"GEMILANG": COMMUNITY SERVICE BASED ON ANTI-CORRUPTION EDUCATION AND CHARACTER BUILDING

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ABSTRACT
"GEMILANG" is an acronym for "Millennial Generation in Prevention of Anti-Corruption Behavior Initiation which is a community service activity for MA Walisongo students in Malang Regency. Based on observations, most students at MA Walisongo do not yet have an understanding of anti-corruption education, so it is necessary to carry out anti-corruption counseling to internalize character integrity. In addition, MA Walisongo has never conducted outreach activities related to anti-corruption material in collaboration with other educational institutions in Malang Regency. The methods used in this service activity are: (1) the lecture method; (2) discussion and analysis films; and (3) the question-and-answer method through quizzes and board games. The output of this community service is that students can practice the results of group discussions in discussing anti-corruption campaigns with various forms of anti-corruption campaigns such as posters, videos, poetry writing, and speeches. The results of the service carried out at MA Walisongo showed that students better understood the drivers of anti-corruption educational materials discussion and analysis of film pamphlets (audio visual) because they were considered more effective, creative, and efficient compared to other methods, and students preferred to be creative through anti-corruption posters for the community.

Keywords: *Anti-Corruption; Character; Education; School; Integrity.*

INTRODUCTION

The biggest enemy faced by the Indonesian nation so far, which has never had a bright spot, is corruption. Acts of corruption seem to be acts that are commonly carried out by Indonesian people. Plato in his book "The Laws" states that: "The servants of the nations are to render their

services without any taking of presents.... To form your judgment and then abide by it is no easy task, and “is a man” surest course to give? Loyal obedience to the law which commands. "Do no services for a present". (Zachrie and Wijayanto 2013) Plato reminds us all that as a nation that loves the motherland (country) does not do anything in exchange for certain gifts. The feeling of love for the motherland is real without strings attached. When Indonesia is attached to the title of a country with *"gemah ripah loh jinawi"* which means having abundant wealth, in reality, many of its people are not prosperous and live in poverty. One of the causes of poverty is corruption.

Corruption comes from the Latin word corruption, which comes from the verb corrumpere which means rotten, broken, shaken, turned around, or bribed. Corruption is the behavior or actions of a person or more that violates applicable norms by using or abusing power or opportunity through the procurement process, determining receipts or providing facilities or other services carried out in the activities of receiving and disbursing money or assets, keeping money or wealth as well as in licensing and other services with the aim of personal or group gain so that it directly or indirectly harms the finances of the state or society. (Eternal, 2021)

The corruption that occurs in Indonesia is very worrying and it certainly has a very extraordinary negative impact on every gap in people's lives. Even corruption has destroyed the economic system, democracy, politics, law, government, and social order. On the other hand, efforts made by the government so far to eradicate corruption have not shown optimal results. Referring to the results of the Corruption Perception Index (CPI) according to Transparency International Indonesia (TII) in 2021, Indonesia has managed to increase 1 point to 39 points. When compared to 2020, Indonesia had dropped 3 points to 37 from the previous achievement, namely in 2019 at 40 points. This meant that, despite appearing slow in its efforts to combat corruption, the Indonesian nation was able to recover to make up for the previous year's shortfall.

It is often said that corruption is an extraordinary crime or extraordinary crime that will even cause a threat to the future of the nation and state. Why do you say that, because Indonesia is one of the countries that has been involved in many corruption cases? Various methods and efforts have been made to eradicate corruptors, even though many have been caught red-handed and in prison, but it seems this is not the right solution and there is no sense of deterrent effect for perpetrators of corruption so the results are not in line with what is expected by society. Supposedly, to try to increase public awareness regarding corruption, it must use methods that are not commonly used or in other words by using extraordinary methods.

