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# EDUCATION RESEARCH Colloquium 2018

BETWEEN
FACULTY OF EDUCATION, UNIVERSITI TEKNOLOGI MALAYSIA (UTM)
& UNIVERSITAS NEGERI MAKASSAR, INDONESIA

Faculty of Education,
Universiti Teknologi Malaysia

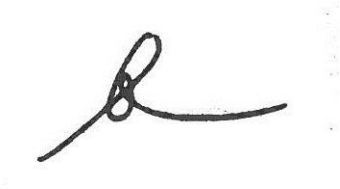
Foreword by the
Dean of Faculty of Education, UTM

# Assalamualaikum w.b.t and Good Day

Ladies and gentlemen,

It is my pleasure to welcome you to the Education Research Colloquium between Faculty of Education, Universiti Teknologi Malaysia (UTM) & Universitas Negeri Makassar (UNM), Indonesia. This colloquium is a platform for both institutions to sustain a harmonious and stable global society and to promote international cooperation and exchange. As we know, UTM participated in a wide variety of collaborative relationships with universities, institutions and individuals in many countries. I am confident that through this colloquium, relationship and friendship between FP UTM and UNM will become stronger. I would like to take this opportunity to congratulate all presenters in this colloquium. I am sure that the variety and depth of the research presented at this colloquium will be appreciated by the audiences. In summary, I believe that this colloquium is just a start for a more fruitful and continuous collaboration between FP UTM and UNM.

Thank you



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# Framework of Anti Corruption Learning Model Using Media for Senior High School Students

Lu'mu, Ruslan

*Engineering Faculty, Universitas Negeri Makassar, Indonesia*

**Abstract:**

This paper aims to describe the framework of developing a media-based anticorruption learning model of cards for junior high school (SMP). This type of research is a descriptive study that examines the stages of the development of anti-corruption learning model based on card media. The type of data used is secondary data derived from the review of various sources on the development of learning models.The framework describes the sequence of activities that should be done systematically in model development.

**Keywords:** Development, product and conceptual

## 1.0 Introduction

Anti-corruption education is a global phenomenon that has been widely applied in most countries in the world, ranging from continental Europe, America, Asia, Australia, and even Africa has implemented the practice of anti-corruption education. (Spector, 2005). Learning from the experience of other countries shows that the eradication of corruption is not enough just to do law enforcement, but must be followed by the application of anti-corruption education. One example of a country that has implemented anti-corruption education is the Republic of China. As reported by Jawa Pos on July 30, 2005, in China online it was written that all students in elementary education level are given anti-corruption education subject. The goal is to provide "vaccines" to students of the dangers of corruption. While the long-term goal of the program is the young generation of China can protect themselves amid the onslaught of corruption crime. Formal education in cases of corruption eradication is not new; it has a strategic position. In line with the view of progressivism, the school is seen as an agent of social change in charge of introducing new values to the community.(Komalasari & Saripudin, 2015).

In Indonesia, the term anti-corruption education is relatively new because not many people know and apply it. In Law No. 20 of 2003 on the National Education System, especially in the national curriculum section, the term anti-corruption education is explicitly not mentioned, either at the primary school level to university level. Therefore, anti-corruption education can be viewed as educational innovation. According to Darma (2003), in general, the objectives of anti-corruption education are (1) the formation of knowledge and understanding of the forms of corruption and its aspects; (2) changing perceptions and attitudes toward corruption; and (3) the formation of new skills and skills alleged to fight corruption. Furthermore, Kesuma (2004) added that its long-term benefits might contribute to the sustainability of the National Integration System and anti-corruption program. While for the short term is the development of political will of the Indonesian nation to fight corruption. In the view of the educational concept, anti-corruption education materials in schools are: (1) what and where corruption (2) moral issues, (3) corruption and human rights, (4) combat

corruption, 5) corruption and market economy, (6) corruption and law, (7) corruption and democratic society.(Mantasiah, 2016; Manurung, 2012).

Therefore, the task of education is to instill honesty values to every component in it, be it students, staff teachers, and other components. Anti-corruption education is a form of education that deals with ways to instill honesty in students through a series of educative ways and strategies (Spreitzer, Theimer, Petersen, Demers, & Terry, 1999). Creative educators will always create ideas in designing new learning models that enable learners to achieve their learning goals with satisfaction. To obtain the new learning model is needed method of research and development of learning model. The method of learning model development is not much different from other product development methods. The development procedure is shorter because the resulting product is not too risky and the impact of the model is limited to the targeted learners.

