REFORM OF LEGAL EDUCATION AS AN EFFORT TO PREVENT CORRUPTION

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ABSTRACT

One of the goals of legal education reform in educational institutions such as universities was the effort to create human resources that had sensitivity to the condition of Indonesia. The distinction of this resource exclusively compared to other educational graduates was that the power to understand law was not only in book but alsoin real or law in action. Legal translation was not only limited to written but it was expected to be applied in the midst of society in accordance with the purpose of law. Corruption was an act that could destroy people in a mass, because the act of corruption cut off the rights of other communities that should be used to support a more decent life. To instill the nature of caring and enforce the law in accordance with the prevailing provisions, the character education effort was required, character education for students of law facultywas to apply the supporting subjects of legal philosophy, legal sociology, legal anthropology, ethics of legal profession and religious education. These course componentswere expected to be able to guide the students to not only understand the law as the written book of law but also to understand the law in an unwritten manner.

Keywords: Legal Education, Prevention, Corruption.

CHAPTER I

A. INTRODUCTION

The debate over which system was the best between civil law and common law had been going on for centuries. Civil law advocate Jeremy Bentham, who was later backed by John Austin, considered that the common law system contained uncertainty and called it "law of the dog."

Another prominent difference concerned on the role of the court. In the civil law state the judges were part of the government. This was inseparable from the history underlying the creation of that distinction. Before the revolution, the French judges became enemies of society because they did not become advocates of the interests of society but rather they favored the interests of the King. This condition then triggered the French revolution led by Napoleon. The pre-revolutionary experience was an inspiration for Napoleon in putting

judges under the supervision of the government to prevent "rule by judges" as it had been before the revolution. This made the power of government in civil law state became very dominant.[1]

The Roman legal system illustrated the distinction between private lawwhich governed relations between citizens and public lawwhich governed the relationship between citizens and government. These differences were maintained in a civil law system in the continental region that inherited the Roman law tradition.

In France for example, the court distinguished between cases relating to the government and enacted laws different from those governing private sector relations. This position made the normal court in France procedurally had no authority to review government policy. In contrast, common law countries that originated from British tradition had independent judicial institutions. Therefore the power to determine the law lied with the Supreme Court as the highest court.

In its journey, the combination between the concept of Roman law and the practices in the field had formed the legal bases adopted by most countries in the world, namely the civil law system and the common law system. Apart from the above debates, experience showed that countries with comon law systems were relatively more economically prosperous than countries with civil law systems.

Differences in the application of the above law had implications for the legal education system in the countries of those two legal systems. The legal education system in the civil law country placed more emphasis on doctrinal teaching methods. The material given was the contents of the articles of the legislation, with the method of monologue teaching. The students were passive and generally taught to memorize the legislation.

Debates and discussion were rarely done because during lectures the lecturer usually only gave explanations about the theory, the contents of the chapter and the opinions of scholars, and lectures were very rarely done to discuss a case. The role of lecturers was very central in providing an understanding of the law, lecturers function as resource persons, mentors and legal solver to the students' questions. Comparison of a theory or law was also rarely done, because most civil law countries had positivism, so that the basis or thought of the law was only guided by the codified legislation. This made comparisons of law with other countries considered less important and less enforceable when it was used as a basis for defense in a judiciary. In contrast, the educational system in common law countries

[1] Paul G. Mahoney, "*The Common Law and Economic Growth: Hayek Might Be Right*", *Journal of Legal Studies*, (Vol.XXX, University of Chicago, 2001), pg. 504-511.

emphasized practical use. The legal system that emphasized the judges' rulings made lectures focused on the discussion of legal cases and court decisions.

Understanding of the theory was only given at the beginning of the lecture with the method of self learning, where the lecturers only provided introduction and reference books that must be studied and summarized by the students while the rest of the lectures were conducted with discussion, presentation and exposure of the students about a case. This made the role of the student was more dominant than the role of lecturers. Lecturers only acted as mentors and discussion directors, while the content of the lecture was mostly filled by debates and opinions from each student about the cases given by the lecturer.

