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WHY CORRUPTION MAY HAPPEN?: A CLASSROOM ACTION RESEARCH

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Abstract

The Anti Corruption course is one of several ways of anti-corruption's campaign in Indonesia's higher education system. In terms of education, the Anti Corruption's curriculum were prepared and developed by Indonesia's ministry of education, but in practice it is possible for lecturers to creatively modify the way of delivering subjects to students. The purpose of this study is to explore student perspectives on what causes corruption. The researches itself is a classroom action research, and discuss through intepretative approach. Sampling technique were done through judgemental sampling. Respondents involved were students who attend the anti-corruption class year 2013 (n = 20). Data collection is done by using open question form in e-learning (elearning.paramadina.ac.id). Questions will lead to response of students about their perspectives of what causes corruption and as a results, students perspectives are then classified into three kinds of responses, they are internal causes of corruption, external and internal causes of corruption and external causes of corruption.

Keywords: cause, corruption, student

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Introduction

Anti-corruption education in Indonesia's Higher Education (HE) is a must. This is considered important because HE consists of of late adolescent, that in the next two or three years after they graduate as Bachelor, will play his or her roles in making any decisions. That decisions, expected to be anti corruption.

In 2008, in the structure of Paramadina University's (www.paramadina.ac.id) curriculum, Anti Corruption is a must for all Departments. The essence of anti-corruption education in the curriculum is meant for higher educations student, that has no understanding of the

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background of corruption in present society, and why it consider as massive criminal action nowadays.

This course consists of 2 credits, and however the subject was design for Student Centered Learning (SCL) purpose, where students will not only learn in the classroom by listening or interact with lecturer or other student, but also may follow any variety of public lectures or Studium Generale held in Paramadina University (once in the on going subject in a Semester).

However, the most interesting part of this subject is that students have an obligation to visit and be part as attendees of Corruption Court's Event. This court, held by Indonesia's Corruption Court or *Tindak Pidana Korupsi* (TIPIKOR), and students will use any inspiration derive from cases students see when attending the court. The results, student has a compulsory to conduct research on corruption that exists in present society, and that study titled "Investigative Report". This "Investigative Report" is an event, and will be contested between classes of anti-corruption in the same time, between the semester meetings.

In the implementation of teaching and learning activities, each faculty is equipped with materials from anti-corruption course's coordinator. The materials consist with lecturer hand out materials, and syllabi. Although the implementation of the course is basically carried out in syllabi, it is possible for lecturers to improvise in the teaching methods.

In this study, the improvisation performed by the lecturer became the focus of anti-corruption, why? Because the character of students from each classes are different, and it is important for students to acquire the application of teaching methods that appropriate with character of students. This teaching methods aimed that students will get more from learning outcomes anti corruption.

However, classroom action research is possible to be done and applied during this implementation of anti corruption learning activities. The classroom action research carried out with the main objective, and this would be valuable so that the University can make an assessment about the practice of anti corruption learning activities. Practice learning activities take place between the lecturer and student, therefore the lecturer him/herself will conduct this research, and it will give the opportunity to lecturer to see his/her success in transferring their anti corruption knowledge to students.

With regard to the teaching of anti-corruption, it may be necessary for lecturer to carry out the assessment. The assessment itself will see how far transfer of knowledge from lecturer to students, in relation to the concept of anti-corruption. Knowledge transfer will form in short open questions that need to be answered by students; the students' will answer according their understanding of the overall material presented by the lecturer.

This classroom action research study was conducted in order to see how students from Semester 2012/2013 respond to the following open question: Why corruption may happen?

Research Questions

Based on the explanation above, the research question is, how the student responses with their knowledge, to questions on why corruption may happen.

Review of Literature

Corruption

The definition of corruption, according to Dearden (2003) is "being carried malfeasance for private purposes". Furthermore, Transparency (1999) mentions the definition of corruption is the act of giving or receiving an undue advantage, in the ordinary course of business which leads to a course of action violates a person's duty. Between both definitions there are similarities, the corruption however is associated with the position or business activity. Then, it can be concluded that, corruption has keyword abuse and violation.

