

The Policy of Anti-Corruption Education and Personal Motivation in the Development of Educational Institutions in Indonesia

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Abstract: This study aims to describe, through a literature study, focuses on corruption phenomena in which happened as a result of weak motivational. Corruption becomes one of the serious problems related to the moral degradation becoming endemic virus that pose a threat to any countries including Indonesia. Systemic corruption eradication is one of the biggest challenges. The birth of practices corruption phenomenon is often considered set to education. The growing social and cultural hegemony in the local society up to the central society hampered the implementation of anti-corruption education where many cases are not completed or unfair in the completion. Therefore, the level of practice in school institutions was less resolute in action for proven violations. This study argues that handling the problems posed by corruption in education is necessary to optimize the role of institutional and personal motivation institute education providers. Institutional development is realized by the firmness of the vision and mission of the school. Personal motivation is manifested in the planning, implementation and evaluation of anti-corruption education. There are values of anti-corruption education should be integrated explicitly in every subject, school culture and self-development activities. This study will be useful for scholars, policy-makers and anti-corruption practitioners interested in learning how Indonesian government practices prevent corruption.

Key words: Policy, anti-corruption education, institution, personal motivation, practice

INTRODUCTION

Public Administration Institution of Republic of Indonesia (1997) states that the policy is basically provisions used as references, guidelines or manual instruction for each study and activities of government officials in order to reach fluency and coherence in achieving its objectives. Policy can be distinguished as internal and external policy. Internal policy is policy that only have binding force in the organization of the government apparatus itself. External policy are policy that bind the society.

Education policy aimed to achieve the development goals of nation-states in the field of education. Education policy is a part of public policy or development policy. Islamy (1988) states that in making the policy, formulating the problems are activities that must be done firstly by policymakers. Problems must be formulated properly and correctly because of errors in formulating the problem will also give wrong result in determining and seeking policy alternatives to cope the problems. On arranging the policy agenda it needs to do two things: build a perception among stakeholders that the phenomena studied can be considered as a problem and mobilize supports for the considered problem that can be included in the government's agenda.

In practice, the implementation of education national policy in Indonesia is concerning to national leadership change as well as considering the situation and condition in society and also the changing period.

However, it seems the curriculum changing has not be able to answer the problem in Indonesia. By running the decentralization of education as a direct impact of regional autonomy in Indonesia, it causes the disparity between the level of progress and achievement of schools in cities and regions (Toi, 2010). The implementation which is tend to be forced, the steadiness of education agent is unadequated that influent the implementation too. Naturally, this indication occurs in the curriculum which has been implemented on the specific interests.

In fact, there are obstacles to the implementation of educational policy. Educational curriculum substitution that occur in Indonesia becomes one of the government's efforts to cope the complexity problems because it can hamper the development. Educational track becomes a strategic sector to build human mental shape corresponding on national education goals, namely intelligent and humane. One of the mental problems, the character and moral degradation has become endemic virus that pose a threat to any country, namely corruption. Indonesia is ranked in the 32nd most corrupt countries with a Corruption Perception Index to 114 from

177 countries of the Asia-Pacific region in 2013 Transparency International survey. Corruption practices in its history has become an obstacle to the development of a nation, such in Indonesia. The corruption case has eliminated many opportunities to obtain equitable justice, welfare and the rights of other living.

LITERATURE REVIEW

The corruption anatomy: Corruption is epidemic in a country, like Indonesia. Johnston (2005) writes the history of corruption in Indonesia new order that students took to the streets demanding his ouster; one of their most frequent chants “Korupsi, Kolusi, Nepotisme” (KKN) or “corruption, collusion, nepotism” (Robertson-Snape, 1999) voiced the grievances of millions... New order corruption began in an authoritarian system with very weak state institutions. Sporadic attempts at institutionalizing business relations with the regime fit uneasily with enormously profitable ‘undercover’ networks bringing together ‘alien’ conglomerates and powerful patrons. Consequently, power-corruption still flourishes while political-economy corruption is modified by technocratic ‘economic rationality’ and international support (Girling and Girling, 1997).

