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# The 2nd Proceeding "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

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Front Page .....	i
Information of the International Seminar .....	ii
Committee Composition .....	iii
Preface.....	iv
Greeting From The Dean Faculty of Law .....	vi
<b>INDONESIA’S KPK AND NSW’S ICAC: COMPARISONS AND CONTRASTS</b>	
Prof. Simon Butt .....	1
<b>CAN INDONESIA FREE ITSELF FROM CORRUPTION IN 2020?</b>	
Prof. Dr. Hikmahanto.,S.H.,LLM .....	4
<b>AN ACT TO ESTABLISH THE ANTI-CORRUPTION AGENCY, TO VEST POWERS ON OFFICERS OF THE AGENCY AND TO MAKE PROVISIONS CONNECTED THEREWITH.</b>	
Rohimi Shapiee.....	7
<b>STRATEGY TO CREATE INDONESIA FREE CORRUPTION IN 2020</b>	
Dr. Jawade Hafidz, S.H., M.H .....	11
<b>THE NETHERLANDS INGLOBAL CORRUPTION</b>	
Siti Malifah Marlou Feer, M.A. ....	28
<b>ROBUST YET FRAGILE: EFFORTS IN COMBATING CORRUPTION IN INDONESIA</b>	
Laras Susanti.,S.H., LLM.....	33
<b>LEGAL STATUS OF AKTOR’S FOR CORRUPTION (In the Perspective of Islamic Law)</b>	
Sumarwoto Umar .....	37
<b>THE ROLE OF LAW IN THE POVERTY REDUCTION STRATEGY</b>	
Lantik Kusuma Aji .....	46
<b>THE INDEPENDENCY OF THE INSTITUTION FOR THE PROTECTION AND THE ESTABLISHMENT OF HUMAN RIGHTS TOWARDS THE GLOBALIZATION ERA 2020</b>	
Khalid .....	55
<b>THE URGENCY OF ANTI CORRUPTION EDUCATION FOR COLLEGES IN INDONESIA</b>	
Siska Diana Sari.....	62
<b>THE PROBLEMS OF DIVORCE IN CUMULATION AT THE RELIGIOUS COURTS BASED ON THE PRINCIPLES OF SIMPLE, FAST AND LOW COST</b>	
Elis Rahmahwati.....	78
<b>DISPARITIES DECISION RELATED TO INTERPRETATION OF ARTICLE 2 AND 3 CORRUPTION ERADICATION ACT</b>	
Agung Widodo.....	87
<b>DIVERSITY ADULT AGE LIMITS POSITIVE LAW IN INDONESIA (Studies in Multidisciplinary Perspective)</b>	
Muhammad Andri .....	102

<b>THE APPLICATION OF BALANCE IDEA IN SETTLEMENT OF DOCTOR MALPRACTICE CASE THROUGH PENAL MEDIATION</b> Yati Nurhayati.....	111
<b>MODERNIZATION LAW AS A CRIME CORRUPTION VERY EXCEPTIONAL THROUGH ENFORCEMENT OF ETHICS</b> Dr. Sukresno, SH, M.Hum .....	118
<b>CORRUPTION POTENCIES IN LAND USE POLICY (A Case Study in Kuningan Regency)</b> Haris Budiman .....	126
<b>CORRUPTION PREVENTION AND CONTROLS</b> INP Budiarta .....	133
<b>ISLAMIC LAW VALUES TRANSFORMATION IN THE RECONSTRUCTION OF THE LEGALITY PRINCIPLE OF INDONESIAN CRIMINAL CODE</b> Sri EndahWahyuningsih .....	145
<b>JUSTICE AND CHARITY IN JAKARTA’S NORTH COAST RECLAMATION PROCESS THAT WILL LEAD TO INDONESIA CLEAN OF CORRUPTION</b> Untoro .....	155
<b>CORRUPTION CRIMINAL SANCTIONS WITH VALUES OF JUSTICE-BASED</b> Zulfiani.....	162
<b>THE REFLECTION OF ISLAMIC BANKING IN THEORY AND PRACTICE</b> Anis Mashdurohatun .....	171
<b>THE IMPLEMENTATION OF LOCAL WISDOM SIRI’NA PACCE AS AN EFFORT OF CORRUPTION ERADICATION IN INDONESIA</b> Muh. Afif Mahfud .....	181
<b>DISCOURSE POLITICAL LAW IN INDONESIA ON A COMPLETION OF PLATO PHILOSOPHY</b> Adrianus M. Nggoro,SH.,M.Pd.....	189
<b>STUDY OF INDONESIA’S PARTICIPATION IN ICSID</b> Agus Saiful Abib.....	202
<b>NOTARY ROLE IN THE IMPLEMENTATION OF EXECUTION PROCUREMENT OF GOODS AND SERVICES ARE FREE OF CORRUPTION BASED ON THE PRINCIPLE OF GOOD GOVERNANCE</b> Aris Yulia .....	211
<b>ANALYSIS WIRETAPPING AUTHORITY UPPER KPK LAW ENFORCEMENT IN THE PERSPECTIVE OF HUMAN RIGHTS</b> Ariyanto,SH.,MH.....	221
<b>SOCIAL WORKING PENALTY AS SOLUTION IN ERADICATING CORRUPTION IN INDONESIA</b> Desy Maryani.....	232
<b>LEGAL POLITICSOF EMPLOYMENT IN TERM OF PART OF TASK HANDOVER TO OTHER COMPANIES IN INDONESIA</b> Endah Pujiastuti.....	244