So that lectures were open, consultation on a legal matter was done individually between the lecturers and the students. So the relationship between lecturers and students in common law countries was generally very close, and not infrequently they became friends in private life. The existence of differences in the legal education system above had caused a big difference in understanding and solving legal problems.

Law schoolars from civil law countries tended to be positive and rigid in solving legal problems. They only saw a problem with the parameters of the legislation, so that the settlement of a legal matter was done by doctrinal approach. Conversely the Law Scholars of the common law country had always been critical and analytical. Legislation was not an absolute requirement for justice, so oftenjudges' verdictswere used as parameters to assess whether a rule was applicable to society or not.

The court's verdict was also not an absolute thing to follow;if a judge considered a verdict to be incompatible with the development of society, then he could make a new verdict with a strong argument. This verdict would ultimately be tested by the Supreme Court whether accepted or rejected, because a court ruling should not be contradictory to a court decision above it. This made common law scholars always analyzed and criticized the law. They often made comparisons of laws to justify their argument that applicable law was no longer appropriate in society.

From the description above, we could conclude that civil law teaching methods made law scholars think doctrinally. The advantage of this method was the certainty in legal understanding. This happenned because learning was focused on codification, so that learning was relatively more focused. While the disadvantage was that this method produced law scholars who were weak in the analysis and less critical to the law.

If there were a legal problem, where the legislation governing it was no longer relevant to the condition of society, the Law Scholars would fail to implement the sense of

community justice in the legal solution.In contrast, common law teaching methods emphasized case analysis and discussion and to always be critical in dealing with legal issues. So this method had advantages in producing the Law Scholar who was critical in facing change in society. The picture of the legal education system in Indonesia was not much different from what had been described about the civil law education system above. Doctrinal teaching was still coloring legal learning in Indonesia.

In the face of global competition, such educational methods should be improved especially in developing countries such as Indonesia, where the economy was not stable and the level of legal deviation was still high.Legislation had not functioned maximally in following and meeting the needs of the community, so the extracting of justice values should also be done in addition to understanding the rules. A doctrinal and positivism view had to be minimized in order to establish a critical, analytical and responsive Law Scholar of legal issues, so that public confidence in the law could be restored.

As an institution that produces a Bachelor of Law, the role of the Faculty of Law was very important. A thorough reform of legal education should be undertaken immediately. Faculty of law in Indonesia had to return to its essence, which was as a professional school that had to be able to combine elements of professionalism and legal education in teaching. This was certainly not easy; it needed a strong political will for university and government officials to make systematic improvements in improving legal education in Indonesia. Such improvements should be made simultaneously, either from improving the quality of human resources, teaching methods, teaching materials or curricula and the welfare of educators.

B. PROBLEM FORMULATION

From the problem above, then the Problem Formulation was as follows:

1. How is the Role of Universities in Preventing Corruption?
2. How is Anti-corruption education influence in Preventing Corruption?
3. What is the Role of the Community in Preventing Corruption?

CHAPTER II DISCUSSION

1. The Role of Universities in Preventing Corruption

Indonesia had a noble purpose of encouraging and creating common prosperity in the umbrella of the Unitary State of the Republic of Indonesia based on Pancasila.[2]

[2]Ridwan, "*Criminal Law Formulation Policy in Countering Corruption Crimes*", Journal of Scientific Jure Humano, Vol. 1 No. 1, March 2009, Serang: Fakul-tasHukumUntirta, p. 73.

