

The Effect of Education against Corruption In Indonesia

A. Dirwan ^a

University of Aviation Marshal Suryadarma, Jakarta, Indonesia.

Corresponding author: achmaddirwan@yahoo.co.id

© Authour(s)

OIDA International Journal of Sustainable Development, Ontario International Development Agency, Canada

ISSN 1923-6654 (print) ISSN 1923-6662 (online) www.oidaijsd.com

Also available at <http://www.ssrn.com/link/OIDA-Intl-Journal-Sustainable-Dev.html>

Abstract: The purpose of this study is to determine the influence of Higher Education (HE) and the Human Development Index (HDI) in the fight against corruption in Indonesia. The main question in this paper focuses on the growing number of higher education institutions and the increasing human development index which are yet to reduce corruption in Indonesia. Corruption will lead to the disruption of the country's survival and hampers its development. Corruption has occurred at all levels, which is marked by numerous government officials and law enforcement officers being involved in corruption. Combating corruption repressively failed to reduce corruption and Indonesia is still one of the most corrupt countries in Southeast Asia (Corruption Perception Index score was 36). One preventive way is by involving education with anti-corruption material which contains moral values, to keep a person away from corruption.

The research method used is the quantitative method, using secondary data from the Indonesian Central Bureau of Statistics in 2016. The data analysis used in this research is path analysis and the test result data are obtained by using the SPSS program. This research found that there is currently no significant effect of the number of higher education institutions and levels of HDI, either individually or together in reducing corruption in Indonesia. Preventive action through education, developing anti-corruption education and community involvement, are important solutions in the fight against corruption.

Keywords: corruption, human development index, education

Introduction

Corruption has become a serious phenomenon of the world because it happens both in rich and poor countries. Basu (2006) states the problem of corruption is neither new nor is it restricted to developing countries only. Globalization with the consumerism lifestyle trends triggers corruption which has been growing in the rich countries and followed by developing countries. According to Banks (2008) globalization that continues to grow in the 21st century has affected every aspect of people's life, including norms and behavior, as well as economy and trade.

Indonesia as a nation with a large and diverse population has a continuously declining reputation and dignity, particularly in the more recent years, due to the degradation in many areas of life that are complex. Among the complexities, the most influential one is the lacking of ability in combating corruption and the declining of a thorough understanding of national values. The corruption phenomenon hit almost all government institutions (central and local), political parties at national and regional parliaments, as well as law enforcement officials such as police, prosecutors, and judges. The Commission of Corruption Eradication has caught numerous corruption attempts on red-handed-operations and it turns out that the corruption and bribery practice is increasingly widespread, which are exhibited by public officials at all levels. Although it is governed by law (Republic Act, 28/1999) where all state officials are obliged not to commit acts of corruption, collusion, and nepotism, but corruption, in particular, cannot be eradicated; it is in fact increasing. The Corruption Perception index (CPI) in 2015 highlighted that Indonesia is still at the score of 36 (Index 1 very corrupt – 100 free from corruption), ranked 88th out of 168 countries surveyed (Kompas, 2016). Indonesia's score is still below the average CPI of Southeast Asian countries with a score of 40. Thus, Indonesia as a sovereign state is yet to be fully able to eradicate corruption that is causing disruption to the safety and integrity of the nation and the state. Combating corruption is a manifestation of concern and responsibility of the Indonesian nation toward safety and integrity of the nation, which derived from the ideological beliefs and strong nationalism and supported by the continuous efforts to always be the alertness for corruptions attempt (RI National Resilience Agency, 2008). The cases of corruption occurred partly due to the lack of integrity, lack of responsibility, lack of honesty, lack of professionalism and lack of discipline.

Law is an instrument to crack down on the corruptors, in achieving justice and sustainable development of the nation. However, the law becomes ineffective because of some sociological constraints. The sociological constraints include the limitation of the new government in the legacy of old bureaucracy that is still corrupt and the orientation of repressive anti-corruption measures which are seeking to pay revenge to the past political opponents. The lack of awareness among elite political leaders to be open when being investigated about the origin of their wealth and the lack of cooperation among leaders who declare themselves as a reformist in combating corruption are still problems. Therefore, it becomes very clear that the dream of eradicating corruption can no longer be placed only on the shoulder of the elite leaders of Indonesia. Likewise, the positive law and formal law enforcement cannot be said to be the only method to prosecute corruptors. Therefore, it is really important to put efforts against corruption as stated by Fijnaut and Huberts (2002), where it is always necessary to relate anti-corruption strategies to characteristics of the actors involved (and the environment they operate in). There is no single concept and program of good governance for all countries and organizations, there is no 'one right way'. There are many initiatives and most are tailored to specific contexts. Societies and organizations will have to seek their own solutions.