<b>RESOLUTION OF DISPUTES OF OUTSOURCING WORK FORCE IN THE COMPANY EMPLOYING OUTSOURCING SERVICE</b> Pupu Sriwulan Sumaya .....	256
<b>THE APPLICAT ION OF CORRUPTION LAW TO WARD CRIMINAL ACT IN THE FIELD OF FORESTRY</b> Ifrani .....	267
<b>THE EFFORTS OF ERADICAT ION OF CORRUPTION THROUGH INSTRUMENTS OF MONEY LAUDER ING LAW AND RETURN ACTORS ' ASSETS</b> Yasmirah Mandasari Saragih.....	276
<b>AFFIRM ROLE OF EXISTEN CE <i>RECHTSVERWERKING</i> TO ACHIEVING LEGAL CERTA INTY IN LAND REG ISTRAT ION</b> Rofiq laksana, Setiono, I Gusti Ayu Ketut Rachmi Handayani, Oloan Sitorus.....	287
<b>ANTI-CORRUPTION EDUCAT ION AT AN EARLY AGE AS A STRATEG IC MOVE TO PREVENT CORRUPTION IN INDONES IA</b> Ida Musofiana.....	304
<b>FREED INDONES IA'S CORRUPTION BETWEEN HOPE AND REAL ITY</b> Dr. Tongat, SH., MHum., Said Noor Prasetyo, SH., MH.....	313
<b>UTILIZAT ION OF INDONES IA MARINE RESOUR CES IN AN EFFORT TO REAL IZE INDONES IA TO WARDS THE SHAFT OF THE MARITIME WORLD</b> Dr.Lathifah Hanim, SH.M.Hum., M.Kn. and Letkol (mar) MS.Noorman, S. Sos., M.Opsla.....	319
<b>POTENT IAL CORRUPTION IN THE VALIDAT ION POLICIES ON ACQUISITION TA X OF LAND AND OR BUILDING</b> Lilik Warsito.....	325
<b>THE EFFORT OF LAW ENFORCEMENT IN COMBAT ING CORRUPTION IN SOUTH SUMATERA</b> Sri Suatmiati.....	334
<b>ETHICAL PERS PECTIVE AND THE MAPPING OF NORM IN CORRUPTION ACT</b> Siti Zulaekhah.....	344
<b>AN EXPANSION OF CONCEPT THE STATE ECONOMIC LOSS IN CORRUPTION IN INDONESIA</b> Supriyanto, Hartiwiningsih, Supanto.....	354
<b>JURIDICAL STUD IES ON SUBSTAN CE AND PRO CEDURE OF THE DISMISSAL OF THE PRES IDENT AND/OR VICE-PRES IDENT AFTER THE REFORMAT ION</b> Siti Rodhiyah Dwi Istinah.....	364
<b>THE ROLE OF THE SHARIA SUPERVISORY BOARD IN THE FRAMEWORK ENFORCING SHARIA PRINCIPLES AT THE INST ITUTE OF ISLAMIC BAN KING IN SEMARANG</b> Aryani Witasari.....	376
<b>SEMARANG CITY GOVERNMENT ROLE IN CONSERVATION AND ENVIRONMENTAL PROTECTION TO THE CAPITAL OF THE NATIONAL HERITAGE IN INDONESIA</b> Achmad J Pamungkas ( <i>Indonesia</i> ), Carlito Da Costa ( <i>Timor Leste</i> ) .....	390

<b>STUDYING THE WISDOM OF ZAKAT</b> Moch. Gatot Koco (Indonesia), Basuki R Suratno (Australia) .....	398
<b>HOMOLOGATION RECONSTRUCTION IN BANKRUPTCY THAT IS BASED ON DIGNIFIED JUSTICE</b> Agus Winoto .....	410
<b>RECONSTRUCTION OF EXECUTIVE AND LEGISLATIVE AUTHORITY IN MAKING GOOD GOVERNANCE (GOOD GOVERNANCE) VALUES BASED ON WELFARE</b> Mohamad Khamim .....	420
<b>THE TASK RECONSTRUCTION AND BPKP'S AUTHORITY IN THE CASE OF JUSTICE VAUE BASED CORRUPTION</b> Sarbudin Panjaitan .....	429
<b>THE RECONSTRUCTION OF MADLIYAH AND IDDAH MAINTENANCE AND MUT'AH IN DIVORCE CASE FOR JUSTICE AND WELFARE</b> Mustar .....	438
<b>JURIDICAL ANALYSIS OF THE ALLEGED CRIMINAL OFFENSE TO MANUFACTURE A NOTARY DEED</b> Subiyanto .....	446
<b>REVITALIZATION DEAL IN AKAD HYBRIDS IN SHARIA BANKING VALUE BASED ISLAMIC JUSTICE</b> Masduqi .....	452
<b>RECONSTRUCTION OF LEGAL PROTECTION DISTRICT HEAD IN THE ELECTION IMPLEMENTATION OF VALUE-BASED JUSTICE</b> Kukuh Sudarmanto Alugoro .....	462
<b>ABUSE OF AUTHORITY OFFENSE THEOLOGICAL RECONSTRUCTION LAW ERADICATION OF CORRUPTION (LAW NUMBER 31 OF 1999 JO. LAW NUMBER 20 OF 2001) BASED ON VALUE OF JUSTICE</b> As'adi M. Al-ma'ruf .....	472
<b>RECONSTRUCTION OF THE DAILY PAID WORK AGREEMENT IN THE EMPLOYMENT LAW BASED ON JUSTICE</b> Christina N M Tobing .....	479
<b>THE LAW AND THE IMPACT OF MARRIAGE SIRRI</b> Sahal Afhami .....	489
<b>CRIMES AGAINST CHILDREN AS ACTORS</b> Muhammad Cholil .....	503
<b>RECONSTRUCTION OF CRIMINAL PROCEDURAL LAW (KUHAP) ABOUT THE DETENTION</b> Muhammad Khambali .....	512

