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# Anti-Corruption Education at Elementary Education as Primary Prevention of Corruptive Behavior: Study of Social Control Theory in Madura Indonesia

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*Abstract--This research was conducted to measure the role of anti-corruption education at the level of elementary education as an effort to prevent primary corrupt behavior in Madura, Indonesia. The method used in this research is socio legal research or non-doctrinal research using primary data based on interviews, questionnaires and direct observations in four districts in the Madura region. The results of this study are, that primary prevention efforts against corruption through anti-corruption education at the level of elementary education have not been running optimally because the existing processes have not been carried out thoroughly and systematically. Based on Travis Hirschi's social control theory, anti-corruption education can be a way to increase students attachment and involvement in trusting anti-corruption values early on, so that corrupt behavior can be controlled as students ties with the school environment increase. The existence of integrative anti-corruption education in the curriculum and behavior outside the classroom will be an appropriate social control to suppress corruptive behavior in the Madura region.*

**Key words--**Anti-corruption Education, Primary Crime Prevention, Social Control, Madura, Indonesia.

## I. INTRODUCTION

Corruption is a deception-laden calamity vastly detrimental to society. It causes devastation to democracy and law, triggers violations of human rights, manipulates the market, undermines the quality of life of society, and incites organized crimes, terrorism, and other threats to humanity. Kofi A. Annan in his United Nations Convention against Corruption foreword implies the grave hazard corruption may present to the life of society and nation. Corruption has become an enemy to humanity and transformed into a congenital illness universal to the entire world—developed, developing, and underdeveloped countries. [1]. In a country, measurement and evaluation of corruption can be based on the government pillars and systems. Such pillars are the key entrypoints of corruption but may potentially contribute to the eradication thereof as well. Included as such pillars are the legislative body, the executive body, the judicial body, law enforcers, the public sector, the general elections commission, ombudsmen, auditing agencies, anti-corruption agencies, political parties, and the media.

International Transparency as an international non-governmental institution annually reports the development of the Corruption Perception Index in 180 countries, including Indonesia. In the last three years,

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the development of Indonesia's corruption perception index has not increased significantly. In 2017, the corruption perception index number of Indonesia was 37, then in 2018 an increase in 38 and in 2019 an increase of two point in the number 40 and an improvement in ranking to 85 in the world. [2]. The increase in the number of Indonesia's corruption perception index over the past three years is not too significant, namely an increase of 3 point within three years. When compared with Denmark or Finland which is consistently ranked in the top three in the world with a corruption perception index number of between 80-89, mathematically it takes at least 60 years to be equivalent to Denmark or Finland. Certainly needed a concrete solution to this problem, or in other words, the law enforcement process against corruption in Indonesia requires alternatives in order to accelerate the increase in the index of corruption perception, one of which is by preventing corruption through various fields, especially education.

Finland's maintaining its position among the world's top three countries with the highest corruption perception index has inspired the idea of corrupt acts prevention and eradication through the educational system. Finland is among the countries with the leading educational systems according to a variety of sources, such as the Social Progress Imperative, Edsys, PISA (Programme for International Students Assessment), to name just some, [3] so it is only natural if a correlative hypothesis between law enforcement and education system emerges. Stephen P. Heyneman in his study on corruption and education, for instance, made reference of excellences in education as one of the benchmarks for the lookout for modern leaders. This study, in a greater detail, discusses corruption in the educational realm as among the worst in developed country criteria. [4] Mohammed Dridi further affirms that the inhibition set by corruption in education negatively impacted on the country's ability to create quality individuals. [5].

Prevention of corruption through the educational avenue is deemed to be more effective as education constitutes a process of mental evolution in one's self, in this case in the anti-corruption behavior, and this path is more systemized and measured. The transformation from a permissive and forgiving attitude toward the corrupt to a firm rejection of all corrupt conducts will never happen unless future generations are consciously nurtured in their ability to upgrade the value system inherited with every demand that arises across the stages of the journey the nation is through. [6]. Anti-corruption education is aimed at inculcating anti-corruption understanding and behavior as part of life-long student civilizing and empowerment.