The world of education that organized education on legal studies actually had a very strategic role in eradicating corruption, even the failure of an eradication of corruption could be regarded as a failure of the world of higher education in legal studies, whywas that? Because in law enforcement (criminal law), the criminal law enforcement was inseparable from the system and law enforcement system consisted of three sub-systems, namely legal substance, legal structure and legal culture. According to Lawrence M. Friedman, culture was a very important component and determined the workings of the legal system, in which the legal culture was an element of social attitudes and values.[3]

This legal culture included education that could shape a person's character including law enfocers, thus law enforcers (criminal law) did not get caught up in the narrow legal thinking that only understood the law just a text of the law. Through good education, it was expected that every law enforcer (criminal law) had a good legal understanding as well.

The protection of the whole nation and the blood through the prevailing law was an absolute must, it had no meaning of the words "protecting the whole nation and the blood" if there were still suffering felt by the people in the form of imbalances of economic rights that reflected the unwelfare of all Indonesian people. Such unwelfare was encouraged and created by an unjust social system of government for all Indonesians, because it still allowed the existence of government practices in which power was exercised arbitrarily anddid not take sides with the people.[4]

The development of corruption in Indonesia was still relatively high, while its eradication was still very slow, RomliAtmasasmita, stated that corruption in Indonesia was like a flu virus that spread throughout the body of government since the 1960s, anderadication measures were still halting until now. He further said that corruption was also related to power because with that power the ruler could abuse his power for personal gain, his family and his cronies.[5]

Agreed with RomliAtmasasmita, NyomanSerikat Putra Jaya explained that today Indonesia in accordance with the results of research conducted by Transparancy International and Political and Economic Risk Consultancy based in Hong Kong, always occupies a prone position to corruption. Corruption in Indonesia is systemic and endemic, so that it did not only harm the state's finances but also violated the social and economic rights of society at

[3]Ridwan, "*Efforts to Renew the Legal System to Build the Integrity of Law Enforcement*", PKK Constitutional Journal FH.Unram, Vol. II No.1, June 2011, Lombok: Faculty of Law of Unram, p. 31.

[4]RomliAtmasasmita, 2004, Around Problems of Corruption, National Aspect and International Aspect, Bandung: MandarMaju, p. 1

[5]*Ibid.*

whole.Further said by NyomanSerikat Putra Jaya, corruption in Indonesia had penetrated to all aspects of life, all sectors and all levels, both at central and regional, the cause was corruption that occurred since tens of years ago was left alone without taking adequate action from the law.[6]

Seeing the consequences of corruption, it was necessary to take steps to combat corruption, the move was certainly not only on the prosecution sector but also on the prevention sector that involved the world of education, and thus eradication of corruption was expected to be effective. The involvement of the world of education (law faculties) was so important, because through education every law enforcer candidate was forged, equipped with sufficient knowledge to then enforce the law well and away from corrupt behaviors. Through good understanding, law enforcers were not required to commit corrupt acts when they examined the corruption cases they handle. In relation to that matter, Hilton Tarnama Putra stated that existence and character of law science influenced form and way of education (high) law that would influence also way of thinking and work of jurists.[7]

Anti-corruption education raised awareness of all potential acts of corruption. This course focused more on building the character of anti-corruption character (anti-corruption character building) on the students. Thus the purpose of the anti-corruption course was to form the anti-corruption personality on the students as well as the agent of change for a clean life and free from the threat of corruption.

Competence to be achieved in anti-corruption education was that students would be able to prevent themselves from doing corruption (individual competence*)*, students were able to prevent others from doing corruption and able to detect corruption and report it to law enforcement. So it produced problem solving.

There were things that distinguished the character of anti-corruption subjects among universities, namely localities, local wisdom and the characteristics of colleges and study programs.The concept of learning integrity could be used as a discourse for anti-corruption lecturers. Any behavior that was made consciously derived from the potential of behavior that had not been manifested significantly or called intention. Potential behavior intentions were attitudes, which consisted of three factors namely cognition, affection and psychomotor, in which all three synergized to form a certain behavior.[8]

[6]NyomanSerikat Putra Jaya, 2008, *Some Thoughts towards the Development of Criminal Law*, Bandung: Citra Aditya Bakti, p. 57.