<b>BASED ON JUSTICE PROBLEMS OF DISPUTE RESOLUTION REGIONAL CHIEF ELECTION (GOVERNOR, REGENTS AND MAYOR)</b>	
Esti Ningrum .....	520
<b>RECONSTRUCTION REGIONAL MINIMUM WAGE (UMR) IN RENEWAL OF EMPLOYMENT LEGAL REMEDIES BASED INDONESIA THE VALUE JUSTICE PANCASILA</b>	
Urip Giyono .....	531
<b>IMPLEMENTATION OF LAW AS TO MAINTAIN SECURITY IN THE CONTEXT OF PROFESSIONAL POLICE POLMAS (CASE STUDY IN LAMPUNG POLICE)</b>	
Muhammad Yaman .....	539
<b>RECONSTRUCTION OF CRIMINAL SANCTIONS PENAL CODE ACTORS ON ABORTION CRIME BASED ON THE VALUE OF JUSTICE</b>	
Hanuring Ayu Ardhani Putri .....	549
<b>REGISTRATION FIDUCIARY GUARANTEE REALIZE LEGAL PROTECTION OF CREDITORS AND DEBTOR</b>	
Ansharullah Ida .....	556
<b>RECONSTRUCTION OF LEGAL DISPUTES MEDIATION IN HEALTH CARE FOR PATIENTS HOSPITAL BASED ON THE VALUE OF JUSTICE</b>	
Teguh Anindito .....	569
<b>RECONSTRUCTION OF CRIMINAL SANCTIONS AGAINST CRIME OF ACTORS AND MURDER MURDER IN PLAN BASED ON VALUE OF JUSTICE CRIMINAL CODE</b>	
Maria Marghareta Titiek Pudji Angesti Rahayu Teguh Anindito .....	579
<b>IMPLEMENTATION OF PENAL MEDIATION IN CRIMINAL LAW</b>	
Aji Sudarmaji .....	587
<b>FAIR SETTLEMENT RECONSTRUCTION OF PROBLEMATIC CREDIT DISPUTE AT BANK RAKYAT INDONESIA (STUDY CASE AT MEDAN-SINGAMANGARAJA BRI BRANCH OFFICE)</b>	
Bachtiar Simatupang .....	594
<b>RECONSTRUCTION OF THE WASTE MANAGEMENT LAW BASED ON WELFARE VALUE</b>	
M. Hasyim Muallim .....	616
<b>RECONSTRUCTION LAW OF PUNISHMENT AGAINST CHILDREN NARCOTICS ABUSE-BASED PROGRESSIVE LAW</b>	
Salomo Ginting .....	625
<b>LEGAL PROTECTION PROBLEM OF WIFE AND CHILDREN OF POLYGAMY SIRRI IN INDONESIA</b>	
Muhlas .....	639

<b>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)</b>	
Ahmad Zaini .....	648
<b>IMPLEMENTATION OF ACCELERATION SYSTEMATIC LAND REGISTRATION FULL IN HUMBANG HASUNDUTAN DISTRICT</b>	
Ruslan .....	658
<b>RECONSTRUCTION OF STATUS AND AUTHORITY OF THE SHARIA COURT IN THE NATIONAL JUDICIAL SYSTEM BASED ON JUSTICE</b>	
Jufri Ghalib .....	667
<b>RECONSTRUCTION OF LIABILITY NOTARY PUBLIC OFFICERS TO ACT AS A VALUE-BASED JUSTICE</b>	
Elpina .....	679
<b>RECONSTRUCTION OF CONSUMER PROTECTION LAW IN MAKING THE BALANCE BUSINESS BASED BUSINESS AND CONSUMER VALUE OF JUSTICE</b>	
Ramon Nofrial .....	693
<b>RECONSTRUCTION OF LAND USED RIGHT EIGENDOM VALUES BASED ON JUSTICE AND LEGAL CERTAINTY</b>	
Hakim Tua Harahap .....	706
<b>RECONSTRUCTION OF DIVERSION CONCEPT IN CHILD PROTECTION OF CONFLICT WITH THE LAWS BASED ON THE VALUE OF JUSTICE</b>	
Ulina Marbun .....	726
<b>RECONSTRUCTION OF PARATE EXECUTION MORTGAGE RIGHTS TO LAND BASED ON THE VALUE OF JUSTICE</b>	
Zaenal Arifin .....	740
<b>THE RECONSTRUCTION OF DIVORCE DUE TO MARITAL STATUS UNDER THE UNAUTHORIZED GUARDIAN AS VALUE OF JUSTICE</b>	
Abdul Kholiq .....	751
<b>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</b>	
Adi Mansar .....	767
<b>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)</b>	
Mariah S.M. Purba .....	778
<b>POLYGAMIC POLICY IN INDONESIA (Analysis of Polygamic Arrangements and Practices 1959-2015)</b>	
Warman .....	790