Corruption is a word with a broad range of uses in everyday speech. Corrupt is used to describe a wide spectrum of behaviors in an individual’s economic and political environment from illicit or illegitimate behavior to behavior that is simply considered undesirable by the person using the word. In legalese, each offense is more narrowly defined: bribery, venality, acceptance of benefit, granting of benefit and soon (Cremer, 2008). Spontaneous corruption is usually found in societies observing strong ethics and morals in public service. Institutionalized corruption, on the other hand is found in societies where corrupt behaviors are perennially extensive or pervasive. In these societies, corruption has become a way of life, a goal and an outlook towards public office (APEC, 2006).

Corruption applies to the private sector as well as to public life... corruption reflects more than legal proscriptions (Uslaner, 2008). Corruption is commonly defined as the misuse of public power for private benefit. The term “private benefit” relates to receiving money or valuable assets but it may also encompass increases in power or status. Receiving promises for future favors or benefits for relatives and friends may also be considered a private benefit. With regard to favors for relatives and friends, the terms nepotism and favoritism are also common (Lambsdorff, 2007). Corruption, certainly is defined differently in different regions of the world.

Corruption is most commonly defined as the misuse or the abuse of public office for private gain. It can come in various forms and a wide array of illicit behavior such as bribery, extortion, fraud, nepotism, graft, speed money, pilferage, theft, embezzlement, falsification of records, kickbacks, influence peddling and campaign contributions (Klitgaard, 1998). Bribery is a private payment to a public official in return for a benefit or the avoidance of a cost. Bribery relies on a reciprocal relationship between briber and bribee that cannot be mediated by transparent, public procedures. This is why most studies reviewed here build on experimental trust games (Abbink, 2006). Nepotism means unqualified relatives or friends are hired at above market rates or at rates that do not correspond to expertise or education level (Olsen, 2010). While corruption is commonly attributed to the public sector it also exists in other aspects of governance, such as political parties, private business sector and NGO (USAID, 2006).

Doig and Riley (1998) suggest that the key of corruption in many public institutions of developing countries are a selfless political leadership and a framework for a large country, inefficiency and individuals and private groups that is influenced by political interests and misdirected interests of have priority over collective wealth. Chronologically, there are source or root of corruption and its development into systematic or systemic. Systemic corruption is a situation where wrong-doing has become the norm and the standard accepted behavior necessary to accomplish organizational goals according to notions of public responsibility and trust has become the exception (Belasen and Toma, 2016).

The first source is the selfish leadership. The second source is a bad organization or institution or public management. The third source is the low salaries of public employees. The fourth source is the social, economic and political. The common social condition is the desire of people who can not join in anti-corruption movement but they accept, tolerant of corruption although they do not approve it and they feel as a corruption victim. This phenomenon occurs when corruption is institutionalized, corruption becomes part of a corrupted mind. The unstable economic circumstances can grow corruption in Indonesia. The government has also become monopolistic economic doer. There is a hypothesis that monopoly has a close relationship with corruption. The political situation can have an extreme effect relating to corruption. As in African countries, African political leaders must rise to the responsibility of engendering a social system that will reduce corruption in both public and private spheres and get involved in outright formulation and implementation of policies that will enhance the self-realization of the African citizens (Ade’ Agbude and Etete, 2013).

In Japan, the corruption prevention efforts can be done even without the Anti-Corruption Agency (ACA). More efforts are placed on prevention through the promotion of government transparency and accountability and public sector ethics education rather than penalizing the corrupt offenders (Oyamada, 2015). There must be opportunities for corrupt misbehavior. These opportunities commonly arise where public office holders are in a monopoly position; have discretion in interpreting, applying or changing the law and lack accountability (Klitgaard, 1988).

For Indonesia, the eradication of systemic corruption is one of the biggest challenges. A central part of Indonesia's anti-corruption strategy has strengthened anti-corruption institutions, especially through the establishment of corruption Eradication Commission (KPK) in 2002. The Commission has been quite successful over the last decade but Indonesia is still perceived as a corrupt country. One reason for this may be pro-corruption culture in Indonesia. Public officials are not shy to ask for a bribe while the public and investors are reluctant to pay for them. There are many public officials who went to prison for corruption. Corruption has become a disease that spreads to various sectors of life: political, economic, social and even education. Bribing is a difficult phenomenon to prove and to study in detail (Rose-Ackerman, 1999; OECD, 2007).

According to Merican, corruption in Indonesia is caused by many factors such as the legacy of government colonia Netherlands, poverty, inequality, low wages, the perception that corruption has been done by many people while the actors just got less sanctioned, complex rules and less knowledge.

