loss to the state in larger quantities again. It then encourages the CEC to instill the values of anti-corruption early on. In the CEC Strategic Plan for 2008-2011 envisaged that one of the targets for the prevention the corruptions the establishment of an anti-corruption culture, through professional education both formal and informal.

CEC has programmed Anti-Corruption Education for kindergarten, elementary, high schools and even through college. Anti-corruption education is a careful and watchful effort to realize the teaching-learning process is critical to improving the values of anti-corruption. [4]. The target of the implementation of this program is to create a generation that understands corruption, and it's consequently to the nation, development. Therefore a will be a general awareness to rise against corruption.

Preventive efforts through anti-corruption education become very important, especially for children. Education in Indonesia has not succeeded in establishing a proud and dignified nation. Education should not be taught only as knowledge (cognitive), but also must be prepared gradually through habituation. Similarly, the character that in fact is the primary focus of educational goals in Indonesia. Education not only aims to form learners to be smart, intelligent, knowledgeable and intelligent but also oriented to form noble human character, personal and ethical. Therefore, education must even pay attention to culture as the result of human cultivation, taste, and human initiative because culture summarizes the various outcomes of human works.

The development of attitudes, moral, and personal learners need long process and continuing with the habit [5]. Therefore, the need for anti-corruption education model keeping in the early childhood becomes demanding in instilling attitudes, moral and confident personality. For children of junior high school age, anti-corruption education is very active if conducted through fun educational games. One of learning models that appeals to children is by using picture cards (Figure 1).

Figure 1: Learning-based Media Card Anti-Corruption

One model of educational games for children, namely the method of a card game. Based on the description of the background, the aim of this research to measure the effectiveness Anti-corruption learning with Based Media Card In junior high school students.

2. Method

This study is a class action research method involved 120 students from five junior high schools in the city of Makassar. The research activities consisted of three cycles. Data collection instruments with a useful test to obtain the level of students' knowledge about anti-corruption activities. Data analysis using t-test statistical inference. The learning model considered sufficient if there is a significant difference between pre-test and post-test.

3. Result and Discussion

The development of multimedia-based learning model aims to improve the efficiency of the model, the motivation of student, and facilitate active learning that is oriented to students and guide so that the embedded value of honesty in

students as an early understanding of learning efforts of anti-corruption. Efficiency is one of the critical features of a model. This model was developed to provide a preliminary understanding of anti-corruption. This model as prepared by the circumstances on the ground, which refers to the junior school curriculum.

Implementation of the learning model based media card in this study consisted of three stages: the initial, the core and the cover stages. The initial phase is the conditioning of learners to learn that started by giving the pre-test. Next, prepare learners to use mobile phones based on Android, the introduction of students to the program, learning how to program operation, and studying the objectives to be achieved. The core stage is the interaction of learners with the material presented in the media based cards. Learners are free to friends and complete the evaluation related to the content of reading comprehension. The final stage is strengthening activities undertaken by teachers to engage learners in reaching conclusions from the study and the provision of post-test.

Testing the effectiveness of learning model based on the media card provides in anti-corruption learning is analyzed by using t-test by SPSS Program to determine the differences between pretest and posttest in every cycle and differences of posttest between periods. The test results of effectiveness show its difference between the value of post-test students on a limited test cycle (Table 1).

Table 1: Summary of Results of Testing Purposes Between Cycles of Phase Trial

Posttest 1		Posttest 2		Result of Trial	
Average	Standard Deviation	Average	Standard Deviation	t	Sig.
145.83	25.148	162.30	24.889	-4.723	0.000
Posttest 2		Posttest 3		Result of Trial	
Average	Standard Deviation	Average	Standard Deviation	t	Sig.
162.30	24.889	203.17	35.267	-7.960	0.000

The results of the measurement and statistical analysis of reading ability after the multimedia-based learning model between cycles of programs as follows: (1) the test post-test values between the first and second periods, there are differences in the average 16.47 with a standard deviation of 19.095 and a number of t = -4.723; (2) on the value of the test post-test between the second and third cycles there are differences in average 40.87 with a standard deviation of 28.121 and a number of t = -7.960. If the value t-count of third-posttest at the top, when compared with t-table at df = 29, using $\alpha = 0.05$ in the amount of ± 1.699, the t-value, is more significant than ± 1.699 so that Ho rejected, and Ha is accepted, meaning that there are substantial differences between the post-test 1 with post-test 2, and the value of the post-test 2 with post-test 3.