<b>LAW ENFORCEMENT AGAINST CORRUPTION IN PERSPECTIVE OF HUMAN RIGHTS IN INDONESIA</b> Sekhroni .....	798
<b>THE PRINCIPLE OF NATURAL JUSTICE AND HUMAN'S RIGHT PROTECTION FOR CITIZENS IN ERADICATION OF CORRUPTION IN INDONESIA</b> Indriyana Dwi Mustikarini .....	809
<b>PREVENTING LAND MAFIA USING POSITIVE LAND REGISTRY SYSTEM</b> Bambang Sulistyowati .....	816
<b>UNRULY PASSENGER IN AVIATION: THE REGULATIONS AND CASES IN INDONESIA</b> Adya Paramita Prabandari .....	826
<b>EDUCATION ANTI-CORRUPTION IN INDONESIA: PROBLEMS, CHALLENGES AND SOLUTIONS</b> Alwan Hadiyanto .....	839
<b>SPIRITUAL URGENCY OF RELIGIOUS AND EXPENSES OF EVIDENCE IN COMBATING CORRUPTION IN INDONESIA</b> Sulistyowati .....	852
<b>SUE FOR THE STATE ADMINISTRATION OF JUSTICE IN INDONESIA</b> Sarjiyati .....	863
<b>CONSISTENCY MODEL OF COURT DESIGNATION TO FOSTER PARENT RIGHTS AUTHORITY DUE TO DIVORCE ON CHILDREN</b> Erna Trimartini .....	873
<b>AN INVESTIGATION AUTHORITY OF CRIMINAL ACT ON CORRUPTION IN CRIMINAL JUSTICE SYSTEM IN INDONESIA</b> Sukmareni .....	885
<b>PRO CONS THE EXISTENCE OF DEATH PENALTY IN CORRUPTION ACT OF 1999 IN INDONESIA</b> Anis Rifai .....	903
<b>PENAL MEDIATION IN SOLVING MEDICAL MALPRACTICE CASES AS AN ALTERNATIVE OF PENAL SANCTIONS BASED ON LOCAL WISDOM</b> Sri Setiawati .....	913
<b>SPECIAL PROTECTION OF CHILDREN IN CRIMINAL JUSTICE SYSTEM</b> Achmad Sulchan .....	922
<b>MORAL REFORM BUREAUCRACY AS PREVENTION OF ILLEGAL PAYMENTS TO INDONESIA CLEAN OF CORRUPTION</b> Herwin Sulistyowati .....	932
<b>STANCE AND AUTHORITY OF PEOPLE'S CONSULTATIVE ASSEMBLY DURING REFORMATION ERA 1945</b> Ahmad Mujib Rohmat .....	944



<b>TAXES AND ALMS SEEN FROM ISLAMIC LAW</b>	
Mohammad Solekhan .....	954
<b>DIVERSION IN COURT (Case Studies in Karanganyar District Court)</b>	
Anita Zulfiani .....	964
International Seminar	
Photos.....	971

# THE URGENCY OF ANTI CORRUPTION EDUCATION FOR COLLEGES IN INDONESIA

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## ABSTRACT

Based on Transparency International's Corruption Perception Index (CPI) in 2015, Indonesia placed in 88 rank from 107 previously. Even though this position is a two point improvement compare to Indonesia's position in 2014, this situation still proves that the number of corruption in Indonesia is still higher than its neighboring country such as Singapore, Malaysia and Thailand. If this condition is neglected, sooner or later, this will give every bad impact for Indonesia especially in economic sector where the investor and business people will doubt our country's ability to create a bureaucracy. Corruption is an extraordinary crime and therefore, an extraordinary effort is needed to combat it. Indonesian Government have tried very hard to fight corruption through various way, whether it is trough restricting the law or education. This is a form of tenacity and effort of the government to suppress corruption crime.

This study is meant to discuss the urgency of corruption education for colleges in Indonesia. This study is a legal study with statute and conceptual approach. The result shows that the urgency of corruption education for colleges in Indonesia is a form of effort of fortifying the young generation especially collegians as character builders, empower of character, character creators, agent of change, as well as the future leaders are hoped to be able to avoid themselves from doing any crime of corruption. This is a form of effort to eradicate corruption through preventive action. The long term purpose of the action is to grow anti-corruption culture among collegians and encourage them to actively take action in the eradication of corruption in Indonesia.

Keywords: Anti-Corruption education for colleges.

### A. Background

Based on Transparency International's Corruption Perception Index (CPI) 2015, Indonesia was rated 88th in the rankings from the previous 107. Although there is an increase of two points from 2014, but the results of this study still shows the level of corruption in Indonesia is still higher than that of Singapore, Malaysia and Thailand .. If this condition remains we let it take place sooner or later the corruption will destroy the country and result in poor image due to corruption and is causing losses in the economic, business people distrust the bureaucratic world. Corruption is an extraordinary crime (extraordinary crime) and therefore required tremendous efforts to eradicate it anyway. The Indonesian government has tried hard to fight corruption in various ways, either

through law enforcement, as well as through education, this is an endurance and government efforts to suppress corruption.

Corruption in Indonesia is very worrying and tremendous negative impact on almost all aspects of life. Corruption has destroyed the economic system, a democratic system, political system, the legal system, the system of government, and social order in the country. On the other hand anti-corruption efforts that have been made so far have not shown optimal results. Corruption in varying degrees still a lot going on as if it has become part of our lives even been considered as a matter of course. If this condition remains we let it take place sooner or later the corruption will destroy this country.

The Indonesian government has tried hard to fight corruption in many ways. KPK as an independent agency that deals specifically with corruption, be deterrence of corruption. But on the other hand, the enforcement effort requires the cost is not small. Not to mention if calculated from the impact caused to the life of society and the state. As we know the efforts to combat corruption cheapest and most effective way is to preventive measures (preventive). As anti-corruption education and cultivation of the values of integrity to children from an early age. Therefore, with the publication of Anti-Corruption Education for Higher Education, will provide fresh air for the effort to fortify the young generation, especially students. Students as future leaders are expected to refrain from corrupt behavior as well as acts of corruption.

In recorded history that students have an important role in determining the course of the Indonesian nation. With idealism, youthful spirit and high intellectual abilities of its students are able to act as a change agent (agent of change). The student's role is prominent in major events such as the National Awakening in 1908, the Youth Pledge in 1928, the Declaration of Independence in 1945, the birth of the New Order in 1966, and the Reformation in 1998. So it is no exaggeration if the student is also expected to be a major driving force movement anti-corruption in Indonesia.