Corruption in the school: School became one of the institutions that is likely to occur corruption. Survey from ICW (Irawan, 2004) says that there are at least 46 types of pickings in schools that are charged to students and teachers. The birth of the corruption phenomenon is often considered to be originated from the world of education that tends to never give an honest behavior paradigm in saying and doing. For example, a teacher explains the idealist things in any lesson, such as saving is the base of being rich but in reality many teachers do corruption, such as time corruption. Besides, sometimes the teachers do corruption in the form of leaving the classes without permission. This condition also can trigger worse corruption in the world of education. The survey results from ICW (2015) tells that taxaxion is considered as the most widely corrupt sector is as much as 33.3% and in the law of enforcement sector by 23.6% and intrastructure by 15.2%. Education is placed in the four rank sectors that should be a priority in combating corruption.

In other caset, leakage of funds from ministries of education to schools represent >80% of the total sums allocated (non-salary expenditures) in some countries; bribes and payoffs in teacher recruitment and promotion tend to lower the quality of public school teachers and illegal payments for school entrance and other hidden costs help explain low school enrolment and high drop-out rates (Hallak and Poisson, 2005).

Anti-corruption education, is it effective?: Corrupt activities are seldom observed directly... Corruption experiments are a new field of study with the first studies carried out in the late 1990s (Abbink, 2006). Contemporary research demonstrates that corrupt payments do not usually further efficiency, at least if one takes a systemic view under which corrupt officials may redesign public systems to encourage bribery. Research also shows how illegal systems of bribe-prices undermine other public goals (Rose-Ackerman, 2006). Corruption impact on multisector. Countries with high levels of corruption are associated with inefficient government services. That corruption increases inequality in education and land distribution (Gupta *et al.*, 2001).

Assegaf (2015) his research's results indicate that: first, Indonesia and Singapore have legal basis and foundation prescribed in detailed rules including the loading rules in forms of bribes and gratuities. Indonesia's anti-corruption policies in force today is Act Number 31 of 1999 on corruption eradication while the anti-corruption policy in Singapore is set up in the Prevention of Corruption Act (PCA). While the anti-corruption agency (legal structure) established by the Government of Indonesia and Singapore is not much different. The most proactive institution in fighting against corruption in Indonesia is the Corruption Eradication Commission (KPK) while the Corrupt Practices Investigation Bureau (CPIB) is the foremost institution in curbing corruption in Singapore. Second, the strategy implemented for anti-corruption education in Indonesia is preventive strategy, detective and repressive. Some forms of anti-corruption education undertaken by the commission which includes anti-corruption activities are festivals, book library, anti-corruption portal, television channels and radio, public information services and e-Learning gratification information. Generally speaking, Singapore is applying three interrelated strategies, namely: the implementation of the PCA, the establishment of institutions CPIB and improving civil servants' salaries. It is expected that the results of this study can contribute to the prevention and eradication of corruption in Indonesia more comprehensive, not only through legal means but education including the internalization of moral values of anticorruption.

In many cases of corruption, the common understanding is not in line with the practice as written by Amukowa and Gunga (2013).

Consequently, anti-corruption initiatives need to acknowledge humankind's apparent inability to actualize perfection. More specifically, Anti-corruption education should build people's capacity to be conscious and attentive at all times when discharging their obligations. This could be done through the laying of emphasis on professional ethics and codes of regulation rather than focusing on the issue of corruption. Anti-corruption education should concentrate on building humankind's innate rational capacity and ability to withstand temptation. Such education should also help people to develop capacities necessary for sealing off avenues of corruption.

Then, the question is when the anti-corruption prevention is involved in the schools, the primary purpose will be effectively achieved? While the implementation of anti-corruption education is hampered by the growing social and cultural hegemony in the local community to the central government where many cases are not completed or unfair in the completion. Therefore, the practice in school institutions was less resolute in action for the proven violations.

There is statement that personal characteristics play a relevant role in shaping corruption perception at the microlevel... While a better economic performance reduces corruption perception, macroeconomic instability and income-inequality have the opposite effect (Melgar *et al.*, 2010). Stephenson (2015) notes that better understanding of how corruption risks vary across political systems has a practical as well as intellectual payoff, in that one may be able to design more appropriate anti-corruption measures when one has a clearer sense of the most salient corruption risks in different contexts.

