

Enhancing Students' Anti-Corruption Competence Through Corruption Prevention Campaigns In Social Media

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ABSTRACT

Anti-corruption education courses were given to tertiary level students in Indonesia as an insertion or independent course to meet the challenge in reducing the number of corruptions from educated citizens. Although it does not guarantee that students will not commit acts of corruption in the future, through this anti-corruption education students are expected to be able to realize and understand behavior that leads to corruption and its consequences; so that students have choices and considerations to not commit acts of corruption. One of the learning methods used in anti-corruption courses is anti-corruption campaigns through social media. This method seeks to accommodate students' preferences for digital media, especially social media, and appreciates students' creativity in translating anti-corruption concepts through the perspective of young people. This study uses the Classroom Action Research (CAR) design by Kemmis and Mc. Taggart which was successfully delivered in 1 cycle consisting of planning, implementation/ acting, observing and reflecting stages. The research was carried out in the odd semester of the 2022/2023 academic year from September to November 2022 with the research subjects were the 5th semester students of the Academic Stage of Nursing Education Study Program consisting of 44 students. The results of the study indicated that learning methods that utilized social media in campaigning against corruption were able to increase students' understanding about corruption, corrupt behavior, anti-corruption values and improve students' abilities in making posters or videos. In addition, the methods were also able to improve the students' motivation in learning during anti-corruption education class.

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PRELIMINARY

Anti-Corruption Education is an education that aims to build citizen awareness, especially the younger generation, about the dangers of acts of corruption (Wibawa et al., 2021). The main objective of Anti-Corruption Education is to show the phenomenon of corruption to the consequences of corruption. Anti-corruption education is not designed to eradicate corruption but as an effort to prevent it by training students to have awareness of anti-corruption actions (Widhiyaastuti & Ariawan, 2018). Therefore, Anti-Corruption

Education is an education instilling basic values to shape the anti-corruption nature of each student (Justiana et al., 2014).

Based on the formulation made by the *Komisi Pemberantasan Korupsi*/ Corruption Eradication Commission (KPK) in the Anti-Corruption Education book for tertiary institutions, there are nine basic values that need to be instilled through Anti-Corruption Education, namely honesty, justice, bravery, simplicity, responsibility, discipline, hard work, care and independence (Kurniadi et al., 2011). In addition, the aim of Anti-Corruption Education is to comprehend knowledge about corruption, to be able to change attitudes, and to be able to develop anti-corruption attitudes (Wibawa et al., 2021).

It is for the purpose of developing this attitude that there is a need for direct involvement of students in fighting corruption which is considered low and tends to be apathetic towards corruption issues (Baharuddin et al., 2021). However, slowly and surely students who are part of the young generation are starting to get involved in actions against corruption. This involvement can be seen from the expression of students in various fields, such as music, graffiti, writing, and posters which are spread across several social media networks (Baharuddin et al., 2021).

Students need to realize that corruption has undergone evolution and metamorphosis. In the past, most corruptors were over 40 years old, now many corruptions are committed by young people. This is an example of evolution in corruption. On the other hand, corruption has also metamorphosed with many corruptors from among the highly educated and highly intellectual (Justiana et al., 2014). This is supported by KPK data that around 86% of corruptors determined by the KPK are University alumni. In fact, according to Ghufroon, the higher the education, the more sophisticated the way of corruption (Ghufroon, 2021). Therefore, as a student, it is needed to realize that currently Indonesia needs scholars who are intellectuals, in harmony with their intelligence, heart, and character. In this condition it is important to involve students in real actions both in the real world and in cyberspace.

The Anti-Corruption/Anti-KKN Education course has become an independent subject in the Nursing Education Study Program of STIKES Widyagama Husada Malang which is given at the academic stage (S1 Nursing) since 2017. In its journey, there are several things found in the learning process in class based on observations including with the enthusiasm of students when taking The Anti-Corruption Education lectures which are classified as low. Learning process that are dominated by lectures shows that the learning methods used need to be developed to be more varied in order to accommodate differences in student learning styles. In addition, 95% of the achievement of Anti-Corruption Education course competence is still based on the results of mid-semester evaluations, end-of-semester evaluations and students' participation, there has never been a measurement based on the real actions of students in a series of projects.