[7]Hilton Tarnama Putra, "*Ontology of Legal Sciences (an Overview of Philosophy of Science Perspective*)", Journal of Humano, Vol. 1 No. 3, November 2009, Attack: Untirta Faculty of Law, p. 35.

[8]Azwar S. 2006. Human Attitude: *Theory and Measurement.* Yogyakarta: PustakaPelajar, 2006, p. 97.

The concept of student-centered learning was considered more appropriate in shaping the students' full competence.[9]Some methods of learning anti-corruption course are

a. In-class discussion; lecturers convey and discuss the concept of anti-corruption.
b. Case study; discussing corruption cases.
c. System improvement scenario (improvement system scenario); create a system improvement scheme to resolve corruption issues.

To uphold the authority of law meant to enforce the criminal law function that was the settlement of the conflict. G. Peter Hoefnagles asserted that the function of the criminal law was the settlement of the conflict.[10]

To apply the criminal law as a conflict resolution must be supported by the ability of a law enforcer in understanding and analyzing criminal law theories that could serve as a foundationand it was impossibleif the character of a law enforcement scholar were still weak and ultimately would create the inability of a criminal law enforcer to make a breakthrough in order to create a just law enforcement. Strong scientific character would also reinforce the character of a criminal law enforcer to always direct the law in the fulfillment of legal protection for every society without an exception.

Through the development of good behavior that should be taught and practiced especially in college that taughtlegal studies, then the eradication of corruption could be realized properly. Through educational institutions, law understanding of law enforcer (criminal law) which is part of the criminal law enforcement system (legal structure) was formed and equipped with good understanding.

Good understanding of law would have a positive impact on criminal law enforcement that was always oriented to broad legal interests, namely concerning on legal interests as individuals and institutions (public interest), so that every criminal law enforcer realized that the criminal law did not only regulate human acts, but also regulated the law enforcers themselves. BardaNawawiArief explained that the target / adresat of the criminal law did not only regulate the actions of citizens in general, but also regulated the actions (in the sense of authority / power) of law enforcers / authorities[11]and by understanding the limitation / regulation of the criminal law, criminal law enforcer would be able to become a mouthpiece

[9]DananjayaUtomo. *Active Learning Media*. Bandung: Nuance, 2010, p. 123.
[10]LanggengPurnomo, "*Social Agreement as an Effort to Prevent and Address Crime of Election (Case Study of Conflict of General Election Year 2004 in Batang Regency*)", Journal Law Reform, Vol. 3 No. 1, Februari 2007, Semarang: Undip Law Master's Degree Program, p. 12.
[11]BardaNawawiArief in Ridwan, "*Efforts to Combat Terrorism Crime that Characteristics of Human Rights in Indonesia*", Journal of Scientific Media Law, Vol. 17 No. 1, June 2010, Yogyakarta: Faculty of Law of UMY, p. 182.

of truth, not just a mouthpiece of the law.

2. The Effect of Anticorruption Education in Preventing Corruption

The collapse of a nation resulting from such an acute level of corruption actually began with a higher education of law that no longer had sufficient concentration and portion in the study of divinity, which ultimately led to hypocritical behaviors and did not hesitate to be part of the fertile behavior of corruption. With regard to the divine science that contained the guidance of God, Purna di Purbacaraka called it the rule of trust, it aimed to achieve a life of faith, and the faithful life was expected to achieve good law enforcement honestly and away from the hypocritical values. According to RomliAtmasasmita, law and law enforcement are in the dynamic space of faith, legal certainty and justice. Law enforcement without faith could lead to hypocrisy and tyranny.