In 2017 there was a collaboration between the Ministry of Culture and Education (Kemendikbud) with the Corruption Eradication Commission (KPK). This cooperation includes anti-corruption education, data and/or information exchange, corruption prevention systems, JAGA platform implementation and public complaints services and control of state property. The Ministry has incorporated strong character values with an anti-corruption spirit into the content of subjects in the education curriculum. In addition, the growth of integrity shoots carried out since 2013 has trained 638 people consisting of officials in the Ministry of Education and Culture. Internalization of anti-corruption values also continues to be carried out to teachers, principals and provincial/ district/ city education offices in 34 provinces. [7].

The anti-corruption education that is to be provided in primary schooling is intended to highlight the criminogenic factors in corruption students and teachers in primary schooling sometimes are not aware of or do not understand. Therefore, this research attempted to measure the perception on corruption and the degree of corruptive behavior in the elementary level students in Madura and to break down the role of anti-corruption

education in primary schooling in the primary prevention of corruptive behavior in the students in Madura based on the criminology's social control theory.

### **Corruption Causative Factors**

A good number of theories on the factors playing in the criminal act of corruption have been proposed, one of which is Jack Bologne's, which segregates the factors into greed, opportunity, need, and exposure. [8]. Greeds is related to the existence of greedy behavior that has the potential in every person. Therefore, to prevent greed from being controlled, it is necessary to increase the understanding and implementation of religious values and foster the values of a "culture of shame" to corrupt nationally. Opportunities are closely related to unprofessional organizational conditions, management systems that are not transparent, leadership that cannot be emulated, and ignores strict supervision, thus giving an opportunity for someone to commit corruption. Need is associated with consumerism-driven factors in modern life. To curb this behavior, one's needs and well-being in an organization should be satisfied if high performance is to be achieved. The last causes is exposures, is related to inconsistent repressive actions as consequences that must be accepted by corruptors. To ensure that someone has committed corruption that must be eradicated, clear and strict legal institutions are needed, and their implementation is consistent without being interfered with by political interests.

Unlike what Marwan Mas explained, Darwis, [9] proposed eight specific drivers of corruption in Indonesia: low compensation for civil servants; greedy officials; dysfunctional law enforcement; light punishment; ineffective oversight; lack of worthy role model; and community's culture condusive to corruption.

### **Social Control Theories**

Social control theory takes diversified approaches. It is built on the assumption that the motives for committing crimes are part of human nature. Accordingly, the theory seeks to find out why humans restrain themselves from committing any crime. This theory has ideas deviating from its predecessors. Strain theory, as described previously, is concerned with the question of why some people breach the norms, for example, by engaging in criminal acts. Social control theory, on the contrary, is attempting to answer why some people conform to the norms. Social control theory centers around the techniques and strategies for governing human behavior and bringing it to adjustment to and compliance with societal rules.

Matza and others described social control theory as placing a stress on the episodic character of juvenile crimes and delinquencies, but unlike the rest, they built the notion of one's motives for committing crimes or delinquencies. Steven Box states that in essence, humans are born free to violate the law but will restrain themselves from doing so under certain conditions. [10].

Social control theory was developed in the United States and first systemized by Travis Hirschi, [11] and received increasing attention in the following years in the Netherlands. One important reason for this is the fact that this theory can be tested empirically compared to other criminological theories. The second reason, although this theory is based on research, is further supplemented with important additions. Basically it is supported by empirical research to explain delinquent behavior or deviant behavior.

Understanding control theory refers to every perspective that discusses the control of human behavior. While that understanding, the notion of social control refers to the discussion of delinquency and crime

associated with sociological variables including family structure, education, and dominant groups. The emergence of social control theory is caused by three types of developments in criminology, namely: a) Reaction to labeling and conflict orientation and return to research on criminal behavior; b) The emergence of the study of criminal justice as a new science has brought changes to criminology to be more pragmatic and system oriented; and c) The theory of social control has been linked to a new research technique specifically for the behavior of children/ adolescents, namely self report survey. [11].