The learning method by utilizing social media involves several stages. The first stage is the delivery of material in 4 meetings. The second stage is the delivery of instructions for preparing an action plan for a corruption prevention campaign through social media which is described in the form of a written proposal and presentation. The third stage is the presentation of the campaign action plan itself followed by the fourth stage, namely feedback provision. The fifth stage is for students to revise the campaign media according to the input provided. The sixth stage is uploading campaign media on social media within the specified time. The seventh stage is the presentation of the final report and the eighth or final stage is the reflection of the learning process.

The criteria of success used is most students feel and show an increased understanding of anti-corruption materials. In addition, students show enthusiasm and are motivated in participating in anti-corruption class.

Departing from the problems that occur in the Anti-Corruption Education class, a learning method is needed that enables students to dig deeper into knowledge about anti-corruption so that it increases their knowledge as well as motivation in learning. Therefore,

utilizing social media in anti-corruption learning activities was chosen since it is close to students who are digital citizens and allows students to share perspectives, insights, experiences and opinions with others.

METHOD

The method used in this research was Classroom Action Research, a research that is conducted in a class to find out the effects of actions applied to a research subject in that class (Jufri, 2010). The model used was the model developed by Stephen Kemmis and Taggart, namely one cycle or round consisting of four components as only carried out by Lewin, which include: 1) planning, 2) action, 3) observation, and 4) reflection (Mu'alimin & Cahyadi, 2014; Susilowati, 2018). However, after a cycle has been completed, especially after reflection, it is then followed by re-planning or revising the implementation of the previous cycle when cycle 1 has not shown the targeted results.

A. Research Procedure

The stages carried out referred to the Action Research Cycle which was the result of the adoption of Stephen Kemmis and Taggart's theory as shown in Figure 1 below:

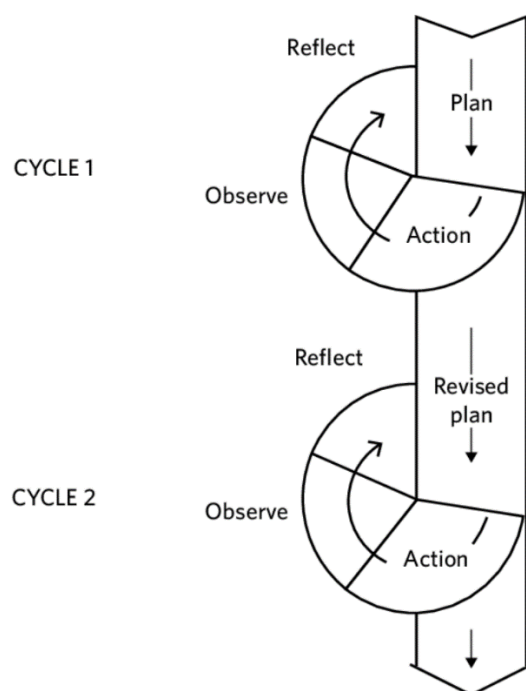


Figure 1 Classroom Action Research Cycle by Stephen Kemmis dan Taggart.

1. Planning.

At the planning stage, the steps were taken as follows:

a. Developing teaching scenarios

At the 2nd to 5th meetings, students received material delivered by lecture and discussion methods regarding the definition of corruption, forms of corruption, corrupt behavior, the history of corruption in Indonesia, anti-corruption values and principles, the causes and effects of massive corruption and corruption eradication efforts. At the end of the 5th meeting, students received briefings pertaining to the flow of preparation to the final report on campaign activities against corruption on social media. Students were also given material about composing campaign actions

on social media consisting of campaign's objectives, target, and methods which can be in the form of posters, short videos or animated videos. At the end of the 5th meeting, the students were given the task to make a campaign action plan. Furthermore, at the 6th meeting the students presented their action plan in front of the lecturer and classmates to get feedbacks. After getting input, students revised their campaign media and then sent the revised version to the lecturer to get input for the second time until they got approval to upload it on social media.