This extraordinary method has been carried out in Indonesia, such as what has been done by the Corruption Eradication Commission (KPK) with the "Tri Sula for Corruption Eradication", which consists of law enforcement, prevention, and education. It is hoped that the Trisula

strategy can help make Indonesia's Vision 2045 successful — namely the country with the 5th largest GDP (GDP $ 7 trillion and income per capita $ 23,199) and reduce poverty to near zero. (ACLC 2011)

Sula's enforcement focuses on the KPK's repressive strategy to prosecute corruptors. The prevention formula focuses on improving the system that allows for potential loopholes for corruption and the education pattern is a strategy implemented by inviting the public to carry out anti-corruption campaigns through education and outreach. Education Sula is a strategy that has quite an impact because this Sula directly comes into contact with the community and can become a means of forming characters with integrity among students or the millennial generation. Sula education is also carried out by all levels of education in Indonesia, especially for Malang Regency which has approximately 800 units of educational institutions ranging from elementary school (SD), junior high school (SMP), senior high school (SMA), and middle school. Vocational School (SMK) and Higher Education.

Malang Regency has 33 sub-districts which are still divided into villages that have enormous natural resource potential and a fairly high demographic bonus. If the regional superiority of Malang Regency is not matched by good quality human resources, it will certainly affect the development of Malang Regency in the future. It has been explained previously that the nature of education is a separate study for efforts to eliminate corruption cases. Likewise Raden Rahmat Islamic University (UNIRA) Malang which plays an active role in implementing anti-corruption education for all academics and society in general, especially for the villages assisted by UNIRA Malang.

One of the activities initiated by UNIRA Malang is the dissemination of anti-corruption education for students, in the millennial generation. The millennial generation is a milestone for changes in a country. In the aspect of corruption, the millennial generation also has a very big role. The anti-corruption culture in the millennial generation is very important, considering that the demographic bonus is dominated by the millennial generation. Where later the millennial generation will take control of the wheels of development which are expected to be able to lead the Indonesian people towards development that is more advanced and clean from corruption. (Widjojo, 2020)

The millennial generation is a big capital for realizing national independence in all aspects of national life because it is the millennial generation that will determine the existence of this nation in realizing national ideals without being tainted by criminal acts of corruption which will harm the country's finances and economy and even development in general. because it is time to restore the function of schools as character building for the millennial generation as a place to strengthen anti-corruption culture starting with conducting anti-corruption education it must become one of the subjects included in the education unit, in order to create basic personality traits possessed by the millennial generation

such as being honest, brave, fair, simple, independent, hard work, responsibility, discipline and caring.

Community service activities entitled anti-corruption education were carried out at Madrasah Aliyah (MA) Walisongo, Bantur District, Malang Regency. MA Walisongo has students who come from various regions and their teaching is based on Islam. During the visits and initial observations, partners found several needs to conduct anti-corruption education outreach for students. Previously, anti-corruption education activities had never been held from other educational institutions around Malang Regency, therefore this activity was the first time this activity was carried out at the initiation of UNIRA Malang with MA Walisongo.

Based on the above observations, it is the basis for carrying out community service activities, especially among students for MA Walisongo, Bantur District, Malang Regency with the theme of anti-corruption socialization, entitled "Millennial Generation in Initiating Anti-Corruption and Integrity Behavior". This theme was chosen because of the importance of student awareness and concern especially at MA Walisongo to reject the potential for corruption that exists in the surrounding environment and always internalize the character with integrity.

This community service activity is very important to do considering the need for partners, namely MA Walisongo, to introduce anti-corruption values to students. On the other hand, this activity is an activity that can complement the general public's knowledge related to anti-corruption socialization. As in the previous activities, namely: Muhammad Anwar Rube'I & Defiana Sari regarding the Analysis of the Implementation of Anti-Corruption Attitude Values in Citizenship Education Learning for Class VII Students at SMP 02 Muhammadiyah Pontianak, the analysis obtained that the implementation of anti-corruption attitude values in educational learning indeed citizenship should be at the forefront in the development of learning anti-corruption values in the scope of students in particular. Good and Smart Citizen which is inherent in Citizenship Education is the capital as well as a challenge to make this happen to create a new generation who is educated and anti-corruption in the school environment. (Pandeglang 2018)

