



Enhancing Anti-Corruption Values in Elementary School Students Through Showing A Film

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Abstract. The anti-corruption movement campaign needs to be continued because the corruption movement is getting more rampant day by day. One of the efforts made by the Corruption Eradication Commission (KPK) is to organize the Anti-Corruption Film Festival (ACFFest) to increase public understanding of anti-corruption behavior, instill anti-corruption behavior, and encourage public participation to participate in eradicating corruption. The purpose of this study was to explore and then instill the anti-corruption values contained in the report card to elementary school students. This research is a descriptive qualitative type. Sources of data in this study are pictures, videos, words, phrases, or sentences in the report cards that contain anti-corruption values. The method of data collection is listen and record. The data were analyzed using description and *content analysis methods*. Based on the analysis and discussion, the anti-corruption values that can be explored and instilled in elementary school children in the report card include the values of honesty and courage. The film is very suitable to be used both as a learning resource and as a learning medium for elementary school students, especially during the pandemic where students can watch the film on the *youtube channel* and then the teacher can reflect on it in the online learning process.

Keywords: anti corruption values, film, internalization, Elementary School students

1 Introduction

The crime of corruption that is increasingly mushrooming certainly makes the entire Indonesian nation nervous. Corruption has occurred in various sectors as well as executive, legislative, and judicial powers as well as the private sector (private sector). In fact, during the current pandemic, the Indonesian Minister of Social Affairs, Juliari Batubara, was caught in a bribery case for social assistance. For this reason, eradicating corruption is one of the main focuses of the Government and the Indonesian Nation. Efforts have been taken, both to prevent and eradicate corruption simultaneously, considering that corruption is a white collar crime as well as an extraordinary crime.

These efforts have actually been carried out and strived to produce results in the form of growing intention to eradicate corruption to remote parts of Indonesia. During the reform period, in addition to the Police and the Prosecutor's Office, a number of implementing and supporting corruption eradication agencies were also formed, including the Corruption Eradication Commission (KPK), the Financial Transaction Reports and Analysis Center (PPATK), and the Witness and Victim Protection Agency (LPSK). special court for corruption. All of this is done in order to optimize efforts to eradicate corruption.

One of the creative efforts in the field of preventing corruption is carried out by organizing the Corruption Film Festival (ACFFest). Children and the younger generation have the potential to watch movies as a form of entertainment. Apart from being a means of entertainment, films can also be used as a means of learning to instill anti-corruption values. For example, the film report card which was entered as a finalist for ACFFest 2019, which is set in the life of an elementary school student. Based on that, the formulation of the problem in this study is (1) what are the anti-corruption values contained in the report card? and (2) how to inculcate anti-corruption values contained in the Rapor film in elementary school students? The aims of this study are (1) to find the anti-corruption values contained in the report card and (2) to instill the anti-corruption values contained in the report card in elementary school students.

The results of this study are beneficial for teachers, students, and parents. Teachers, both elementary and high school teachers, can use this film as a source and medium for learning in the classroom. Besides being able to attract students' interest and motivation with fun learning activities, teachers can also internalize anti-corruption values in their students. For students, especially elementary school students and generally students at other levels can take the anti-corruption values contained in the report card so they don't do the same thing as in the film. For parents, this research opens knowledge for parents who during this pandemic era became private teachers for their children, by watching this film, parents can learn the lesson that children will imitate the nature and actions of their parents, for that parents can be more careful and can provide a good role model for their children.

Research on corruption and the anti-corruption movement has been widely carried out both outside and within the country. Meier (2017) has explored various types of corruption in the United States; Leitzel (2019) discusses the transition to corruption in Russia; Knutsen et al. (2017) on local corruption in Africa; Chen & Kung (2019) and Johnston (2017) discuss corruption in China. In Indonesia, research on corruption and the anti-corruption movement at the elementary to university level has been widely carried out. The anti-corruption education model for students at the university level was carried out by Kristiono (2018) and Suryani (2015), at the secondary level carried out by Ferjanus Palandi et al. (2017) and Sutrisno & Murdiono (2017), while at the basic level it was carried out by Nurdyansyah (2015).

Based on the results of these previous studies, this study is different. This study seeks to instill anti-corruption values contained in the report card. The film is used as a learning tool and media, especially thematic learning for elementary school students. Anti-corruption education is given as the first step in resolving corruption cases starting from

the internal aspect (within oneself) and external support, namely the role of the community, parents, the environment, as well as the nation and state, in order to create a good state which is always aspired to by the nation's children. (Ahmad, 2020) .

There are nine values of anti-corruption attitudes that must be developed, namely honesty, caring, independence, discipline, responsibility, hard work, simplicity, courage, and justice (Mukodi, 2019) . Many learning media can be used to implement anti-corruption education materials for students (Murwantono and Sukidjo, 2015) . However, the number of media does not necessarily make students interested and interested.