With the above conditions, people's awareness and participation is one alternative solution of the vicious cycle of corruption. There are a number of possible forms that can be applied to transform public participation and awareness, one of which is to provide education about anti-corruption, especially to college students as the future generation, which will replace the position of the current country's leaders.

Community and the government of a country are working towards survivability and to ensure that the lives of future generations are useful and meaningful. The next generation is expected to be able to anticipate their future which is always changing and always related to the context of the national culture dynamics and international relations. Education cannot ignore the reality of global life which has been described as a change of life, full of paradoxes and unpredictability. Therefore, education is intended to allow the next generation to have an insight of consciousness as a nation, have a mindset, and attitude, which is reflected in the behavior of anti-corruption.

Lifelong education which focuses on human capacity development (HCD) can provide the ability for the public to play a role and participate in the fight against corruption. HCD refers to a constellation of skills, attitudes, and behaviors in living the life and reaching independence, which has high competitiveness and resilience amid the turmoil in the development of a strategic environment of the world (Levinger, 1996). Higher education (HE) is one of the strategy to achieve the excellent generation of human being, based on intrinsic motivation, leading to an accountable, quality and autonomous performance as moral human beings. According to the standpoint of management, HCD orientation focused on brain power planning and one indicator of HCD is measured from the Human Development Index (HDI). HDI of Indonesia in 2015 is still in position 110 out of 188 countries (UNDP, 2015).

Based on the above analysis, corruption can be defined as a crime of civilization. Furthermore, bad morals will damage the economy and the morale of the nation, and gradually become an epidemic in society and lead to a crisis of confidence in the leader. In general, corruption happens due to three main factors: intentions, opportunity, and authority. Intentions relate to the person themselves, meanwhile opportunity and authority relate more to the available system.

Anti-Corruption behavior and values can be formed through education (Sugono, 2008). Therefore, we need a higher education system that includes materials for understanding anti-corruption which can continuously protect the individuals against the dangers of corruption. Every form of corruption potentially has a metastatic effect, which spread rapidly to the levels that are very detrimental to the state. From that phenomenon, research is needed with the aim to analyze the influence of education and HDI against corruption in Indonesia, to form a concept that is viable in achieving a corruption-free country. In order to answer the research question regarding the effect of higher education institutions amount and HDI to decrease corruption, this project used path analysis to analyze any causal relationship between those variables.

Corruption and Causative Factor

Corruption contains a couple of meanings, such as wicked, rotten, and dishonest. Corrupting means embezzling goods or money that belongs to the state. Pratiwi (2011) mentions two definitions of corruption from Transparency International and Indonesian Dictionary. According to Transparency International, corruption is the behavior of public officials, either politicians or civil servants who are illegally enriching themselves and their close relatives, by misusing the authority owned, so then corruption is defined as the misuse of entrusted power for private gains. Meanwhile, according to the Indonesian Dictionary, corruption is the misuse of government funds and other

companies, for private purposes. Generally, corruption will always relate to the position and public authority which in turn could lead people to act against the law especially in enriching themselves, abusing their authority, opportunity and available facilities. Further to this, Werner (1983) defined corruption as taking a form of deviation from legal and public duty norms in order to gain private benefits. Another definition of corruption: behavior which deviates from the formal duties of a public role because of private-regarding (personal, close family, private clique) pecuniary or status gains, or violates rules against the exercise of certain types of private-regarding influence (Gaiden, 1977). The corruption takes place whenever a power holder or office holder is by monetary or other rewards not legally provided for, induced to take an action which favors whoever provides the rewards and thereby does damage to the public and its interests. According to Heidenheimer (1978), corruption includes kinds of behavior such as bribery (use of reward to pervert the judgment of a person in a position of trust), nepotism (bestowal of patronage by reason of ascriptive relationship rather than merit) and misappropriation of public resources for private-regarding uses. From an economic or market point of view, which views corruption as a maximizing unit, the size of someone's income depends on the market situation and their talent for finding the point of maximal gain on the public demand curve (Heidenheimer, 1978). Werner's (1983) definition of corruption emphasizes the betrayal of public interests by a willingness to gain individuals benefit. He also describes the market-centered corruption as a special type of stock-in-trade by which public officials maximize pecuniary gains according to the supply and demand that exist in the marketplace of their official domains. Gaiden (1977) suggested that this type of corruption takes place when legal institutions are used by individuals or groups to gain influence over the actions of bureaucracy.

Corruption includes improper and selfish exercise of power and influence attached to a public office or to the special position one occupies in public life (Heidenheimer, 1978). Eker (1981) reserved the term corruption as the practice of using the power of office for making a private gain in breach of laws and regulations normally in force. The UNDP (2015) defined corruption as the misuse of public power, office or authority for private benefit through bribery, extortion, influence peddling, nepotism, fraud, speed money or embezzlement.

