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“Indonesia Clean of Corruption in 2020”

"Comparative Law System of Procurement of Goods
and Services around Countries in Asia, Australia and Europe"

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# TABLE OF CONTENTS

Front Page .................................................................................................................. i  
Information of the International Seminar ................................................................. ii  
Committee Composition ........................................................................................... iii  
Preface ......................................................................................................................... iv  
Greeting From The Dean Faculty of Law ................................................................. vi  

## INDONESIA’S KPK AND NSW’S ICAC: COMPARISONS AND CONTRASTS  
Prof. Simon Butt ........................................................................................................ 1  

## CAN INDONESIA FREE ITSELF FROM CORRUPTION IN 2020?  
Prof. Dr. Hikmahanto.,S.H.,LLM ............................................................................. 4  

## AN ACT TO ESTABLISH THE ANTI-CORRUPTION AGENCY, TO VEST POWERS ON OFFICERS OF THE AGENCY AND TO MAKE PROVISIONS CONNECTED THEREWITH.  
Rohimi Shapiee ........................................................................................................ 7  

## STRATEGY TO CREATE INDONESIA FREE CORRUPTION IN 2020  
Dr. Jawade Hafidz, S.H., M.H .................................................................................. 11  

## THE NETHERLANDS INGLOBAL CORRUPTION  
Siti Malikah Marlou Feer, M.A. ................................................................................ 28  

## ROBUST YET FRAGILE: EFFORTS IN COMBATING CORRUPTION IN INDONESIA  
Laras Susanti.,S.H., LLM .......................................................................................... 33  

## LEGAL STATUS OF AKTOR’S FOR CORRUPTION  
(In the Perspective of Islamic Law)  
Sumarwoto Umar .................................................................................................... 37  

## THE ROLE OF LAW IN THE POVERTY REDUCTION STRATEGY  
Lantik Kusuma Aji ..................................................................................................... 46  

Khalid ......................................................................................................................... 55  

## THE URGENCY OF ANTI CORRUPTION EDUCATION FOR COLLEGES IN INDONESIA  
Siska Diana Sari .......................................................................................................... 62  

## THE PROBLEMS OF DIVORCE IN CUMULATION AT THE RELIGIOUS COURTS BASED ON THE PRINCIPLES OF SIMPLE, FAST AND LOW COST  
Elis Rahmahwati ........................................................................................................ 78  

## DISPARITIES DECISION RELATED TO INTERPRETATION OF ARTICLE 2 AND 3 CORRUPTION ERADICATION ACT  
Agung Widodo ............................................................................................................. 87  

## DIVERSITY ADULT AGE LIMITS POSITIVE LAW IN INDONESIA  
(Studies in Multidisciplinary Perspective)  
Muhammad Andri ...................................................................................................... 102
THE APPLICATION OF BALANCE IDEA IN SETTLEMENT OF DOCTOR MALPRACTICE CASE THROUGH PENAL MEDIATION
Yati Nurhayati .................................................................................................................. 111

MODERNIZATION LAW AS A CRIME CORRUPTION VERY EXCEPTIONAL THROUGH ENFORCEMENT OF ETHICS
Dr. Sukresno, SH, M.Hum .............................................................................................. 118

CORRUPTION POTENCIES IN LAND USE POLICY (A Case Study in Kuningan Regency)
Haris Budiman .............................................................................................................. 126

CORRUPTION PREVENTION AND CONTROLS
INP Budiartha ............................................................................................................... 133

ISLAMIC LAW VALUES TRANSFORMATION IN THE RECONSTRUCTION OF THE LEGALITY PRINCIPLE OF INDONESIAN CRIMINAL CODE
Sri Endah Wahyuningsih ............................................................................................... 145

JUSTICE AND CHARITY IN JAKARTA’S NORTH COAST RECLAMATION PROCESS THAT WILL LEAD TO INDONESIA CLEAN OF CORRUPTION
Untoro ............................................................................................................................. 155

CORRUPTION CRIMINAL SANCTIONS WITH VALUES OF JUSTICE-BASED
Zulfiani ............................................................................................................................ 162

THE REFLECTION OF ISLAMIC BANKING IN THEORY AND PRACTICE
Anis Mashdurohatun .................................................................................................... 171

THE IMPLEMENTATION OF LOCAL WISDOM SIRI’NA PACCE AS AN EFFORT OF CORRUPTION ERADICATION IN INDONESIA
Muh. Afif Mahfud ........................................................................................................ 181