Based on the situation analysis described above, the partners' problems are stated as follows: 1. The millennial generation lacks an understanding of anti-corruption culture. 2. The lack of socialization and information regarding the role of the millennial generation in helping to eradicate corruption. The objectives of this service include a. Increasing understanding of the millennial generation about anti-corruption culture b. Providing information and understanding of the role of the millennial generation in helping to eradicate corruption

METHOD

This community service activity was carried out in the form of anti-corruption education dissemination carried out by students of the Faculty of Social and Political Sciences, Islamic University Raden Rahmat Malang

who acted as facilitators with Madrasah Aliyah (MA) Walisongo, Bantur District, Malang Regency. As one of the educational institutions in Malang district, with this socialization, it is hoped that in the future MA Walisongo will be more concerned about building the character of students with integrity and recognizing corrupt behavior from an early age. Given the massive consequences of corruption in Indonesia, one of which has an impact on the quality of education and the character of the younger generation. Participants who took part in this socialization activity were students of class XII MA Walisongo, approximately 50 students with an age range of 15-17 years.

Anti-corruption education activities at MA Walisongo are carried out in several stages, namely:

a. Stages of introduction of anti-corruption material
   This stage begins with an introduction to the facilitator, in this case, FISIP UNIRA Malang students then divides the students into several groups and starts conducting presentations related to anti-corruption material which includes: (1) the definition of corruption; (2) the latent danger of corruption; (3) the theory of causes of corruption; (4) factors of corruption; (5) types of corruption; (6) anti-corruption value; (7) learn integrity from the characters. This method was chosen to explain efforts to fight corruption and the implementation of an anti-corruption culture in the education sector.
b. Stages of discussion and analysis of anti-corruption educational videos.
   In the next stage, students will be invited to watch anti-corruption educational videos sourced from the KPK ACLC. The video is used to provide examples through experience or demonstration in visual form, so that participants receive material more quickly, know examples and violations of corruption that often occur in school or education environments, and can implement the results of lecture presentations in the end to avoid corrupt behavior
c. Stages of strengthening anti-corruption material through board games
d. Reinforcing the material previously presented was carried out by inviting students to play board games that had been provided by the ACLC KPK, namely the "Sahabat Pemberani" and "Terajana" card games. In this session the students were also asked to create poems, songs, videos, and posters related to anti-corruption.
e. Stages of question and answer and presentation of the results of the anti-corruption campaign according to the student
   The final stage is a question and answer session. The students returned to their groups and provided feedback to other participants through question and answer. Then proceed with showing the creations of the students related to the anti-corruption campaign.

RESULTS AND DISCUSSION

Implementation of Anti-Corruption Education at MA Walisongo

The Government Science Study Program Student Team wants to provide students with an understanding of how corruption is and its scope. The target we chose was MA Walisongo, which is located in the Bantu District, Malang Regency. This area is an area that is far from urban areas, so it is difficult for people to get information. So far, the Bantur area is still very difficult to reach the internet, and the signal speed of the sim card is also not all of them have 4G. This can also be an obstacle for the community, especially students at MA Walisongo to find out how corruption is explicit and universal. Therefore, by considering the many aspects above, MA Walisongo is the right target for this outreach.

Corruption is like a contagious disease that spreads slowly but is deadly, causing widespread damage to society. Corruption undermines democracy and the rule of law, encourages violations of human rights, distorts the economy. The team wants to provide students with an understanding of how corruption is and its scope. The target we chose was MA Walisongo, which is located in the Bantur District, Malang Regency. This area is an area that is far from urban areas, so it is difficult for people to get information. So far, the Bantur area is still very difficult to reach the internet, the signal speed of the sim card is also not all of them have 4G. This can also be an obstacle for the community, especially students at MA Walisongo to find out how corruption is explicit and universal. Therefore, by considering the many aspects above, MA Walisongo is the right target for this outreach.

