



Implementation of Corruption Prevention in Health High Schools Makassar, South Sulawesi

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Abstract

One of the efforts we must make to eradicate corruption is to increase the anti-corruption movement. Efforts to eradicate corruption cannot rely solely on enforcement efforts that fall under the authority of law enforcement institutions. Efforts to prevent corruption by participating in building an anti-corruption culture in society are an important factor in efforts to eradicate corruption. As an element of society, students are expected to act as agents of change and driving forces for the anti-corruption movement in society. To be able to play an active role, students need to be equipped with sufficient knowledge about the ins and outs of corruption and its eradication. Anti-corruption education is intended so that students can clearly understand the problems of corruption that are occurring and efforts to prevent them. This article explains anti-corruption education and also to find out how anti-corruption education is taught on campus. Efforts to equip students can be achieved in various ways, including: outreach activities, campaigns, seminars or lectures. Anti-corruption education for students aims to provide sufficient knowledge about the ins and outs of corruption and its eradication as well as instilling anti-corruption values. The long-term goal is to foster an anti-corruption culture among students and encourage students to play an active role in efforts to eradicate corruption in Indonesia.

Keywords: Management, Clean and Healthy Living Behavior, Household, Manisa Sub-District

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1. Introduction

In essence, corruption is a "social parasite" that damages government structures and becomes a major obstacle to the running of government and development in general. In practice, corruption is very difficult, even almost impossible, to eradicate, because it is very difficult to provide exact evidence. Besides that, it is very difficult to detect it using definite legal grounds. However, access to acts of corruption is a latent danger that both the government and society itself must be aware of.

The low perception of corruption in Indonesia places our country as the 6th most corrupt country in the world out of 133 countries. According to Novel Ali (2004), one of the reform movements aimed at eradicating criminal acts of corruption, proved to be a failure. Many people say that in the post-reform era - because there are third parties who are trying to divert the direction and goals of the reform movement - corruption in Indonesia is increasingly fertile.

Indonesia's bad image as one of the most corrupt countries in the world makes people lose trust in their own government. The government's credibility and accountability are diminishing in the eyes of its own citizens. This is the same as the loss of trust between the government and foreign people in our country and nation. From time to time, criminal acts of corruption in our country, whether in the state or private sector, have increased. This portrait was recorded not only by citizens of our own nation, but also by foreign governments and communities (Novel Ali, 2004).

In order to cover the nation's disgrace due to the worst performance of corruption on planet earth, is it appropriate for us to start by suppressing the freedom of our own national press, in addition to limiting the freedom of expression of Indonesian people so as not to further exaggerate the number of corruption cases in our country? (Novel Ali, 2004).

It is unlawful for anyone to eradicate freedom of expression, as well as suppress freedom of the press to expose the high level of corruption. Whether we like it or not, due to exposure to rampant corruption in Indonesia, we must admit that corruption in this country is not only part of the culture of state or private bureaucracy, but has also





developed into the structure of modern management behavior. As a result, the influence of corruption is becoming more prevalent in various areas of public life, with the risk of further achieving the desire of the Indonesian state and nation to be able to prosper themselves. Therefore, the common sense of most Indonesian people states that one of the determining factors for our national poverty is not structural poverty itself, but rather the culture of corruption in this country which seems to never be able to be prevented (Novel Ali, 2004).

One of the efforts we must make to eradicate corruption is to increase the anti-corruption movement. This movement is not just lip service, but is a political will (political good will) of the government which is supported by preparation and readiness of legal instruments. What is no less important is the participation of as many community members as possible. For this reason, the first step that we can ideally prioritize is strengthening legal codification (normative) which can at least deter anyone from committing corruption (prevention). Apart from that, it is also necessary to provide the most severe sanctions for perpetrators of criminal acts of corruption themselves (Novel Ali, 2004).

Can the government and society eliminate the judicial mafia (as is often said by the public), so that corruptors can be free from the law? Can we continuously exercise public control over various forms of law enforcement in this country? Apart from that, we also need to ask, are the legal tools we are preparing to eradicate criminal acts of corruption really built on a sense of public justice? The community itself demands that legal sanctions against perpetrators of criminal acts of corruption are not discriminatory.

One of the absolute prerequisites in this direction is government political support, in addition to community participation. If it was only the government's political will, the public would judge it simply as the government's (political) action to cover up the country's disgrace (Novel Ali, 2004).