DISCOURSE POLITICAL LAW IN INDONESIA ON A COMPLETION OF PLATO PHILOSOPHY
Adrianus M. Nggoro, SH., M.Pd ............................................................. 189

STUDY OF INDONESIA’S PARTICIPATION IN ICSID
Agus Saiful Abib ......................................................................................................... 202

NOTARY ROLE IN THE IMPLEMENTATION OF EXECUTION PROCUREMENT OF GOODS AND SERVICES ARE FREE OF CORRUPTION BASED ON THE PRINCIPLE OF GOOD GOVERNANCE
Aris Yulia ..................................................................................................................... 211

ANALYSIS WIRETAPPING AUTHORITY UPPER KPK LAW ENFORCEMENT IN THE PERSPECTIVE OF HUMAN RIGHTS
Ariyanto, SH., MH ...................................................................................................... 221

SOCIAL WORKING PENALTY AS SOLUTION IN ERADICATING CORRUPTION IN INDONESIA
Desy Maryani .............................................................................................................. 232

LEGAL POLITICSOF EMPLOYMENT IN TERM OF PART OF TASK HANOVER TO OTHER COMPANIES IN INDONESIA
Endah Pujiaestuti ........................................................................................................ 244
RESOLUTION OF DISPUTES OF OUTSOURCING WORK FORCE IN THE COMPANY EMPLOYING OUTSOURCING SERVICE
Pupu Sriwulan Sumaya ........................................................................................................ 256

THE APPLICATION OF CORRUPTION LAW TO WARD CRIMINAL ACT IN THE FIELD OF FORESTRY
Ifrani .................................................................................................................................... 267

THE EFFORTS OF ERADICATING CORRUPTION THROUGH INSTRUMENTS OF MONEY LAUNDERING LAW AND RETURN ACTORS’ ASSETS
Yasmirah Mandasari Saragih ............................................................................................ 276

AFFIRM ROLE OF EXISTENCE RECHTSVERWERKING TO ACHIEVING LEGAL CERTAINTY IN LAND REGISTRATION
Rofiq Iaksmama, Setiono, I Gusti Ayu Ketut Rachmi Handayani, Oloan Sitorus ................................ 287

ANTI-CORRUPTION EDUCATION AT AN EARLY AGE AS A STRATEGIC MOVE TO PREVENT CORRUPTION IN INDONESIA
Ida Musofiana .................................................................................................................. 304

FREED INDONESIA’S CORRUPTION BETWEEN HOPE AND REALITY
Dr. Tongat, SH., MHum., Said Noor Prasetyo, SH., MH ................................................................ 313

UTILIZATION OF INDONESIA’S MARINE RESOURCES IN AN EFFORT TO REALIZE INDONESIA TO WARKS THE SHAFT OF THE MARITIME WORLD
Dr. Lathifah Hanami, SH.M.Hum., M.Kn. and Letkol (mar) MS. Noorman, S. Sos., M.Opsla ..... 319

POTENTIAL CORRUPTION IN THE VALIDATION POLICIES ON ACQUISITION TAX OF LAND AND OR BUILDING
Lilik Warsito .......................................................................................................................... 325

THE EFFORT OF LAW ENFORCEMENT IN COMBATING CORRUPTION IN SOUTH SUMATERA
Sri Suatmiati ....................................................................................................................... 334

ETHICAL PERSPECTIVE AND THE MAPPING OF NORM IN CORRUPTION ACT
Siti Zulaekhah ..................................................................................................................... 344

AN EXPANSION OF CONCEPT THE STATE ECONOMIC LOSS IN CORRUPTION IN INDONESIA
Supriyanto, Hartwiningsih, Supanto .................................................................................... 354

JURIDICAL STUDIES ON SUBSTANCE AND PROCEDURE OF THE DISMISSAL OF THE PRESIDENT AND/OR VICE-PRESIDENT AFTER THE REFORMATION
Siti Rodhiyah Dwi Istinah .................................................................................................... 364

THE ROLE OF THE SHARIA SUPERVISORY BOARD IN THE FRAMEWORK ENFORCING SHARIA PRINCIPLES AT THE INSTITUTE OF ISLAMIC BANKING IN SEMARANG
Aryani Witasari .................................................................................................................... 376