Associated with corruption, according to history, corruption appears in countries that have following phenomenas:

- The state has a dominant role, the public sector plays a major role in the economy and the private sector play a minority role in the economy
- Producing countries in par public consumption goods and competition from the private sector was minimal
- Too many rules that regulate the government's economic
- Public officials have discretion in implementing these regulations
- There is no system of accountability and transparency that can suppress the potential for corrupt transactions, and there are no rules that define the rules of the game in the market (quoted from Arifianto, 2001)

Thus, corruption is an abuse or violation, may appear to have a tendency to give priority to State's public sector, without having strict rules.

The Causes of Corruption

Klitgaard, Maclean - Abaroa and Parris (2005), citing Ramirez Francisco Torrez, mentions several factors that cause corruption, there are the family, educational level, attitudes to work, business or ministry, the State and the international situation. A different opinion was expressed in Treisman (2000), related to factors that cause corruption, namely the religious factor. Religiosity, affect how one views his loyalty to the family than the public environment (Treisman, 2000). The influence of religion, in view of Treisman (2000) is also shown in the fact that the relationship between the governments of a country awakened to religious leaders. This opinion actually wants to raise an issue on how religion plays a supervisory function, through the clergy, and would denounce abuses committed by state officials. Between the opinions expressed Klitgaard et al (2005) and Treisman (2000) can be classified into two factors contributing to the corruption, they are the internal factors and external factors.

Anti-Corruption Learning Methods

The concept of learning in the lecture, referring to five following concepts: enhancing knowledge, recall and generate, display of facts and skills that can be applied, to understand and interpret reality in terms of the new (Farton, Dall'Alba and Beaty in Dichter, 2001). Thus, the purpose of learning is to give knowledge to students about corruption and why they should learn about anti corruption. This is assume that students are those who might not know the real conditions, will become aware of corruption, may connect their knowledge to what is happen recently and apply to what is known to reality.

To realize the concept of learning, students needs to go through the designed learning method, which is applied by lecturers in the classroom to all students. Learning methods at the level of the course may be done through the following methods: lecturing, group discussions, individual presentations, assignments, seminars, workshops, conferences, brainstorming, role play, and case studies (Sajjad, 2010). Thus, the methods used in teaching and learning activities in the course have a variety to choose an alternative by lectures.

Anti-Corruption Education

Education is a fundamental rights for every human being, and every individual is entitled to proper education, especially for primary and secondary education. In one narrative issued by the Indonesia's National Development Planning Agency, the government should pursue the expansion and equity in educational opportunities, high quality for all Indonesian people, because the direction of education is to develop the quality of human resources in a educated manner (downloaded from www.bappenas.go.id, 2013). Thus, education is a human right and a target government to create equity for the people to get an education.

Anti-corruption education is one of the Indonesia's Director General of Higher Education efforts in the formation of national character. In relations with the formation of national character, the Anti-Corruption education at the college level aimed to provide sufficient knowledge about the ins and outs as well as the eradication of corruption and instill the values of anti-corruption.

The long-term goal is to develop an anti-corruption culture among students and encourage students to participate actively in the efforts to eradicate corruption in Indonesia (downloaded from acch.kpk.go.id, 2013). Thus, in the context of educational efforts, the goal is for the formation of national character, an anti-corruption education is considered important to be held in Indonesia's higher education or universities, because students will be the future leaders. The development of anti-corruption values is possible to be done on a scale of college or universities, even though this type of education possible to be started from family level or early education.

The implementation's mechanism of anti-corruption education in higher education is done by lecture. Lecturer will need to teach Anti-Corruption for 14 -16 times face-to-face meetings in each semester. Half of the lecture schedule is filled out with material provisions from chapter 1 until chapter 8 from Anti Corruption book provided from the University to lecturer. The other half can be filled with: general lectures from the selected speakers on how to eradicate corruption, case studies, screening and analysis, also students will be given task on doing investigation, writing observation tasks, papers, the task of prototyping technologies associated with the eradication of corruption, and other tasks that may be adapted to the characteristics of the Higher Education specifically (downloaded from acch.kpk.go.id, 2013). However the most important thing is that the anti-corruption lectures aimed at the end to make students participate actively, so that the implementation of class is done in a creative and interactive way.