Idakwoji (2010) also defined corruption as any form of anti-established behavior perpetrated by someone in authority with the intent to pervert roles or norms for selfish interest. Iheriohanma (2011) considered corruption as immoral, uncoordinated but conscious efforts by individuals or a group of people or institutions to amerce private wealth through the illegal use of public resources. Traditional bribery could also be defined as the performance of public duty in exchange for something of personal value. There are many more definitions of corruption and because of this, people tend to define corruption based on their own perception and describe it in varied ways. From the explanation above, it can be defined that corruption is a rotten, dishonest, and immoral action. Corruption is a behavior of illegal deliberate self-enrichment of another group, which harms the state and nation.

Corruption is caused by several factors (Sopannah & Wahyudi, 2004), they are: (1) the government and bureaucracy system that is conducive to do a deviation, (2) the absence of a control system from a strong community, and the absence of a firm set of rules and laws, and (3) the follow-up from each violation discovery is still weak and has not shown any "power" by the head of the institution. Syam (2000) explains the reason for a person to become corrupt, which is the inability to resist the temptation of material world or wealth. When the urge to be rich cannot be repressed while the access towards wealth is easily obtained through corruption, the person will do an act of corruption. Hence combat against corruption needs to involve all related departments such as government, parliament, law enforcement, public services department, Anti-Corruption institutions, civilians, media and international organizations (Haarhuis, 2005).

Some internal aspects have been identified as reasons for why people are being corrupt, such as: (1) aspects of individual behavior which are characterized by greed, weak morals and consumptive lifestyle, and (2) social aspect, especially families that strongly give the push to someone to engage in corruption. While external aspects which trigger the corrupt behavior are: (1) aspect of society attitudes, which potentially promote the corruption, such as material values and gifts, (2) economic aspects due to insufficient income, so that the person is in an urgent situation in terms of economics, (3) political aspects, such as political instability, political interest, and the aim to achieve and maintain power, and (4) organization aspect, due to the lack of exemplary attitude of the leader and the weak supervision. Clarke (1983) has suggested three factors as circumstances which impel public officers to exercise corruption, which are the salaries paid, the opportunities presented for illegal use of office, and policies.

Another theory that describes the cause of corruption is the social solidarity theory which sees that human nature is actually passive and morally neutral, but the society and environment create the personality. Society also controls a person, through social conditioning derived from education and environment. Because of the passive human nature,

the norms and values of the society then control them (Angha, 2002). According to this theory, society has a greater influence in shaping the behavior of a person instead of their environment. In the context of corruption, this means that society with a corrupt cultural and institutional system will form a corrupt man. Gibson (2000) identified four types of excuses usually made to justify immoral actions: I was told to do it; everybody is doing it; my actions will not make any difference, and it is not my problem.

Furthermore, the theory of corruption behavior (Bologne, 2006), which is known as the GONE theory, namely: (1) Greed, associated with greed of the corruptors who are not satisfied with their situation, (2) Opportunity, is a system that provides opportunities for corruption, (3) Needs, is a mental attitude of never having enough, and needs that were never fulfilled, and (4) Exposure, the punishment given to the perpetrators of corruption that does not provide a deterrent effect.

While in the anti-corruption behavior intention, there are three major components forming behavior intention (Fishbein and Ajzen, 1977): First; attitude toward the behavior, which is influenced by the behavior belief. Positive or negative evaluation of a particular behavior is reflected in words like true-false, agree-disagree, and good-bad. Negative evaluations against corruption and the positive evaluation of anti-corruption will increase intentions (potential) to behave anti-corruption. Second; subjective norm, the effect of the surrounding people and expected certain behavior, such as religious norms, social norms, and family norms. When the community leaders consider the anti-corruption behavior as a positive behavior, it will increase the community's intention to behave with anti-corruption in mind. Third; control belief, which is influenced by the perceived behavior control, is a reference to highlight a behavior. This relates to the resources and opportunities to realize such behavior. For instance, the corrupt environment around an individual or easy opportunities for corruption that will improve the intentions of individuals to engage in corruption, and vice versa. One of the roles of the anti-corruption institution is to develop concern and community knowledge of their rights to get kind, honest and efficient government officials (UNODC, 2004). Eker (1981) divides the conditions under which corruption flourishes into two conditions: necessary and sufficient conditions. The necessary conditions are the existence of surplus national wealth, a high growth rate of national wealth and a great concentration of power in the hands of officials. The sufficient conditions are referred to as the moral code and the structure of authority.