This study seeks to find the anti-corruption values contained in the report card and then instill these values in elementary school students through the learning process by utilizing the report card as a thematic learning medium in the classroom. The film is used as a learning tool and media, especially thematic learning for elementary school students. Anti-corruption education is given as the first step in resolving corruption cases starting from the internal aspect (within oneself) and external support, namely the role of the community, parents, the environment, as well as the nation and state, in order to create a good state which is always aspired to by the nation's children.

2 Method

2.1 Scope of Research

This research was carried out at SDN Pangongangan 01 Madiun City with a class V research subject of 86 students. The time of this research is 1 semester. The data source for this research is a film published by the Corruption Eradication Commission (KPK) through the youtube channel in the 2019 ACFFest short film festival entitled Report Card.

2.2 Research design

This study uses a qualitative descriptive approach. A qualitative descriptive approach is an approach that explains the results of research in detail and is arranged in the form of a description so as to get a clear picture of the research results .

2.3 Data Collection and Data Analysis

The data collection technique is in the form of documentation with the observation method using the listening and note -taking technique. Data collection instruments include observation sheets and data cards. The ready data were analyzed using description and content analysis methods . The content analysis method is a study of this research method which is presented in the form of a summary to describe the essence of the results and the main ideas of research in a scientific, orderly and quantitative manner about interrelated content. This research study fully discusses the contents of the characters tucked into the main discussion and description in the report card.

3 Result and Discussion

The report card is a short film with a duration of 12 minutes 19 seconds which was uploaded on December 23, 2019 on the youtube channel with the link <https://www.youtube.com/watch?v=DxmGDK7qb3U> is a finalist of the Anti Corruption Film Festival (ACFFest) 2019 organized by KPK. ACFFest is an event for creation, exhibition, and discussion forum to express ideas into audiovisual form to continue to contribute to the campaign for anti-corruption values. Besides being able to watch on this channel, this film has also been screened on TVRI's Home Learning Activities in the sixth week of May 18-24 2020 for grades 4-6 SD. The Corruption Eradication Commission (KPK) and the Ministry of Education and Culture (Kemendikbud) work together to fill school holidays with character strengthening education programs. The KPK and the Ministry of Education and Culture want during the holiday period, especially during the pandemic, that children can still receive entertainment that is both entertaining and educational.



Fig. 1. Reports on Film Reports on youtube channel

The film tells the story of Arman, a 9 year old boy who is equal to the age of a 4th grader who is being scolded by his homeroom teacher because his report card has not been signed. His father, Bimo, a 41-year-old village head, refused to sign because his report cards were bad. Arman then saw Yanto (27 years old) give Bimo a proposal with money tucked in. Thinking that inserting a few banknotes would make things easier, the next day Arman handed over his report card with a few notes to his homeroom teacher.

The analysis in this study focuses on the description of speech and action in the report card as an anti-corruption learning medium. There are nine anti-corruption values that have been formulated by the KPK to be instilled in all individuals, the nine values are (a) core, which includes honesty, discipline, and responsibility, (b) attitude, which includes fairness, courage, and caring, and work ethic, which includes hard work, simple, and independent (Justiana, 2014). These anti-corruption values can be known based on the opposite, so that wisdom can be taken not to follow these things because they are contrary to the anti-corruption values that want to be taught. The anti-corruption values contained in the report card are as follows.

Honesty is an act of not lying, straight, and not cheating. A person is required to be able to speak honestly and transparently and not to lie to himself or to others. The value

of honesty that is told in the report card begins with Arman's fear or doubt in being honest, but conscience has a very important role in giving internal reprimand if he deviates from straight behavior so that he finally reveals his honesty. At first, Arman told his brother his anxiety, by telling the truth if he got bad grades on his report card.



Fig. 2. Arman tells the truth to his brother

Having a bad report card score, Arman actually knew that his father would not want to sign the report card. Arman then tried to forge his father's signature. But because his heart wasn't calm, he didn't manage to make the fake signature either. This can be seen in the following image.

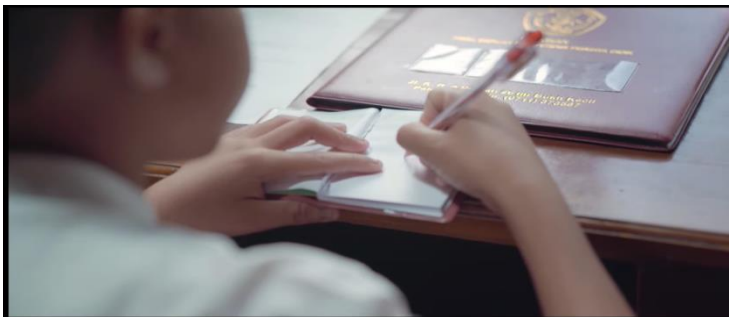


Fig. 3. Arman practicing his father's fake autograph

After trying several times, Arman finally failed and gave up. He also took the initiative to photocopy his father's signature and then paste it on the report card. But his little heart refused and in the end he failed to do so. It is like in the following picture.