Respondents

Type of sampling technique is a non-probability; the kind of sampling intake is judgmental sampling. This type of sampling is considered relevant, because only participants who attend a course of lectures on anti-corruption Semester 2012/2013, which is held every Friday at 15:30 to 17:00 pm or 2 credits.

The population of participants in the anti-corruption courses Semester 2012/2013 was 180 students. While the study sample was 31 people, although in practice only 20 people responded to questions in a timely schedule for the collection of answers (between 15 to 22 March 2013). Students who responded came from several directions, as follows: student of Management Department (6), student of Philosophy of Religion Department (2), student of Communication Studies Department (4 people), student of International Relations Department (4 people), student of Information Technology Department (4 people). Students come from the class of 2010 (10 people) and the class of 2011 (10 people).

Research Methods, Data Collection and Analysis

This study is classified as classroom action research. The classroom action research measures according Tomal (2003) has the distinction of qualitative and quantitative research, and the action research emphasis was on the process of solving problems and making progress on the problems faced by students. In classroom action research, there are following characteristics (Suparno, 2008):

- Can use numbers and not, is determined by the purpose of the study
- Requires cooperation between researchers, educators, consultants and administration
- Research without action has the characteristics of a hypothesis
- Research can use statistical measures and can also not use, depending on the purpose of the study
- Research will give brief narrative action
- Using a wide variety of interventions to address the issues
- Research model depends on the purpose
- The purpose or focus of the research is to solve problems and make
- Philosophically is that knowledge is a process, changing and evolving

This research uses data mining method with a data collection document. This method is accomplished by means of lecturer give quizzes to students through e-learning and the response of the students also received through e-learning.

Data obtained require accuracy, credibility and reliability. In classroom action research, accurate data is called if the data are taken really shows and create a true picture of the reality under study. Furthermore, the data obtained require credible if the data is trustworthy and reliable. In this action research involving the use of theoretical validity of the researchers' ability to report symptoms studied (Suparno, 2008).

Thus, the following activities undertaken by researchers:

- Researchers as lecturer have had interactions with students during seven meetings (of the sixteen meetings) or on weekends when the implementation of Mid-Semester Exam
- Researchers as lecturer provide an open question, and the guidelines of question explained what is the mechanism that may thorough by students in order to respond to questions with a personal understanding or not to write theory
- Researchers as lecturer documented the entire response from the students during the collecting period between March 15 to 22, 2013. During one week of data collection, of 31 students, 21 students who responded

Statements below is one of students response

"Corruption can occur due to, 1) Confidence and low self-confidence and false manifest in behaviors such as cheating, look for shortcuts. 2) low self-control, what one wants in Indonesia will mostly involve the lives of others, is the closest family. To achieve adequacy of the material, the individual will lose self-control and choose the graft, 3) perception of the process have been made erroneously that it becomes negative, causing a lot of people do not like the process and select the shortcut to corruption"

Research procedures

This action research follows the implementation of the scheme as follows (Johnson, 2005; Mills, 2007; Tomal, 2003): ask questions, identify problems, and determine the area of research. In this case the researchers wanted to examine the students' responses to question.

The thing that is interesting is that the lecturer want to know how the questions are actually a part of a student self-evaluation. Issues in

education who want work at more is how students can capture the phenomenon experienced in daily life and associate with the theme presented in the lecture.

Determine data collections

In this case the researcher wants to collect statements from students, such as writing, collecting student responses through e-learning for a one-time chance of collecting.

Data collection dan data analysis

In this activity the researchers collected data by looking at the data pool from e-learning, researchers may draw conclusions related to the research questions

Planning of actions

In this activity the results of the study will be followed by an action plan that will be used in advancing the issues

Further implementing action plans

In this activity, the study will be continued with follow-up and action plan

Evaluation and follow-up plan

In this activity, the researcher will have to decide whether the result of study will proceed with evaluation planning and evaluations follow-up.

Findings

In this section, the researcher will present findings obtained from the data collection. Here are responses given by the student.

However, quoting Hamzah (the CSRC, 2011), he stated that the cause of corruption, particularly in Indonesia are as follows:

Lack of civil servants' salaries compared to the increased of needs. Cultural background or the culture of Indonesia, in which it is the source or cause that widespread the corruption management and the government control are less effective and less efficient, which then provide the opportunity for corruption. (And) modernization that encourage corruption.