In the next step, students uploaded the campaign media that had been planned on their own social media platform starting from the 7th meeting in about 10 days to get a response from internet citizens. After that, the students made a report to analyze the responses of the internet citizens to the campaign against corruption that had been uploaded and presented the results of the analysis at the 9th meeting.

b. Made an observation sheet.

The observation sheet contained a checklist of students' understanding of acts of corruption before and after doing the campaign. Observations were also made when students responded to the comments and responses of internet citizen to the campaign.

2. Acting

The research team implemented or applied the teaching scenario, that was carrying out actions in class according to the plans that had been prepared at the planning stage. The steps taken at this stage were:

- a. Observing the campaign done by students starting from composing the idea until conveying their campaign action plans through presentations by researcher 1 who was also an observer and ensuring that the campaign media that had been uploaded on social media were original.
- b. Observing the social media used during the broadcast period, namely the period of getting responses from internet citizens. Besides that, it was also observed the way students responded to the comments given by the internet citizens.

3. Observing

The research team recorded the process in order to obtain accurate data using the observation instruments that had been prepared in step 1. Observations were made during the implementation of the action by making notes, recording, and documenting the finding during the campaign action. In addition, at this stage, the recording (documentation) of the plan and final report were carried out to obtain data.

4. Reflecting

At this stage the research team tried to find things that were satisfactory because they were in accordance with the design and carefully identified things that still need to be improved. At the reflection stage the researchers also needed to disclose the results of the research by revealing the strengths and weaknesses. In addition, it was also determined whether it was necessary to do a second cycle or not.

B. Research Location

This research was conducted at STIKES Widyagama Husada Malang on 5th semester of Nursing Education students.

C. Observed/measured change

The findings that emerged during the implementation of the action consisted of: students' understanding of corrupt behavior before and after doing the campaign action, the process of developing a campaign action plan, how to respond to comments or responses from internet citizens and how to compile the results of the campaign action and how to convey the results of the action.

D. Data Collection Technique

Data were collected through observation and interview.

E. Data Analysis

The data analysis process in this study was carried out in the following steps: collecting data, displaying data, coding, reducing data, verifying and interpreting to come to conclusions. The six steps were described in the diagram below, adopted from Miles and Habermment.

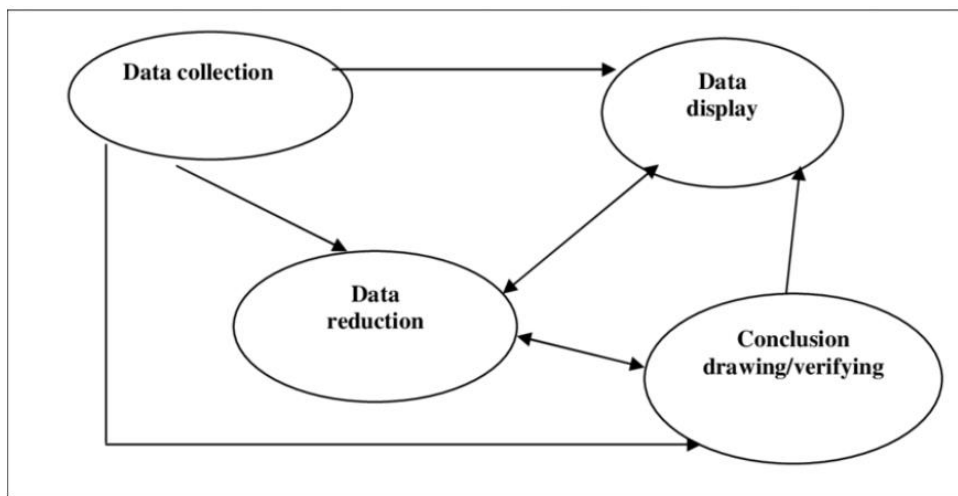


Figure 2 The data analysis process using the theory of Miles and Habermment

RESULTS

The learning scenario carried out was to provide an understanding of the concepts and theories of anti-corruption education starting at the 2nd meeting, at the 6th meeting students were given special material about composing action plan on social media consisting of action objectives, targets, and methods which can be in the form of posters, short videos or animated videos. Outline of the activity is shown in Figure 2. Then the students were given the individual task of making an action plan and presenting it to lecturers and friends to get input in terms of content and media. The next step, students uploaded the planned actions on social media from the 7th meeting to the 9th meeting to get responses from internet citizens. The final step, students analyzed the comments from internet citizens and then presented them in the final report at the 9th meeting.