In fact, Indonesia does not currently expressly criminalise the active and passive bribery of officials of foreign countries and public international organisations in the conduct of international business (OECD, 2011). Indonesian law does not provide for an express active or passive foreign bribery offence. To meet international standards, Indonesia should consider adopting a specific offence criminalising bribery of officials of foreign countries and public international organisations in the conduct of international business.

No matter how wisely formulated such that reducing corruption cannot rely on any 'quick fixes'. Anti-corruption policies as demonstrated by the prominent cases of corruption in rich industrial countries are essential in all societies and must be permanent features of the environment of government and business, rather than the subject of an emotive, fashionable campaign (Fitzsimon, 2007).

Review of the anti-corruption education policy in Indonesia: Corruption impact on multisector. Countries with high levels of corruption are associated with inefficient government services. That corruption increases inequality in education and land distribution (Gupta *et al.*, 2002).

The government's master plan for the Acceleration and Expansion of Indonesia's Economic Development, 2011-2025 (MP3EI) seeks to address challenges that persist due to Indonesia's vast size, geographical spread and rapid urbanisation. Its main goal is to ensure the sustainable development of Indonesia's resources and labour, aiming to grow per capita income to USD 15000. This goal calls for an average economic growth rate of 8-9% from 2015-2025 while seeking to rein in inflation from 5-6% currently to an average of 3% by next decade (OECD/Asian Development Bank, 2015). One such policy is supported by the high incidence of corruption in Indonesia. In this case, the education sector became the main base for the fight against corruption. There is also an educational factor at play. We can describe this as the identification, socialization and institutionalization of professional values and related standards of ethical conduct that decrease tolerance for corruption and promote integrity in public and private sector relationships. Education also concerns the capability and the encouragement of officials and outside stakeholders to exercise vigilance over the integrity of selection processes (Meager, 2006).

Anti-corruption education is a conscious and deliberate effort to create the critical learning process toward the anti-corruption values. The development of anti-corruption values in educational institutions can be implemented in the management of the institution. As the research findings from Komariah shows that transparency in the education anti-corruption management is done in schools through programming and budgeting, financial quarterly reporting school, annual reporting of school finance made in many quantities through the newspaper. Participation is done through the mechanism of the teachers involvement, school committees and school staff in a variety of strategic decision-making school. There are three supporting factors, namely the support of parents, the potential of human resources, schools, media, newspapers and school managerial program. The inhibiting factors are the insufficient empowerment of human resources, a false perception of the school committee role and the principal's role in making school policy.

Heyneman (2004) in his paper wrote that there are four categories of reforms designed to minimize the risk of educational corruption. These include reforms to

educational structures, the processes of management and adjudication, the mechanisms of prevention and when wrongdoing occurs and the system of sanctions.

In progressing, the internalization of anti-corruption education can be implemented in contextual and constructivist learning model at all subjects and extracurricular activities in which students as active learners are given learning services based on professional ethics of teachers. Fauziyah discusses three grades of anti-corruption education in the Qur'an, namely honesty, responsibility and simplicity.

In this case, teachers and students are compulsory to have the same understanding toward anti-corruption education. Mukodi and Burhanuddin (2013) their research reveals that the school society recognizes that the factor supporting the implementation of anti-corruption education in the school is very high, namely 93.4%, the rest is only 6.6% that does not support it. The implementation of anti-corruption curriculum in the high school has been generally integrated in the daily life at school. However, the level as well as the intention is still quite low. It is proved from the texts of Islamic Education, Civics and other subjects there is no specific subject discussing the corruption.

Corruption is a major problem in Indonesia. The protection of students from corruption should be a priority throughout the strategy (Tanaka, 2001). Students are expected to be an agent of change and a motor of anti-corruption move in Indonesia. To be actively involved, students are supposed to have sufficient knowledge about corruption and its eradication. In addition, students should be able to figure out and apply the values of anti-corruption in their daily lives. Zerilli (2005) writes "This is also the case in scholarly work as a recent legal study of legal offences of corruption conducted by a collective of Romanian academics attests: to eliminate corruption means to take educational measures".

DISCUSSION

This study is a library research that focuses on corruption phenomena in which happened as a result of weak motivational values in individual and institutional. Therefore, the effort that should be done is to strengthen the internalization of motivational values in individual and institution to prevent petty corruption and grand corruption. In this perspective, development model of anti-corruption education based on motivational values in individual and institution is designed to interpret implementation in management, teaching and learning process in secondary school as a responsibility of headmaster, teacher, student.

