

# DEVELOPMENT OF ANTI-CORRUPTION LEARNING

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### DEVELOPMENT OF ANTI-CORRUPTION LEARNING THROUGH COMIC MEDIA AND ANTI-CORRUPTION POSTER

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#### Abstrak

Penelitian ini bertujuan untuk mengembangkan pembelajaran antikorupsi dengan menggunakan komik dan poster dalam rangka menanamkan nilai-nilai kejujuran dan kesederhanaan pada siswa SMPN 6 Malang. Pendekatan Penelitian dan Pengembangan (R&D) digunakan pada penelitian ini. Partisipan dalam penelitian ini adalah siswa SMPN 6 Malang. Sebagai teknik pengumpulan data angket, observasi, wawancara, dan studi dokumentasi digunakan dalam penelitian ini, bersama dengan *focus group discussion* (FGD) dan catatan lapangan/logbook. Data yang diperoleh dianalisis secara deskriptif dan kualitatif. Temuan penelitian menunjukkan bahwa guru membutuhkan alternatif pembelajaran yang dapat menanamkan nilai-nilai integritas pada siswa, serta media pembelajaran antikorupsi yang dikembangkan dalam dua tahap (pengembangan media dan pengembangan materi) dan telah divalidasi untuk digunakan sebagai alternatif belajar menanamkan nilai-nilai integritas, khususnya kejujuran dan kesederhanaan. Menurut Pasal 13 Undang-Undang Nomor 30 Tahun 2002, salah satu upaya pencegahan yang dapat dilakukan KPK adalah dengan menyelenggarakan program pendidikan antikorupsi di semua jenjang pendidikan. Penilaian materi pengembangan pembelajaran antikorupsi dengan komik dan poster menghasilkan persentase rata-rata 88%, sedangkan penilaian media menghasilkan persentase rata-rata 84%, keduanya dalam kategori baik. Dapat ditarik kesimpulan bahwa komik dan poster dapat digunakan secara efektif.

**Kata Kunci:** Pembelajaran Anti Korupsi; Media Komik, Poster Anti Korupsi.

#### Abstract

This study aims to develop anti-corruption learning using comics and posters in order to instill the values of honesty and simplicity in the students of SMPN 6 Malang. The Research and Development (R&D) approach was used throughout this entire study. The participants in this study were students at SMPN 6 Malang. As data collection techniques, questionnaires, observations, interviews, and documentation studies are used in this study, along with focus group discussions (FGD) and field notes/logbooks. The obtained data were descriptively and qualitatively analyzed. The study's findings indicate that teachers require alternative learning that can instill the values of integrity in students, as well as anti-corruption learning media that was developed in two stages (media development and material development) and has been validated to be used as an alternative learning to instill the values of integrity, particularly honesty and simplicity. According to Article 13 of Law Number 30 of 2002, one of the prevention efforts that the KPK can carry out is to organize anti-corruption education programs at all levels of education. The material assessment on the development of anti-corruption learning with comics and posters yielded an average percentage of 88%, while the media assessment yielded an average percentage of 84%, both of which were in the good category. A conclusion can be drawn that comics and posters can be used effectively.

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**Keywords:** Anti-Corruption Learning; Comic Media, Anti-Corruption Poster.

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## INTRODUCTION

Corruption is a major issue that the Indonesian people are currently dealing with. The people of Indonesia are exposed to corrupt news almost every day, whether on television or in the newspapers. Between 2015 and 2021, the state suffered losses totaling 31.077 trillion dollars as a result of corruption (daily published, 2016). The Corruption Perception Index (IPK which stand for *Indeks Persepsi Korupsi*), on the other hand, is published by an international organization dedicated to the fight against corruption. The IPK displays the ranking of countries around the world based on public perceptions of corruption in public and political positions. When the IPK was first published in 1995, Indonesia ranked last out of 41 countries, earning a score of 1.9. Indonesia was ranked 85th out of 90 countries with a score of 1.7 in 2000, five years after it was first ranked (hidayat, 2018). According to the data, the Indonesian Corruption Perception Index continues to rise from year to year, indicating that efforts to eradicate corruption carried out in Indonesia have received recognition from both the national and international public. Overall, it can be concluded that the government's efforts in dealing with the corruption problem have been on the right track, if not yet at their full potential.