The card media-based learning model is considered valid by experts, and it is appropriate to give students an understanding of the anti-corruption as multimedia can attract and appeal to the senses. Learning model by using games media have been suggested as potential learning

environments because they have characteristics that are related to the way people learn, namely: activate prior knowledge, context, feedback and assessment, transfer, experiential, and social. The educational game serves to captivate and challenges the student and enrich student motivation [6], [7].

Improved understanding of student learning about anti-corruption was apparent after learning implemented in several cycles. This can see the average value of the pretest to the amount of the average post-test and differences in the average cost between post-test are based on the analysis with SPSS Program using t-test showed that t-count is greater than t-table, which means learning model media-based cards provide meaningful contribution to enhance students' understanding of the learning anti-corruption trials in Junior High School in Makassar. From the analysis of the standard deviation of the differences so high or much different, this means that the card media-based learning model distribution is uneven, then the particular student's learning-based media cards need attention. Not all students can enhance students' understanding of the anti-corruption learning on this card media-based learning, and this is because students have specific characteristics, different abilities, and diverse backgrounds.

Anti-corruption education can implement during the hours of self-development, through habituation activities. Also, it is possible to apply through integrated learning into each subject. Therefore, for the implementation to be effective, education should be placed within the framework of maturing children and build moral beings. Accordingly, the content of education should cover all domains (learning domains), i.e., capable, cognitive, and psychomotor.

Concrete efforts of teachers so that students understand the essence of anti-corruption education is by class action, remind and provide coaching when encountering students who try to do the deviant behavior. For example, explaining the causes of corruption, illustrating the dangers of crime, giving examples of people / officials who stumbled through bribery when the matter was severed by the courts, giving the case of a nation, whose people/officials are corrupt. Is not the teacher other than teaching duty, also educate?

Early anti-corruption education is one way to keep pace with it. Given knowledge is one of the guides of the younger generation to get to the right path. Experience, as the beginning of a great thinker, including corruptors, is a first aspect that can transform a person into a corrupt or not. Education is one of the cornerstones of a democratic civil society; it is appropriate to have a stake in the prevention of corruption [5]. One that could be a good idea in this case of crime is the application of anti-corruption in character education nation in Indonesia.

The importance of anti-corruption education from an early age can be analogous to the importance of caring for, preserving and preparing plant seeds to grow into a tree that provides many benefits [8]. The existence not only can absorb the essence of the soil with its roots but also can produce fresh fruits to be consumed and leafy branches to be

a shelter. It is in line with the anti-corruption education mission from an early age. With the cultivation of moral values, the provision of knowledge of the law, the eastern customs and the religiosity of belief in God is expected to produce candidates for a clean power figure from corruption.

Anti-corruption education can also do by holding bazaar/canteen honesty. At break time, learners are allowed to buy snacks by self-service. They take their meals, pay-pay themselves. If the money goes back, make your change.

Anti-corruption education for students leads to value education, that is right values [9]. Education that supports value orientation is education that makes people feel embarrassed when tempted to commit corruption, and angry when he watches it [10]. Three fundamental moral attitudes will make people immune to the temptations of corruption. The three essential moral positions are honesty, sense of justice, and sense of responsibility.

Early anti-corruption education is expected to foster critical thinking for learners [5]. Hopefully, these educated children can be the front guard in the effort to eradicate corruption in Indonesia. Early anti-corruption education is essential [11]. However, it will become more important and influential if accompanied by religious training that carried out consistently and continuously.

The rise of corruption cases in Indonesia cannot be immediately eradicated and disappeared. Need to anticipate early to suppress the increasing rate of this corruption case. With the existence of anti-corruption education, it is expected a few years later when the seeds of prospective leaders who still shot in the office can eliminate the community's anxiety about the endless corruption cases. And Indonesia can be one of the world's cleanest countries of corruption.

4. Conclusions

The effectiveness of learning more about model-based media card can create a good learning environment and fun. Improved understanding of student learning about anti-corruption was apparent after learning implemented in several cycles. It can see in the average value of the pretest to the amount of the average post-test and differences in the average value between post-test were based on the results of analysis by using t-test showed that the model-based learning media card contributed means to enhance students understanding of the learning anti-corruption trials in junior high school. Anti-corruption education is a conscious and planned effort to realize the teaching-learning process that is critical of anti-corruption values. And not just a medium for the transfer of knowledge transfer (cognitive) but also emphasizes the efforts of character building (active) and moral awareness in the fight (psychomotor) against corruption behavior corruption

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