



Embedding Anti-Corruption Values in Citizenship Courses at Budi Darma University Medan

Sumiaty Adelina Hutabarat¹, Henry Kristian Siburian²

^{1,2}Budi Darma University Medan

Sisingamangaraja Street No. 338 Sitirejo I Kec Medan Kota, Medan, North Sumatra 20219

E-mail: sumiatyadelina@gmail.com

Abstract

Corruption is a contagious disease that is very dangerous and is a serious problem in every government in the world, and is not only a regional problem, but has become an international problem. Corruption spreads to educational institutions, including universities. The purpose of this study is that anti-corruption values in the Citizenship course for students at Budi Darma University will determine the success of students in the future as the next generation of the nation. So that it can foster the spirit to work honestly, responsibly and fairly. This study uses a qualitative approach with data collection techniques using questionnaires to provide students with an understanding of anti-corruption values in the Citizenship course.

Keywords: *Anti-corruption values; Citizenship courses; Budi Darma University.*

A. Introduction

Corruption is a serious problem in government, which is not only a local problem, but has become an international phenomenon that affects the entire world community and damages the joints of life. Corruption does not only affect the fields of political life, but also the economic and social fields. the perpetrators who were tried by the apparatus were not only from business circles but also from the bureaucracy and government, the DPR DPRD, even college campuses and schools. Corruption has become a bad habit of Indonesian society[1] This shows that corruption occurs in all institutions and professions. Universities are part of corruption itself. The modes of corruption in universities are[2] a. Clickback in construction supply contracts; b. Withhold or delay approvals and signatures required to extort bribes (gifts, services and prompt payments); c. Directing the construction and procurement of goods to be carried out by himself, his family and friends; d. Manage payments for services that should be provided free of charge; e. Illegal fees; f. Deviation in the use of public donations. Meanwhile, the corruption committed among students according to the version of the Corruption Eradication Commission (KPK), which was revealed by the deputy chairman of the KPK, Saut Situmorang [3] a. Late for class; b. Giving gifts or gratuities to lecturers; c. mark-up; d. Making false proposals; e. Misuse of scholarship funds; f. plagiarism; g. Cheating; h. Get absent. Anti-corruption countermeasures The Indonesian government implements a strong policy to combat corruption. Different

policies are contained in various laws and regulations, including the provisions of the People's Consultative Assembly (MPR) regarding the administration of a state that is clean and free from corruption, collusion and nepotism. Law number 20 of 2001, namely the Corruption Eradication Commission (KPK), an institution that was formed at a cost of approximately 6.4 billion. Since the establishment of the KPK, many corruptors have been caught and imprisoned, the attention and support from the public and anti-corruption institutions have strengthened the determination and steps to eradicate corruption to its roots. Corruptors are increasingly stealing state and people's assets for personal, group and family interests. Curative results provide immediate results, but because of the broad spectrum of corrupt behavior, Another effort is needed whose results cannot be seen now, namely by providing anti-corruption values in Citizenship courses to students, especially Budi Darma University Medan. The Citizenship course is one of the general compulsory subjects given to all prospective undergraduate and associate study program students at Universities throughout Indonesia to accompany the main courses according to their respective majors. Based on Law Number 12 of 2021 concerning Higher Education in Article 36 paragraph (3), it is emphasized that the higher education curriculum as referred to in paragraph 1 must contain Citizenship courses. Therefore, the Citizenship course aims to instill anti-corruption values to shape anti-corruption, collusion and nepotism attitudes.

B. Research Methods

Types of research

This study uses qualitative methods to find the essence of each phenomenon. The research strategy developed is a qualitative research case study. Case studies are very useful for understanding cases and knowing future perspectives. According to Bogdan and Taylor, quoted by Moleong [4] This research uses qualitative methods to find the essence of each phenomenon. The research strategy developed is a case study. Case studies are very useful for understanding cases and knowing future perspectives. According to Bogdan and Taylor, quoted by Moleong. defines qualitative methodology as a procedure that produces descriptive data in the form of written or spoken words and behavior of people who can be observed through many problems that are currently rampant in various countries including Indonesia on the issue of corruption. This is especially the attitude of students towards anti-corruption values.