SEMARANG CITY GOVERNMENT ROLE IN CONSERVATION AND ENVIRONMENTAL PROTECTION TO THE CAPITAL OF THE NATIONAL HERITAGE IN INDONESIA
Achmad J Pamungkas (Indonesia), Carlito Da Costa (Timor Leste) ........................................ 390
<table>
<thead>
<tr>
<th>Title</th>
<th>Author(s)</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>STUDYING THE WISDOM OF ZAKAT</td>
<td>Moch. Gatot Koco (Indonesia), Basuki R Suratno (Australia)</td>
<td>398</td>
</tr>
<tr>
<td>HOMOLOGATION RECONSTRUCTION IN BANKRUPTCY THAT IS BASED ON</td>
<td>Agus Winoto</td>
<td>410</td>
</tr>
<tr>
<td>DIGNIFIED JUSTICE</td>
<td></td>
<td></td>
</tr>
<tr>
<td>RECONSTRUCTION OF EXECUTIVE AND LEGISLATIVE AUTHORITY IN MAKING</td>
<td>Mohamad Khamim</td>
<td>420</td>
</tr>
<tr>
<td>GOOD GOVERNANCE (GOOD GOVERNANCE) VALUES BASED ON WELFARE</td>
<td></td>
<td></td>
</tr>
<tr>
<td>THE TASK RECONSTRUCTION AND BPKP’S AUTHORITY IN THE CASE OF</td>
<td>Sarbudin Panjaitan</td>
<td>429</td>
</tr>
<tr>
<td>JUSTICE VAUE BASED CORRUPTION</td>
<td></td>
<td></td>
</tr>
<tr>
<td>JURIDICAL ANALYSIS OF THE ALLEGED CRIMINAL OFFENSE TO MANUFACTURE</td>
<td>Subiyanto</td>
<td>446</td>
</tr>
<tr>
<td>A NOTARY DEED</td>
<td></td>
<td></td>
</tr>
<tr>
<td>REVITALIZATION DEAL IN AKAD HYBRIDS IN SHARIA BANKING VALUE BASED</td>
<td>Masduqi</td>
<td>452</td>
</tr>
<tr>
<td>ISLAMIC JUSTICE</td>
<td></td>
<td></td>
</tr>
<tr>
<td>RECONSTRUCTION OF LEGAL PROTECTION DISTRICT HEAD IN THE ELECTION</td>
<td>Kukuh Sudarmanto Alugoro</td>
<td>462</td>
</tr>
<tr>
<td>IMPLEMENTATION OF VALUE-BASED JUSTICE</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ABUSE OF AUTHORITY OFFENSE THEOLOGICAL RECONSTRUCTION LAW</td>
<td>As’adi M. Al-ma’ruf</td>
<td>472</td>
</tr>
<tr>
<td>ERADICATION OF CORRUPTION (LAW NUMBER 31 OF 1999 JO. LAW NUMBER 20</td>
<td></td>
<td></td>
</tr>
<tr>
<td>OF 2001) BASED ON VALUE OF JUSTICE</td>
<td></td>
<td></td>
</tr>
<tr>
<td>RECONSTRUCTION OF THE DAILY PAID WORK AGREEMENT IN THE EMPLOYMENT</td>
<td>Christina N M Tobing</td>
<td>479</td>
</tr>
<tr>
<td>LAW BASED ON JUSTICE</td>
<td></td>
<td></td>
</tr>
<tr>
<td>THE LAW AND THE IMPACT OF MARRIAGE SIRRI</td>
<td>Sahal Afhami</td>
<td>489</td>
</tr>
<tr>
<td>CRIMES AGAINST CHILDREN AS ACTORS</td>
<td>Muhammad Cholil</td>
<td>503</td>
</tr>
<tr>
<td>RECONSTRUCTION OF CRIMINAL PROCEDURAL LAW (KUHAP) ABOUT THE DETENTION</td>
<td>Muhammad Khambali</td>
<td>512</td>
</tr>
</tbody>
</table>
BASED ON JUSTICE
PROBLEMS OF DISPUTE RESOLUTION REGIONAL CHIEF ELECTION (GOVERNOR, REGENTS AND MAYOR)
Esti Ningrum ......................................................................................................................... 520

RECONSTRUCTION REGIONAL MINIMUM WAGE (UMR) IN RENEWAL OF EMPLOYMENT LEGAL REMEDIES BASED INDONESIA THE VALUE JUSTICE PANCASILA
Urip Giyono ............................................................................................................................. 531