For junior high school children, trusting in anti-corruption education is very useful if it is a fun, educational game. Furthermore, the learning media is "learning resources other than teachers which are referred to as liaison messages that are held and created by teachers or educators (Sadiman, Rahardjo, & Haryono, n.d.). In other words, that learning media is all forms that people use for the process of information in learning, to provide motivation and innovation in learning, to occur the learning process in students effectively and efficiently. In this case, effectively means giving high results regarding the message and the interests of students who are learning. While efficient means have the power to be reviewed regarding how its use, time, and place. Learning media are said to be efficient when the use is easy, in a short time can reach a broad content, and the required place is not too broad. The media must also be "communicative, meaning that the media is accessible to understand the meaning, in other words, what is displayed through the media is easy for students to understand.

Creative use of the media can enable students to learn better and improve student performance by the goals to be achieved. Also, the use of media in the learning process can also be an attraction for students, to change the role of teachers become more favorable. During this time, the teacher acts as an informer to the students, and the process can repeatedly occur for the same topic so that with the media used can provide more flexibility for teachers in the learning process. So the media in learning is any form of communication tool that can be used to convey information from the source to the students who aim to stimulate the thoughts, feelings, and willingness of students in following the learning activities. Media functions other than used to deliver the whole learning can also be used to convey a specific part of the learning activities, as well as provide strengthening motivation for students.

From this description, this paper aims to explain how to set up a framework for the development of anti-corruption learning model for junior high school students. Anti-corruption education in learning can provide a meaningful experience for learners because they can understand, internalize, and actualize it through the learning process. If anti-corruption culture continues to be developed as an effort to establish integrity, then it is likely that the development of anti-corruption learning model will be more efficient. This anti-corruption learning model is expected to be able to learn students later to understand better what is corruption and its consequences for the nation and state and dare to say "NO" to corruption so that there will arise awareness together to rise against corruption. Thus anti-corruption learning among learners should be applicable, not only to the school but the higher education.

## 2.0 Research Method

This paper is an initial stage of research and development with the qualitative descriptive approach. The goal is to provide an overview of the framework of the concept of developing an anti-corruption learning model in junior high school. The development of this learning model refers to the ADDIE model consisting of 5 stages: analysis, design, development, implementation, and evaluation.

## 3.0 Result

The framework for developing an anti-corruption learning model for junior high school students uses the approach of the ADDIE Model, which consists of five steps, namely analysis, design, development, implementation, and evaluation. The research method is to compile the framework of learning model development, they are:

### *3.1 Analysis*

This stage is the initial stage of model development activities. There are two parts to this stage: study literature and field study. Literature studies include relevant studies as well as fundamental theories of character education as well as learning strategies in junior high school. While, the field study was conducted by explorative about the student condition, teacher's ability, classroom condition and anti-corruption teaching materials.

### *3.2 Design*

The design phase of the model begins with the initial draft of the device and the model of the anti-corruption learning model. The drafting is based on appropriate competency standards for the material to be developed. Furthermore, the development of the model continued with the application of necessary competencies from the chosen lesson. The linkage of learning materials with anti-corruption materials is analyzed by developing a matrix of relationships between the initial material and the material to be integrated. The design stage produces an instructional strategy for the selected material.

### *3.3 Development*

At this stage, design validation is a process of activity to assess whether the product design is valid or not. In this stage validation is still an assessment based on rational thinking. Product Validation is performed by presenting several experts to evaluate and assess the initial product that has been produced. The product of development is student book, student worksheet, and anti-corruption module.

### *3.4 Implementation*

This stage is the implementation of field trials to assess products that have been produced based on facts in the field. In this step, product revision is also done if in the real condition there are still deficiencies and weaknesses. This trial is performed as a stage to assess the practicality of the resulting model.

### *3.5 Evaluation*

At this stage evaluated the resulting product. This evaluation is done at every stage, so the Final Prototype of the anticorruption learning model prepared can be justified.