The formation of character through moral education which was the most important element of divinity education was inseparable from the nature of legal study (including criminal law) as part of psychological study,BardaNawawiArief as a criminal law expert stated that this aspect of psychological value existed and adhered to every "law" in general. Therefore, it was natural that the law study (including the study of criminal law) was grouped into the study of psychology / spirituality (Geisteswissenschaft), even according to him that the normative criminal law in essence was not merely the study of the norm, but rather the study of value, in which the process of mastery of "value" more demanded a psychological / spiritual approach because the targets touched were psychological values.This affirmed the close relationship between the study of criminal law and psychology, including in the process of its application in court.

The study of criminal law, as a psychology, could influence the way people think and act in their daily life in society, so that one could determine what was good and bad in acting according to the laws in society. Such a way of thinking would be closely intertwined with the formation of a character and reinforced a culture that could affect the degree of crime. Schultz stated that the rise and fall of crime in a country was not determined by changes in its laws or trends in judicial decisions, but related to the functioning of the great cultural changes in society.

In regard to what Schultz said, JohanesAndeneas stated that the work of criminal law must be examined from the whole cultural context. There was interplay between law and other factors that shaped our attitudes and actions, thus, the concepts that synergized the science of law with the science of God were required.

Through the concept of law enforcement that combined science of law and science of divinity, the effectiveness of law enforcement could be realized. Effectiveness here could mean a successful effect,[12]and through the improvement of integral scholarship it was also expected that criminal law enforcers understood the law and at the same time adhered to the legal values.

Legal obedience by law enforcer.

An integral education would be able to create law-abiding human beings, Sophocles asserted that no one had the most sacred obligation to obey more than those whose work was to make and live the law.[13]

A good legal understanding, as a result of the process of enhancing education and knowledge of the science of law (criminal) and the science of divinity, would create a good culture which was owned by law enforcer, understanding the law would produce an intact thought for every law enforcer, that the law was not merely a text of a very rigid law and only worked based on the certainty of the law alone. Comprehensive legal understanding by combiningthe science of law and science of divinity would prevent law enforcer from acting anddoing beyond the control of the law, so justice was no longer a rare item in this beloved country, but every legal action perpetrated by law enforcerwas always based on the principle of justice.

It should also be understood that the application of divinity in higher education institutions that taught law, actually possessed a very strong juridical foundation, this was formulated clearly in the Preamble of the 1945 Constitution of the State of the Republic of Indonesia, namely in the fourth paragraph.

The formulation had placed Pancasila as an integral part of welfare and intelligence, in which Pancasila was a very fundamental moral principle for the people of Indonesia. The first principle of Pancasila according to A. GunawanSetiardjawas the principle that underlied the other principles.God was the ultimate causa or ultimate reality,[14]even according to Zainuddin Ali, the order of principles in Pancasila showedthat Pancasila was as the spiritual basis of the republic of Indonesia[15]The view that Pancasila was the spiritual basis of the people of Indonesia should be incarnate in every law enforcement action in enforcing the criminal lawso that law enforcement was not based on hypocritical attitudes, repressive and other disgraceful

[12]RomliAtmasasmita, 2004, *Around Problems of Corruption, National Aspect and International Aspect*, Bandung: MandarMaju, p. 1.
[13]Team MCW. 2005. *Anti-Corruption Education Series Understand and Fight Corruption*. Jakarta: YAPPIKA and MCW Cooperation, p. 167.
[14]Muhammad Azhar, et al, 2004, *Anti Corruption Education*, Yogyakarta: LP3 UMY, p. 79.
[15]Saleh Wantjik, 1978, *Corruption in Indonesia*, Jakarta: Ghalia Indonesia, p. 13.

attitudes, including law enforcement by using reciprocity that was considered mutually beneficial such as buying and selling cases, which in principle that it was a behavior of rape against the values of justice and honesty, these values should be carried and concreted by every law enforcer.