IMPLEMENTATION OF LAW AS TO MAINTAIN SECURITY IN THE CONTEXT OF PROFESSIONAL POLICE POLMAS (CASE STUDY IN LAMPUNG POLICE)
Muhammad Yaman .................................................................................................................. 539

RECONSTRUCTION OF CRIMINAL SANCTIONS PENAL CODE ACTORS ON ABORTION CRIME BASED ON THE VALUE OF JUSTICE
Hanuring Ayu Ardhani Putri .................................................................................................... 549

REGISTRATION FIDUCIARY GUARANTEE REALIZE LEGAL PROTECTION OF CREDITORS AND DEBTOR
Ansharullah Ida ....................................................................................................................... 556

RECONSTRUCTION OF LEGAL DISPUTES MEDIATION IN HEALTH CARE FOR PATIENTS HOSPITAL BASED ON THE VALUE OF JUSTICE
Teguh Anindito ....................................................................................................................... 569

RECONSTRUCTION OF CRIMINAL SANCTIONS AGAINST CRIME OF ACTORS AND MURDER MURDER IN PLAN BASED ON VALUE OF JUSTICE CRIMINAL CODE
Maria Marghareta Titiek Pudji Angesti Rahayu Teguh Anindito ............................................... 579

IMPLEMENTATION OF PENAL MEDIATION IN CRIMINAL LAW
Aji Sudarmaji ......................................................................................................................... 587

FAIR SETTLEMENT RECONSTRUCTION OF PROBLEMATIC CREDIT DISPUTE AT BANK RAKYAT INDONESIA (STUDY CASE AT MEDAN-SINGAMANGARAJA BRI BRANCH OFFICE)
Bachtiar Simatupang ............................................................................................................. 594

RECONSTRUCTION OF THE WASTE MANAGEMENT LAW BASED ON WELFARE VALUE
M. Hasyim Muallim ................................................................................................................ 616

RECONSTRUCTION LAW OF PUNISHMENT AGAINST CHILDREN NARCOTICS ABUSE-BASED PROGRESSIVE LAW
Salomo Ginting .................................................................................................................... 625

LEGAL PROTECTION PROBLEM OF WIFE AND CHILDREN OF POLYGAMY SIRRI IN INDONESIA
Muhlas .................................................................................................................................... 639
IDEAL RECONSTRUCTION OF REHABILITATION PUNISHMENT FOR NARCOTICS ADDICTS AND ABUSER’S VICTIMS JUSTIFIED BASED ON THE LAW OF THE REPUBLIC OF INDONESIA NO. 35 YEAR 2009 (CASE STUDY IN SUMATERA UTARA PROVINCE) Ahmad Zaini ................................................................. 648

IMPLEMENTATION OF ACCELERATION SYSTEMATIC LAND REGISTRATION FULL IN HUMBANG HASUNDUTAN DISTRICT Ruslan ...................................................................................................... 658

RECONSTRUCTION OF STATUS AND AUTHORITY OF THE SHARIA COURT IN THE NATIONAL JUDICIAL SYSTEM BASED ON JUSTICE Jufri Ghalib ...................................................................................................... 667

RECONSTRUCTION OF LIABILITY NOTARY PUBLIC OFFICERS TO ACT AS A VALUE-BASED JUSTICE Elpina ........................................................................................................ 679

RECONSTRUCTION OF CONSUMER PROTECTION LAW IN MAKING THE BALANCE BUSINESS BASED BUSINESS AND CONSUMER VALUE OF JUSTICE Ramon Nofrial ................................................................................................. 693

RECONSTRUCTION OF LAND USED RIGHT EIGENDOM VALUES BASED ON JUSTICE AND LEGAL CERTAINTY Hakim Tua Harahap .......................................................................................... 706

RECONSTRUCTION OF DIVERSION CONCEPT IN CHILD PROTECTION OF CONFLICT WITH THE LAWS BASED ON THE VALUE OF JUSTICE Ulina Marbun ............................................................................................ 726

RECONSTRUCTION OF PARATE EXECUTION MORTGAGE RIGHTS TO LAND BASED ON THE VALUE OF JUSTICE Zaenal Arifin ........................................................................................................ 740

THE RECONSTRUCTION OF DIVORCE DUE TO MARITAL STATUS UNDER THE UNAUTHORIZED GUARDIAN AS VALUE OF JUSTICE Abdul Kholiq ........................................................................................................ 751