The institution development and personal motivation toward anti-corruption education: In democracies, institutional theory becomes important, as written by Smith (2005), the particular value of this approach to the analysis of democratic innovations is its reflective capacity: not only as a guide to action but also because we are then in an excellent position to interrogate the commitments and evaluative claims of democratic theorists. Smith notes that participation is strongly positively correlated to income, wealth and education (Pattie *et al.*, 2005).

Each school in Indonesia has a vision and mission. Vision is based on the local excellence values, social cultural and religious values that become the purpose of school goals achievement. While the mission is operationally structured to achieve the school organization's vision. School vision in Indonesia is mostly developed from a culture so that it becomes the culture of the organization. There is an opinion that the important issue in the operation of an organization is culture which is the cultural dimension is central in all aspects of organizational life. Even in those organizations where cultural issues receive little explicit attention, how people in a company think, feel, value and act are guided by ideas, meanings and beliefs of a cultural (socially shared) nature. Culture is thus highly significant for how companies and other organizations function: from strategic change to everyday leadership and how managers and employees relate to and interact with customers as well as to how knowledge is created, shared, maintained and utilized. Culture as the principle means to corporate effectiveness, growth and success (Alvesson, 2002).

Vision becomes the strength development of the institution that may carry out anti-corruption policy. The school's vision is not only written but should be a culture of organizational behavior in schools, principals, teachers and students. However, the observation taken in secondary school education institutions in Indonesia shows that the general elements of anti-corruption education has not specifically included in school's vision. It means the implementation of anti-corruption education is merely the internalization of characters and expectations that the school wants to achieve as the term "intelligent", "achievement", "character" and so on. In short, the development of institutions for the success of anti-corruption education policy needs to be stated explicitly in its vision and mission. Institutionally, schools empowerment with invilved people involvement and the school committee will facilitate the vision and mission. As in school operational funds managements that are routinely given to students must be managed well through a strong motivation. This policy should be overseen its implementation as prone to abuse.

Efforts of anti-corruption education in school is necessary to optimize the personal motivation of the school community as subject and object of policy. Abbink (2006) notes that there is some evidence that sanctions may be counterproductive because external incentives can crowd out intrinsic motivation. Instead of being a question of right or wrong, the decision problem becomes a calculation of risks and rewards.

The term motivation is derived from the Latin word 'movere' which means 'to move'. Ryan and Deci (2000) said that to be motivated means to be moved to do something. A person who feels no impetus or inspiration to act is thus characterized as unmotivated, whereas someone who is energized or activated toward an end is considered motivated. The phenomenon of intrinsic motivation reflects the primary propensity of organisms to engage in activities that interest them ... to learn, develop, and expand their capacities. Intrinsic motivation is entailed whenever people behave for the satisfaction inherent in the behavior itself (Ryan and Deci, 2000).

Perhaps there are two qualitatively different kinds of human motivation, both of which are important; what needs explaining is how they differ and how they relate to each other (McClelland *et al.*, 1992). The power motive is the desire to have impact on other people to affect their behavior or emotions. This broad and general definition includes a whole family of overlapping concepts such as influence, inspiration, nurturance, authority, leadership, control, dominance, coercion and aggression. Although, these concepts have varying connotations of legitimacy, morality and implied reaction of the other person (the "target" of power) they share a core meaning of one person's capacity to affect the behavior or feelings of another person (Winter, 1992).

Motivation is the most powerful determinants of students' success or failure in school. The research of Laing (2011) shows that there are several implications for the students, the results provided concrete evidence from other students relating to their experiences with motivation, or lack thereof with learning french, rather than mere claims by a teacher.

There are a variety of constructs posited by motivation theorists to explain how motivation influences choice, persistence and performance (Wigfield and Eccles, 2000). One long-standing perspective on motivation is expectancy-value theory.

Motivation dominates the growing of potential and competence among students, teachers, educators, education bureaucrats and education stakeholders in order to be a potential school, competent and able to compete. In connection with the policy of anti-corruption education in schools, principals, teachers, students and

educators such as administrative staff, laboratory technicians, computer operators are very important to have a high motivation to receive, understand, implement, evaluate and practice in the life daily.