A very impossible thing for law enforcement was where the noble value of Pancasila which was the moral foundation of the people of Indonesia became an integral part in criminal law enforcement including in corruption eradication, if the noble values were not actualized in an education through the institution of higher education that taught law. Higher education teaching the study of law should prioritize the study of divinity in its curriculum, considering the divinity was a very fundamental aspect in shaping the mentality of the next generation. This good mentality was needed in the eradication of corruption more effectively. According toNotonegoro[16]that Belief in God Almighty was the main and basic aspect in managing and organizing Indonesia as a state.

3. The Role of the Community in Preventing Corruption

As a disease, corruption is essentially not only endangering state finances, Frans Magnis Suseno explained that corruption practices in Indonesia have reached the most dangerous in the life of the nation and state. The opinion of Frans Magnis Suseno is certainly based on the economic conditions of the country always in an unfavorable position for the journey of development in Indonesia, but in its journey then more than that is endangering and damaging the economy of the community. Adnan Buyung Nasution considered that the acts and impacts of corruption must be seen from a further aspect, because corruption has so disturbed the social and economic rights of the community. even the National Human Rights Commission's Working Team noted that in 2006 there were fundamental problems for obstructing the fulfillment of protection and respect for human rights and placing corruption as a major factor in the hindrance of such protection.

The development of legal awareness and legal culture of the community needs to be developed, both through public education channels in the broadest sense as well as through mass communication channels and information systems that promote correctional efforts and a broad legal awareness of law. Although corruption is difficult to eradicate, it does not mean that then there is no attempt to prevent it or eradicate it, moreover at this time the government

[16]Firdaus, "*Philosophical Reflection on Pancasila as Grundnorm in Development of National Law System*", Tadulako Scientific Journal, Vol. 7 No. 4, January 2008, Sulawesi: Forum of Graduate Students of Central Sulawesi Post-graduate in Bandung, p. 3072.

is actively trying to carry out various efforts to eradicate corruption. Government efforts to eradicate corruption must be supported by community participation and forms of community participation can take the form of participation both personally and in organizations. Regarding the participation of the community both as individuals (individuals) community organizations or non-governmental organizations in assisting prevention and eradication efforts.

Various theoretical expressions are often attached to the form and content of good governance such as responsible, accountable, controlable, transparency, limitable and so on. For the people, good governance is a government that provides various facilities, certainty and cleanness in providing services and protection from various arbitrary actions both on themselves, their rights and property.

The obligation to eradicate corruption is also the responsibility of the Indonesian people as a whole. Law No. 31/1999 junto Law Number 20/2001 in Chapter V regulates the participation of the community in the eradication of corruption, as stated in article 41, which basically the community can participate in assisting efforts in the prevention and eradication of corruption.

The most important thing is to be willing to provide information about alleged corruption. On a broader scale, people can also form Non-Governmental Organizations (NGOs) whose existence is guaranteed by law. Many other things can be done by the community. Allowing corrupt acts to occur in the midst of the community environment is also inappropriate and in religion, the consequences are also sinful. Eradicating corruption must start from yourself, starting with the small one and starting from now. If people want to care and have a high participatory level to prevent and eradicate corruption, be sure that one day corruption will be eroded in this country.

Tackling corruption, so that it is successful it is very important to involve civil society. Because any efforts made to develop an anti-corruption strategy without involving civil society will be in vain because generally countries whose civil society participation is low, the level of corruption will be high (Pope: 2003). Ellie Keen stated that civil society has a significant contribution to corruption, so that its involvement in tackling corruption becomes essential and is a must.

Social control according to Ronny Hanitijo Soemitro, is a normative aspect of social life or can be referred to as a deviant definition and behavior and its consequences, such as restrictions, demands, punishment and compensation.31 even according to her deviant behavior depends on social control. This means, social control determines how behavior is a

deviant behavior. The more dependent the behavior on social control, the more weight the value.