THE RECONSTRUCTION OF LEGAL AID LAW FOR CHILDREN WHO GET CONFLICT WITH LAW IN PROCESS OF JUSTIFICATION FOR CHILDREN BASED ON THE VALUE OF PANCASILA Adi Mansar ....................................................................................................... 767

MEDIATION RECONSTRUCTION AS ONE OF THE ALTERNATIVE SETTLEMENT OF DECLINE IN THE COURTS BASED ON THE VALUE OF JUSTICE (Study at the Simalungun District Court) Mariah S.M. Purba ......................................................................................... 778

LAW ENFORCEMENT AGAINST CORRUPTION IN PERSPECTIVE OF HUMAN RIGHTS IN INDONESIA
Sekhroni .................................................................................................................. 798

THE PRINCIPLE OF NATURAL JUSTICE AND HUMAN’S RIGHT PROTECTION FOR CITIZENS IN ERADICATION OF CORRUPTION IN INDONESIA
Indriyana Dwi Mustikarini ..................................................................................... 809

PREVENTING LAND MAFIA USING POSITIVE LAND REGISTRY SYSTEM
Bambang Sulistyowidjanarko ................................................................................. 816

UNRULY PASSENGER IN AVIATION: THE REGULATIONS AND CASES IN INDONESIA
Adya Paramita Prabandari ....................................................................................... 826

EDUCATION ANTI-CORRUPTION IN INDONESIA: PROBLEMS, CHALLENGES AND SOLUTIONS
Alwan Hadiyanto .................................................................................................... 839

SPIRITUAL URGENCY OF RELIGIOUS AND EXPENSES OF EVIDENCE IN COMBATING CORRUPTION IN INDONESIA
Sulistiyowati ........................................................................................................... 852

SUE FOR THE STATE ADMINISTRATION OF JUSTICE IN INDONESIA
Sarjiyati .................................................................................................................... 863

CONSISTENCY MODEL OF COURT DESIGNATION TO FOSTER PARENT RIGHTS AUTHORITY DUE TO DIVORCE ON CHILDREN
Erna Trimartini ........................................................................................................ 873

AN INVESTIGATION AUTHORITY OF CRIMINAL ACT ON CORRUPTION IN CRIMINAL JUSTICE SYSTEM IN INDONESIA
Sukmareni ............................................................................................................... 885

PRO CONS THE EXISTENCE OF DEATH PENALTY IN CORRUPTION ACT OF 1999 IN INDONESIA
Anis Rifai ............................................................................................................... 903

PENAL MEDIATION IN SOLVING MEDICAL MALPRACTICE CASES AS AN ALTERNATIVE OF PENAL SANCTIONS BASED ON LOCAL WISDOM
Sri Setiawati .......................................................................................................... 913

SPECIAL PROTECTION OF CHILDREN IN CRIMINAL JUSTICE SYSTEM
Achmad Sulchan ..................................................................................................... 922

MORAL REFORM BUREAUCRACY AS PREVENTION OF ILLEGAL PAYMENTS TO INDONESIA CLEAN OF CORRUPTION
Herwin Sulistyowati ............................................................................................... 932

STANCE AND AUTHORITY OF PEOPLE’S CONSULTATIVE ASSEMBLY DURING REFORMATION ERA 1945
Ahmad Mujib Rohmat .............................................................................................. 944
TAXES AND ALMS SEEN FROM ISLAMIC LAW
Mohammad Solekhan ........................................................................................................ 954

DIVERSION IN COURT (Case Studies in Karanganyar District Court)
Anita Zulfiani .................................................................................................................. 964

International Seminar
Photos................................................................................................................................ 971
ANTI-CORRUPTION EDUCATION AT AN EARLY AGE AS A STRATEGIC MOVE TO PREVENT CORRUPTION IN INDONESIA