One of the social control theories studied is the theory of social bonds. As stated earlier, social control theory views crime from a different perspective. The starting point of social control theory is the answer to the question why not everyone commits crime. The answer is, the emergence of deviations behavior (delinquency) if the bond with the association of life becomes weak or fractured. [12]. If this is the case, then it is no longer ignored by other people and that person only cares about his own interests. How is this relationship in the association of life. Travis Hirschi mentions that there are four social ties that encourage socialization and adjustment, namely: attachment, commitment, involvement and belief. [13].

### **Non-Penal Policy in Crime Prevention**

If examined from the perspective of criminal law policy, crime prevention is an element in criminal law enforcement. [14]. Kaiser sets limits on crime prevention as an effort which includes all actions that have a specific purpose to minimize the scope and violence of an offense, either through reducing opportunities for committing crimes or through efforts to exert influence on people who could potentially being a violator as well as to the general public. [15]. In the context of corruption, prevention efforts are carried out with preventive measures that emphasize corruption prevention efforts which are directed at minimizing the causes and opportunities for committing criminal acts of corruption. [16]

Crime prevention is one form of crime prevention. Efforts to prevent and deal with crime can be done by means of penal and non-penal. Prevention a of crime (without mentioning the specific qualifications of the form of crime) must be carried out with an integral approach, namely the existence of a balance of penal and non-penal means. [17]. Viewed from the perspective of criminal politics, the most strategic policy is through non-penal means because it is more preventive and because the policy of penal has limitations, namely fragmentary/ non-structural-functional and more repressive. Prevention by means of penalties through several stages, namely formulation; application and execution. These stages are integrally and influence each other, so it is not only the responsibility of law enforcers, but also the responsibilities of legislator. Kaiser advocates the division of primary prevention strategies into three groups, namely primary prevention, secondary prevention and tertiary prevention. [15].

Primary prevention is determined as crime prevention through the social, economic and other fields of public policy, especially efforts to influence criminogenic situations and the underlying causes of crime. The main objective of primary prevention is to create conditions that are very hopeful for the success of socialization for each member of the community, an example of primary prevention is improvement in the fields of education, housing, employment and so forth.

Secondary prevention can be implemented in criminal justice policies and their implementation. The preventive role of the police is placed in secondary prevention, as well as surveillance from the mass media,

urban planning and building design and construction. Personal insurance against demolition, theft and so on is also placed in the secondary prevention category.

Tertiary prevention pays close attention to prevention of recidivists through the role of the police and other institutions in the criminal justice system. Criminalization is directed at the process of guiding criminals in the hope that they will not repeat the crime. Tertiary prevention as much as possible reduces repressive measures.

Based on a brief description of the prevention models according to Kaiser are prevention models in their form as a formal community reaction. Determination of policies, both public policies and policies in the criminal justice system is a state obligation as a manifestation of maintaining public order.

In the United States of America, primary prevention of crime became more prominent after the 11 September 2001 attacks. Department of Justice, The United States of America has decided that community police is a philosophy that, focusing on crime and social deviations through police services including aspects of traditional law enforcement such as prevention, problem solving, community activities and partnerships. [18]. Crime prevention through community activities places more emphasis on self-protection efforts, which is aimed at improving the capacity of the community to reduce crime by increasing their capacity to use social control informally. Community crime prevention can also be regarded as a self-help activity that emphasizes community participation in efforts to prevent crime strategies. [19].

These three studies will be used as a basis for analyzing this research which will examine the education factor as an effort to prevent crime, in this case corrupt behavior. In addition, this study uses social control theory to show the relationship between social attachment and corruptive behavior. In addition, the policy, opportunity, needs and disclosure of corruption cases as causes of corruption will be tested in this study.

## II. METHODOLOGY

This research is a socio legal research which is an alternative approach that tests the doctrinal study of law. [20]. This study will examine the role of anti-corruption education at the level of elementary education as an effort to prevent primary corruption behavior through a social control theory approach by involving communities in the Madura region of Indonesia. The socio legal approach is used by using the social approach in reviewing legal issues that develop in the community, in this case the problem of crime prevention efforts.

