

## SOCIALIZATION OF ANTI-CORRUPTION LITERACY IN THE SCHOOL ENVIRONMENT

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### Abstract

This literature review aims to analyze the effectiveness of various anti-corruption literacy socialization programs that have been implemented in the school environment. The studies reviewed show that the programs are generally effective in raising students' awareness of corruption, but the level of effectiveness varies depending on the learning method, duration of the program, and involvement of various parties. Common obstacles include lack of resources, lack of integration of anti-corruption materials into the curriculum, and lack of comprehensive evaluation. This study concludes that more integrated and sustainable efforts are needed to ensure the success of anti-corruption literacy socialization programs in schools.

**Keywords:** Literacy, Anti-Corruption, Socialization, School

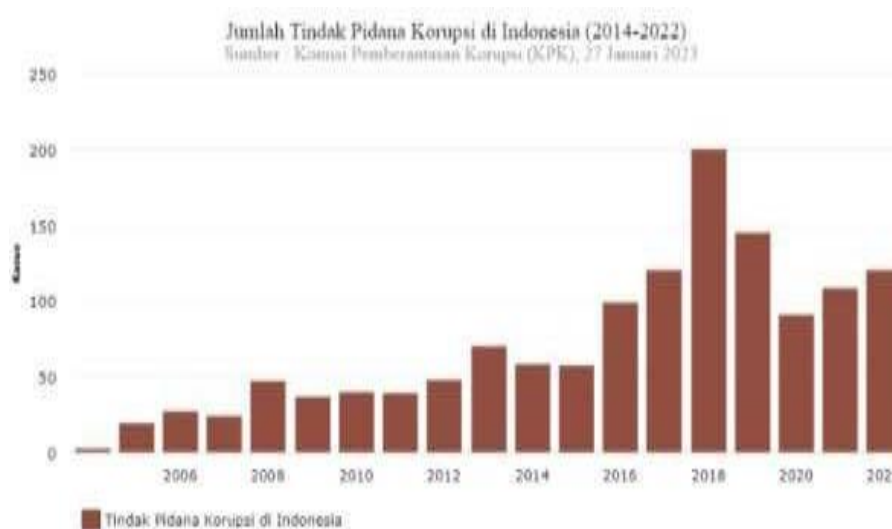
### INTRODUCTION

In the Big Indonesian Dictionary, corruption means rotten; fake; bribery. Corruption is the misappropriation or misuse of state, organization, or foundation money for personal or other people's benefit. Corruption in Indonesia is a long-standing problem and has become a major obstacle to social and economic development. Corruption in Indonesia has also become a very serious problem in the education sector. This behavior not only undermines public trust, but also results in significant financial losses for the country (Adolph, 2020).

According to the Corruption Perception Index (CPI), Indonesia's score dropped from 38 in 2021 to 34 in 2022 and ranked 110th out of 180 countries. Although Indonesia's index score has been increasing since 2002, exactly 21 years ago when Indonesia's index score was 19 points. However, this figure has continued to decline after Indonesia obtained an index score of 40 in 2019, which was the year with Indonesia's lowest corruption score since the New Order era. As of the first semester of 2023, the Attorney General's Office (AGO) has handled corruption cases with a total loss to the State and the economy reaching Rp 152 Trillion. The criminal acts of corruption that are always increasing from year to year are certainly a concern that not only threatens the morality of the nation but also a great threat and challenge for the younger generation to come.

One of the efforts proposed by the KPK is through anti-corruption education. Anti-corruption education is a system of lessons that seeks to provide an understanding of the act and its negative impact, which is an important preventive measure to build public awareness, especially among the younger generation, of the dangers and consequences of corruption. Anti-corruption education focuses not only on the knowledge aspect but also on building a strong character to prevent corruption in the future (Kenneth, 2024).

It was recorded that the most bribery cases tried by the KPK in 2018 were 168 cases, followed by 2019 and 2017 with 119 cases and 93 cases respectively. In addition, the acquisition of goods or services is the most corruption crime handled at the KPK with 277 cases. The consequences are domestic violence, money laundering, licensing and obstruction investigation process. The information can be seen in the image below:



**Figure 1. Number of Corruption Crimes in Indonesia**

How to eradicate corruption in Indonesia, it is not enough to take anti-corruption actions, but also to prevent corruption from happening again. One of the efforts to prevent the development of corruption is to promote the values of anti-corruption education which is carried out in a planned and systematic manner, starting from informal family education at home, to formal education at school and informal education in the community (Putri et al., 2023).