According to data published on the Corruption Eradication Commission (KPK which stand for *Komisi Pemberantasan Korupsi*) of the official website (online media, 2018), the average percentage increase in the number of corruption cases investigated by the KPK is 15.6 percent per year during the 2015-2021 period, and the average percentage increase in the number of cases investigated and executed is 34.6 percent per year during the same period. According to the types of cases reported during the same period of time, the types of cases with the highest percentages were bribery (57.6 percent), procurement of goods/services (24.9 percent), and obstructing the KPK process (4.9 percent), with the lowest percentage being bribery (1 percent). These figures demonstrate that corruption continues to be a significant problem in Indonesia. Corruption continues to be committed by anyone at any time, in a variety of settings, and in a variety of forms, with the number of cases increasing from year to year, according to the World Bank.

The Corruption Eradication Commission was established by Law Number 30 of 2002, which was passed by the government. Specifically stated in the law, the KPK is an independent state institution that, in carrying out its duties and authorities, is free of all powers, and that it has been entrusted with the responsibility of conducting corruption eradication in a professional, intensive, and long-term manner in order to increase the effectiveness of its efforts and achieve better results. In general, the KPK is charged with two primary responsibilities: taking action and preventing corruption.

Specifically, the KPK's Article 13 of Law Number 30 of 2002 stipulates that, among other things, one of the prevention efforts that can be carried out by the KPK is collaboration with the world of education at all levels in order to organize anti-corruption education programs. This demonstrates how important it is for the world of education to be involved in efforts to eradicate corruption (jdbkemenkue, 2018).

This is in accordance with the opinion of Yusrianto Kadir, who stated that education can prevent the mental development of corruption in Indonesia's young generation, thereby preventing the spread of corruption as a culture throughout society. Moreover, anti-corruption behavior must be instilled and nurtured in students through education because schools are fundamentally an activating process (Suryani, 2018).

The foregoing explanations lead to the conclusion that corruption remains a serious problem in Indonesia, and that one of the most effective ways to combat it is through involvement in educational institutions. To achieve this goal, the researchers at SMPN 6 Malang are developing an anti-corruption education teaching media based on anti-corruption learning and using comics and posters to promote anti-corruption awareness among students.

Media Various functions can be served by comic books and posters, and different functions can be served by different types of multimedia. For example, learning media such as comic books and anti-corruption posters are distinct from presentation media such as multimedia. Users are not required to interact actively in multimedia presentations, according to Hooper (in Gde), but the use of multimedia as a learning medium for comics and posters must involve users in activities that require mental processes in order for them to be effective learners (Oka, 2017).

A few others, on the other hand, suggested some of the advantages of anti-corruption comics and posters in learning for teachers, learning participants, and the learning process as a whole, among other things. Teaching and lecturing time are cut down significantly, which is a significant benefit for teachers. As a result, by utilizing multiple media at the same time, it is hoped that these learning media will attract and increase students' willingness to learn, thereby improving learning outcomes and their implementation.

## METHODOLOGY

Anti-corruption learning through comics and posters is the goal of this study<sup>13</sup> which is supported by a lesson plan in the form of an academic syllabus and a semester-long lesson plan. **Research and Development (R&D)** was used to carry out the entirety of this study. The ADDIE of the development model (as described in Magfirah et al.) was used, which states that the model consists of five stages that focus on the development of learning products, namely Analysis, Design, Development, Implementation, as well as the stages of Evaluation (M. Rasyid, 2019). The activities depicted in Figure 1 are the means by which this model is put into action.