Data collected in this study are primary data, where primary data is data obtained primarily from empirical research results, namely research conducted directly in the community. [21] The primary data collected through data collection methods include: Interviews; questionnaire; and observation. Interviews are conducted in a structured meaning that is done based on a list of questions to collect the required data. In this study interviews were conducted in a structured manner to several predetermined respondents, namely: a) Heads of the Department of Education in the Madura region namely four districts including Bangkalan, Sampang, Pamekasan and Sumenep; b) Sampling of Junior High School students in 48 schools spread randomly in 24 sub-districts; and c) Sampling of Junior High School Teachers in 48 schools that are randomly distributed in 24 districts;

The questionnaire was conducted randomly with a representative balance to maintain the validity of the data obtained. The questionnaire was conducted randomly on respondents in junior high schools in 48 schools scattered randomly in 24 districts with each school taken were 10 (ten) students in grades VII to IX. The technique of determining the sample is done by the Random Sampling system. And observation were carried out directly in schools as determined, namely in 48 schools which were randomly distributed in 24 sub-districts.

The research location in this study is the Madura region covering four districts, there is Bangkalan, Sampang, Pamekasan and Sumenep with sampling in each of 6 sub-districts per district. The data that has been collected will be analyzed evaluatively, that researchers will provide justification for the research results obtained. In this study the data obtained will provide justification about perceptions of corruption and corruptive behavior in elementary education as an effort to prevent primary corrupt behavior based on a review of social control theory.

### **III. RESULTS AND DISCUSSION**

#### **Corruption Perception and the Level of Corruption in Junior High School Students in Madura**

Primary prevention of crimes can be performed in the socioeconomic field as well as other fields of public policies, especially through efforts to influence criminogenic situations and the root causes of crimes. The key purpose of this primary prevention is to create conditions highly hopeful to the success of socialization for every member of society. Some of the manifestations of primary prevention are improvements in the sectors of education, housing, employment, to name a few.

One effort in the primary prevention of corruption is to influence the criminogenic situations and root causes of crimes, in this case the tendency toward corruptive behavior, from early on. As stated in the literature review section, the factors influencing corruption according to Jack Bologne are greed, opportunity, need, and exposure. Greed is the nature of human beings; thus, to suppress such human nature, early education to control the tendency toward corruptive behavior is imperative.

The Ministry of Education and Culture has issued 6 (six) books on anti-corruption education integration model in elementary education. These books outline some anti-corruption values, also referred to as reference values, as the following: a) Being equal—being equivalent, same in class/position, comparable, proportionate, and balanced; b) Togetherness—something related to the state of being together like brotherhood/kinship, sense of common destiny, and integrity; c) Being committed—to consent or be bound to perform something (previously agreed upon); d) Ownership; e) Being thrifty—being careful, wise, and waste-averse in spending money; f) Being prudent—using reason (experience and knowledge) at all time; being wise, sharp-witted, astute, and meticulous; g) Being genuine—having good faith, sincere; h) Sharing—sharing something with others, offering one's self to help, and exchanging experience; i) Being diligent, work- and learning-loving, preserverent, earnest, and tenacious; j) Being fair, warrior-like, honest, firm, and just; k) Being responsible, accountable for every conduct, ready to take risk, and sincere in performing and completing duties; l) Being disciplined, orderly, compliant to rules, timely, and consistent; m) Being truthful, forthright, incorrupt, genuine, trustworthy, and right in words and conduct; n) Being modest, humble, unpretentious, straightforward, moderate, and down-to-earth; o) Working hard, doing something wholeheartedly, unyielding; p) Being independent, self-sufficient, non-reliant on others, self-efficacious, and able to take initiative; q) Being fair,

impartial, non-arbitrary, objective, and proportionate; r) Being courageous and confident in the face of adversity; and s) Being caring, empathetic, tolerant, appreciative, and considerate. [22].