Based on the above analysis, acts of corruption involve something that is immoral, involving the government officials who embezzled positions of power in the office; furthermore, corruption involves economic and political factors.

Education and Anti-Corruption Values

At the end of the New Order Government in 1998, coupled with various vulnerabilities, Indonesia entered the reform era. But in the era of reform, a serious problem has moved forward in combating corruption. With the considerable number of students having Higher Education and the increasing human resource development index, reduction of corruption has been expected. Philosophically, man is essentially a creature of learners. Education will help people to empower their ability gradually. UNESCO confirms that through education, every man can learn to learn, learn to live together and learn to have an identity. Education is a process of humanization and through education, a human is processing to be a perfect person. Through education, every citizen continues to adapt to its environment. Education with cognitive, affective, and psychomotor aspects, will work together in shaping behavior intention, including anti-corruption. The anti-corruption material should provide a balanced synergy between these three aspects, so it really can serve to strengthen the potential of anti-corruption behavior. According to Sugono (2008), there are several definitions of value that should be reflected in an educated person who is against corruption.

First; honesty which can be defined as having an honest heart does not lie, and does not cheat. Honesty is one of the very important characteristics in life, without honesty, a student cannot be trusted in his social life. The value of honesty in campus life colored with academic culture is really needed. If a student never cheats or lies, then that particular student may become an official that will avoid corruption. The principle of honesty must be upheld by every student since the days of education to cultivate and form a noble character in each individual student, to embed the anti-corruption values.

Second; a concern which means heed, watch and mind. Concern value is very important for a student in campus and community living. As a future leader, a student needs to have a sense of concern for the environment, either the environment in the campus or outside the campus. A student is required to care for the learning process as well as manage resources in the campus effectively and efficiently. Students are also required to care for the environment

outside the campus, such as the quality of scientific products produced and other conditions that they observed as being developed, including corruption. This will be very useful for students to develop their careers and reputations in the future.

Third; independence can be defined as the process to mature self by not relying on someone else to do the work and responsibilities. It is important for the future of the students, to manage their own lives, and to manage those who are under their responsibility. Someone who is not independent will not likely manage other people.

Fourth; discipline is defined as obedience and adherence to rules. With a disciplined life, the student can achieve their life goal within a more efficient time. Negative habits tend to lead to an act of criminality, including corruption.

Fifth; responsibility is the obligation to bear everything. Someone who does something that does not comply with the rules may be prosecuted, blamed and sued. Students who have a sense of responsibility would have a tendency to complete the tasks better. Responsibility is to accept the consequences of an act, whether intentionally or not. These responsibilities are an embodiment of awareness of the obligation to receive and resolve all the problems that have been done. Responsibility also involves dedication and sacrifice.

Sixth; the principles of simple life, which are a lifestyle that is not wasteful, to live according to one's abilities and needs. The principle of simple life is an important parameter in a relationship with others. Simple life will overcome the problems of social inequality, such as enviousness, jealousy, greed, selfishness, and other negative attitudes. The principle of simple life can also avoid excessive desires, including corruption.

Thus, the values above can be included in educational materials to enhance the perception of anti-corruption among college students. These values are used as a reference in the development of anti-corruption education, with the aim of forming citizens with the characteristics of anti-corruption.

Data and Methods

The purpose of this study is to analyze how strong the influence of education on combating corruption. The research uses secondary data from 33 provinces in Indonesia (with exception of one new province which is yet to have the data) about the number of higher education institutions (Public & Private), Human Development Index (HDI), the number of corruption cases, and the number of students in higher education (additional data). All of these data were gathered by the Indonesian Central Bureau of Statistics 2016 and other related resources. The Central Bureau of Statistics Indonesia is the official agency of Indonesian Government, as such, the validity and reliability of the instrument used are trustworthy and accountable. The research hypothesis is that the more higher education institutions (HE) and increasing HDI, the less corruption (Corr) cases, or influencing in reverse (negative). For this purpose, the number of cases of corruption yields a negative sign (see Table 1).

Table 1: Number of Higher Education, HDI, and Corruption Case of every Province in Indonesia