Anti-corruption education is understood as all the efforts of a person or society to improve or strengthen attitudes and habits and to protect the Indonesian nation from the dangers and consequences of corruption. The crime of corruption starts from small-scale corruption, such as the provision of assistance money in the organization of village offices, sub-districts, villages and others. As for massive corruption such as embezzlement and aid worth hundreds, billions and even trillions of rupiah. These events confirm that corruption has become a culture in the life of Indonesian society. Various initiatives have been taken to eradicate corruption in an externally accountable Indonesian state, such as the Corruption Eradication Commission (KPK) (Nur, 2021).

Literature review is a systematic, explicit and reproducible method for identifying, evaluating and synthesizing research works and thoughts that have been produced by researchers and practitioners. The literature review aims to analyze and synthesize existing knowledge related to

the topic to be researched to find empty spaces for research to be carried out. In the context of making scientific papers, the use of a good literature review can provide a strong theoretical basis, provide a framework of thought, and support the arguments presented. Therefore, understanding the meaning of literature, accessing reliable literature sources, and critically evaluating the data contained in the literature are very important to create quality scientific papers (Ulhaq, 2020).

## **THEORETICAL FRAMEWORK**

### **1. Definition of Socialization**

According to Vander Zande in Ihromi (2004), socialization is the process of social interaction through which we get to know the ways we think, feel and behave so that we can participate effectively in society. Almost in line with this understanding, David A. Goslin in Ihromi (2004) argues, socialization is a learning process experienced by a person to acquire knowledge, skills, values and norms so that he can participate as a member of a community group.

Both definitions emphasize the process of socializing the values and norms that apply in society to a person or individual so that they can adapt to social life. In other words, individuals interact with individuals, groups or communities carrying values and norms that have been socialized or through the learning process so that can behave as expected by society. Some affirmations regarding socialization put forward by experts as quoted by Setiadi and Kolip, namely:

- 1) Charlotte Buchler, defines socialization as a process that helps individuals learn and adjust, how to live and think in groups so that they can play a role and function in their group.
- 2) Peter Berger, defines socialization as a process in which children learn to become participating members of society.
- 3) Bruce J. Cohen, defines socialization as the processes of humans learning the way of life in society, to acquire personality and build their capacity to function well as an individual and as a member of a group.
- 4) Karel J. Veeger, defines socialization as a teaching and learning process, through which individuals learn to become members of society, where the process does not merely teach patterns of social behavior to individuals, but also the individual develops himself or carries out the process of maturing .
- 5) Robert M.Z. Lawang, socialization is the process of learning norms, values, roles, and all other requirements necessary to enable effective participation in social life.
- 6) Soerjono Soekanto, socialization is a process in which a new member of society learns the norms and values of the society in which he is a member.
- 7) M. Sitorus, socialization is a process in which a person learns the patterns of life in society in accordance with the values, norms and habits that apply to develop as a member of society and as an individual (person).

From the definitions above, it can be concluded that basically through the process of socialization, family members who are also members of society learn to know and understand, live, adjust, and carry out social actions or behave based on what is required, allowed, recommended, and should not be done. The description of the definition of socialization above constructs an understanding that the term socialization in the context of public policy studies needs to be

translated separately in the demands and needs of public policy studies, so that it will produce a clear and complete understanding of the term socialization in the context of public policy studies. On this basis, the inadequacy of the notion of socialization in accordance with the study of public policy is the conceptual reason for the urgency of building socialization terminology that can be seen and can be applied in the study of public policy. Therefore, this article aims to build an understanding of socialization along with its basic concepts in the perspective of public policy studies (Haya Adilah Fidayanti, 2021).

## **2. Definition of Corruption**

Corruption by government officials is an act committed by employees or government officials who prioritize personal interests and satisfaction in order to gain wealth by taking money or state assets belonging to the people and using them to fulfill their personal desires. Corruption is one of the biggest problems in this country. Corruption has become a scourge for all Indonesian people because it brings enormous losses and impacts so many parties. It is undeniable that corruption has become a disease that is quite difficult to eradicate or eliminate from the Indonesian state. Many of the Indonesian government officials still do not have the right national character so that this corrupt behavior continues to occur.