The Corruption Eradication Commission (KPK) has also prepared 3 books on the Module for Strengthening Anti-Corruption Values in elementary education. In the book, the KPK compiles the main values and values forming anti-corruption behavior. [23]. The main values include: a) Integrity; b) Honesty; c) Responsibility; and d) Hard work. The values forming anti-corruption behavior include: a) Empathy; b) Simplicity; c) Justice; d) Courage; e) Gratitude; f) Optimism; g) Independence; and h) Discipline. [24].

Based on these two elements of values, both those formulated by the Ministry of Education and Culture and those compiled by the KPK there are similarities between the two and try to be simplified into actions that lead to corrupt behavior. These actions include: dishonest; not responsible; undisciplined; cheating; and not fair. These actions are categorized as a form of corrupt behavior that students must be aware of at the elementary and secondary education level as one of the criminal factors in the occurrence of criminal acts of corruption.

Based on these criteria, a list of interview questions and questionnaires was made to measure perceptions of corruption and the level of corruptive behavior in junior high school students in the Madura region with a study of Hirschi's social control theory. Four elements of Hirschi's social control will be applied in measuring corruption perceptions and levels of corruptive behavior with the following abbreviations: **A = attachment; C = commitment; I = involvement; B = belief**. The results of the perception of corruption in junior high school students in the Madura region are as follows:

**Table 1:** Corruption Perception at Junior High School Students In Madura (In Percentage)

Variabel	Elements	Bangkalan	Sampang	Pamekasan	Sumenep
Awareness of acts of corruption	C	93	86	89	33
The notion that corruption is a despicable act	B	98	62	56	44
The notion that corruptors must be persecuted	B	69	69	67	59
The notion that corruption is harmful to society	B	77	77	66	69

Source: Research Results (processed by researchers), 2019

Based on the table, the average perception of corruption in Madura is 69.62% of the 480 respondents in 24 sub-districts in the Madura region. Sumenep is a district in the Madura region which has the lowest perception of corruption, which is 51.25% and Bangkalan is the highest with an average of 84.25%. This study does not aim and find out the reasons for the low perception of corruption in Sumenep, but is limited to measuring the perception of corruption in junior high school students in the Madura region.

Further data is related to corrupt behavior in junior high school students in the Madura region. The search results about the corrupt behavior of middle school students in the Madura region are as follows:



**Table 2:** Corruptive Behavior at Junior High School Students in Madura (In Percentage)

Variabel	Elements	Bangkalan	Sampang	Pamekasan	Sumenep
Absence without permit	A	98	61	72	92
Cheating during exams	A	99	59	73	93
Be dishonest	A	97	62	68	96
Be fraudulent	A	95	64	70	94
Cheating acts cause corruption	B	94	55	50	68

Source: Research Results (processed by researchers), 2019

Based on the table, the mean of corrupt behavior in junior high school students is 80.81% of 480 respondents in 24 sub-districts in Madura. Bangkalan is the district in the Madura region that has the highest average corrupt behavior, which is 97.25% and Sampang Regency is the lowest with an average of 61.50%. From the two data it is known, that the perception of corruption and corruptive behavior is not directly proportional. This can be seen, that Bangkalan Regency as the district with the highest level of corruption perception actually becomes the district with the highest corrupt behavior, while Sumenep Regency as the district with the lowest level of corruption perception is second with the highest corrupt behavior.

What is included in the data is rough data about how junior high school students try to understand corruption and student behavior that is not understood that what they do is basically corrupt behavior that must be suppressed early on as one of the criminogenic factors of corruption. This student's ignorance is a major input to the importance of anti-corruption education at the level of elementary education as an effort to suppress corrupt behavior early on. This data is confirmed based on interviews conducted with head masters and junior high school teachers who generally stated that there was no anti-corruption education at the elementary education level, including other activities outside the curriculum related to anti-corruption behavior.