The anti-corruption socialization carried out at MA Walisongo has the intention that students can correctly understand the definition, types and impacts of corruption. It is hoped that with this socialization, students will be able to grow the courage to participate in eradicating corruption and motivate students to become clean and transparent individuals who will be able to create a generation that is clean from corruption. With this socialization, it is hoped that there will be a change in the attitude of MA Walisongo students from an attitude that initially allows, tolerates, makes sense of, and forgives corruption to reject acts of corruption. Through this anti-corruption education, it is hoped that there will be changes in the structural conditions of the environment and changes in society in accordance with the values and norms that they must have.

Based on the results of research in the field, several interesting things were found as follows: MA Walisongo students in general have a fairly high awareness of corruption cases circulating in various media, both electronic and print media. Next is the knowledge of MA Walisongo students, their knowledge is limited to general knowledge about corruption. They are only limited to understanding the cases and places (locus) of the corruption tragedy occurring. MA Walisongo students do not yet have a good understanding of the definition and rule of law regarding corruption. MA Walisongo students also showed a response of disapproval regarding the behavior of criminal acts of corruption that roamed the

world in Indonesia. This is reinforced by the opinions expressed which tend to be negative. Respondents who consisted of class XII students majoring in Social Sciences tended to be indifferent or did nothing about the ongoing corruption phenomenon.

There are several factors that influence MA Walisongo students so that they are less than optimal in understanding the meaning of corruption and its scope. The main factor is from the student's self. They do not understand that the habits that are considered normal and commonplace by MA Walisongo students, including cutting-corner attitudes, being undisciplined, and cheating are part of corruption. Therefore, it is the duty of educational institutions to change it. At this level it is important to have an understanding of ethics at the level of the social leader they live in, a comprehensive understanding of attitudes in the public and private sectors, recognize and understand the negative effects of corruption on public trust and in the international arena of competition, and have the courage and wisdom to eradicate corruption.

Another influencing factor is the lack of socialization carried out by the Corruption Eradication Commission (KPK) and other educational institutions around Malang Regency, especially MA Walisongo, so that anti-corruption education is still not widely understood by high school teachers and students. This can be seen from the interviews conducted with the research subjects, which consisted of teachers and high school students who on average answered that they had never received material on anti-corruption education.

Analysis

In 2019, all schools are expected to have implemented an anti-corruption education curriculum. The Ministry of Education and Culture stated that anti-corruption is not a separate lesson or additional discussion material, but that anti-corruption education is integrated into existing subject matter, in line with the Character Education Strengthening Program (PKK). Presidential regulation number 87 of 2017 states that PKK can be implemented through insertions in special extracurricular subjects or programs. With the methods used in curriculum integrated character education, by using various kinds of learning materials in the curriculum for the formation of student character, therefore the learning process in the classroom must be designed in such a way as to provide challenges to the development of knowledge for each student. So it can be concluded that anti-corruption education can be called one of the strategies in preventing corruption practices from an early age at the education level.

Anti-corruption education is an integral part of existing subject matter. All teachers have the responsibility to integrate anti-corruption values into subjects that can be adapted to the material being taught. So that students can easily make it happen, like students can also be involved in conveying anti-corruption messages both at school and in the environment where they live, get involved in blind creativity competitions

in short videos, or anti-corruption films, and get involved as anti-corruption ambassadors. Various efforts have been made to eradicate corruption, both through prosecution and prevention. One of the corruption prevention programs is through formal educational institutions or schools, namely the Strengthening Character Education Program.

According to Jamal Makruf Asmani (2012; 42), the purpose of character education is to instill values in students and renew the order of life together which respects individual freedom more. A strong character will form a strong mentality, a strong mentality will give birth to a strong spirit, never give up, work hard, so that you will get a chance and become a winner. Likewise, the Indonesian nation must have a strong mentality so that the Indonesian nation is able to become a winner among the nations of the world, especially for the millennial generation. If the nation's character is weak, it will become an object and the butt of the people who master science and technology. Therefore, character education is something that must be studied since high school. (Makruf, 2012)