Integrity is the most important value for government life, but this nation also has quite a crisis in the value of integrity. According to an informant from the Anti-Corruption Counselor, Dr. Maisondra, " integrity values in question are the 9+1 integrity values initiated by the Corruption Eradication Commission (KPK), namely honesty, caring, independence, discipline, responsibility, diligence, simplicity, courage, and patience. Unfortunately, only a few people can truly understand and implement these values in the life of the nation, especially in government." It can be said that the sense of nationalism and love for the country still needs to be improved by every individual in this country. If the spirit of nationalism and love for the country is embedded in every individual in this country, of course the number of corruption can be greatly reduced because the interests of the country and society take precedence over their own interests and desires that are not actually needed. The spirit of nationalism is a conscious effort to realize a state civil apparatus that has a love for the country in its service.

Another cause of corruption is greed, covetousness, lying to conscience and negligence in carrying out responsibilities (Bologne, 1993; Nggebu, 2021), so that there is a high desire to have wealth even when the way to obtain this wealth deviates from the prevailing norms. Coupled with the opportunities that are in front of their eyes, especially because of the power and authority they have, they finally choose or take the risk to keep doing it even though they know it violates the rules, both state and religion, harms many people, and there is a possibility of being caught by the law. Power and authority are given to government officials because they are trusted by the community and the state to carry out their duties properly and safely. Unfortunately, in reality, there are many government officials who are not responsible for their duties and commit corruption.

Money or funds that should be used for services to the community are instead taken by office holders to get material satisfaction. In fact, if you look at it, the wages or salaries given are quite a lot and should be able to fulfill the entire the needs of themselves and their families. However, there is always a sense of insufficiency that arises within themselves accompanied by selfishness to want to get their own benefits, making them still do corruption (Setiawan & Jesaja, 2022).

### **3. The Effectiveness of the Anti-Corruption Literacy Socialization Program Implemented in Schools in Shaping Students' Character with Integrity and Anti-Corruption.**

Various efforts have been made to eradicate corruption, both through prosecution and prevention. One of the programs to prevent corruption through formal education institutions or schools is the Anti-Corruption Education Program (PAK), which was officially launched in 2018 by the Corruption Eradication Commission. Anti-corruption education is needed to strengthen the ongoing eradication of corruption, including through constitutional reform, institutional reform and law enforcement. The education sector, as written by Adnan Topan Husodo, is seen as a strategic line in building an anti-corruption spirit, forming a strong perspective on the problem of corruption and its impacts, and creating corruption prevention efforts.

The role of education, whether formal, informal, non-formal, or education in a broad sense, is to build a new and better civilization for society. Fostering an anti-corruption culture through educational institutions is in line with the goals of education. Education aims to shape the character, attitude, and disposition of students with dignity and noble character. As explained in Law No. 20/2003 article 3, which states: National education functions to develop abilities and shape the character and civilization of the nation, aims to develop the potential of students to become human beings who are faithful and devoted to God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent and become democratic and responsible citizens. Anti-corruption education is an action to control or reduce and prevent before there is an intention and there is already an intention not to commit corruption.

Therefore, anti-corruption education is an overall effort to encourage future generations to develop an attitude of firmly rejecting every form of corruption. As a follow-up to the agreement with the KPK, the Ministry of Education will innovate so that anti-corruption education is included in existing lessons, tucked into the Strengthening Character Education program, anti-corruption values integrated with curriculum, by inserting anti-corruption education into existing materials. As an ongoing policy, anti-corruption education should be evaluated for program refinement and improvement, so that the program can then run according to or close to the expected goals.

Anti-corruption education programs should reflect on similar, but less developed, programs such as the honesty stall program. The model of anti-corruption education in schools should be evaluated so that it does not become a formality, repeating the failure of Pancasila Moral Education in the New Order era. Most importantly, anti-corruption has more to do with attitude change, the courage to speak out and act against corruption (Hambali, 2020).

### **4. Preventive Measures for Anti-Corruption Literacy Socialization in Schools**

Corruption in Indonesia has penetrated all lines of society and is carried out systematically, thus damaging the economy and hampering development and creating a negative stigma for the Indonesian people and the Indonesian state in the international community. Efforts to eradicate corruption are constrained and spurred by the emergence of various modus operandi of corruption that are increasingly sophisticated and so entrenched that corruption has formed a structure of evil, namely negative factors embedded in various institutions of society that work against common welfare. Corruption itself is a serious problem in Indonesia, due to the rapid development of corruption that has made Indonesia one of the most corrupt countries in Asia.

In a report entitled "Global Corruption Barometer-Asia" released at the end of 2020 by Transparency International (Vrushi, 2020), it was suggested that Indonesia was the third most corrupt country on the Asian continent. This shows that corruption cases are still rampant and a very complex phenomenon. Where more than half of the Provinces in Indonesia and Regional Heads ranging from the level of Governor, Deputy Governor, Mayor, Regent and many are involved in corruption cases and become suspects. The news about the many hand-catching operations (OTT) carried out by the KPK to uncover corruption cases committed by regional heads, even academics and the Rectorates in several universities are also involved in corruption problems. It is also interesting to note that even members of the House of Representatives are not immune from corruption cases.