The principal becomes the main executor related to the success or failure in the management of any school policies that avoid corruption. The principle leadership becomes the main administrator. Leadership is taken to mean a shift to private-sector management skills and models. The administration of the school system was as a consequence, highly politicized, reflecting mayoral preferences, elements of patronage (Cizek, 1999). An overview of performance management and leadership in public sector organizations indicates that visionary ability and skills of leadership to convert policy into practice are fundamental for service delivery to succeed (Van der Merwe *et al.*, 2013).

Teacher acts as the principal partner, executor or the practitioner in the field. In the implementation of teaching-learning process, anti-corruption education is integrated in the learning scenario for each subject. Anti-corruption education has not been a special subject with regular time allocation. Thus, the teachers personal motivation becomes an essential element for the success of anti-corruption education policy. The task of teachers in Indonesian schools generally also doubles as responsible for other tasks, such as school fund manager, school librarian and lab manager. In carrying out that task, the teachers share time and energy. Personal motivation should be internalized in the four competencies, namely pedagogical competence, professional competence, social competence and personality competence. In correlation, it needs to know the various motivations for teachers in secondary schools. Rasheed *et al.* (2010) shows have shown that compensation and benefits are important factors in a competitive market environment but some intangibles motivators like job design studyenvironment, feedback, recognition and empowerment or decision making participation are also the potential factors for motivating teachers in higher education. As Uslaner (2008) notes that education is the premier universalistic social welfare program (and the United States was the first country to provide free education to all young people). Average teacher pay is an indicator of a state's commitment to public education and we see that a commitment to universalistic social welfare programs was associated with anti-corruption sentiment.

How about the students? Students become the object of anti-corruption education policy recipients. As the previous discussion, the corruption is eradicated from an early age through young people. Students at the middle school to the age of about 12-18 years become the point

of nation development. With the characteristics of psychological development at this age, students are appropriate for getting knowledge of anti-corruption education. However, the students in those ages have potential negative personality because of social condition or improper parenting. In practicing the policy at the school, the ease of access toward information and communication, students probably tend to do corruption although on a small scale. Students personal motivation to avoid corruption in the realm of knowledge, attitudes, and psychomotor must be taken into account for the enhanced measures. Some cases below example:

- Misuse of school funds that inflict a financial loss to the parents
- The fraudulent act that spoil other students, such as when working on assignments, examinations, competitions
- Extortion and coercion that spoil the others
- The criminal acts, violence, drugs, smoking that disturb and harm others

How it relates personal motivation between teachers and students? The aspect of community was another factor that affected students' motivation and active participation in learning activities in this case. The academic and social interactions enabled the students to have closer connections and a sense of belonging to the learning community where they felt supported and motivated. The lecturer's presence as part of the community that was reflected through the instructional strategies, acknowledgements and feedback also seemed to have an impact on students' motivation and active participation in this online course (Gedera *et al.*, 2015). Master has a moral responsibility to have a personal motivation to develop the students' motivation in learning activities.

This is based on the conditions in which in social interaction, such as in the learning process, human behavior is very dynamic. The kind of activity (or content of the stream) changes from one to another and still another... The dynamics of action is a theory of operant behavior (Atkinson, 1992). That is, the effort to eradicate corruption through education requires strong motivation with the right strategy.

The implementation of anti-corruption education: It is impossible to design a foolproof control system and thus we assume that smallscale corruption is possible and occurs (Tiihonen, 2003). Finally, policy issues on corruption cannot be discussed without involving the larger question of the nature of the state that is supposed to carry out the policies (Bardhan, 1997). In developing

countries, objectives of the decentralization process are generally focused on increasing efficiency, fairness, accessibility and good quality of the services provided by the organizations concerned, as well as on the way in which local needs are covered. In fact, de-centralization is directly connected to both economic development of an area, and to the democratic systems of governance (Andrei *et al.*, 2009). Kim (2003) notes that Singapore demands that administrative officials strengthen selfcontrol or self-inspection for the purpose of eradicating the causes of corruption. By providing high salaries, rewards and excellent working conditions for the public officials, Singapore makes them more devoted to their work and thus helps prevent possible corruption.

Anti-corruption education based on institutional building and personal motivation can be conducted through three approaches. First, scientific-rationalistic approach, is a moral building by using scientific-rationalistic concepts for example it can be done by building the way of thinking that corruption is an action which can break and destroy someone's life, societies and country. Through this approach, it will consider to the students' mind set that corruption is an action that should be avoided. Second, Normative-spiritual approach. This approach means moral building by using spiritual concepts for example, it can be done by building a sense of fear of God and His consequences. Through this approach, an individual who believes of God and his consequences will be obtained to avoid doing the corruption. Third, combination between scientific-rationalistic and normative-spiritual approaches; it means the first approach and second approach are combined or integrated.