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ABSTRACT

Corruption has become an extraordinary crime, which is why many studies that discuss about corruption. Although many studies of corruption are able to find out the causes of corruption, by knowing the causes or factors of corruption is able to reduce corruption. In addition to the many studies of corruption, has also been a lot of coverage in both print and electronic media that presents news of the suspects or defendants involved in corruption cases, it is intended to give a lesson to the general public, as well as provide a deterrent effect so ashamed of corruption that has been done, but corruption is still frequently encountered. It is in fact considered normal by society. Further unrest arises how it affects young people who will be the successor to the ideals of the nation, that almost every time served reporting corruption is everywhere. Here the next question how so that the younger generation is not affected by the disease of corruption, should the anti-corruption legal education at an early age entered in learning in schools. Given the starting gate education acquired knowledge, insight and understanding for self-discovery. This paper will discuss the need for anti-corruption education for children from an early age as a strategic move to prevent corruption in order to create a corruption-free Indonesia in 2020. From the results of research that has been done shows that the much needed anti-corruption education included in school subjects or courses at the college level are not only in the faculty of law. A proposal must be observed. Anti-corruption education materials could be inserted in the subjects of Pancasila, Citizenship, Mathematics, as well as career guidance, which includes the subject of honesty, discipline, and teach togetherness fighting spirit and simplicity. As all of which are meant to instill a sense of responsibility in a very important and settle obligations to completion. Combating corruption in developed countries are very intensively conducted are like in Singapore, which is implanted namely state hard ahead if the government does not free from corruption, prevention and repression of corruption through four things: effective anti-corruption agency, effective acts, effective adjudication, and efficient administration, And all the pillars were motivated by the strong will political against corruption of government. As well as in Lithuania country.

Key word : anti-corruption education, early age, prevention of corruption.

PRELIMINARY

Corruption has become a crucial issue in Indonesia, corruption could occur starting from village level to large-scale corruption that is worth trillions of rupiah in the case of embezzlement of Bantuan Likuiditas Bank Indonesia (BLBI). Various attempts have been made to minimize the name of corruption, in Indonesia established the Komisi Pemberantasan Korupsi (KPK) which has been given extraordinary authority. However, in
fact Indonesia including the most corrupt country in Asia in 2010, and occupied the 100th out of 183 countries as has been reported by Transparency International (TI).

Looking at the phenomenon that is so, it needs holistic efforts in eradicating corruption from law enforcement officers, state management policy even to formal education in schools.\(^1\) In some countries are implementing anti-corruption education has shown significant results. Hongkong implement anti-corruption education began in 1974. In 1974 the State Hongkong including corrupt country, and the level of corruption in this country is high. But in 2009, the State Hongkong was ranked 15 of 158 countries.

Anti-corruption education strategies in education levels have higher profits than others. This can be in terms of pragmatic and philosophical terms, which is considering the education is an institution that is civilizing and when viewed in terms of the budget does not add to the cost of large government and can be implemented in a systematic and continuous.

Schools are social institutions that perform the task of education to the younger generation. In this regard, education is defined as the process of humanizing towards maturation itself as well as character development. Through education instilled mindset, moral values in the society which in turn transformed into the next generation to ensure survival. School as an institution in charge of transforming the cultural values of society, there are three views associated between the school and community that is perennialisme, essentialism and progressivism.\(^2\) The views perennialisme, the school served to transform the values that exist in the community to the students, in order not to lose our identity. The views of essentialism, the school responsible for selecting appropriate values to be transformed to the students as a preparation for his future. Meanwhile, the view of progressivism is the school as a change agent (agent of change) introduce new values for learners to prepare for his role in the future.

Cultural values which can be transformed at the school level to students such as: productive value, value-oriented excellence, and the value of honesty.\(^3\) Moral honesty is a universal moral upheld by countries that are modern and civilized. A healthy society is a society built by a foundation of honesty. Furthermore honesty in turn foster trust and confidence is the basis of social capital. In further education is a long-term investment.

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\(^2\) Dinn Wahyuni, etc, 2010, Pengantar Pendidikan, Universitas Terbuka, Jakarta, page. 14

\(^3\) Hoy W.K. Tarter dan Kottnap, 1991, Open School/Healthy Schools : Measuring Organizational Climate, CA: sage, Newbery park, page. 15
Importance of anti-corruption education is already a part of the national education as stipulated in the Regulation of the national education minister 22 and 23 of 2006 on the Content Standards and Competency Standards graduate elementary and secondary education. But in fact involves planting of anti-corruption attitudes and behaviors in students still terkeonsentra on delivery, verbally giving no chance students to develop knowledge and reason about the dimensions of corruption.

**Formulation of the problem**

According to the description of the background of the above, there are problems:

1. What educational strategies to tackle corruption in Indonesia?
2. How is the comparison of anticorruption education in developed countries?