Satjipto Rahardjo stated that law enforcement is a process to realize legal desires into reality. Legal desires are the thoughts of the legislature that are formulated in legal regulations. Law enforcement starts from making up to implementing the law. Legal desires are carried out through humans, so that people who carry out law enforcement really occupy important and decisive positions. Relevant to this B.M. Taverne states: give me good judges, good prosecutors and good police, even with bad law, I can bring justice. That is, however complete the formulation of the law, without the support of good law enforcement officials, has high morality and integrity, the results will be bad.

This is in line with what M. Friedman said that there are 3 things that can affect the work or upholding of the law, namely:

1. Substance of law, namely legal material in the form of regulations.
2. Legal structure, namely institutions that support the effectiveness of law.
3. Legal culture, namely the mental attitude and behavior of society towards the existing legal principles.

Community participation is needed to carry out social control over the practice of governance. Society is not only used as an object of state administration, but must also be involved as a subject. Community participation to participate in helping the government to prevent and eradicate corruption is very important. Community participation can be demonstrated in the following form:

a. The right to search for, obtain, and provide information regarding allegations of corruption has occurred;

b. The right to obtain services in finding, obtaining, and providing information on allegations of corruption has occurred to law enforcers who handle corruption cases;

It must be realized that criminal sanctions alone cannot guarantee the decline of corrupt behavior from the community. Corruptive behavior thrives because of the encouragement of the people themselves, who want to get instant service without going through standard procedures. The behavior of some such communities has unconsciously destroyed the integrity of officers, authorities or authorities.

The problem of tackling corruption through prevention efforts at the third UN conference in Doha on 9 to 13 November 2009, from the 4 resolutions produced, turned out to be that the problem of prevention still received serious attention from the conference participants. It was seen that out of the 4 resolutions produced, the problem of prevention was

placed in the second place after the review of the mechanism for combating corruption. Then the third order returns assets and the fourth is technical assistance. Corruption is related to various problems, not only legal issues and their enforcement, but also concerns moral issues / mental attitudes, lifestyle problems, culture and social environment, problems of economic needs and socio-economic disparities, economic system problems, political system problems, and problems. mechanism.

CHAPTER III CLOSING

CONCLUSION

The higher education institution that taughtthe study of law had a very central role for the eradication of corruption in Indonesia, because this institution was a crater candra in advance for everyone to have a noble character, so that every person (including criminal law enforcer) had a good mentality and did not behave corruptly. In order to create individuals who had an anti-corruption mental, then individuals who had a good level of morality were needed,and to form a good morality, then a very important aspect of moral formation was the science of the divine. Science was not complete, if it was not accompanied by the divinity. Through this divinity, every law enforcement person would be able to apply the criminal law well, by referring to responsibility for man and God.

If the younger generation had been introduced to anticorruption education early on, then the smallest act of corruption was expected to be reduced. There were three ideas we could convey. First, corruption could only be eliminated from our lives gradually, starting from within the family, school, and then to society. Second, education to eradicate corruption should be an intersection between the education of the character that had been planted early in the family and civic education for learners in the school environment. Third, education to reduce corruption had be an education value, namely education to encourage each generation to rearrange the value system that had been inherited from society. In turn, this would only happen if generations truly understood the various causal relationships between the journey of the nation's fate over a period of time with actions taken before or during the near-simultaneous time.

As a disease, corruption is essentially not only endangering state finances, Frans Magnis Suseno explained that corruption practices in Indonesia have reached the most dangerous in the life of the nation and state. The opinion of Frans Magnis Suseno is certainly based on the economic conditions of the country always in an unfavorable position for the journey of development in Indonesia, but in its journey then more than that is endangering

and damaging the economy of the community. Adnan Buyung Nasution considered that the acts and impacts of corruption must be seen from a further aspect, because corruption has so disturbed the social and economic rights of the community. even the National Human Rights Commission's Working Team noted that in 2006 there were fundamental problems for obstructing the fulfillment of protection and respect for human rights and placing corruption as a major factor in the hindrance of such protection.

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