Based on the approach, leaders are the architects of improved individual and organizational performance (Reeves, 2003). The seminal contribution of the architect is not merely creativity and design but making connections among all the other contributors to the project... although, results in the form of student achievement, organizational climate, safety and staff morale are certainly important they are an insufficient description of effective leadership.

Anti-corruption education in schools can be developed through the implementation of school-based curriculum based on local wisdom. In Indonesia, the anti-corruption education is not included in a separate subject or a special subject but it is integrated in charge of school lessons, school cultures and self-development in curricular activities as well as extra curricular activities. Anti-corruption values are not partially granted in the form of knowledge itself but it is developed, internalized in the attitudes and actions. Nine values in anti-corruption education can be developed as:

- Honesty, effort to be honest in thought, word and deed
- Awareness, attitude and empathy behavior, giving helps to others
- Independence, attitude and behavior to accomplish the task without depending on others
- Discipline, orderly behavior and compliance to the regulations and decided agreements
- Responsibility, attitude and behavior to complete rights and obligations under the existing provisions so it does not cause harm to themselves, others, environment, national origin, religion
- Hard work, earnest behavior in completing tasks and appointments
- Simplicity, saving behavior, using anything in moderation with regard to efficiency and effectiveness
- Courage, self-confident attitude in dealing with problems in fighting good things
- Justice, giving a judge and objective and proportionate, fair, based on truth

Anti-corruption education based on institutional development and personal motivation subsequently implemented in the school curriculum as a regulation that would guarantee and organize its implementation. The vision and mission of the school are important to be integrated in the school curriculum. Schools can develop nine anti-corruption values in the syllabus, learning scenarios, learning model, instructional media and other devices. Syllabus can be constructed from:

- Identifying contextual issues related to the corruption crisis
- Identification of standards competency in each subject to be internalized with anti-corruption education materials
- Include the values indicator of anti-corruption education in accordance with the standards of competence based on nine values above, appropriate with the vision and mission of the institution
- Include the subject matter of anti-corruption education in accordance with the indicator
- Determine the methods and learning media, learning resources and assessment instrument that appropriate with the indicator

Learning strategies that will be implemented in the anti-corruption education should be based on the spirit of personal principals and teachers motivation so that they can be effectively and efficiently implemented. Without the personal motivation and guarantees institutionally,

the application may not be appropriate to the material and learning goals. The suggested learning model is active learning done by students and teachers as facilitators such as contextual learning, cooperative learning, learning scientific, inquiry learning, learning by problems, learning task-based, project-based learning, learning-based entrepreneurship, learning-based environmental education, role playing and other methods based on students activity.

Instructional media used must be appropriate to the teaching materials as well as the indicators that will be achieved. The contents of anti-corruption material can be transferred through the medium of auditory, visual, audio-visual, multimedia and information technology. Corruption issues can be visualized with the media text, images, video. While learning resources that can be used are textbooks, worksheets, workbooks, library, school and community environments.

Measuring the success level of anti-corruption education implementation in Indonesia is done in cognitive scale (test and non-test), affective (observation) and psychomotor (practice). Assessment should be objective and accountable. The steps according to the guidelines of the Ministry of National Education of the Republic of Indonesia are as follows:

- Establish indicators of the decided values
- Arrange assessment instrument
- Keep records on the indicators achievement
- Do analysis and evaluation
- Follow up the process

Strong motivation from teachers to measure the achievements of anti-corruption education can be done in many techniques and materials. For example, students may be asked to study the case as a solution in the form of interview or attitude. Evaluation test of learning outcomes can be in the form of objective and unbiased test. Starting from the example and motivation from the teachers, students are constructed the attitudes and behaviors to implement and evaluate the learning process objectively. As a research by Goh and Wong (2014), the key role played by beginning teachers conceptions of competency which has provided strong implications for educational policies and teacher education.