**DISCUSSION**

**Education Anti-Corruption Strategy**

Anti-corruption education is a strategy used by education-related cognitive, affective and psychomotor learners. Appropriate formula determined by the Komisi pemberantasan Korupsi (KPK) there are nine basic values that need to be inculcated and reinforced through the implementation of anti-corruption education in schools, namely: the value of honesty, fair, courageous, simple life, responsibility, discipline, hard work, thrift and a standalone.4

The values has been actually exist in society as taught in the principles of Pancasila. Due to the influence of globalization and modernization of these values began eroded by the force of consumerism. Related objectives to be achieved, the implementation of anti-corruption education in schools need to consider these things:

1. Knowledge of Corruption.

Having knowledge of corruption are true and correct, for learners needed clear information in order to be able to distinguish crimes including corruption with other crime categories. The material in it regarding what corruption? What is the cause of corruption? What is the impact of corruption? How anti-corruption behavior? And a national strategy anti-corruption measures, as well as the juridical basis of corruption.

Analysis of the causes and effects of corruption on various aspects of human life, is expected to provide insight to students more widely. In the end there is an alternative to avoid corruption and inspiration to learners that many ways to counteract corruption. All this

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is expected to be instilled in students in order to planting of strategies attitude, character and behavior of anti-corruption.

2. Change and Development Attitude

Changing the attitudes is not an easy job, what stance to be changed was the opposite of the desired attitude. It is necessary for the attitude change strategies that can be used from different perceptions, such a change in attitude can be done through the presentation of the game.

Another strategy in changing attitudes is based on the fact that the knowledge and attitudes are stored in a different place or memory, it takes time to achieve both, it means the process of knowledge into attitude required a fairly long time. Submission of reliable information and the right knowledge will turn into affective attitude.

In the development of attitudes, required the submission of corruption is delivered well and easily understood, so that knowledge can survive long in the memory of learners and can be used when they wanted to make certain considerations. Through class discussion about the moral aspects of a corruption case, learners will be able to see farther moral reasons related to corruption at the same time expressed his opinion.

Comparison with Developed Countries

In dealing with corruption, Indonesia is still said to be lagging behind other Asian countries. Facing corruption Indonesia experienced its own problems as the complexity of administration and various modes of corruption itself. This leads to corruption eradication strategy pursued by every country has its own characteristics and different levels of effectiveness. Related to this, in this paper the State of Singapore and Hong Kong, have state-Negar because the latter has a significant reason that can be used as a Role Model in Asian level.

In Singapore consistency and sincerity to eradicate corruption is very visible from prosecution even to prevention and education activities. Among the steps taken by the Government of Singapore real in the prevention of corruption are:

a) Reform of government administration to close the loopholes of corruption through: reduction of red tape, the achievement of the vision of integrity, service, excellence by all government agencies, utilization of electronic information

technology to reduce direct contact between public service providers by the public.

b) Application of the rules of government instruction manual regarding the rules of behavior and discipline which includes a ban on receiving gifts, including terminating a contract with a third party in case of corrupt practices.

c) Improving the welfare of government employees with adequate wages or salaries equivalent to private employees.

d) To review periodically the legislation to close loopholes corruption, which is growing in line with the changing circumstances that occurred in Singapore.6

In Lithuania, in the context of combating corruption one can be applied through the concept of anti-corruption education. The concept of anti-corruption education in Lithuania there are two narrow and broad. Anti-corruption education concept narrow purpose is to introduce to the students about the phenomenon of corruption. While the concept of comprehensive anti-corruption education is the goal of anti-corruption education can be integrated. Integrated programs aimed at the formation of the Anti-Corruption Education "personality and behavior".

- Self Portrait - who I am and what I want?
- Personal values and principles.
- The essence and purpose of life.
- The decision and choice.
- Responsibility, morality and convention.
- Criteria and procedures.7

One of the main tasks of the anti-corruption education in schools is to provide knowledge:

- Teaches how to recognize corruption;
- Provide arguments why corruption is an evil deed;
- Shows how to reduce corruption.8

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8 Ibid.,
Levels of development of moral and conventional reasoning:\(^9\)