Thus, there are a few key words when looking at the causes of corruption, they are: material issues, culture, management, control management, modernization. Of the four key words, it can be underlined that there are two factors that cause corruption, the internal factors and

external factors. In CRSC (2011) stated that internal factors are the cause of such corruption, the perception of corruption, morality and integrity of the individual. While external factors are the cause of such corruption such as poor legal system, poor political system, poor cultural institutions, and poor structure of the social system, poor education system and poor economic system. (CSRC, 2011). Therefore, it can be concluded that the two factors above are causes that need to be understood in order to avoid or minimize the occurrence of corruption in the environment. Based on the description of the causes of corruption, the response generated by the student consists of several themes, as described below.

The Causes of Corruption

This section aimed to describe the respondents' opinions on the causes of corruption from the perspective of a student. Previously, there is a note from Transparency International (TI), their study about Corruption Perception released in 2007, put the nepotism and favoritism as the first rank of corruption in a country, followed by the misuse and embezzlement of public funds. Thus, corruption has a detrimental form a nation and as a result of corruption is counterproductive and even destructive.

Furthermore, the results of a study conducted by the Royal Government of Buthan (2009), in a study of 332 respondents, results obtained regarding the causes of corruption, as follows:

- a. Inefficient service delivery
- b. Lengthy procedures
- c. Lack of information
- d. Weak leadership
- e. No legal action
- f. Accountability low
- g. Lack of incentives
- h. Low salaries
- i. The need for money
- j. The low social ethics
- k. Self centered
- l. The cost of corruption is low
- m. Society tolerate acts of corruption
- n. Low morale
- o. Degeneration of social values
- p. Only a small number of groups of people who would do.

Based on the results of the above study, it can be concluded that although previously state that factors causing corruption is due to two

main points namely, internal and external, but in the explanations corruption occur because of the absence of strong values and ethics in society. Values and ethics in society however is important, because ethics and values is associated with public confidence. The relationship between values and ethics to public confidence is the key to the success of the establishment of the credibility of stakeholders, and the community will provide support to the stakeholders, as described by Nadler (downloaded from www.scu.edu, 2013). Thus, values and ethics in society need to be built and nurtured in order to create its own integrity.

Of questions that was appear in e-learning, we have collected 19 answers from a total of 31 students who attended the lectures as a student response, and the response from the nineteenth responses can be classified into three, namely: a) students who responded corruption can occur due to internal factors, b) students who responded corruption can occur due to external factors, c) students who responded corruption can occur due to internal and external factors.

Corruption Happen Because of Internal Factors

According to fourteen students, lifestyle is considered to be the causes of corruption, and it is due to internal factors, which are considered as the cause of corruption. The factors referred to internal factors such as student are, lifestyle, ambitions or goals, needs and desires, the satisfaction level of the individual, the moral aspect of the individual's personality.

An internal factor, according the CRSC (2011), among others is the perception of corruption, morality and integrity of the individual. Perceptions of corruption, related to how the individual perspective of corruption, while the morality and integrity of individual deals with understanding and internalization of the values within the individual.

Thus, the internal factors that were addressed by students may suitable with the the CRSC (2012), and then the factors expressed by the students can be sorted as follows.

Perception of corruption is, lifestyle and ambitions or goals, while morality and integrity are the needs and desires of the individual, the individual's satisfaction level, the moral aspect of the individual's personality

Corruption Happen Because of External Factors

According to two students, the causes of corruption due to environmental factors, as such, external factors are the cause of which is then internalized into the individual's personal habits. External factors, according to students, are environmental factors and educational factors.

In the CSRC (2012), the external factors are the cause of corruption among other systems and legal structures, political, corporate culture, systems and social structures, and the education system.

Thus, external factors that were addressed by students suitable with two among five factors if according with the CRSC (2012), and then the factors expressed by the students can be sorted as follows.

System and social structure are environmental factors, while education is the education system.

Corruption Happen Because of Internan and External Factors

According to four other students, they believe that corruption happen because of the combination both internal and external factor. Factors expressed as internal and external factors according to the the students, are as follow.