In order for character education to be carried out properly and directed, there are several pillars that must be implemented in education character. According to Jamal Makruf Asmani (2012; 50) in character education there are nine interrelated pillars namely: responsibility, respect, fairness, courage, honesty (honesty), citizenship, self-discipline, caring, and persistence. Character education must indeed be applied in practice, both at home, in the school environment, and in social life, even including in the world of business and industry. All of these character pillars must be developed since high school, especially at MA Walisongo. One of the achievements of character education goals is also influenced by the role of a teacher. The main role of the teacher in character education is:

1. Exemplary, teacher's example is very important for the effectiveness of character education. Without negligence, character education will lose its soul, so that it will become a slogan, camouflage, or mirage.
2. Inspirator, the teacher must be able to generate enthusiasm to move forward by optimizing all the potential he has.
3. Motivators, teachers have the ability to generate spirit, work ethic and potential in students.
4. A dynamist, a teacher not only inspires enthusiasm, but also becomes a locomotive that really encourages the achievement of goals with speed, intelligence and wisdom.
5. Evaluator, the evaluation requires an atmosphere of togetherness in the family, so that constructive criticism will occur. Thus, in this process, there should be no blaming, revenge or other negative attitudes.

The implementation of character education in schools cannot stand alone as a stand-alone subject. Government policies implemented in the implementation of character education in this school were then internalized in several important aspects at school, namely:

1. Character education is internalized in learning.

Learning activities aim to make students master the targeted competencies or material and make students know, realize or care about and internalize values in behavior.
The internalization of character education in subjects leads to the values of the subjects in schools which lead to the values of everyday behavior, through the learning process.

2. Character education is internalized by school management
   Education management is a process of planning, implementing, and evaluating education in an effort produce graduates who are in accordance with the vision, mission and goals of education itself.
   The elements of character education include the competency values of graduates, the contents of the curriculum values in the learning of educators and education staff.
3. Character education is internalized in extracurriculars
   Extracurricular activities are educational activities outside of subjects and counseling, to help develop students according to their needs, potential, talents and interests through activities that are specifically carried out by educators and education staff who are capable and authorized at school.
   Implementation of extracurriculars that are professionally designed can be an effective vehicle for the birth and development of student or educator talents, forming winning, independent characters in children.

In order for the goals of character education to reach their goals, the steps of character education really need to be considered. Character is not limited to knowledge alone, but must be done according to his expertise. Then do it continuously until it becomes a habit. Thus, character education requires moral knowing (knowledge about morals), moral feeling (strengthening emotions about morals), and moral action (moral actions). This is in line with the opinion of Ki Hadjar Dewantara, who prioritizes the development of creativity, taste and initiative. Because the stages of character education must be carried out systematically, not allowed to jump, in order to get maximum results.

The same thing is also done when providing anti-corruption education using attractive and varied methods to get students' attention. Likewise with the basic concept of socialization carried out by the student team in providing anti-corruption education for MA Walisongo students. This socialization activity was carried out on Wednesday December 15 2021 with 50 (fifty) students representing MA Walisongo. The socialization team consisted of 3 (three) students from the Faculty of Social and Political Sciences, Unira Malang.

The first stage, the socialization of anti-corruption education in the form of material presentation. At this stage students are invited to know the meaning of corruption and anti-corruption values as well as some examples of corrupt behavior in everyday life, especially in the scope of students. The second stage, screening of short films related to corruption cases that are often found in the local environment. The third stage,

discussion and strengthening the values of integrity by the facilitator on duty. The final stage was closed with the results of socialization from students, where students were able to practice the results of group discussions related to discussing anti-corruption campaigns with various forms of creativity such as posters, videos, poetry writing, speeches, and so on.

Figure 1. Tahapan Pemaparan Materi

Sumber: UNIRA Malang, 2022.