<table>
<thead>
<tr>
<th>Age</th>
<th>Moral Domain</th>
<th>Conventional Domain</th>
</tr>
</thead>
<tbody>
<tr>
<td>5-7</td>
<td>Recognition of main duties (not to hurt others). However, good or right behaviour is understood in a self-seeking manner</td>
<td>Conventions originate from the existing practice (women should wear skirts because women wear men should them where as men should not).</td>
</tr>
<tr>
<td>8-10</td>
<td>The understanding of good or right behaviour broadens to “night reciprocity”, which is first of all perceived as a strict equality with certain elements of impartiality (where fairness considerans the differences).</td>
<td>Negative understanding of convention as an empirically validated law. Exceptions to convention (some women wear pants and Scotsmen wear skirts) are perceived as proof that convention is imposed (conventional). There that existense of the norm is no longer considered sufficient ground to abide by it.</td>
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<td>10-12</td>
<td>Good and right behaviour is perceived as a requirement of more than strict equality. Fairness, considering such differences as special needs, situation and marits, is combined by reciprocity.</td>
<td>Specific understanding that social rules maintain order (for examples, protection from drunk drivers). Social authorities are those who are superior since they creat rules. Rules can be canged and they are contextual.</td>
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<td>12-14</td>
<td>Attempts are made to match strict equality with the principles of fairness, which considers differences and creates the nation of social relations between people.</td>
<td>Convention are considered not more than social expectations. This makes them less obligatory. Actions are evaluated irrespective of the rules.</td>
</tr>
<tr>
<td>14-17</td>
<td>Continued matching of the aforementioned principles.</td>
<td>The nation of systemic social structure is formed. Conventions are perceived as standardising and relating the social system, comprised of defined roles and statistic hierachical structure.</td>
</tr>
<tr>
<td>17-20</td>
<td>Transition towards adult moral reasoning (see below)</td>
<td>A negative attitude about that the norms mandatory to all to perserve social systems. Conventions are no more than social standats established by common behaviour. Normative are conventional.</td>
</tr>
<tr>
<td>Adults</td>
<td>Utilisation of the concepts of fairness and goodness while thinking about the social system. Morality is perceived as independent from the norms of a concrete social system. Universal and mandatory features of morality are matched with the incomparable and natural value of every person.</td>
<td>Conventions are considered standards useful in coordinating social interaction. Uniform understanding of convention as a social group facilities interaction between its members and operation of the system.</td>
</tr>
</tbody>
</table>

\(^9\) Ibid.,
Children aged 10-12 will understand that laws prohibit corrupt behaviour, which is why it is inadmissible. Teenagers aged 12-14 will not understand arguments in favour of legal or social orders whilst they will be sensitive about moral fairness. Adolescents aged 14-17 can be explained that standards of anti-corruption behaviour are mandatory for the people occupying different positions as they maintain the social system. The most senior pupils will be somewhat sceptical about statements as they relate norms with the existing behavioural practice. As compared with younger pupils, senior students will pay more attention to the survey results showing a high rate of corruption in Lithuania and to the statement that “everybody is corrupt.” Therefore, it is worthwhile showing positive examples: for instance, presentation of code of conduct for civil servants, transparent procedures, principles of equality and impartiality, etc.10

While developing the morality of the learners in anti-corruption education in the school, then some approaches to consider,11 through 1) the formation of habits, 2) learning, 3) modeling. All of these approaches are relevant enough to be observed and re-formulated so that the target of the transfer of learning, transfer of values, and the transfer of principles can interact with issues and social realities among students.

Combating corruption is not an easy task that can be completed in a short time. Observing the success of Singapore, and Lithuania regarding efforts made in combating corruption, there are some things that can be a lesson for Indonesia, namely:

a) The commitment of the leadership of the government to combat corruption.
b) Government leaders who are honest, assertive, disciplined, hardworking and responsible.
c) An independent anti-corruption Institutions are free from any party intervention.
d) The authority fully owned by the anti-corruption agency in the investigation, investigation and prosecution.
e) Anti-corruption Institution has adequate resources in terms of funding and staff / experts.
f) Education on the impact of corruption.

10 Ibid.,
11 Ghofur Syaiful Amin, 2009, Merancang Kurikulum Pendidikan Anti Korupsi, Jurnal Pendidikan Islam Vol. 01 No. 01 June 2009, ISSN 2085-3033
CONCLUSION

Anti-corruption education is an education policy that cannot be postponed again, the primary objective of anti-corruption education is not to acquire knowledge, but to make the most accurate decision. If implemented properly, the anti-corruption education will contribute to the reduction of corruption and even the prevention of corruption in Indonesia. As practiced in other countries, the implementation of anti-corruption education scored the younger generation has a character of anti-corruption. In the application of anti-corruption education is required synergy utilization of information and knowledge with the ability to make decisions.

Suggestion

Komisi Pemberantasan Korupsi (KPK) is not an educational institution, therefore, the Corruption Eradication Commission (KPK), in promoting its programs in an effort to foster anti-corruption in daily life required coordination with the parties who have authority in the field of education in various tingakatan.

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