Efforts to combat corruption - which consists of two major parts, namely (1) action, and (2) prevention -not will never work optimally if it is only done by government alone without involving community participation. Therefore it is not excessive if the student-as one important part of the society which is the heir to the future- expected to be actively involved in efforts to eradicate corruption in Indonesia. Student involvement in efforts to combat corruption are certainly not on enforcement efforts under the authority of law enforcement agencies.

The active role of students is expected to be more focused on anti-corruption to help build the anti-corruption culture in society. Students are expected to act as an agent of change and driving forces of the anti-corruption movement in society. In recorded history that students have an important role in determining the course of the Indonesian nation. With idealism, youthful spirit and high intellectual abilities of its students are able to act as a change agent (agent of change). The student's role is prominent in major events such as the National Awakening in 1908, the Youth Pledge in 1928, the Declaration of Independence in 1945, the birth of the New Order in 1966, and the Reformation in 1998. So it is no exaggeration if the student is also expected to be a major driving force movement anti-corruption in Indonesia. To be able to play an active role of students need to be equipped with enough knowledge about the ins and outs of corruption and its eradication. What is important, to be able to play an active role the student must be able to understand and implement anti-corruption values in everyday life.

Efforts student debriefing can be reached in various ways, among others through socialization, campaigns, seminars or lectures. Anti-corruption education for students aiming to provide sufficient knowledge about the ins and outs and the eradication of corruption and instill the values of anti-corruption. Long-term goal is to develop an anti-corruption culture among students and encourage students to be able to participate actively in efforts to eradicate corruption in Indonesia. Anti-Corruption Education Textbook contains basic teaching materials that can be developed in accordance with the conditions and needs of Higher Education and Studies respectively. Teaching materials are basic in this book consists of eight chapters, namely: (1) Definition of Corruption, (2) Causes of Corruption, (3) Impact of Massive Corruption, (4) Values and Principles of Anti-Corruption, (5) Efforts to Fight Corruption in Indonesia, (6) Movement, Cooperation and International Instruments Prevention of Corruption, (7) Corruption in Laws and Regulations, and (8) Role of Students in Anti-Corruption Movement.

The problem of corruption in Indonesia has reached the level raises skepticism are all people, including students. Therefore Anticorruption designing new courses in order to become an interesting learning is not monotonous and effectively is not easy. The material is absolutely essential to strengthen the cognitive aspect, but the selection method of creative learning is the key to optimizing the success intellectual, and ethical integrity of the critical nature of the student. Lecturer itself must be a communicator, facilitator and a great motivator for students.



The role of university leaders are also required to create a campus as a land of integrity that supports the effectiveness of anti-corruption education itself. Building on issues and approaches cultural phenomenon that has been described above, the Anti-Corruption Education courses more emphasis on character development of anti-corruption (anti-corruption character building) on the individual student. Thus the purpose of the Anti-corruption course is shaping the personality of anti-corruption in the private self of students and build morale and competence as an agent of change for the life of society and state are clean and free from the threat of corruption.

Anti-corruption education is in the form of a course Anti-corruption stand-alone (independent), are held regularly in the 14-16 meetings during the semester. This course can be set as a subject of mandatory and optional in the college curriculum. Of course not rule out the possibility of this matter and teaching methods will be applied also to other forms of education outside independent subjects. Anti-corruption material can be delivered in one or more meetings (insertion) in a particular course, or in the form of training, campaigns, seminars and so forth. The method used can be adapted to the limitations of space, time and condition.

Anti-Corruption Education lectures designed to be implemented as much as 14-16 times face to face meeting or during a semester. Half of the lecture schedules filled with the provision of basic materials chapter 1 s / d Chapter 8. The remaining half can be filled include: a public lecture on corruption eradication figures, case studies, screening and analysis, investigation task, the task of observation, the task of making paper , the task of prototyping technologies associated with the eradication of corruption, and other tasks that are tailored to the characteristics of the Program on Higher Education respectively. Thus textbook Anti-Corruption Education course is organized for the purpose of implementation of the Anti-Corruption Education lectures for students at the College. Of course, this textbook is still far from perfect. However, the presence of this textbook is expected to contribute to the efforts to eradicate corruption in Indonesia, especially in efforts to build an anti-corruption culture among students in particular and society in general.

Based on the background of the problem, the author wanted to make a scientific article entitled Education Urgency Anti Corruption In Higher Education In Indonesia

## **B. Discussion**

### **1. Role of Students**

In the history of the nation of Indonesia noted that the students have a very important role. The role is recorded in the major events that starts from the National Awakening in 1908, the Youth Pledge in 1928, the Proclamation of Independence of the Republic of Indonesia in 1945, the birth of the New Order in 1996, and Reform in 1998. It is undeniable that the great events of the students perform in front as a driving force with ideas, passion and idealism that they have. The critical role of the student can not be separated from the characteristics they possess, namely: intellectual, youthful, and idealism. With high intellectual capability, youthful passion, and pure idealism has been proven that students should always take an important role in the history of this nation. In some of the major events of this nation has been proven that students very important role as a change agent (agent of change). In the context of the anti-corruption movement of students are also expected to perform in front into the motor. Students are supported by the basic competencies they possess, namely: intelligence, critical thinking skills, and the courage to state the truth. With their capacity with the students are expected to be agents of change, capable of voicing the interests of the people, they can criticize corruptive policies, and capable of being a watch dog state agencies and law enforcement.