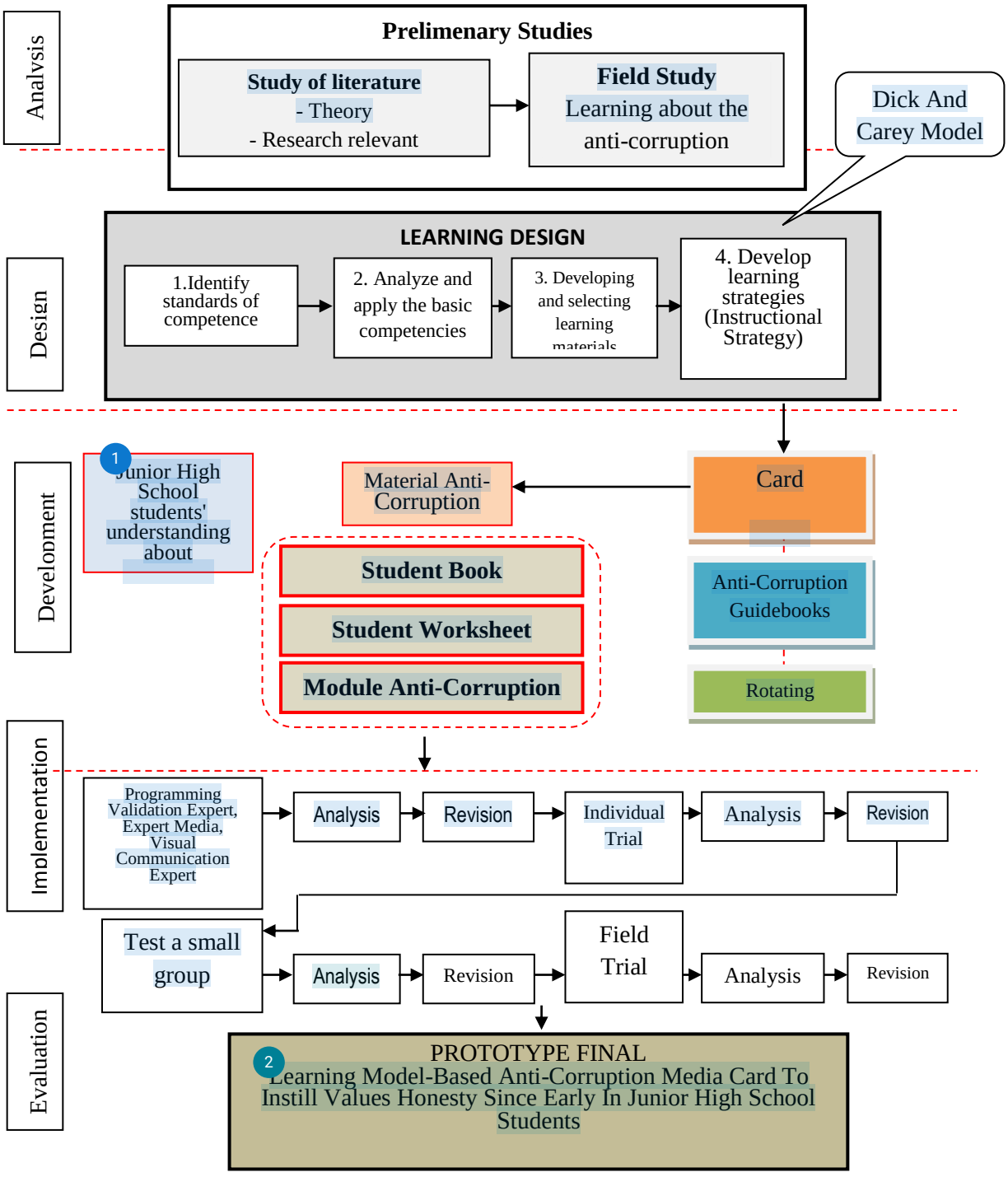


**Fig. 1**. The Framework of Learning Model Anti Corruption Development

The conceptual framework is a basic concept of the development of anti-corruption learning model in junior high school. The presentation of the framework is useful information for the school management to develop a learning model that continues to grow. The challenge of developing the learning model is the answer to the students' need for accurate information and varied learning models. In detail, the framework developed in developing the anti-corruption learning model can be seen in Figure 1.

## 4.0 Conclusion

The development of anti-corruption learning model in secondary school begins with the framework compilation stage. The framework describes the sequence of activities that should be done systematically in model development. Also the framework also describes the product of this activity. The products are student book, student worksheet, and anti-corruption module. The development stage involves the expert as a validator to ensure that the resulting product is feasible to apply to secondary schools.

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