Education is believed to be the key to the nation's future and anti-corruption education is lifelong education which is very important to instill from an early age. The quality of human resources is the main capital for nation development. Character





cultivation is one of the prerequisites for the success of developing Indonesia's human resources. The campus as an environment for producing the nation's generation at a higher level is also very concerned about anti-corruption education in the student environment. As a barometer of education for lower levels.

With anti-corruption education, the nation's next generation will understand the problem of corruption earlier and not commit these disgraceful acts as previous generations did. Anti-corruption education does not only provide knowledge, but also changes students' thinking patterns, paradigms and behavior to apply good living principles.

The effects of instilling anti-corruption values will be felt for a long time, the process is not instant, it will be felt when the children who receive this education grow up and become adults and take on social roles and belong to certain social institutions to collectively bring down the system. culture of corruption.

It is hoped that by cultivating an anti-corruption character in oneself from an early age, every child of the nation, both through educational institutions and other social roles, can create a new, much better generation. In article 435 of the Criminal Code, corruption means rotten, bad, depraved and can be bribed, likes to be bribed. Corruption is a criminal act that enriches oneself or another person or an entity which directly or indirectly harms state finances (Hartanti, 2005:7).

In theory (Handoyo, 2009:55) states that corruption is a human behavior that is caused by social pressure. Another theory that explains the occurrence of corruption is the Social Solidarity theory developed by Emile Durkheim (1917, in Angha, 2002) which views that human nature is actually passive and controlled by society. Emile Durkheim is of the view that society creates personality (Angha: 2002).

Corruption according to Article 2 of Law no. 31 of 1999 is "any person who unlawfully commits an act of enriching himself or another person or a corporation which can harm state finances or the state economy". The generally understood definition of corruption is that it harms the state or institution either directly or indirectly while enriching oneself (Soeryodibroto, 2006:2).





Corruption can be committed by anyone who fulfills the elements of a criminal act of corruption as written in the law (Darwin, 2002:12). Law No. 20 of 2000 on amendments to Law No. 33 T1 of 1999 concerning the Eradication of Corruption Crimes broadly includes elements of unlawful acts, abuse of authority, enriching oneself, other people, or corporations, and causing harm to State finances.

The existence of a legal system for corrupt practices makes it difficult to eliminate (Salman, 2005: 86). Law enforcement efforts carried out by law enforcement officers apart from referring to material law, also refer to formal law (Apeldoorn, 2005:171).

2. Research Methods

The type of research used in this research is qualitative research (Muhadjir, 1989:35). Qualitative research is carried out by comparing and checking the degree of trustworthiness of the information obtained (Moleong, 1990: 175). Qualitative research is carried out to take a study of effective methods or solutions to overcome the problem of corruption.

The analysis used is descriptive analysis. Qualitative descriptive research was carried out because this research was carried out to extract the true meaning (Sutopo, 2006). Therefore, descriptive research is also called an analytical method (Surakhmad, 1985). Descriptive research is research that objectively reinterprets social phenomena contained in the problem to be studied (Jacop Vredenbrug, 1986:34).

Within this framework, qualitative research designs are actually flexible, flexible and open to the possibility of changes and adjustments as the research process progresses. Thus, even though it remains a very important initial guideline for entering the field, the research design that is prepared does not need to shackle researchers to be too submissive to it when the reality in the field shows a trend that is different from what was previously thought.

3. Results and Discussion

a. Results

1) Corruption





Corruption has destroyed the economic system, democratic system, political system, legal system, government system and social order in this country. On the other hand, efforts to eradicate corruption that have been carried out so far have not shown optimal results. Corruption at various levels still occurs as if it has become a part of our lives and is even considered normal. If we continue to allow this condition to continue, sooner or later corruption will destroy this country.

Corruption must be viewed as an extraordinary crime which therefore requires extraordinary efforts to eradicate it. Efforts to eradicate corruption – which consist of two major parts, namely (1) action, and (2) prevention – will never be optimally successful if they are only carried out by the government without involving community participation. Therefore, it is not an exaggeration if students - as an important part of society who are the heirs of the future - are expected to be actively involved in efforts to eradicate corruption in Indonesia.