The problem of combating corruption in Indonesia cannot only be done by law enforcement officials, the world of education is expected to play a role in preventing corruption from an early age. Education as the forum for shaping the next generation of the nation is an effective forum for preventing corruption. Eradicating corruption is not enough to punish and give anti-corruption lectures or seminars. In order to prevent the growth of corruption in Indonesia, it is necessary to find the root of the problem. Providing sufficient anti-corruption education will provide protection to the nation's future generations from the rise of corruption. Corruption prevention measures referring to the opinion of Evans (2009), can be done by socializing anti-corruption values, so this prevention process is very important to do in overcoming the problem of corruption.

Preventive action will have a positive impact on the process of eradicating corruption, as Pradiptyo (2009) has stated that prevention and preventive action will be more useful in overcoming the problem of corruption than taking high legal sanctions. This corruption prevention action can be done in 3 (three) ways, namely:

- 1) Implement anti-corruption education.
- 2) Carry out anti-corruption socialization.
- 3) Provide oversight to the government.

To eradicate corruption in Indonesia, it is also not enough to take repressive measures, but more fundamentally to take preventive measures. One of the efforts that can be done through this preventive action is to raise awareness to fight against various acts of corruption, and at the same time also educate the younger generation by instilling ethical and moral values that are needed in social life. Many things can be done, for example through public campaigns, as well as education through instilling moral and ethical values that can be included in the curriculum at various levels, especially at the early education levels such as elementary, junior high and high school.

With this effort, it is hoped that they can grow into a generation that is "clean" and "anti-corruption" as well as being an example for the next and previous generations. Public awareness and concern need to be raised through various means, among others by launching the "Anti-Corruption Movement", which aims to build public awareness of the corruption emergency, especially to the younger generation. understanding of anti-corruption education is the most strategic educational model to minimize the level of corruption in Indonesia for children at pre-school age. The anti-corruption education model offered is an educational model through educational play methods, namely role playing through socio-drama. Socio-drama is a model of role-playing where it is not

only on the territory of playing but also on the territory of learning from the social issues of the role played (Ravif et al., 2022).

### **5. How to Optimize the Implementation of Anti-Corruption Literacy Socialization Program in Schools to Be More Effective and Sustainable**

Getting used to honesty, disciplined behavior, loving, and honest with parents, training honesty to children from an early age is a preventive step that can be taken by every parent in shaping children's ability to choose what is good and what is not good. Teaching anti-corruption values to children or students at the basic education level is delivered by giving simple examples that are easily understood by students. These simple examples are closely related to students' daily lives at home and around the neighborhood where they play with friends. Learning that includes the implementation of models and strategies in learning about anti-corruption is needed so that students have self-integrity that is formed from an early age, and prioritize aspects of honesty in life. In general, students have difficulty in recognizing and knowing what and how corruption is, and what kind of impact corruption has.

However, awareness and understanding of corruption is very important for students to know through strategic efforts such as how to anticipate corruption, given examples or informal activities and most importantly, "The protection of students from corruption should be a priority throughout the strategy". The models and strategies used by teachers in instilling anti-corruption values in schools/classrooms are urgent to be conveyed and developed for students. Conscious efforts to instill anti-corruption values are prepared in the arrangement of materials or material inserts in the learning process. Providing easy-to-understand, simple examples in the context of friendship, interaction between , in the family can be conveyed as stories during the learning process. Advice or exemplary examples, activities/activities to instill anti-corruption values can be carried out in the learning process.

Implementing anti-corruption education as well as anti-corruption values should be implemented in the curriculum so that the disparity in the understanding of corruption is well recognized by students. The meaning of the word corruption is literally rottenness, ugliness, depravity, dishonesty, bribability, immorality, deviation from purity. Corrupt behavior is an activity that can harm other people. Examples of corruption that are easily understood by students can be examples such as: lying to parents, hiding a friend's pen or pencil, cheating when taking an exam in class, not carrying out class picket, not returning a book borrowed from a friend in class, and many other examples.