### **2. Student Involvement**

Student involvement in the anti-corruption movement can basically be divided into four regions, namely: in the family, on campus, in the surrounding community, and at the local / national. Family environment is believed to be the benchmark first and foremost for the students to test whether the process of internalization of anti-corruption in themselves already occurred. Student involvement in the anti-corruption movement in the campus environment can not be separated from the status of students as learners who have the obligation to follow the vision and mission of the campus. While the student involvement in the anti-corruption movement in the community and at the local / national linked to student status as citizens with equal rights and obligations with other communities. 1. On the Family Environment Internalization of anti-corruption code within the student can be started from the family. Such activities may include observations of the daily behavior of family members, for example: a. Whether in driving a motor vehicle with her father or other family members, obeyed

the traffic rules? For example: do not turn / spin in a place where there are signs prohibiting turns / spins, does not stop the vehicle crosses the line marking the stop sign when the traffic light is red, do not park / stop the vehicle in a place where there is a sign prohibited parking / stop, etc. b. Is when the tandem bike with her brother or other family members, do not run the bike over and take a right pedestrian pedestrians? Not riding a motorcycle in the opposite direction? Not riding a motorcycle exceed the capacity (eg one motor berpenumpang 3 or even 4 people). c. Is the parents income is not derived from corruption? Are parents are not abusing office facilities they are entitled? d. Is any of the family members who use pirated products (songs, movies, software, bags, shoes, etc.) Lessons from the family environment is one's level of adherence to the rules / disciplines applicable. The substance of the violation of the rules / disciplines are dissatisfied because disenfranchised. Deprivation of the rights of others is the forerunner of corruption.

Stages of the process of internalization of the character of anti-corruption inside the student that begins from the family environment is very difficult to do. Precisely because family members are people nearby, who at any time to meet and get together, the observations of the behavior of corruption committed in the family is often a bias. How could a child dared to rebuke his father when the father often violate traffic rules? Do children dared to ask about the origin of the income of the parents? Do children have the nerve to admonish the other family members for using pirated goods? The values instilled parents to their children stems from the family environment and the fact that these values will be carried throughout his life. So when a student successfully passed this difficult time, it can be expected when it plunged into the student community will survive through various obstacles that lead to corruption. At least, no one person younger generation is not tempted to commit an act of corruption. If the Anti-Corruption Education followed by many universities, you will get quite a lot of young people who can be bastion of anti-corruption in Indonesia.

#### a. In the Campus Environment

Student involvement in the anti-corruption movement in the campus environment can be divided into two areas, namely: for individual students themselves, and for the student community. For individual settings, a student is expected to prevent themselves do not behave corrupt and not corrupt. As for the community context, a student is expected to prevent fellow students and student

organizations on campus do not behave corrupt and not corrupt. So that a student may play well in the anti-corruption movement? First, students must behave anti-corruptive and not corruption in various levels. Thus the student must have an anti-corruption values and understand the principles of corruption and anti-corruption. Both of these can be obtained from following dissemination activities, campaigns, seminars and lectures anti-corruption education. Values and knowledge acquired must be implemented in everyday life. In other words, a student must be able to demonstrate that he is clean and away from acts of corruption. Various forms of activity can be done to instill the values of anti-corruption to the student community and student organizations in order to grow in the student anti-corruption culture. Campaign activities, socialization, seminars, training, regeneration, and others can be done to foster a culture of anti-corruption. Clean test campaign activity or anti-cheating, for example, can be done to cultivate among others the values of hard work, honesty, responsibility, and independence. honesty canteen

b. In Public Interest

The same thing can be done by a student or group of students to observe the environment in the surrounding communities, for example: a. Is the government offices function with reasonable care services to the people: ID card, driving license, KK, reports loss, tax services? Are there any fees required for the manufacture of papers or document? Wajarkah amount of costs and whether the amount of the fee was officially announced in a transparent manner so that the public know? b. Is the city's infrastructure for public services adequate? For example: the condition of the road, especially at night time lighting, availability of public facilities, ramburambu road crossings, etc. c. Is the public services for the poor are adequate? For example: the distribution of gas stoves, direct cash assistance, etc. d. Is public access to a wide range of information readily available?

c. In Local and National In the national context,

A student's involvement in the anti-corruption movement aims to prevent the occurrence of corrupt behavior and acts of massive and systematic corruption in society. Students with its competence could be the leader (leader) in a mass anti-corruption movement both locally and nationally. Starting from the activities organized on campus, students can spread the anti-corruption to the public,



starting from a community around the campus will then be extended to a broader scope. Anti-corruption activities designed and implemented jointly and continuously by students from various universities will be able to awaken public awareness of the bad corruption in a country.

From the tip of Aceh to Papua, Indonesia Country given tremendous blessing from God Almighty. Almost none of the foot area in Indonesia this country who are infertile or have the potential of natural resources well. All types of wood, bamboo, food plants can live well and fertile. While in the ground inevitably so abundant petroleum, coal, natural gas, geothermal, iron ore, copper, gold, aluminum, nickel to uranium. Not to mention the enormous wealth of the sea with an area of unusually large. Additionally grace that Indonesia is located on the equator are very abundant sunshine and only has two (2) seasons were very support. With a highly abundant wealth, the Indonesian people should be able to live better and even very likely to be the best in the world. It's only natural that Indonesia's population live in prosperity if they see the wealth owned. No one is starving, no one is suffering from sickness and unable to seek treatment, no more ignorance because everyone is able to attend school up to the highest level, there are no people living under the bridge anymore because everyone has a decent place to live , no severe congestion due to a well-organized city, children grow up healthy because of good nutritional adequacy. Street children, beggars, and other social ills has become a thing of the past that no longer exists. Orphans, the elderly live in prosperity and considered by the government. Not an intentional that in the middle of Indonesia said the word 'ONE', ind-one it, which means that one. Surely this could mean that Indonesia could become the number one nation in the world. Of course you can, to see this country so rich, fertile, gemah ripah jinawi tablets, Indonesia is very potential to be the number one country in the world. Of course, with notes, there is no corruption, no one is taking the rights of others, and no plundering the wealth of the country. Because if there is corruption and take away the rights of others, the State of Indonesia is no longer 'ONE', but will change to In-DONE it, "DONE", finished! !, The End of the Nation's finished! Indonesia as a nation and state is not.