The involvement of students in efforts to eradicate corruption certainly does not involve enforcement efforts which are the authority of law enforcement institutions. It is hoped that students' active role will be more focused on efforts to prevent corruption by helping to build an anti-corruption culture in society. Students are expected to act as agents of change and driving forces for the anti-corruption movement in society. To be able to play an active role, students need to be equipped with sufficient knowledge about the ins and outs of corruption and its eradication. What is no less important, to be able to play an active role, students must be able to understand and apply anti-corruption values in everyday life.

Efforts to equip students can be achieved in various ways, including through outreach activities, campaigns, seminars or lectures. Anti-Corruption education for students aims to provide sufficient knowledge about the ins and outs of corruption and its eradication as well as instilling anti-corruption values. The long-term goal is to foster an anti-corruption culture among students and encourage students to take an active role in efforts to eradicate corruption in Indonesia.





Internal factors that cause corruption are aspects of individual behavior, such as greed, weak morals; tend to be easily tempted into corruption, a consumptive lifestyle that is not balanced with income.

External factors that cause corruption are aspects of society's attitude towards corruption which can be caused by society's culture. For example, society respects someone because of the wealth they have. Economic aspect, income is not sufficient to meet needs.

Aspects according to (Rahardjo: 1983) that social control is a process carried out to influence people to behave in accordance with society's expectations. Organizational aspects, lack of exemplary leadership, weak supervision and lack of compliance with legal and government ethics (KPK, 2011: 51).

Anti-Corruption Education Concept. The involvement of students in efforts to eradicate corruption certainly does not involve enforcement efforts which are the authority of law enforcement institutions. It is hoped that students' active role will be more focused on efforts to prevent corruption by helping to build an anti-corruption culture in society. Students are expected to act as agents of change and driving forces for the anti-corruption movement in society. To be able to play an active role, students need to be equipped with sufficient knowledge about the ins and outs of corruption and its eradication.

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The Minister of Education's decision, every university is expected to be able to carry out anti-corruption education courses which can be used as compulsory, elective and additional courses.





The aim of anti-corruption places greater emphasis on building anti-corruption character building in individual students as well as building their enthusiasm and competence as agents of change for a society and state that is clean and free from the threat of corruption.

Furthermore, for several other meanings, it is stated that (Muhammad Ali , 1993:214): corrupt means rotten, likes to accept bribes, uses power for one's own interests and so on; corruption means foul acts such as embezzling money, accepting bribes, and so on; and corruptor means someone who commits corruption.

Furthermore, Baharudin Lopa quoted the opinion of David M. Chalmers, explaining the term corruption in various fields, namely those involving bribery, those related to manipulation in the economic field, and those involving areas of public interest. This is taken from the definition which reads "financial manipulations and deliction injurious to the economy are often labeled corrupt" (Evi Hartanti, 2008:15).

2) Causes of Corruption.

Almost all aspects of life are infected with corruption. If simplified, the causes of corruption include two factors, namely internal factors and external factors. Internal factors are the causes of corruption that come from the individual, while external factors are factors that cause corruption due to external causes.

Internal factors consist of moral aspects, for example weak faith, honesty, shame, attitudinal or behavioral aspects such as consumer lifestyles and social aspects such as family which can encourage someone to behave corruptly.

External factors can be traced from economic aspects, for example income or salary not meeting needs, political aspects, for example political instability, political interests, gaining and maintaining power, management & organizational aspects, namely the absence of accountability and transparency, legal aspects, seen in the poor form of legislation and weak law enforcement and social aspects,





namely the environment or society which does not support anti-corruption behavior.

As Yamamah said, when society's materialistic and consumerist behavior and the political system still "deify" material things, it can "force" money games and corruption (Ansari Yamamah, 2009:54). "Under these conditions, it is almost certain that all officials will then be forced to commit corruption once they take office."

According to Nur Syam (2000:67), he gives the view that the cause of corruption is due to temptation. Arifin stated that the factors that cause corruption include aspects of individual behavior, organizational aspects and aspects of the society in which individuals and organizations exist. This is because humans are driven to commit corruption, among other things, because of human greed, lack of moral strength to face temptation, consumer lifestyle, and unwillingness to work hard.