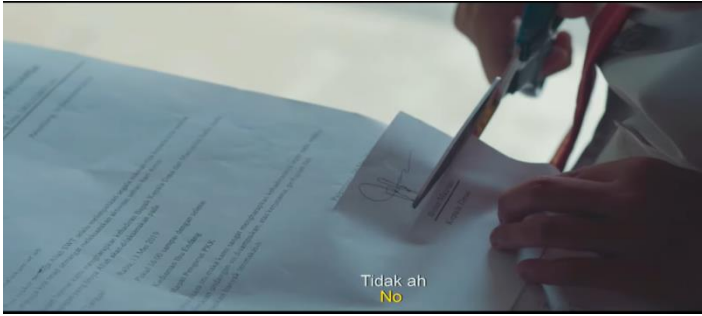


Fig. 4. Arman trying to paste his father's signature piece

Someone who has a strong character will have the courage to state the truth, including the courage to admit mistakes, dare to take responsibility, and dare to reject evil. After trying hard, Arman finally got up the courage to tell his father the truth and asked him to sign the report card. Arman's estimate was not wrong, his father immediately scolded him and did not want to sign. This can be seen in the image below.



Fig. 5. Arman dares to tell the truth to his father

Arman's courage actually ended in bitterness, he got a scolding from his father, and failed to get an autograph.



Fig. 6. Arman was scolded by his father after telling the truth

Based on these two anti-corruption values, it actually led to corruption in Arman. Arman's courage to tell the truth did not bear fruit, his father even abdicated responsibility and told Arman to solve his own problems. After finding that fact, Arman saw an incident when a guest was asking his father for help as the village head to solve his problem, Arman then saw the person giving an envelope to his father.



Fig. 7. Arman's father's guest is giving envelopes

Seeing this, Arman's mind was fixed on the envelope that his guest had slipped for his father. He thought that the envelope would make it easier to solve the problem. The next day, Arman went to his teacher to submit the report card, which had not yet been signed. By giving an envelope containing money to the homeroom teacher.



Fig. 8. Arman tries to bribe his homeroom teacher with money

The anti-corruption value learning model for elementary school students can be done thematically and spatially in certain subjects, such as Religious Education and Local Content Education (Local Languages). In thematic learning, the internalization of anti-corruption values is actually easier and can be total or comprehensive. The learning steps are as shown in the table below.

Table 1. Stages of Internalization of Anti-Corruption Values in Learning

Activity step	Forms of activity
Determination of Learning	1. Determining the topic of thematic learning materials
Goals	2. Determination of internalization of anti-corruption values
Student Ability Study	1. RPP Development
	2. Assessment sheet development
Learning process	1. Preliminary activities
	a. Prepare students physically and mentally
	b. Asking questions about previous knowledge with the material to be studied
	c. Explain learning objectives
	2. Core activities
	a. The teacher explains the material globally
	b. Students watch the report card and then analyze the value contained in it.
	c. Students relate the value contained in the film with the value of anti-corruption
	d. The teacher confirms about the anti-corruption value contained in the film
	e. Students discuss the problems in the report card
	f. Students compare the problems that exist in the film and those that have been experienced
	3. Closing Activities
	a. Students summarize learning
	b. Teacher gives feedback
	c. The teacher plans follow-up learning
Evaluation	1. Evaluation of mastery of anti-corruption values
	2. Evaluation of the implementation of anti-corruption values

Based on the activities above, the learning outcomes state that the internalization of anti-corruption values in elementary school students becomes more attractive, students are motivated because of the film media, but the educational values and anti-corruption values are still conveyed well. This is in accordance with the results of Syakura's research (2020) that by using an interesting approach and media, anti-corruption materials that are heavy and considered difficult are now easier to digest and accept by students.

4 Conclusion

The anti-corruption values contained in the report card include honesty and courage. These anti-corruption values can be known based on the opposite, so that wisdom can be taken not to follow these things because they are contrary to the anti-corruption values that want to be taught. In the field of education, efforts to eradicate corruption can

be carried out by internalizing the anti-corruption values contained in the report card into the learning process. Internalization of anti-corruption values can be an alternative anticipatory solution in forming anti-corruption awareness of students in schools through integration efforts in thematic learning.

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