According to Jack Bologne one of the main factors that cause corruption as a fraud is greed. It is related to the existence of greedy behavior that has the potential in every person. Therefore, to prevent greed from being controlled, it is necessary to increase the understanding and implementation of religious values and foster the values of a "culture of shame" in national corruption which is carried out by integrating anti-corruption education at the level of basic education. The primary effort to prevent corruption is carried out through a policy that has been made by the ministry by compiling an Anti-Corruption Education Integration Model in Pancasila and Citizenship Education Subjects that is applied to junior high school students in grades 7 through 9.

The growth of the values contained in anti-corruption education aims to suppress the greediness of human beings. By suppressing the greedy nature, you can control your desire to not always be fulfilled. Based on this study, the education factor is hypothetical as an effort to prevent corruptive behavior. A good education system will play a role in tackling corruption in the future.

### Anti-Corruption Education as Primary Prevention of Corrupt Behavior of Middle School Students in Madura in the Study of Social Control Theory

The efforts of primary prevention of corruption through anti-corruption education in primary schooling have yet to yield maximum outcomes for incomprehensive, unsystematic implementation. Although the correlation between early anti-corruption education and corruptive behavior prevention as a corruption prevention effort lacks exact measurability, this policy is still worth supporting by all offices under the Ministry of Education and Culture.

Some of the obstacles encountered in the implementation of early anti-corruption education at the elementary level as primary prevention of corruptive behavior since early are following: a) Incomprehensive policy socialization at all schools in Bangkalan Regency; b) Differences in perceptions among teachers in primary schooling on the criminal act of corruption and the causes; c) The absence of training for teachers in primary schooling to organize anti-corruption education at each school; and d) The perception of the general public that corruption is caused by ineffective law enforcement process. These constraints are based on the results of interviews with teachers and principals in 48 schools with the following results:

**Table 3:** Implementation of Anti-Corruption Education at Junior High School in Madura (In Percentage)

Variabel	Elements	Bangkalan	Sampang	Pamekasan	Sumenep
There is anti-corruption education in schools	C	10	30	11	5
There are anti-corruption activities outside the classroom	I	52	20	0	25
There is a socialization from the Education Office	C	43	55	56	70

Source: Research Results (processed by researchers), 2019

Based on the results of interviews with these teachers, the overall average stated 14% of teachers stated that there was an anti-corruption education taught in the classroom in general integrated with civics and religious education subjects, 24% said there were activities that supported anti-corruption education outside the classroom but did not explain the form and its activities and 56% of teachers claimed to have received information from the local education office on anti-corruption education that must be taught in class to elementary and junior high school students.

Some previous studies used social control theory from Travis Hirschi to viewing juvenile delinquency such as Michael A. Cretacci et al study in China [25], about cheating in student examinations in higher education and research by Gde Made Swardhana et al in Bali [26] who used social control theory for viewing juvenile delinquency in Bali. In this study also used the same rationale that is the theory of social control through anti-corruption education as an effort to prevent primary against corrupt behavior in Madura. Some research results show that social control in schools has an important role to bind children/ students. It is intended that the child does not engage in deviant behavior. [27]. Therefore this research on anti-corruption education uses the study of social control theory approaches.

The four elements of social ties that underlie Hirschi's theory of social control are attachments, commitments, involves and beliefs. Attachments for young people are significant (teenagers are considered important). Attachment is the ability of humans to involve themselves in others. If this attachment is formed, then the person will be sensitive to the thoughts, feelings and wishes of others. The link between attachment and deviation is the extent to which the person is sensitive to the thoughts, feelings and desires of others, so that he can freely commit deviations.

Attachments are divided into total attachments and partial attachments. [28]. Total attachment is a condition in which an individual releases his sense of ego and is replaced by a sense of togetherness. This sense of togetherness is what drives a person to always obey the rules, because violating the rules means hurting the feelings of others. Partial attachment is defined as a relationship between an individual and others, where the relationship is not based on the fusion of the ego with other egos but because of the presence of other people who are watching.

As long as someone has a close relationship with certain determinants who are very important, then he will respect their norms and take over those norms. In the absence of that bond, then there will also be nothing that binds them to the prevailing norms with the possibility of deviation. Hirschi assumed that attachment was the most influential aspect of a bond and more specifically, the parent's bond to it. [25].