Figure 3. Outline for Action on Preventing Corruption through Social Media

A. Problems

Problems of corrupt behavior or acts of corruption raised by students in carrying out various actions, most of them are problems that students face in their daily life on campus, including a weak sense of responsibility among students such as being frequently late to attend the class, late for assignments, not doing assignments groups, picky friends in determining the group reached 23%. Meanwhile, other problems raised by students in detail can be seen in table 1.

Table 1 Problems raised by students in campaign

| Number | % | Problems |
|----------------------------|----|---|
| 12 | 23 | Common problems of acts of corruption in Indonesia, such as buying and selling votes, discrimination and many people who are smart but dishonest. |
| 12 | 23 | Weak sense of responsibility among students such as being late for school, late for assignments, not doing group assignments, etc. |
| 10 | 20 | Weak honest behavior among students includes misuse of pocket money, cheating on exams, assignment plagiarism. |
| 2 | 5 | gratification |
| 2 | 5 | Consumptive and hedonic behavior |
| 1 | 2 | Lecturer late for class |
| 1 | 2 | Hoax |
| 1 | 2 | Student concern for social issues |
| 1 | 2 | Ignorant to process |
| The number of students: 44 | | |

Values

Of the 9 anti-corruption values, most students raised the value of honesty, namely 45%, as an important value to be educated on. Other values can be seen in table 2 below.

Table 2 *Anti-corruption values chosen by the students*

| Anti-Corruption values | Number | % |
|------------------------|-----------|------------|
| Honesty | 20 | 45 |
| Discipline | 8 | 18 |
| Responsibility | 6 | 14 |
| Justice | 3 | 7 |
| Simplicity | 2 | 5 |
| Bravery | 1 | 2 |
| Independence | 1 | 2 |
| Care | 1 | 2 |
| Hard work | 1 | 2 |
| other | 1 | 2 |
| Total | 44 | 100 |

B. Media

The media used by students in carrying out actions to prevent corruption on social media are posters 95%, videos 2% and using a combination of videos and posters 2%. Table 3 below shows the details.

Table 3 *The media used by students in carrying out the campaign*

| MEDIA | Number | % |
|------------------|--------|-----|
| Video | 1 | 2 |
| Poster dan video | 1 | 2 |
| Poster | 42 | 95 |
| | 44 | 100 |

C. Social Media

The social media used by students in carrying out actions are various. The most popular social media platform is Instagram as many as 32 students or 73%. More detail list can be seen in table 4 below.

Table 4 *Social media preferred by the students to carry out the campaign*

| Social Media | Number | % |
|---------------------|--------|----|
| Instagram | 32 | 73 |
| Instagram, Facebook | 8 | 18 |

| | | |
|------------------------------|----|-----|
| Instagram, Facebook, Twitter | 2 | 5 |
| Instagram, Facebook, Tiktok | 1 | 2 |
| Instagram, Tiktok | 1 | 2 |
| | 44 | 100 |

D. Likes and Comments of Social Media Users

The response of the internet community to the actions carried out by students was very diverse. In total during the upload of 2 weeks there were 4 students who got <200 likes and comments. Detail number of responses for each students can be seen from table 5 below.