| No. | Higher Education (HE) | Human Development Index (HDI) | Cases of Corruption (Corr) (-) | Additional Information (Student) |
|-----|-----------------------|-------------------------------|--------------------------------|----------------------------------|
| 1 | 104 | 73.05 | 387 | 99,626 |
| 2 | 363 | 75.55 | 278 | 422,662 |
| 3 | 107 | 75.01 | 242 | 162,296 |
| 4 | 78 | 77.25 | 375 | 117,778 |
| 5 | 43 | 74.35 | 147 | 52,148 |
| 6 | 118 | 74.36 | 431 | 162,339 |
| 7 | 17 | 74.41 | 203 | 53,526 |
| 8 | 83 | 72.87 | 264 | 94,010 |
| 9 | 14 | 74.29 | 89 | 7,946 |
| 10 | 28 | 76.56 | 155 | 25,147 |
| 11 | 334 | 78.59 | 967 | 1,154,966 |
| 12 | 402 | 73.58 | 420 | 666,623 |
| 13 | 272 | 74.05 | 110 | 436,920 |
| 14 | 127 | 77.37 | 89 | 281,634 |
| 15 | 379 | 73.54 | 68 | 766,124 |
| 16 | 114 | 71.59 | 130 | 132,933 |
| 17 | 62 | 74.11 | 66 | 87,078 |
| 18 | 56 | 67.73 | 179 | 109,337 |
| 19 | 47 | 68.77 | 285 | 75,334 |
| 20 | 47 | 70.93 | 330 | 69,360 |
| 21 | 24 | 75.68 | 166 | 28,396 |
| 22 | 50 | 71.74 | 184 | 76,614 |
| 23 | 65 | 77.33 | 251 | 84,205 |
| 24 | 48 | 77.36 | 208 | 59,330 |
| 25 | 34 | 72.54 | 234 | 60,948 |
| 26 | 215 | 73.28 | 242 | 304,049 |
| 27 | 40 | 71.73 | 454 | 60,141 |
| 28 | 12 | 71.77 | 255 | 34,700 |
| 29 | 13 | 71.41 | 327 | 17,983 |
| 30 | 26 | 72.21 | 387 | 44,320 |
| 31 | 17 | 70.63 | 750 | 26,128 |
| 32 | 18 | 70.62 | 478 | 21,716 |
| 33 | 41 | 66.25 | 355 | 43,271 |

Source: Indonesian Central Bureau of Statistic 2016 and other resources.

This research used path analysis to prove the causal relation between variables. The purposes of path analysis are to provide estimates of the magnitude and significance of hypothesized causal connections between sets of variables (exogenous and endogenous). Path analysis is one of the methods that may help the researcher to analyze any causal relationship between variables, to see the direct or indirect effect between variables. Furthermore, path analysis also predicts how strongly one variable may impact upon another variable and also to test the hypothesis. There are some definitions about path analysis, for example, according to Kerlinger (1992), path analysis is an application of multiple regression analysis. Fraenkel and Wallen (2006) stated that path analysis is used to test the possibility of one cause and effect relationship among at least three variables. This kind of technique assumes that the variables should be linear, adaptive, and have a symmetrical relationship. Therefore, the assumptions in this research include:

(1) All relations between variables are linear and adaptive, causal relationship assumptions will be showed on path analysis diagram, (2) Residue is not correlated with variables in model (3) There is only one way causal relationships flow (4) Variables can be measured with interval scale and (5) All variables already reliable (see Figure 1).

Constellation model between variables:

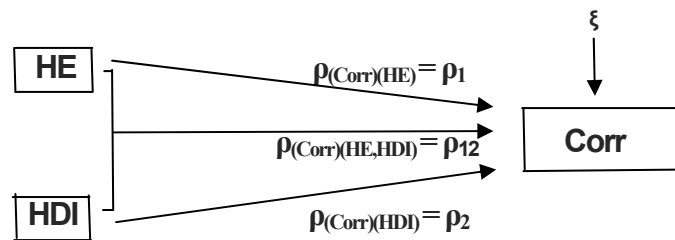


Figure 1. The Relation between Variables.

In order to fit with research purposes, data analysis will only focus on the direct effect between exogenous variables (HE and HDI) on endogenous variables (corruption cases), by measuring path coefficient. Before performing the analysis of data collected, firstly we should test for normality and homogeneity of data. By using SPSS, path coefficients and correlation results are obtained (see Tables 2 and 3).

Table 2 : Calculation of Path Coefficients

| Coefficients | | | | | | |
|--------------|------------|-----------------------------|------------|---------------------------|-------|------|
| | | Unstandardized Coefficients | | Standardized Coefficients | | |
| Model | | B | Std. Error | Beta | t | Sig. |
| 1 | (Constant) | -605,778 | 915,941 | | -,661 | ,513 |
| | HE | -,252 | ,309 | -,154 | -,816 | ,421 |
| | HDI | 4,684 | 12,598 | ,070 | ,372 | ,713 |

a. Dependent Variable: Corruption

Table 3: Calculation of Correlation Coefficients

Model Summary

| Mode | R | R Square | Adjusted R Square | Std. Error of the Estimate |
|------|-------------------|----------|-------------------|----------------------------|
| 1 | | | | |
| 1 | ,149 ^a | ,022 | -,043 | 193,054 |

a. Predictors: (Constant), HDI, HE

Table 2 shows a direct influence of the amount of education (HE) against corruption by -0.154 (ρ_1), and insignificant ($0.421 > 0.05$), which means the amount of education is not influential in combating corruption. While the HDI direct influence on the corruption cases amounts to 0.070 (ρ_2), and insignificant ($0.713 > 0.05$), which means that HDI also has not been affecting a decrease in corruption cases in Indonesia.