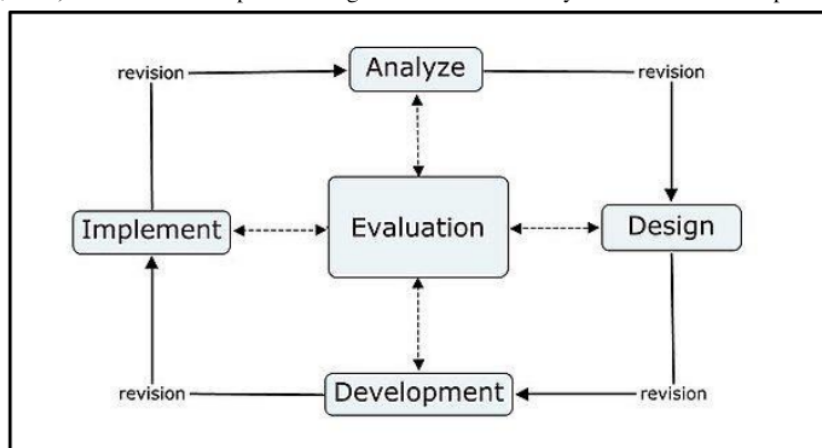


Figure 1. Research activities of ADDIE Model

A readiness assessment is carried out at the testing stage by material experts and media experts to determine whether people are ready to use comics and posters to promote anti-corruption learning, and data collection is carried out using a questionnaire to record the expert's assessment of the media that has been developed, namely comics and posters promoting anti-corruption learning, at the testing stage.



## RESULTS AND DISCUSSION

Using the ADDIE version of the development model, the researchers conducted research on learning development using comic books and anti-corruption posters that were created in this study. As part of its implementation, data on anti-corruption education learning, including the syllabus and semester learning plans, as well as information on the learning process, will be gathered. A single school, SMPN 6 Malang, was discovered to have presented anti-corruption education material in separate lessons and reinforced it in PPKN lessons. Yet another finding is that anti-corruption education materials are still presented in the same direction as traditional lecture methods, with examples and cases that are out of touch with the real-world situations that students are likely to encounter. Examples of corrupt behavior presented to students include cases in which civil servants or state officials engaged in corrupt behavior, in order to create the impression among students that corrupt behavior could not occur to them because they were not civil servants or state officials.

Using relevant references to anti-corruption education materials, including documents published by the Ministry of Education and Culture, a literature review was carried out to inform the research question. According to the results of this process, anti-corruption education materials at the primary and secondary school level consist of eight materials, namely the definition of corruption, the factors causing corruption, the massive impact of corruption, anti-corruption values and principles, efforts to eradicate corruption, movements, cooperation, international corruption prevention instruments, and criminal acts of corruption in Indonesian laws and regulations, as well as criminal acts of corruption in international corruption prevention instruments

According to the Anti-Corruption Education book, individual competence is developed through a series of stages, beginning with students having negative perceptions of corruption, progressing to positive perceptions of anti-corruption, and finally developing a positive attitude towards corruption. Anti-corruption stance in the sense of attempting to avoid engaging in corrupt practices in any way, shape, or form. With the achievement of the second standard of competence, students are expected to be able to transmit anti-corruption attitudes to the surrounding environment, which can be demonstrated through some concrete actions, such as the courage to remind others not to commit acts of corruption and the provision of information to others on matters related to corruption and anti-corruption. When students achieve the third competency standard, it is expected that they will be able to detect the presence of an act of corruption comprehensively, beginning with the form, process and violation of regulations, perpetrators, losses and impacts, and then be able to solve the problem that has been identified (Junaidi, 2014).

Based on the findings of field studies and literature reviews, it can be stated that users' requirements for learning media to be developed are as follows: first, the scope of the material should be quite flexible; and second, the material should be easy to understand. It is possible to use learning media in primary and secondary schools to incorporate anti-corruption educational materials into specific lessons or to present them in separate lessons in this situation. For the second time, the material is presented in an engaging, varied, and contextual manner, taking into consideration the situations and conditions that students, particularly those at SMPN 6 Malang, are likely to encounter.

It is decided on the basis of user requirements that a learning media consisting of four materials should be developed and presented in six meetings, with the consideration that if anti-corruption education materials are delivered in separate lessons, the presentation of each material can be deepened and developed to be presented in fourteen meetings. If, on the other hand, anti-corruption education materials are delivered by incorporating them into specific lessons, the length of time spent presenting each material can be reduced in accordance with the amount of time available.

In one meeting, participants will learn about corruption definitions and factors that contribute to corruption; in two meetings, participants will learn about the different types of corruption such as bribery and

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embezzlement in office, extortion, fraudulent acts, conflicts of interest in procurement, and gratuities; in one meeting, participants will learn about the massive impact of corruption and efforts to eradicate corruption; and in one meeting, participants will learn about the anti-corruption values and principles such as honesty, caring, independence, and fairness.