Then, if Indonesia no longer exists, Indonesia only a past story, how the future fate of our children and grandchildren? You can imagine? Therefore, let's unite step, let's fight corruption by starting with yourself, with great hope for the glory

of the country and welfare of the people in it. Nothing is impossible in this world, something big always begins with one small step, but surely and with integrity. Welcome to the generation of anti-corruption.

Approach Anti-Corruption Education in Higher Education. As far as the movement against corruption carried out in various parts of the world, can be identified four (4) approaches most widely adopted by various groups (Vitello, 2010: 20), namely:

a. Approach Lawyer (Lawyer approach)

In this approach does is to combat and prevent corruption through law enforcement, the legal rules that have the potential to close the gaps corruptive acts and law enforcement agencies more accountable. This approach usually results quickly (quick impact) in the form of demolition case and arrest the corrupt, but cost much (high costly), although in Indonesia, for example, the biggest challenge comes from the law enforcement agencies (police and courts) itself.

b. Business Approach (Business approach)

In this approach does is to prevent corruption through the provision of incentives for employees through the competition in performance. With healthy competition and incentives are optimal it is expected that people do not need to commit corruption to gain an advantage.

c. Economic Approach or the Market (Market Economist or approach)

In this approach does is create competition among agents (fellow government employees, for example) and fellow clients so that all compete to show a good performance (not corrupt) so that the selected service.

d. Approach Culture (Cultural approach)

In this approach does is to build and strengthen anti-corruption attitudes of individuals through education in various ways and forms.

This approach tends to take a long time to see his success, cost is not great (low costly), but the results will impact the long-term (long lasting). Four approaches above can be performed by any party either from the government sector, the private sector, organizations and other community units. During the first three approaches, namely the legal approach, our business approach and the market approach more widely adopted because it is considered the most appropriate to deal with the cases of corruption that have occurred and prevent further corruption. But in Indonesia, for example, although the Corruption Eradication Commission (KPK) and government

officials has been successfully completed various major corruption cases, various agencies have been pursuing legal and work environment of integrity, the fact still a lot going on corruption cases. Even more alarming is how easy it is small-scale corruption (petty corruption) committed by individuals in the community, because the real corruption comes from petty corruption. This is where the attention to the importance of the cultural approach (cultural approach) began to strengthen. Formal and non-formal eventually be an option. In general, education is intended to re-establish a correct understanding of the public about corruption, raising awareness (awareness) to all potential corruptive acts that happen, do not do the slightest act of corruption, and dare to oppose the corruption that occurred. This practical purposes, when done together by all parties, will be a mass movement that will be able to give birth to a new nation free from the threat and impact of corruption.

### **3. Urgency Education Anti Corruption In Higher Education**

Corruption and Anti-Corruption in the Scientific Perspectives In the academic world, especially universities, the birth of a new course will require precise placement of the realm of science. Similarly, the Anti-corruption course. From the experience of several universities that have hosted this course, there is always the question arises, discussion to debate about in the realm of science subjects Which Anti-corruption. The debate usually takes place between several fields of science, and lead to difficulties in obtaining the intersection, because every science tends to maintain the perspective of each. A topic raised in a course or even be the naming of a subject does not always come from science itself, but it is probably born as a response to the growing phenomenon occurs. Similarly, the Anti-corruption courses that can be said is born of the phenomenon worsening disintegritas in the life of the nation, which is indicated by the occurrence of acts of corruption is relentless, so it requires the efforts systematically eliminate them.

- a. The impact of corruption that has been proven to weaken the resource, disturbing social life, undermined the potential of the nation-state and even has become an international issue, shall be disseminated to the entire community through education; which is expected to foster a common commitment to stop corruption in the future. Corruption and anti-corruption itself is a complex phenomenon, can be seen from various perspectives are in fact complementary as a Learning Model Course Anti-corruption puzzle. Perspective pieces are then explored in a variety

of subjects. Here are some practical experience that has happened in Indonesia:

- a. Legal perspective view that corruption is a crime (crime), criminals are criminals and therefore should be done by the government is cracking down on the corrupt with the snares of law and combat corruption by strengthening legal instruments such as legislation and law enforcement agencies. This perspective gave birth to a kind of course on a number of Corruption Criminal Law Faculty of Law.
- b. Political perspective view that corruption tends to occur in the realm of politics, particularly corruption (grand corruption) is done by politicians who abuse their power in the bureaucracy. This perspective gave birth to a kind of subject or Political Corruption Bureaucratic Corruption in a number of the faculty of Political Science.
- c. Sociological perspective view that corruption is a social problem, a problem of institutional and structural problems. Corruption occurs in all sectors and for the majority of society, it is considered as a social disease. This perspective gave birth to, among others, the subjects of Sociology of Corruption in the number of courses Sociology or Social Science Faculty.
- d. Religious perspective view that corruption occurs as a result of the lack of religious values within the individual, and therefore efforts should be done is to strengthen the internalization of religious values within individuals and communities to prevent acts of petty corruption (petty corruption), let alone a major corruption (grand corruption). This perspective then gave birth among other subjects on a number of Corruption and Religion Faculty of Philosophy and Religion.
- e. Some other perspective that underscores the phenomenon of corruption from a certain perspective can become the focus of a course.