Furthermore (Table 3), the influence of the number of Higher Education and HDI together against corruption cases was 2.2% ($\rho_{12} = 0.022$), a very small. Thus we can conclude that the effect of the number of HE and increasing HDI to corruption cases, either individually or together are very small and insignificant.

Findings

The research result shows that the amount of higher education (HE) and HDI has not significantly affected the decreasing of corruption cases in Indonesia (2.2%). Corruption is closely related to the behavior of state officials and the public which from time to time continue to slump. It is a common knowledge that in every institution, there is a slow track which involves complicated procedure and a fast track process to finish things up. At a bigger level such as a tender affair, unethical businessmen take a shortcut or fast track process to win the tender, while government officials and project leaders take advantage of these opportunities by accepting bribes to enrich themselves. Corruption, in turn, will be influenced by the behavior of each individual. Individuals with distorted perspective in viewing wealth, such as greed, lack of faith, and consumptive, may encourage them to engage in corruption. These conditions will hamper the development of the nation, Idakwoji (2010) stated that no meaningful development can take place when the country and her citizens are swimming and neck-deep in the 'waters' of corruption.

Why do people commit corruption in Indonesia, can be seen with some hypotheses. For example, lack of salary or income of civil servants compared to the needs that are increasingly rising. On the other hand, many rich people also engage in corruption. The complicated procedure is not something that needs to be highlighted, because corruption is also widespread in simple parts, such as in the village, at the train station, and at the zoo ticket sales counters.

Cultural backgrounds lead to corruption as a way of life in some instances, where corruption is tacitly tolerated, not only by the authorities but also by the community itself. Indonesian culture is different from the culture of the people in developed countries that embrace a guilt culture. Meanwhile, Indonesian people tend to embrace a shame culture. For example, when an official in the developed countries feels guilty from being convicted, the person is likely to resign from his post. In Japan, for example, a Knight is known to resign or even committed suicide, if something bad happens as a result of his actions, as it will shame himself. The measures of right or wrong with shame are not too different. Right or wrong is determined by a transparent performance, whereas shame is measured from the face. People who are ashamed will cover their faces and feel loss of dignity. Indonesian officials are often reluctant to correct mistakes because to correct means that they will lose their dignity or pride. An official declined to correct the lack of proper decision, by saying "Where should I put my face?" The error is maintained because there is a strong view that a leader must be consistent, and when you change the policy or the words, you will be viewed as scared, repressed, or suspected of being involved in collusion. Thus, if a critical culture is not built properly, the negative culture will withstand, which is the culture of shamelessness.

Poor management, and ineffective and inefficient control cause a leaking of the state's budget. The efforts to promote education and training as well as strengthen of moral values have not been able to control the behavior of the Indonesian people, let alone fight the corruption. Reducing corruption cannot be done since the corruption is increasing from time to time. This combat against corruption has the approach that corruption has many faces and also is a complicated problem. Therefore the corruption eradication should utilize a multidiscipline approach; carried out effective monitoring system and also the necessary flexibility in the application of law (De Vel and Csonka, 2002).

Many opinions stated that the extent of corruption development is related to fast social and economic modernization. Modernization can breed corruption, because modernization brings changes in the basic values of society, and opens new wealth and power sources. These power sources in the political life are not governed by traditional norms, while the new norms are not ready and cannot be accepted yet as influential factions in society. Rapid changes associated with the political system will stimulate corruption. According to Huntington (1977), corruption is always there in the community, but corruption is more common in one society than others and in the developing society, corruption is more common in one period than other periods. Theoretically, corruption mostly happened in Less Developed Countries (LDCs) which might be caused by: unequal access to, and disproportionate distribution of wealth among the rich and the poor; public employment as the only, or primary, source of income; fast changing norms and the inability to correspond personal life patterns with public obligations and expectations; access to

power points accorded by state controls on many aspects of private lives; poor, or absent, mechanisms to enforce anti-corruption laws; general degradation of morality, or amoral lifestyles; and lack of community sense – naming a few (Tummala, 2009). Modernization in Indonesia tends to magnify the power of government and multiply the activities which enable corruption. Rules were drawn up by the government itself, which leads to things that can protect them from lawsuits. Under these conditions, corruption will hinder the nation's development. This is in accordance with the opinion of Heineman and Heimann (2006), which found that corruption restrains development programs and efforts. Abuarqub (2009) concluded corruption has a devastating effect on the process of socio-economic development and on the prospects of achieving sustainable development.