Time and place

The time of the research was carried out for 3 (three) months starting from February 2022 to May 2022. The place of research was carried out at Budi Darma University Medan Jalan Sisingamangaraja No. 338 Siti Rejo I Medan Medan City, North Sumatra 20219.

Research subject

Informants in this study were students of the 2018 Informatics Engineering Study Program in this study interviewed with informants who had been determined in this study, namely students from the 2018 Informatics Engineering study program.

Data collection technique

Data collection techniques in this study used different methods to obtain complete data. Data collection techniques used included: direct observation of

research subjects. The observation method used in this study: first, passive participation observation, where observational research is not involved in the activity. The observations in this study are intended to be seen when describing the situation in instilling anti-corruption values at Budi Darma University, second. this technique was chosen with the element of information to obtain subject data and the questions were free or not too tied to the questions that had been prepared previously; third. Documentation of data collection methods is obtained from the results of reports and information in writing, illustrated, recorded or printed.

C. Result And Discussion

Based on the formula determined by the Corruption Eradication Commission, there are nine (9) basic values that need to be instilled, namely: the values of honesty, caring, independence, discipline, responsibility, hard work, simplicity, courage, and justice.

Table 1. Basic Values of Corruption Eradication

NO	MARK	DESCRIPTION
1	Honesty	Behavior based on efforts to make himself a person who always trustworthy in words, actions, and work.
2	Concern	Attitudes and actions that always want to help others and community in need
3	independence	Attitudes and behaviors that are not easy to depend on others in complete tasks
4	Discipline	Actions that show orderly behavior and comply with various provisions and regulation
5	Responsibility	The attitude and behavior of a person to carry out his duties and obligations, which he should do, towards himself, society, the environment (nature, social, and culture), country and God The Almighty
6	Hard work	Behavior that shows genuine behavior in overcoming various learning and task barriers, as well as completing tasks as well as possible
7	Simplicity	Modest, modest attitude and behavior, not many subtleties, not many knick-knacks, straightforward, as-is, frugal, as needed, and humble
8	Bravery	Have a steady heart and great confidence in dealing with danger, difficulty, and so on (not afraid, trembling, wry) and never back down
9	Justice	Equal weight, impartial, impartial/not favoritism, taking

sides/adhering to the truth, appropriate, not arbitrary, balanced, neutral, objective and proportional

Source: Ministry of National Education 2009[5]

The methods that are embedded in anti-corruption values in the Citizenship course are as follows:

Table 1.1. Discipline Value

NO	Discipline Values
1	The online/offline learning process is timely for lecturers and students
2	Dress neatly according to the uniform that has been determined by the academic
3	Camera must be turned on during class

Table 1.2. Value of Independence

NO	Cultivation of Independence
1	Don't depend on other people to make assignments
2	Homework must be done alone
3	Do not copy and paste other people's

Table 1.3 Value of Concern

NO	Cultivation of Concern
1	Caring for each other
2	Giving help to people in need
3	Keep the environment clean

Table 1.4 Value of Responsibility

NO	Cultivation of Responsibility
1	Responsibility for duties and obligations
2	Responsibility to maintain cleanliness by prohibiting littering
3	Responsibility towards God to carry out religious worship according to their respective religions and beliefs

Table 1.5 Value of Honesty

NO	Honesty Cultivation
1	Honest in word and deed
2	When borrowing goods from other people must be notified
3	Be honest in your abilities

Table 1.6 Value of Justice

NO	Cultivation of Justice
1	Don't be picky in making friends between rich and poor
2	Unbiased and favoritism
3	Not siding with the wrong