Meanwhile, according to De Asis, political corruption, for example money politics in elections, resolves parliamentary conflicts through illegal means and distorted lobbying techniques (De Asis (2000:31) which is caused by the following factors: First, the law is seen from weak legislation and weak law enforcement by the authorities State. Also stated by Basyaib, et al who stated that a weak regulatory system provides opportunities to commit criminal acts of corruption. Rahman Saleh detailed that there are four dominant factors causing rampant corruption in Indonesia, namely law enforcement factors, the mentality of the apparatus, low public awareness, and low 'political will'.

Second, economics, corruption is carried out by rich and highly educated people. The lack of salaries and income of civil servants is indeed the most prominent factor in the sense that it causes widespread and widespread corruption in Indonesia, which is also explained by this situation, employees are forced to look for additional income and that many of them get it by asking for extra money.





Basically, corruption is not caused by poverty, but poverty is caused by corruption. Third, bureaucracy, lack of role models from leaders, absence of a correct organizational culture, accountability systems in government agencies are inadequate, management tends to cover up corruption within the organization.

3) Impact of Corruption

Various comprehensive studies regarding the impact of corruption on the economy and its variables have been carried out to date. From the results of this study, it is clear that various negative impacts due to corruption are visible. Corruption weakens investment and economic growth (Mauro: 1995). Furthermore, in more elaborative research it was reported that corruption resulted in a decrease in productivity levels which could be measured through various physical indicators, such as the quality of roads (Tanzi and Davoodi: 1997).

Corruption does not only impact one aspect of life. Corruption causes a widespread domino effect on the existence of the nation and state. The widespread practice of corruption in a country will worsen the nation's economic condition, for example the price of goods becomes expensive with poor quality, people's access to education and health becomes difficult, the security of a country is threatened, the environment is damaged, and the government's image is bad in the international eyes, thereby destabilizing the foundations of trust of foreign capital owners, a prolonged economic crisis, and the country becomes increasingly mired in poverty.

Theoretically, corruption in a country like Indonesia, if not immediately addressed, can have a detrimental impact on industrial productivity, growth and overall economic and social progress (Mahmood, 2005: 62).

In the Indonesian context, according to Widjajabrata and Zacchea (2004:37) corruption has caused at least 2 (two) main impacts on the economy, namely: (1) corruption is the main obstacle to economic growth due to the negative impact it has on investment and private sector growth; and (2) the distance and even flight of foreign investors from Indonesia due to corruption





which is increasing in Indonesia apart from the collapse of a number of basic infrastructure which is important for investment. Furthermore, according to Basyaib, Holloway and Makarim (2003), corruption not only harms state finances, but also constitutes a violation of people's social and economic rights, undermines prosperity and democracy, undermines the rule of law, and sets back development.

4) Anti-Corruption Values and Principles.

Referring to the various aspects that can cause corruption as explained in the previous chapter, it can be said that the causes of corruption consist of internal factors and external factors. Internal factors are the cause of corruption in an institution called a university (Harmin, 2011); students' hard work will keep them away from acts of corruption; Simplicity needs to be developed from the time students get to school his education; courage, students will get a touch of creativity and innovation which will produce added value during their studies (Sjaifudin: 2002); Justice, students need to develop a fair character since their studies so that students learn to consider and make decisions fairly and correctly.

Anti-corruption principles include accountability, namely conformity between rules and work implementation. All institutions are accountable for their performance according to the rules of the game, both in the form of conventions (de facto) and constitutions (de jure), both at the cultural level (individual and individual) and at the institutional level (Bappenas: 2002).

Public accountability is traditionally understood as a tool used to monitor and direct administrative behavior by providing an obligation to provide answers (answerability) to a number of external authorities (Dubnik: 2005). Apart from that, public accountability in its most fundamental sense refers to the ability to answer to someone regarding expected performance (Pierre: 2007). Someone who is given this answer must have the legitimacy to carry out supervision and expect performance (Prasojo: 2005).

5) Corruption Eradication Efforts





Factors that cause corruption, the impact of corruption and principles or values that need to be developed to prevent someone from committing corruption or corrupt acts. In this chapter, efforts to eradicate corruption will be described.