The findings of the research show that education has not affected and has not been involved in fighting corruption. This is in accordance with the opinion of Qolbi (2011), regarding the eradication of corruption committed by the government of Indonesia today, wherein education has not been fully included, even though education is shaping students as the rightful heir to the land, which becomes one of the determiners of survival of the nation in the future. Students are the ones who are prepared to fill the layers of power, economic structure and educated class of national entities.

That big role which the students have in the future should receive special attention by the government, especially in preventing corruption. The efforts to eradicate corruption through improving and strengthening the role of the law enforcement officials as well as reformation of the system should also be accompanied by the prevention efforts. Students have great potential to prevent or combat corruption in the future. Therefore, empowering students in the anti-corruption idea is a key to preventive measures that must be taken.

One of the important points that should be done by the government in terms of preventive measures to counter corruption is by providing anti-corruption education to rebuild the pride of anti-corruption culture. Higher education as the place where students live and study should contain anti-corruption subjects, so the spirit of anti-corruption can be ingrained. Puspito (2011) says that with the presence of anti-corruption education, students will have the competence to eradicate corruption. With that competence, students are expected to become agents of change, capable of voicing the interests of the people, capable of criticizing corruptive policies, and capable of being a watchdog of the law enforcement institutions. Thus, students can engage fully in the anti-corruption movement.

Anti-corruption education courses could emphasize more on the development of anti-corruption character (anti-corruption character building) on the student. The purposes of anti-corruption education courses are to form the anti-corruption personality and to build morale and competence as an agent of change for society and a state life that is free from the threat of corruption. Internalization of integrity and moral value in the learning system, such as the values of honesty, caring, responsibility and modesty, are implemented in anti-corruption behavior intention. Thus, the student will have the competence, be capable of preventing the self (individual competence), and able to prevent others from committing acts of corruption.

Conclusion

From various discussions above, it is concluded that corruption is a crime that causes great harms to the society. The act of corruption is an action that is against the general rules that apply in the community. Incorporation of the anti-corruption education, by optimizing the intellectual, critical, and ethical integrity of the students can produce individuals with anti-corruption spirit. Corruption is a crime that must be eradicated first by identifying the contributing factors, and those factors are to be eliminated. Efforts to eradicate corruption are still meeting winding roads. The steps that must be taken include examination of the problems faced by the community, study on individual impulses that lead to corrupt behavior, raising of the communities' awareness towards law, as well as cracking down on people who are corrupted through law enforcement. The government together with the people must have the courage to do the cleaning of dishonest officers in the body of the government bureaucracy.

Prevention of corruption can be done by taking into account the human morals factor, as a supervisor of anti-corruption efforts. The moralistic way can be done through building the minds and morals of the individuals, through anti-corruption education and counseling in the fields of religion, ethics, and law. It all aims to foster individual morals so that a person is not susceptible to engage in corruption and abuse of their authority, wherever they are working or on duty.

Corruption is supported by the opportunity that comes from several aspects, such as the opportunities that arose from the environment or organization that tends to favor the act of corruption. The opportunities arose from the political aspects such as cheating to engage in money politics with a specific purpose. Law aspects can also favor the

occurrence of corruption, such as the weak legislation and law enforcement. Economic aspects, such as the low-income, become the reason for someone to commit corruption.

Thus, one of the preventive ways to fight against corruption is to provide anti-corruption education to the community, including students. Anti-corruption education is a continuous noble culture cultivation and can foster an enthusiastic and responsible character: one that is honest, caring, disciplined and simple. By improving education, it would improve the person who ultimately will improve the nation, to become a corruption-free nation.