Table 5 *The number of responses made by internet citizens*

| Student | Like | Komentar | Like+Komentar |
|---------|------|----------|---------------|
| S | 13 | 4 | 17 |
| ACB | 30 | 5 | 35 |
| KMP | 34 | 3 | 37 |
| DEA | 33 | 8 | 41 |
| KKSP | 38 | 4 | 42 |
| HF | 36 | 7 | 43 |
| SFKH | 41 | 4 | 45 |
| HA | 38 | 12 | 50 |
| AS | 48 | 6 | 54 |
| MR | 41 | 15 | 56 |
| DJM | 53 | 4 | 57 |
| RAM | 52 | 6 | 58 |
| RCNP | 58 | 3 | 61 |
| PF | 54 | 9 | 63 |
| LTN | 68 | 5 | 73 |
| IM | 68 | 7 | 75 |
| TSIS | 74 | 2 | 76 |
| DRS | 73 | 4 | 77 |
| A | 56 | 23 | 79 |
| HS | 74 | 8 | 82 |
| MZ | 66 | 18 | 84 |
| RA | 64 | 21 | 85 |
| NOW | 84 | 4 | 88 |
| AHC | 63 | 26 | 89 |

| | | | |
|------|------|-----|------|
| AS | 86 | 6 | 92 |
| PS | 80 | 20 | 100 |
| KSY | 92 | 21 | 113 |
| AUDH | 114 | 7 | 121 |
| ILF | 81 | 44 | 125 |
| MR | 117 | 8 | 125 |
| FY | 69 | 59 | 128 |
| CNR | 122 | 6 | 128 |
| SDY | 106 | 23 | 129 |
| RH | 87 | 50 | 137 |
| EW | 135 | 54 | 189 |
| KW | 117 | 78 | 195 |
| VOM | 154 | 56 | 210 |
| NA | 108 | 102 | 210 |
| FLHS | 219 | 5 | 224 |
| SV | 288 | 143 | 431 |
| | 3234 | 890 | 4124 |

E. Enhancement of Students' Anti-Corruption Understanding and students's motivation

From the interviews conducted, data were obtained that 100% of students felt that after a whole process of conducting anti-corruption campaign in social media, their understanding had increased, especially on themes specifically raised in the campaign against corruption. The data is shown in Figure 4.

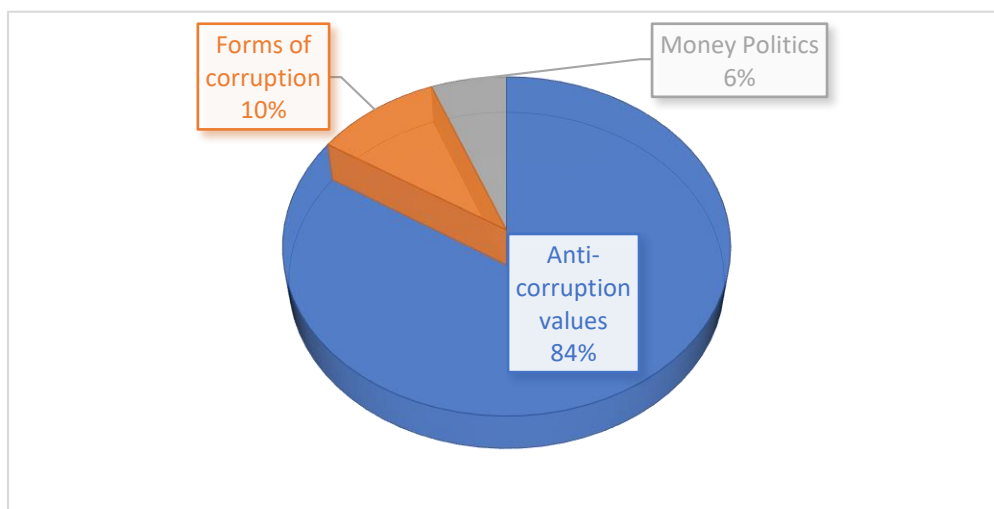


Figure 4 Topics Experiencing an Increase in Understanding

The increase in understanding felt by students occurred because students read more deeply on the themes raised for campaign actions when preparing media and captions uploaded on social media and in an effort to find information when giving responses or answering questions in the comments column after the media had been uploaded.

In addition to increasing understanding, students also gain additional knowledge including improving how to communicate on social media, especially in responding to comments or questions and how to make media, both posters and videos.