In this study the attachment in question is the attachment to the teacher. Attachments to parents were not measured in this study because the main object in this study was anti-corruption education in schools, so attachment to teachers became more appropriate criteria to be used. Based on the data in table 2, it is known that 80.81% of students have committed corrupt behavior where the act was carried out by cheating teachers by acting dishonestly and irresponsibly. The act is done because the bond between students and teachers is a partial bond, where the attachment is not between ego and ego but because students feel supervised by the teacher, so that when supervision from the teacher is weak, the student will commit violations.

Hirschi said, that attachment to parents is able to refrain from committing an offense because it can adversely affect the bond of parents and children. [29]. The implementation of anti-corruption education that is integrated in subjects is expected to foster awareness to suppress corruptive behavior from an early age as a form of bond between students and teachers like students and parents. Anticorruption education is expected to shift the partial attachment between students and teachers because they feel supervised into a total attachment so that students no longer need to feel supervised so as not to cheat, but an awareness arises in themselves so as not to cheat.

Commitment or attachment in conventional subsystems. Commitment is a person's attachment to conventional sub-systems such as schools, jobs, organizations and so on. This element is a rational component of conformistic behavior. This means that someone with common sense considers the advantages and disadvantages of deviant behavior. Associated in conventional subsystems, people will gain many benefits if all functions well, which cannot be obtained by deviant behavior.

With 80.81% of the average corrupt behavior carried out by junior high school students, it can be said that students' commitment to school is not strongly bound, because in the average age of 12-15 years of respondents of junior high school students, student commitment to school is a periodic engagement for only 3

years of being a student, after the student graduates, the attachment is no longer attached, so that if the student commits an offense not because they violate the commitment to the school, for students they only violate the rules of the school. With anti-corruption education which initiates the values of responsibility, it is hoped that there will be an awareness of students to be responsible for all behavior carried out, including being responsible for any violations committed.

Commitment in the administration of anti-corruption education is not only for students, but for all parties involved in it, both schools, teachers including the education service. Based on the data in table 3 it is known that anti-corruption education is implemented and is known by only 14% of the teachers who become respondents and the anti-corruption education socialization process is only known by 56% of the respondent teachers. A shared commitment in anti-corruption education is needed to reduce the corrupt behavior of junior high school students. This can only be re-measured after the anti-corruption education is carried out comprehensively to see the development and change of corruptive behavior of junior high school students.

Involvement OR functioning actively within a conventional sub-system. It refers to one's activities in a conventional sub-system. The more active an individual is in a variety of conventional organizations and the more they function in the organizations, the less their tendency is to be delinquent. The idea is, if one is involved in many activities, their energy and thought will be focused, leaving no room for them to develop deviating behavior.

In the study of respondents not measured student involvement in extra-curricular organizations organized by the school. Involvement in this study was measured based on the presence or absence of other activities outside the classroom related to anti-corruption education. Based on table 3 it is stated that 24% of teachers stated that there were other activities outside the classroom related to anti-corruption education in addition to the curriculum taught in class. Anti-corruption education developed by the Corruption Eradication Commission in collaboration with the Ministry of Education is the integration of anti-corruption education in civics subjects. This model will certainly have more impact if an integrative model is developed between the curriculum and behavior which means that education in the classroom is carried out but also activities outside the classroom related to anti-corruption education are also carried out in an integrated manner. For example, a student cooperative is created without the guardian to practice the values of honesty and responsibility.

Such improvement is expected to further strengthen anti-corruption values to suppress the corrupt behavior of junior high school students. Both commitment and involvement are actually very difficult to distinguish, both refer to engagement and activities in conventional subsystems, [30] in this study involvement measures the involvement of students, schools, teachers and related education agencies, while commitment measures student engagement with school. According to Hirschi, the form of a person's involvement must be based on the commitment that was formed at the beginning. Student involvement in various activities outside the classroom related to anti-corruption education will keep students busy so that little by little fosters a strong commitment to suppressing students' corrupt behavior, even Hirschi mentions irregularities as a matter of opportunity to deviate. [31].