Some say that the most appropriate effort to eradicate corruption is to severely punish the perpetrators of corruption. Thus, the field of law, especially criminal law, will be considered the most appropriate answer to eradicating corruption. It is a reality that we already have various legal instruments to eradicate corruption, namely statutory regulations. We have institutions and legal officers who are dedicated to implementing these regulations, including the police, prosecutors and courts. We even have an independent institution called the Corruption Eradication Commission (KPK), all of which were formed to eradicate corruption. But what happened? Corruption continues to thrive and develop rapidly. What's even sadder is that in reality it turns out that the institutions and officers who have been appointed have in several cases actually contributed to the growth of corruption that occurs in Indonesia.

Various efforts or strategies have been made to eradicate corruption, including those developed by the United Nations called the Global Program Against Corruption and created in the form of the United Nations Anti-Corruption Toolkit (UNODC: 2004). Apart from that, there is the establishment of an anti-corruption agency. This institution was first established by the Swedish Parliament under the name Justitieombudsmannen in 1809. In Indonesia, the ombudsman aims to develop public awareness and knowledge regarding their rights to receive good, honest and efficient treatment from government employees (UNODC: 2004).

6) Student Role

Corruption is an extraordinary crime that has an extraordinary impact. Basically, corruption has a negative impact on all aspects of human life. Corruption is one of the main factors causing the failure to achieve justice and prosperity in a nation. Corruption also has a negative impact on the economic





system, democratic system, political system, legal system, government system and social order. What is no less important is that corruption can also lower the dignity of a nation in international relations.

The corruption that occurs in Indonesia is colossal and is like a disease that is difficult to cure. Corruption at various levels has occurred in almost all walks of life and is carried out by almost all groups of society. In other words, corruption has become a part of our daily lives that is considered normal. Therefore, some people consider corruption to be no longer a major crime.

One effort to eradicate corruption is to consciously carry out an Anti-Corruption Movement in society. This movement is a joint effort aimed at fostering an Anti-Corruption Culture in society. By growing an anti-corruption culture in society, it is hoped that it can prevent the emergence of corrupt behavior.

The important role of students cannot be separated from the characteristics they have, namely: intellectuality, youth, and idealism. With high intellectual abilities, a young spirit full of enthusiasm, and pure idealism, it has been proven that students have always played an important role in the history of this nation. In several major events in this nation's journey, it has been proven that students play a very important role as agents of change.

7) Student Engagement

Student involvement in the anti-corruption movement can basically be divided into four areas, namely: in the family environment, on campus, in the surrounding community, and at the local/national level. It is believed that the family environment can be the first and main benchmark for students to test whether the anti-corruption internalization process within them has occurred. Student involvement in the anti-corruption movement on campus cannot be separated from the status of students as students who have the obligation to participate in carrying out the vision and mission of their campus. Meanwhile, student involvement in anti-corruption movements in society and at the





local/national level is related to the student's status as a citizen who has the same rights and obligations as other members of society.

Internalization of anti-corruption character in students can start from the family environment. This activity can take the form of observing the daily behavior of family members. The lesson that can be taken from this family environment is the level of a person's obedience to the applicable rules/regulations. The substance of violating rules/orders is harm to other people because their rights are taken away. Depriving other people of their rights is the forerunner of acts of corruption.

Student involvement in the anti-corruption movement on campus can be divided into two areas, namely: for the individual students themselves, and for the student community.

The values and knowledge obtained must be implemented in everyday life. In other words, a student must be able to demonstrate that he is clean and free from acts of corruption. Various forms of activities can be carried out to instill anti-corruption values in the student community and student organizations so that an anti-corruption culture grows among students. Campaign activities, outreach, seminars, training, cadre formation, etc. can be carried out to foster an anti-corruption culture. Clean exam or anti-cheating campaign activities, for example, can be carried out to foster, among other things, the values of hard work, honesty, responsibility and independence. The honesty canteen is another example of what can be done to foster the values of honesty and responsibility.

4. Conclusion

The problem of corruption in Indonesia has reached the level of causing skepticism among all groups, including students. Therefore, designing a new anti-corruption course so that it becomes an interesting, non-monotonous and effective learning experience is not easy. Material is certainly important to strengthen cognitive aspects, but choosing creative learning methods is the key to success in optimizing students' intellectual, critical nature and ethical integrity. Lecturers themselves must be





good communicators, facilitators and motivators for students. The role of higher education leaders is also needed to create the campus as a land of integrity that supports the effectiveness of anti-corruption education itself.

5. Compliance with ethical standards

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Statement of informed consent

Every action we take as authors is a mutual agreement or consent.

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