The understanding and examples of stories conveyed to students slowly and clearly, it is hoped that students can understand a little what is meant by corruption, then how the values are developed as part of preventive efforts so as not to commit corruption in the future. The anti-corruption values understood by students are able to provide awareness that as students honesty and acting the best behavior is very important. Widespread corruption in Indonesia has a negative impact in various regions, even almost all aspects of life in society. If traced deeply to its roots, corruption is not only found in one problem, but in all problems that are not only limited to the economic field.

Given the factual data on corruption in Indonesia, there is a need for anti-corruption education to be instilled in students. Education about corruption can be the first step to instill good

values early on in children. Anti-corruption education not only provides knowledge, but also opens mindsets, paradigms, views, and behaviors regarding life principles. Anti-corruption learning provided at various levels of educational institutions is expected to save the younger generation from becoming successors or inheriting the corrupt actions of their predecessors. Corruption must be seen as an extraordinary crime, because corruption requires extraordinary eradication efforts as well. According to Robert Klitgard's theory (in Waluyo, 2014: 170-174) which states that monopoly is a power by the leader (monopoly of power) coupled with the amount of power possessed (discretion of official) and without strict supervision, then, this makes the driver of corruption, one of which is corruption in Indonesia.

However, this concept is still very abstract for elementary school students, so they need to find alternative simple examples related to their smallest activities both at home and at school. In another context, in 2014 President Susilo Bambang Yudhoyono (SBY) issued Presidential Instruction (Inpres) Number 2 of 2014 on Corruption Prevention and Eradication Action in 2014. The Presidential Instruction makes a call for the Indonesian people to take strategic steps in order to optimize the eradication of corruption in Indonesia. Because corruption has undermined ethical values and justice and jeopardized sustainable development and rule of law.

Solution or prevention in this context is still too high for students to understand Article 1 paragraph 3 of Law No. 30 of 2002 concerning the Corruption Eradication Commission, defined as follows: "Eradication of corruption is a series of actions to prevent and eradicate corruption through coordination, supervision, monitoring, investigation, prosecution, and examination in court, with the participation of the community based on applicable laws and regulations". Efforts to eradicate corruption, which consist of two parts, namely prosecution and prevention, are believed not to be optimal if they do not involve the participation of all stakeholders.

According to Suganda (2019: 20) prosecution efforts are the authority of law enforcement agencies such as the police, prosecutors, and the KPK. Meanwhile, prevention efforts can be carried out by all stakeholders including in the world of education. The above components become guidelines and materials that will be prepared by the teacher to be derived in concepts that are clear and easy for students to understand (Perdana et al., 2021).

## **RESEARCH METHODOLOGY**

Literature review is a systematic, explicit and reproducible method for identifying, evaluating and synthesizing research works and thoughts that have been produced by researchers and practitioners. The literature review aims to analyze and synthesize existing knowledge related to the topic to be studied to find empty spaces for research to be carried out (Ulhaq, 2020).



## **RESULTS AND DISCUSSION**

Based on 10 journals on the socialization of anti-corruption literacy in the school environment, the results show that most of the studies show that starting the of anti-corruption literacy from an early age is very effective in shaping children's character. The journals will identify various effective methods in socializing anti-corruption values, such as group discussions, role plays, case studies, and the use of interesting media.

Lack of resources, or teachers' lack of understanding of anti-corruption concepts, research results will generally show an impact of Based on the research findings, the journal authors will usually provide recommendations to improve the effectiveness of the socialization program, such as developing a more comprehensive curriculum, training teachers, involving parents and communities.

## **CONCLUSIONS**

The socialization of anti-corruption literacy in the school environment is a very important and relevant effort. Some general findings that may emerge from the review include the socialization of anti-corruption literacy is not only limited to providing knowledge about corruption, but also shaping students' characters to have integrity, honesty, and responsibility, the use of varied learning methods, such as discussions, role plays, and case studies, has proven effective in improving students' understanding of the concept of corruption, the involvement of all parties, including teachers, parents, and the community, is very important in creating a school environment that supports anti-corruption values, although many efforts have been made, there are still some obstacles faced in implementing the socialization program, such as lack of resources, lack of coordination, and lack of systematic evaluation.

## **Advice**

Integrate anti-corruption literacy materials into the curriculum in a more systematic and comprehensive manner, conduct regular training for teachers to improve their competence in delivering anti-corruption materials, utilize information and communication technology to develop interesting and interactive learning materials, involve parents in socialization activities and provide them with an understanding of the importance of educating children with anti-corruption values, establish cooperation with relevant institutions, such as the KPK.

Periodic evaluations to measure the effectiveness of the socialization program and make necessary improvements, encourage further research to dig deeper into the factors that influence the success of the socialization program and develop more effective models.

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