Multimedia elements are incorporated into each piece of material in order to make it more interesting to the audience. Comics were added to the first material, which covered the definition of corruption and the factors that contribute to corruption; several videos were added to the second material, which covered the different types of corruption, if time permitted; posters were added to the third material, which covered the massive impact of corruption and the efforts to eradicate corruption; and values and principles were added to the fourth material. The anti-corruption snippet includes footage from a television program in which a prominent anti-corruption figure is discussed.



Figure 2. Developing of Comic



Figure 3. Development of Poster

A material assessment and a media assessment are carried out to ensure that the learning model designed is in accordance with the needs. The material assessment was carried out by a material expert consisting of three lecturers, a teacher/expert of Citizenship Education Lecturer, as well as a well-known anti-corruption community activist from the city of Malang. A number of aspects of material are being evaluated by material experts, including: the clarity of indicators, the suitability of material with indicators, the clarity of material content, the completeness of material, the accuracy of the material order, the depth of material, the clarity of material delivery, the suitability of questions with material, the adequacy of practice, the suitability of material with students, and the suitability of sentences with students (Sariyono, 2014). Each aspect is measured by a set of indicators, with scores ranging from Very not good (score 1) to Not good (score 2) to Neutral (score 3), Good (4), and Very good (score 5) for each indicator (score 5). It is then converted into a percentage based on the result obtained. The findings of the evaluation are presented in the table below.

**Tabel 1. Results of the Material Experts Evaluation**

No	Aspect	Score	%
1	Clarity in terms of learning outcomes	4,7	94%
2	Clarity of the indicator	4,3	86%
3	Compliance of the material with the indicators	4,3	86%
4	Clarity of the content and the use of material equipment	4,4	88%
5	Accuracy in material ordering	4,2	84%
6	Material depth and clarity of material delivery are important considerations.	4,3	86%
7	Adequate training and education	4,1	82%
8	The material's suitability in light of the student's current condition	4,3	86%
9	The material's suitability for use with students is being evaluated.	4,0	80%
10	Students' agreement on the consistency of sentences	4,5	90%
11	Clarity in terms of learning outcomes	4,8 3	96%
12	Clarity of the indicator	4,3	86%
<b>Rata-rata Total</b>		<b>4,4</b>	<b>88 %</b>

For each of the aspects examined, the data presented in the table demonstrates that a percentage greater than or equal to 80 percent was achieved for each of the aspects examined. While training adequacy receives the lowest percentage of responses (80 percent), the aspect of material suitability receives the highest percentage (96 percent) of responses (see chart below). Overall, the average percentage of assessment results from material experts is 88 percent, which places it in the good category of performance.. This demonstrates that, from a material standpoint, comic books and posters are viable options.

Due to the fact that the validation results contained several notes of comments and suggestions from the validator, the researchers revised the document before putting it to use in the classroom with students. In order to create an interactive learning model, some components such as animation pictures, interesting images, and writing were combined to create a media and poster that could assist students in the learning process. The development of learning through media and poster models can result in two-way interactions, particularly between users and the media, which helps to keep them from becoming bored too quickly during the process. It is consistent with research findings that learning through interactive multimedia can improve students' conceptual understanding of the material (Arda, 2015). Students' understanding, interest, and ability to memorize information can be enhanced through the use of media and posters in the classroom (Gilakjani, 2012).

## CONCLUSION

It can be concluded, based on the findings of the research and discussion described previously, that anti-corruption learning through comics and posters media can be used flexibly both for anti-corruption education that is presented in separate lessons and for anti-corruption education that is inserted into Civics Education lessons and other lessons. Corrupt practices are illustrated in comic books and posters, with the teaching materials covering four topics: corruption, corrupt practices in different contexts, the massive impact of corruption, and anti-corruption values and principles. Media elements are incorporated into each material, and examples of cases that are relevant to the students' world are provided to make it more interesting for them. Research and development (R&D) methods were used to carry out this investigation. As a result of using this method, the results of the assessment of the material on Anti-Corruption learning with comics and posters media show that the average percentage is 88%, while the results of the media assessment show that the average score is 84%, which in this case both belong to the good category. Furthermore, the findings of this study are consistent with previous studies and or similar research when examined through the perspective of *Systematic Literature Review* (SLR).

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