Beliefs, in the moral values of the norms and values of the association of life. Different from the previous three elements, beliefs are moral aspects contained in social ties, beliefs are one's beliefs in existing

moral values. The norm system of the association of life is adopted by all people in that association of life. Supporting those norms is a variable if the person thinks that he needs to obey those norms, people tend to violate these norms. [32].

Based on what has been described in the previous section, the values returned to the elementary and secondary education include equality; togetherness; commitment; ownership; thrifty; wise; sincere; share; diligent; sportsmanship; responsible; discipline; honest; simple; hard work; independent; fair; brave; care; integrity; gratitude and optimism. In the current era, some of the values contained in the anti-corruption education are basic values that apply universally in a society that has begun to weaken both within the family and in the school environment. The fading of these values is not because of different human characters but these values have rarely been taught since primary and secondary education.

Anti-corruption education is influenced by differences in each stage of child development, that children are very dependent on the stage of development, experiencing maturity and being able to think about morality. According to Buhler, [33] the age phase of four to eight years is an important time to adjust to the community and social environment, so the process of planting good values, in this case the value anti-corruption must be applied early to have a good impact as an adult later.

The purpose of instilling these values is: a) Introducing through the habituation and practice of all moral rules or values in the home, school and neighborhood and reinforced with stories, games, activities and symbols of obedience (applied to elementary school students in grades 1-3); b) Strengthening awareness in the habituation and experience of the benefits of rules for life, both personal and social life and the environment (applied to students in grades 4-6 elementary school); c) Strengthening the habituation and practice of rules consistently wherever, whenever in any situation and play an active role in the application of rules in social life (applied to students in grades 7-9 Middle School); and d) Strengthening the habituation and practice of rules consistently wherever, whenever in any situation, play an active role and are committed to upholding the principles in obeying the rules in the wider environment (applied to students in grades 10-12 of high school).

With the introduction of these anti-corruption values, students will get used to and grow values that can suppress corrupt behavior early on. values introduced from an early age at primary level education are expected to be a prevention of corruptive behavior that students may unwittingly undertake in their development. Starting from getting to know, then getting used to, then these values will continue to be held by students through anti-corruption education so that corrupt behavior can be suppressed to a minimum.

Hirschi revealed that the stronger these bonds, the less likely there would be irregularities. Hirschi agreed with Durkeim and was convinced, that one's behavior reflected various views on decency. A person is free to commit a crime or deviations from his behavior. In addition to using neutralization techniques to explain the intended behavior, Hirschi stressed that the deviation of behavior was caused by the absence of attachment or lack of moral attachment of the perpetrator to the community.

Anti-corruption education which is applied at the level of basic education becomes the primary prevention effort against corrupt behavior because this activity is structured in a government policy through the ministry of education and the corruption eradication commission. Based on the description of Hirschi's social control study, anti-corruption education at the level of elementary education will increase attachment,

commitment, involved and the growth of values that can be trusted by students to suppress corrupt behavior early on. Hartono calls this prevention system the term abolitionistic prevention to eliminate the factors that cause crime and moralistic prevention by planting anti-corruption values early on. [34].

#### IV. CONCLUSSION

It is concluded in this research that, On average, the perception on corruption of the junior high school students in Madura was in the moderate category (69.62%), whereas corruptive behavior in the form of skipping school, being deceitful, cheating, and being dishonest scored a high average (80.81%). The high level of corruptive behavior shows the low attachment, belief, commitment and involvement components of Travis Hirschi's social control theory. The implementation of integrative anti-corruption education in the curriculum and behavior outside the classroom that teaches anti-corruptive values as described previously, is expected to support the components of attachment, belief, commitment and involvement of schools so as to reduce students' corruptive behavior. The policy of conducting anti-corruption education can be used as a primary prevention tool because this is a joint policy between the Ministry of Education and Culture with the Corruption Eradication Commission to instill anti-corruption values early on as an anticipatory step in suppressing corruptive behavior.

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