Pertaining to student's motivation in Anti-Corruption Education class, 89% stated that they were more enthusiastic in lectures because the activity was considered more real since students could convey ideas and information on social media and then discuss with virtual residents about the themes raised. Meanwhile, 11% of students stated that they were still confused or burdened at first, although they were able to complete the action at the end and still enjoy the flow of the action.

DISCUSSION

The action of preventing corruption through social media in the learning process based on Bloom's theory contains three aspects, namely knowledge, affective and psychomotor (Airasian et al., 1971). Aspects of knowledge can be seen from the process of students preparing an action plan to prevent corruption. Most students are able to understand and able to identify problems that occur in society as problems of corruption, and are able to distinguish between corrupt behavior and corruption. No less important is that students can then choose and determine the priority of corruption issues that will be acted on through social media.

This ability seemed different when students presented their action plans at the action preparation stage, where some students were still unable to distinguish corruption crimes from other crimes, their understanding of corruption was limited to bribery, taking state money and embezzlement compared to when presenting the results action. This increase in knowledge was obtained from the communication carried out by students with virtual citizens in responding to questions and comments, as well as when searching for information when giving responses or answering questions after the media had been uploaded. According to Sosiawan (Sosiawan, 2011), social networking sites are very possible to be used as a medium for exchanging ideas and can be used in campaigning for an idea.



Figure 5. Bullying was perceived by the students as a part of corruption

The psychomotor aspects that students acquire during the action are the ability to design informative posters, compose interesting captions and how to upload them on Instagram. This aspect can also be seen when students present posters that will be used for action. There are still students who are not familiar with application for making graphic designs and free publication content such as Canva because so far these students have only reposted existing posters. Students also seem to still have difficulty in choosing diction or characters that

represent anti-corruption values to be acted on. After getting guidance from the lecturer and having discussions with colleagues, this ability has increased.



The affective aspect that students get while carrying out the action is the ability to respond to comments and questions given by virtual residents regarding the given action. In giving responses students are required to be able to control themselves for the criticism given, and remain humble for the praise given. Students are also required to be able to provide appropriate responses and in accordance with the comments or questions asked.

Another affective aspect that students get is the ability to simplify anti-corruption messages in the form of characters that internet citizens can understand. Students are also able to choose quotes that contains motivation and encouragement for internet citizens so that the action gets high appreciation.

Figure 7 students' affective ability in choosing diction and character as a representation of the values being acted upon

Action on social media as a method of learning anti-corruption values for students is proven to be able to increase students' anti-corruption competence. It is mainly reflected from the following indicators:

- 1) The student's ability to identify problems of corrupt behavior/corruption has increased. It is clearly shown when students present the issues to be raised when presenting their action plans at the 6th meeting.
- 2) The ability to choose or decide the targeted people who need to get education has also increased. At first students still thought that all groups had social media accounts regardless of age.
- 3) The ability to distinguish anti-corruption values that will be educated also increases. Initially, students still had difficulty correctly distinguishing anti-corruption values and other values that apply in society.
- 4) The ability of students in making media (posters and videos) has also increased. At first, the media produced by the students were not informative and inappropriate for the

targeted viewers. In addition, they were not focused since there were too many narrations and the students need to be guided in visualizing their ideas.

From these indicators students feel their understanding and ability about corrupt behavior and corrupt behavior is increasing. Furthermore, students also increasingly understand anti-corruption values that need to be educated to the public. This increase can be observed from a series of processes of preparation, implementation and reports of campaign actions and is supported by the results of interviews conducted.

With the fulfillment of targets based on predetermined performance indicators, the class action research process to examine an increase in the competence of STIKES Widyagama Husada Malang students after carrying out campaign actions against corruption on social media have met the target. Thus there is no need to do cycle II because the learning scenarios carried out in process I have been able to increase students' understanding of anti-corruption and enthusiasm.

CLOSING

Actions against corruption using posters or videos on social media are proven to be able to increase students' understanding and abilities about corruption, corrupt behavior, anti-corruption values and improve students' abilities in making posters or videos.

This research was conducted limited to the scope of semester 5 students with an action research approach (Classroom Action Research) whose results cannot be generalized. Therefore it is necessary to carry out further research with other subjects and methods.

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