Students were asked to explain their knowledge about corruption. Students are also asked to provide examples of cases where corruption is indicated in everyday life. Simple things that often happen in the school environment, such as transparency regarding what the student council contribution money is for and where it is allocated. Of the 50 Class XII MA Walisongo students who were invited to briefly discuss corruption, 70% of them could not explain the meaning of corruption. Then some others describe corruption is a crime by taking something that is not our right that can harm the state or school. They mentioned the corruption case which they accidentally committed was fraudulent behavior. The practice that often occurs is asking the administration to pay tuition fees in a nominal amount that is more than what should be paid to the administration. Not infrequently they also ask for more money for payment of OSIS cash fees and class cash to their parents.

Figure 2. Pemutaran Film Pendek

Sumber: UNIRA Malang, 2022.

The second stage, the screening of a short film about corruption in education. Where can you get this short film from the YouTube channel with the title "NGAPUSI". The short film explains one type of corruption case at school, namely bribery and graft. It was told that 4 students arrived late and saw that the school gate had been closed by the security guard, so they tried to lie in every possible way and gave bribes to the security guard. At the end of the film, there is a written message inserted by Mr. Ganjar Pranowo with his sacred vow *"Nek Aku Korupsi Ora Slamet",* which inspired the film editor to create a mantra: *"Nek Kowe Ngapusi, Ujianmu ora lulus".* The mantra is not meant to be a prayer, but rather as a control so that we and other friends don't lie. It is clear, the power of the spell can stop the steps of 4 students who have committed lies. This 3-minute film brings great hope to the millennial generation to maintain integrity, by always being vigilant at every step so they don't lie.

Figure 3. Diskusi dan Penguatan Nilai Integritas

*Sumber: UNIRA Malang, 2022***.**

After all anti-corruption education materials have been completed, the next activity is to reinforce and teach character education in the form of a character of integrity. As stated by Agus Wibowo, that character is a way of thinking and behaving characteristically of each individual to live and work together, within the scope of the family, society, nation, and state. Character is a characteristic possessed by an object or individual, the term is original and rooted in the personality of the object or individual and is the engine that drives how a person acts, behaves, tells, and responds to something.

Meanwhile, according to Paulusin, what is meant by character is the characteristic of each individual about his identity (heart power) which is the essence of inner or spiritual qualities, ways of thinking, ways of behaving, one's life and working together both in the family, society, nation, and state. In this discussion stage, participants were directed to a discussion consisting of 3 (three) points. The first point is to introduce the quality of character with anti-corruption integrity through stories about figures who have high integrity, such as Baharuddin Lopa. The second point is to explain the behavior of a character with integrity. The third point is to realize how these character qualities are in everyday behavior.

Figure 4. Hasil Sosialisasi dari Siswa

Sumber: UNIRA Malang, 2022.

The final stage is where students can practice the results of group discussions related to discussing anti-corruption campaigns with various forms of creativity such as pamphlets, videos, poetry writing, speeches, and so on. However, at this stage, the facilitator does not provide any media and tools for students to visualize their creativity regarding anti-corruption. So that students can freely create whatever they wish or design in their minds to campaign for anti-corruption. One of the facilitators only suggested, if you want to make a poster, you can use the Canva application to make it more practical and easy. But some take the initiative to compose poems or speeches. With approximately 30 minutes of work time given, after that, each group is asked to present it in front of the class which will be assessed by the facilitator and entitled to a door prize.

CONCLUSION

Corruption is the behavior or actions of a person or more that violates applicable norms by using or abusing power or opportunities to enrich oneself. someone who commits corruption can be ascertained as someone who does not have the character of integrity and morality. Therefore, to eliminate corruption in Indonesia, one of the most appropriate ways is to build the character of integrity through anti-corruption education.

MA Walisogo as one of the educational institutions in Malang Regency took an active role in conducting anti-corruption education which was carried out with Raden Rahmat Islamic University Malang. The activities

carried out ran smoothly and resulted in students increasingly understanding anti-corruption material in a fun way.
The hope is that by periodically conducting anti-corruption education at MA Walisongo, students can understand the value of human behavior related to all aspects, namely God Almighty, oneself, fellow human beings, and the environment which can be manifested in thoughts, words, and actions based on religious norms. law, culture, and local wisdom values inherent in the community.

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