Anti-corruption education in the College of adjusting the level of learners are undergraduate (S1), then the competence to be achieved are:

- a. Students are able to prevent themselves from committing acts of corruption (individual competence).
- b. Students are able to prevent others from committing acts of corruption by giving the person a warning.



- c. Students are able to detect the presence of corruption (and report it to law enforcement). The explanation is as follows:
- 1) starting from the individual competence of students have negative perceptions about corruption and the positive perception of the anti-corruption, the strengthening of consciousness (awareness) against the potential for corruption. Students finally have an attitude of anti-corruption in the sense of trying to not do the slightest act of corruption.
  - 2) His anti-corruption then give the effect of mouth to the neighborhoods where students dared to remind or prevent others from committing acts of corruption in any form, including being able to provide information to others on matters related to corruption and anti-corruption.
  - 3) Competence next is that students are able to detect the existence of corruption in a comprehensive manner from the shape, the process, the rules are violated, the offender, loss / impact; furthermore capable of producing problem-solving (problem solving). Reported to law enforcement may be done, but must have a valid evidence. Anti-corruption education implemented by each college should have a common purpose and competence of learners to be achieved. Thus the anti-corruption competence of students in all universities will be at the level expected. But there are things that can be the differentiator characters Anti-corruption courses between universities, namely:
    - a) Localities area Corruption and anti-corruption movement that occurs in the area where the college is located.
    - b) The local wisdom (local wisdom) byword, classical and modern slogan contained in the culture of a region where the college is located.
    - c) Characteristic of college Something into the vision, mission, core competences of a college that sets it apart from other universities.
    - d) Characteristic of the course or scientific context of a scientific study program in which the course is taught. The inclusion of all four of the above in the Anti-corruption courses at a community college would be typical for substances subject to more contextual and can result in concrete problem solving for the local community.

Corruption in Indonesia has lasted a long time. Various korupsipun eradication effort has been made since the early years after independence. Various laws on combating corruption has also been created. Likewise, various institutions established

to eradicate corruption after another, starting from the Corruption Eradication Team in 1967 until the establishment of the Commission in 2003. However, it must be recognized that the fight against corruption conducted so far have not shown maximum results. It is seen from the low number Corruption Perception Index (CPI) of Indonesia. Based Undang\_undang No. 30 of 2002, the Corruption Eradication is defined as a series of actions to prevent and combat corruption - through the efforts of coordination, supervision, monitoring, investigation, investigation, prosecution and examination before the court - with the participation of community based regulation - undang applicable.

The formulation of the law implies that the fight against corruption will never succeed without involving the role of the Student Movement Anti-corruption. Corruption is an extraordinary crime (extraordinary crime) which are very remarkable. Basically corruption disastrous impact on all aspects of human life. Corruption is one of the main causes of failure to achieve justice and prosperity of a nation. Corruption is also a negative impact on the economic system, a democratic system, political system, the legal system, the system of government, and the social fabric of society. What is important corruption can also be degrading to a nation in the community. Thus the corruption eradication strategy there are three (3) main elements, namely: prevention, enforcement, and community participation. Prevention is the whole effort is made to prevent the occurrence of corrupt behavior. Prevention is also often referred to as the Anti-corruption activities of a preventive nature. Repression is the whole effort made to mitigate or eradicate acts of corruption. Repression is often also referred to as Counter Corruption activities that are repressive. Community participation is the active role of individuals, community organizations, non-governmental organizations in the prevention and eradication of corruption. One of the efforts to eradicate corruption is to consciously perform an anti-corruption movement in society. This movement is a joint effort that aims to foster anti-corruption culture in society. With the growth of anti-corruption culture in the community is expected to prevent the emergence of corrupt behavior.

Anti-Corruption Movement is a long-term movement should involve all relevant stakeholders, namely government, private and public. In this context the role of students as one of the important parts of the community are expected. As we all know, is basically corruption that occurs when there is a meeting between the three main factors, namely: intent, opportunity and authority. Intent is an element of every

crime that is related to an individual human, for example, the behavior and values espoused by someone. While the opportunity is more associated with the existing system. Meanwhile, the authority of a person will directly strengthen the opportunities available. Although it appeared intent and open opportunities but was not followed by the authority, then corruption will not occur. Thus, corruption would not have happened if these three factors, namely intent, opportunity, and the authority does not exist and is not met. So that the fight against corruption is essentially an effort to eliminate or at least minimize these three factors. Anti-corruption movement is basically a joint effort of all components to prevent opportunities for corrupt behavior. In other words, anti -korupsi movement is a movement that improves the behavior of the individual (human) and a system to prevent corrupt behavior.

It's believed that efforts to repair the system (system of laws and institutions and norms) and the improvement of human behavior (moral and welfare) can eliminate, or at least minimize opportunities for the development of corruption in this country. Efforts to improve human behavior, among others, can be started by instilling values that support the creation of anti-corruptive behavior. The values in question, among others, are honesty, caring, self-reliance, self-discipline, responsibility, hard work, temperance, courage and justice. Planting these values to the public is done in ways that are tailored to the needs. Planting these values are also important to the students. Anti-corruption education for students can be given in various forms, such as socialization, seminars, campaigns or other forms of other extra-curricular activities. Anti-corruption education can also be provided in the form of lectures, either in the form of compulsory and optional subjects. Efforts to improve the system, among others, can be done by improving the legislation in force, improve governance, reform of the bureaucracy, creating a work environment that is anti-corruption, applying the principles of clean and good governance, the use of technology for transparency, and others , Of course, efforts to improve the system is not only a responsibility of the government alone, but also must be supported by all stakeholders including students. Knowledge of system improvement efforts is also important given that students can better understand the fight against corruption.

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