References

- [1] Abuarqub, M. (2009). Islamic imperatives to curb corruption and promote sustainable development. Birmingham, Islamic Relief Worldwide.
- [2] Angha, N. (2002). *Teori Kepemimpinan berdasarkan Kecerdasan Spiritual*. Jakarta, Serambi.
- [3] Badan Pusat Statistik, (2016). Berita Resmi Statistik. (www.bps.go.id). Accessed on, May 30th 2016.
- [4] Banks, J.A. (2008). Diversity, Group Identity, and Citizenship Education in Global Age. *Educational Researcher*, 37 (3), 129-139.
- [5] Basu, P. (2006). Corruption: A theoretical perspective and relevance for economic growth. *International Review of Business Research Paper*, 2 (4), 59-68.
- [6] Bologna, J., & Singleton, T. (2006). *Fraud Auditing and Forensic Accounting*. New Jersey, John Wiley & Sons, Inc.
- [7] Clarke, M. (ed). (1983). *Corruption: Causes, Consequences and Control*. New York, St. Martin Press.
- [8] De Vel, G., & Csonka, P. (2002). The Council of Europe Activities against Corruption, in Cyrille Fijnaut and Leo Hubert's ed., *Corruption, Integrity and Law Enforcement*. The Hague, Kluwer Law International.
- [9] Eker, V. (1981). On the Origins of Corruption: Irregular Incentives in Nigeria. *The Journal of Modern African Studies*, Vol. (19), 173-182.
- [10] Fijnaut, C., & Huberts, L. (2002). *Corruption, Integrity, and Law Enforcement*. The Hague, Kluwer Law International.
- [11] Fishbein, M., & Ajzein, I. (1975). *Belief, Attitude, Intention and Behavior: An Introduction to Theory and Research*. Sydney, Addison-Wesley Publishing.
- [12] Fraenkel, J.R., & Wallen, N.E. (2006). *How to Design and Evaluate Research in Education*, Sixth Edition. Boston, McGraw-Hill.
- [13] Gaiden, G., & Gaiden, N. (1977). Administrative Corruption. *Public Administration Review*, 37.
- [14] Gibson, K. (2000). "Excuses: Moral Slippage in the workplace". *Business Horizon*, 43(6), 65-72.
- [15] Haarhuis, C.K. (2005). Promoting Anti-Corruption of World Bank Anti-Corruption Program in Seven African Counties (1999-2001). Wageningen, Ponsen and Looijen b.v.
- [16] Heidenheimer, A. (1978). *Political Corruption: Readings in Comparative Analysis*. Transaction Publishers.
- [17] Heineman, B., & Heimann, F. (2006). The long war against corruption, *Foreign Affairs*.
- [18] Huntington, S.P. (1977). *Modernisasi dan Korupsi*. Jakarta, terjemahan Mochtar Lubis, Bhartara Karya Aksara.
- [19] Iheriohanma, E. (2011). Capacity building, leadership question and drains of corruption in Africa: A theoretical discourse, *Asian Social Science*, 7 (3), 131-138.
- [20] Indakwoji, S. (2010). Leadership, corruption, and development. *Canadian Social Science*, 6 (6), 173-179.
- [21] Kerlinger, F.N. (1992). *Foundation of Behavioral Research*, Third Edition. Terjemahan Landung R. Simatupang. Yogyakarta, Gadjah Mada University Press.
- [22] KOMPAS. (Online), (www.kompas print.com), number 052, accessed on 22 August, 2016.
- [23] Lemhannas RI. (2008). *Modul 1: Kewaspadaan Nasional*. Jakarta.
- [24] Levinger, B. (1996). *Critical transitions: Human Capacity Development Across the Life Span*. New York, Education Development Center, Inc.
- [25] Obuah, E. (2010). Combating corruption in a "failed" state: the Nigerian Economic and Financial Crimes Commission (EFCC). *Journal of Sustainable Development in Africa*, 12 (1), 27-53.
- [26] Pratiwi, I. (2011). Upaya Preventif dan Rehabilitatif Tindak Korupsi Lembaga Pemerintahan Indonesia. (Online), (<http://blog.student.uny.ac.id>), accessed on May 4th, 2016.
- [27] Puspito, N., & Tim Penyusun. (2011). *Pendidikan Anti-Korupsi untuk Perguruan Tinggi*. Jakarta, Kemendikbud.
- [28] Qolbi, A. (2011). Mahasiswa dan Tindakan Preventif (Pencegahan) Korupsi: Refleksi Hari Anti Korupsi Sedunia. (Online), (<http://www.scribd.com>), accessed on May 4th, 2016.

- [29] Sopanah, & Wahyudi. (2004). Analisa Anggaran Publik: Panduan TOT. Jakarta, Malang Corruption Watch (MCW) dan Yappika.
- [30] Syam, N. (2000). Penyebab Korupsi. Surabaya, Usaha Nasional.
- [31] Sugono, D. (2008). Kamus Besar Bahasa Indonesia. Jakarta, Pusat Bahasa Departemen Pendidikan Nasional.
- [32] Tummala, K.K. (2009), Combating Corruption: Lesson Out of India, *International Public Management Review*. Volume 10. Issue (1).2009.
- [33] International Public Management Network. Undang-undang RI Nomor 28. (1999). Penyelenggaraan Negara yang Bersih dan Berwibawa. Jakarta.
- [34] UNDP. (2015). Human Development Reports. United Nations. (2004). The Global Program Against Corruption: United Nations Anti-Corruption Toolkit, Vienna, UNODC.
- [35] Werner, S. (1983). New Directions in the Study of Administrative Corruption. *Public Administration Review*, 43 (2), 146-154.