Table 1.7 Value of Simplicity

NO	Cultivation of Simplicity
1	Unpretentious, not many knick-knacks
2	It's not too much
3	Not many subtleties of being humble

Table 1.8 Value of Hard Work

NO	Hard Work Planting
1	Doing the job well
2	Helping parents with homework
3	Have a serious attitude in overcoming obstacles in learning and making assignments

Table 1.9 Courage Value

NO	Cultivation of Courage
1	Have a strong and confident heart
2	Not afraid and afraid

3 Never give up in the face of problems

Research activities by distributing questionnaires to students in the pandemic era through the WhatsApp group for the Citizenship course of the Informatics Engineering Study Program. The total number of students was given a questionnaire of 100 people with 53 male students and 47 female students. Consisting of semester 8 morning and afternoon classes, students who are active in organizations and not participating in organizations, who have taken the Citizenship course, with the following data: that 100 respondents who have been distributed the implementation of anti-corruption values in the Citizenship course are in the category of sufficient criteria. good, good, and very good. Fairly good as much as 4% of respondents, good 15%, very good 81%. So from the data, 96% are categorized as good and very good. So it can be concluded that the majority of students in implementing anti-corruption values in the Citizenship course are very good. It can be described in a presentation table based on each criterion, as follows:

Table 2. Percentage of Student Understanding

No	Number	Predicate	Total Response %
1	0%-20%	Very bad	-
2	21%-40%	Bad	-
3	41%-60%	Pretty good	4%
4	61%-79%	Well	15%
5	80%-100%	Very good	81%

Source of data: processed from the results of the questionnaire

Table 3. Percentage based on questionnaire results

No	Answer Options	Total number	Percentage
1	Never	4	4%
2	Sometimes	15	15%
3	Often	29	29%
4	Always	52	52%

Source of data: processed from the results of the questionnaire

Based on these data, 81% of respondents answered often and always. So the conclusion is that the majority of respondents or students always implement anti-corruption education values in everyday life in the community. From the results of the analysis shows that as many as 96% of students who are at the level of good and very good understanding. Meanwhile, at the level of student understanding, 81% of students often apply anti-corruption education values in everyday life. Sometimes 15%, never. 4%. Through the cultivation of anti-corruption values in the Citizenship course at Budi Darma University, it is hoped that a generation without corruption will be born, so that in the future the Republic of Indonesia will be free from corruption.

D. CONCLUSION

Based on the results of research at Budi Darma University Medan, it was concluded that anti-corruption values provide knowledge about corruption and its eradication by instilling anti-corruption values in the Citizenship course at Budi Darma University. Thus, it can give birth to the next generation of the nation without corruption, so that in the future the Republic of Indonesia is free from corruption.

REFERENCES

- [1] E. Handoyono, *Pendidikan Antikorupsi*. Yogyakarta: Ombak Dua, 2013.
- [2] W. David, *Pendidikan Antikorupsi Untuk Sekolah Dan Perguruan Tinggi*. Jakarta: Indeks Permata Puri Media, 2013.
- [3] beritajatim.com
- [4] L. Moleong, *Metodologi Penelitian Kualitatif*. Bandung: Renaja Rosdakarya, 2007.
- [5] K. P. Nasional, *Pengembangan pendidikan budaya dan karakter bangsa*. Jakarta: Badan Penelitian dan Pengembangan Kurikulum Kementerian Pendidikan Nasional, 2009.
- [6] E. Indriati, *Pola dan Akar Korupsi*. Jakarta: PT. Gramedia, 2013
- [7] Rosdakarya Raharjo. S. *Ilmu Hukum*. Bandung: PT. Citra Aditya Bakti, 2010.
- [8] Suseno F.M. *Kuasa dan Moral*, Jakarta: PT. Gramedia, 2009
- [9] Sumiaty Adelina Hutabarat, *Modul Pendidikan Kewarganegaraan di Perguruan Tinggi Civic Education*. Jatim: Wais Inspirasi Indonesia, 2019