The internal factors are ourselves, lifestyle, habits, education, faith, self-control, while the external factors are the rules of the institution, social structure and influence the environment.

In the CSRC (2012) it was explained that the root causes of corruption can be a combination of internal and external factors, but as quoted from Sarlito W. Sarwono (the CSRC, 2012) there are two things that can be observed, they are: the encouragement of the self and the second is the self-stimulation from the outside.

It can be concluded that corruption can occur due to the pull energy of the inside and outside of the individual. Appeal comes from within the individual is referred to as internal factors, while the appeal comes from outside the individual is referred to as external factors. However, if the individual has strong values in himself, the internal and external factors cannot encourage someone to commit acts of corruption.

Discussions

Osuagwu (2012) have views on the conceptualization of corruption as a change from something good into something wrong, or of something that is commendable provention into licentious acts. Thus, we can conclude the act of corruption actually a decline in the morality of an act. Previously, Ashforth, Gioia, Robinson and Trevino (2008) stated that the corruption associated with the individuals in the organization and the organization itself. Thus, the actual corruption could also be interpreted as a close relationship between the individual and the organization, meaning it contains the interaction between the individual and other individuals. Then Ashforth et al (2008) said that corruption is associated with the organization as an entity; as such organizations have a role in the presence or absence of corruption.

This research is motivated by the need to see how students who took a course of anti-corruption responses the factors that lead to corruption, from the standpoint of the student. The goal is to see how students perform a self-evaluation of these factors, and based on self-evaluation it is expected to be part of the individual's knowledge, and students are expected to have awareness of how the appearance of corruption and can avoid it in the future, as the purpose of the anti-corruption lectures were used as a compulsory subject at the University of Paramadina.

Response provided students with respect to the question can be classified into three. Of the three classifications, from the nineteenth students who responded, fourteen of which respond to internal factors as the cause of corruption. Thus, students evaluate that internal factors such as lifestyle, ambitions or goals, needs and desires, the satisfaction level of the individual; the moral aspect of the individual's personality is the cause of corruption. The student responses in line with the concept of internal factors contained in CRSC (2011), which states that the internal factors are the cause of corruption among other perceptions of corruption, morality and integrity of the individual. Thus, students have early awareness that the cause of the corruption is because of the encouragement that comes from within oneself.

Among nineteenth students who responded on the causes of corruption, four of which stated that the internal and external factors was the one as the cause. Thus, the student is responding to internal factors themselves, lifestyle, habits, education, faith, self-control, while the external factors are the rules of the institution, social structure and influence the environment. This response is in line with the opinion of W. Sarlito Sarwono (CSRC, 2012) which states that there are two things that can be observed with respect to the causes of corruption, namely:

the encouragement of the self and the second is the self-stimulation from the outside. Thus, students have early awareness that the cause of corruption due to the encouragement and stimulation, from inside and outside the individual that attract to each other.

Then, among the nineteenth students who responded on the causes of corruption, two students stated that corruption could occur due to causes outside themselves or external factors. Thus, students respond to environmental factors, internal factors and educational factors. This response is two of the five external factors that are written in the CSRC (2012) mentions that the external factors are the cause of corruption among other systems and legal structures, political, corporate culture, systems and social structures, and the education system. Thus, students have early awareness that the cause of the corruption is due to an energy pull from outside the individual.

Conclusions

Based on the above it can be concluded that the students gave responses regarding the question, " Why corruption may happen? ". This question is open, and although not written request to mention the causes, but the response of all students mentioned the factors that cause corruption.

The factors causing corruption responded by students can be classified into three groups, namely: a group of students who stated that corruption can occur due to internal factors; groups of students who stated that corruption can occur due to external factors, and the group of students who stated that corruption can occur due to internal and external factors. The responses of these three groups, the first group who stated that corruption could occur due to internal factors responded most.

Thus, the majority of students who participate have the awareness that corruption can occur due to factors originating from within the individual. Furthermore, the amount of which many though not as much as the first group is owned by a group of students who responded that corruption can occur due to internal and external factors, so there are some students who have the view that corruption is because the inside and outside of the individual.

Even so, there are two different groups responded, and the response of the student groups for corruption due to external factors is the least response. Thus, there are students who have an awareness that corruption can occur due to factors outside themselves individuals.

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