Factors inhibiting the implementation of anti-corruption education in schools: Implementation of anti-corruption education with teachers as the main actors in the class, must be realized with a strong motivation based on four competencies as a professional teacher. However, in practice, it needs to anticipate some of the constraints findings as follows:

Lack of understanding from the teachers in theoretical and practical so that teachers have difficulties in the first step to create a syllabus and learning scenario until the time of use. This is due to a profound lack of teachers in identifying the competence standards in the subjects that can be internalized by the anti-corruption values. Strategies that can be done is to streamline the peer teaching or lesson study where teachers collaborate in preparing a learning device up to the evaluation level. Teachers need to update their knowledge and information on issues concerning corruption and anti-corruption education through reading and discussion and scientific research. As Indawati (2015) research result shows that anti-corruption education teaching materials are very effective implemented on students of primary school teacher education.

Lack of teachers' skills in preparing effective learning tools. Strategies that can be done are through seminars, ongoing training (Koger, 2013). As the research results of Goh and Wong (2014), the findings suggest that teachers need to be represented in any quality improvement measures. Careful attention should also be paid to the school systems and to teacher training programmes to support and encourage teachers in their professional growth as competent teachers.

In education policy studies, lack of attention from the government and external parties in the form of training and funding become inhibiting factor in implementation.

Weak internalization rate of anti-corruption education in the learning process and evaluation. This is due to the teachers' weak consistency in practice level, despite commitments. The strategy is the determination of school for teachers to always incorporate the content of anti-corruption values in each subject and material. Internalization should be monitored in the realm of attitudes and daily behavior through periodic reports. Thus there should be the role of teacher assistant who served as a conduit of information and counseling students.

The lack of political accountability of government and anti-corruption institutions. This will open up access to the birth of solving laden with manipulation, interference and political pressure. Thus, it needs bold leadership from institutions including the public educational institutions, starting from the birth of the personal motivation of educational subjects and institutions.

Widmalm (2008)'s study shown that the impact of decentralisation reforms may vary and that boosting social capital does not single-handedly fight corruption. As Senior (2006) concludes in his research that zero tolerance of corruption. All stakeholders benefit from

anti-corruption collective action as Civil society/Non-governmental organizations they have to improved access to essential resources such as health care and education and better social development if money/taxes are used for social projects instead of bribery (Olsen, 2010). Civil society and nongovernmental organizations gain improved access to essential needs such as health care and education. They also benefit from consistent and fair enforcement of regulations.

Justice-sector corruption is determined by the quality of governance prevailing within each of the justice-sector institutions and by the nature of the interaction among them and not just by factors internal to the courts. In this context, institutional policies that foster improvements in the fight against justice-sector corruption within the courts, prosecutorial, police and prison domains are interdependent and need to be coordinated. The need for sector-wide reforms to tackle corruption is rendered more urgent when their impact on human development is considered.

However, making progress in fighting corruption will require going beyond such watchdog mechanisms. Every public organization needs to build in safeguards to protect the public interest in all their policies, procedures and plans (Palmier, 2003). Internal audit's roles and responsibilities relating to fraud and corruption risk management generally include: supporting management's education of personnel regarding ethics, fraud and corruption (Bishop and Hydoski, 2009).

In the real of management, the institution responsible for the creation and innovation so as to accompany the students into a superior generation and good character. School organizations must self-declaration as part of the vanguard to prevent corruption in cooperation with parents. Government and political leaders should show as good and clean government. The constitutional requirements of increased decentralization and role for civil society and the media are also contributing to combating corruption.

CONCLUSION

Education as a strategic place for creating nation builders generation is unacquitted from corruption. In this case, the agents of education has an important role to combat corruption through anti-corruption education policy. This policy will be success by sychronizing the role of the principal, teachers and students through institutional development and good personal motivation. Institutional development can be realized by the firmness of school vision and mission. Personal motivation is manifested in the planning, implementation and evaluation

of anti-corruption education. There are nine values of anti-corruption education that should be integrated explicitly in every subject, school culture and students self-development activities by using the school's vision and mission as a handle. Anti-corruption education in schools can be developed through the implementation of school-based curriculum that applies as well to consider local wisdom.

Teachers must have a strong motivation based on four competencies, namely pedagogical, professional, social and personality. The difficulties in the implementation can be minimized by empowering schools by involving the school committee. All of the school community and parents through the school committee must have a strong motivation to create a corruption-free country of Indonesia. Of all the elements, both government agencies, private sector, communities must have the commitment, motivation, self-efficacy and the strong courage to work together to eradicate corrupt practices that started from exemplary and personal motivation of the policy perpetrators.

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