

Forming an Ethical Mindset: Applying Constructivist Learning to Teach Anti-Corruption Education in Junior High Schools

Luh Wayan Yasmianti

Doctoral Program in Education, Postgraduate Program, Ganesha University of Education, Bali, Indonesia

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Abstract

Corruption is a widespread problem that disrupts the stability and progress of a country, including Indonesia, and undermines the economy and public trust. Education is essential to tackle corruption from an early age to foster a culture of integrity and ethical behavior. In this article, we talk about how constructivist learning theory can be used to teach anti-corruption education in junior high schools. The purpose of this study is to show how important constructivist methods such as experiential learning, value-based education, role play, and discussion are in encouraging moral reasoning and civic responsibility among young students. Recent studies on constructivist pedagogy and anti-corruption education were collected through literature review methodologies. The findings suggest that constructivism promotes deeper moral engagement and better critical thinking, which is essential for understanding and combating corrupt behavior. In addition, students internalize anti-corruption principles through real-world scenarios, discussions, and community projects. As this study shows, the constructivist approach offers a promising platform for teaching anti-corruption education because it allows students to participate in the learning process interactively and think critically. This study shows that schools should prioritize a constructivist approach in equipping students with the moral competencies necessary to build a non-corrupt society

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□ Corresponding author :

Email Address : nyasmianti@undiksha.ac.id

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Introduction

Actions such as bribery, embezzlement, and fraud are usually examples of abuse of power for personal gain. Corruption is a major problem that hinders progress, weakens government, and endangers economic stability. According to Rose-Ackerman and Palifka (2016), corruption increases inequality, slows down economic growth, and reduces public trust in the government. Because of corruption, public funds that should have been used for infrastructure, education, and health care are diverted, resulting in fewer public services and more social inequality. Corruption is a moral, legal, and social problem that has an impact on national welfare (Klitgaard, 2015). Corruption now also appears in the academic world. Corruption in the education sector, especially in universities, is a complex and complicated problem. Corrupt practices in higher education are often related to the politicization of the academic senate, conflicts of interest, and manipulation of accreditation data. This can significantly affect the quality of education and academic integrity. Various types of corrupt behavior have been identified in universities,



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including levies outside of tuition fees that are allegedly abused by campus managers, academic corruption such as value trading, nepotism in staff recruitment, and plagiarism in scientific papers. With this problem, the issue of anti-corruption education in the education sector is a very crucial issue.

Corruption in Indonesia is a systemic problem that has a significant impact on the country's economy. Many cases of corruption in Indonesia, especially in government institutions and state-owned enterprises, have affected economic growth (Vlaicu et al., 2019). Transparency International's Corruption Perception Index (2022) shows that Indonesia consistently receives poor ratings, indicating a high level of corruption in the country. Corruption has very severe consequences; it leads to ineffective public services, high transaction costs, and a decline in foreign investment, thus hindering economic progress (Kaufmann & Vicente, 2011). For example, corrupt officials often siphon off funds for infrastructure projects or social welfare programs, causing the country to lose vital development resources (Alatas, 2019). Schools are essential in fighting corruption because they educate the younger generation on the importance of honesty, integrity, and responsibility. Anti-corruption education in schools helps foster ethical behavior and accountability, which in turn can erode the culture of corruption in society (Transparency International, 2015). According to the United Nations Office on Drugs and Crime (UNODC), education is essential to prevent corruption because it teaches morals from an early age and empowers students to challenge corrupt practices in their communities (UNODC, 2018). Students can gain awareness about corruption, its effects, and their role in fighting it through education (Komalasari & Saripudin, 2015).

Education's ability to shape attitudes and promote civic responsibility determines its potential to reduce corruption. Teaching children to identify and counter unethical behavior helps them become responsible and moral citizens. However, the success of anti-corruption education depends on the approaches and methods used during the educational process. Constructivist learning theory, which encourages active and student-centered learning, provides a useful foundation for anti-corruption teaching. Constructivism encourages students to learn ethical reasoning, participate in hands-on learning, and reflect on real-life situations (Schunk, 2020). Additionally, utilizing learning approaches that encourage student participation, such as simulations, group discussions, and case studies, can help improve students' understanding and awareness of corruption issues (Sumantri et al., 2023). Students will understand the importance of anti-corruption education when they actively participate in raising awareness about corruption issues (Ayu et al., 2022). Anti-corruption education can be applied in various subjects, not only in certain subjects. Religious education, civic education, and social sciences are examples (Sumantri et al., 2023). One effective way to prevent corruption violations in the future is to instill anti-corruption principles in the younger generation since childhood (Sumantri et al., 2023).

The purpose of this article is to explain how constructivist learning theory and its related teaching methods can be applied to teach anti-corruption education to elementary school students. By focusing on the "what," "why," and "how" of constructivist principles, this article highlights how an interactive, reflective, and problem-solving approach can foster a deeper understanding of ethical behavior and integrity in young learners. Constructivism, as a learning theory, has greatly influenced educational practices in various fields, especially science and mathematics (Nurhidayati, 2017). The main idea of constructivism is that knowledge is actively built by the students themselves, not just transferred from teacher to student. In the context of anti-corruption education, constructivism can help students construct their understanding of ethical behavior and integrity values through direct involvement and critical reflection (Nurhidayati, 2017).

Methodology

This study examines how constructivist learning theory can be applied to teach elementary school students about anti-corruption. This qualitative research method involves a systematic literature review. Literature review is an effective way to combine previously conducted research; analyzing thoroughly reviewed articles, books, and reports of institutions allows for a deeper understanding of the subject (Snyder, 2019). The systematic approach ensures that the research follows a structured process for finding, selecting, and analyzing relevant research, which results in a comprehensive understanding of the subject. The right methodology, which guides systematic data collection and analysis, is the key to quality research (Krismanto, 2023). It is hoped that conducting a systematic data analysis process will help in making a comprehensive discussion.

This study looks at how constructivist learning theory can be used to teach anti-corruption to elementary school students. This qualitative research requires a thorough literature review. Literature

review is an effective way to combine previous research. Studying the reviewed books, articles, and reports of institutions allows for a deeper understanding of the topic (Snyder, 2019). The systematic approach ensures that the research follows a structured process for finding, selecting, and analyzing relevant research, resulting in a comprehensive understanding of the subject. The right methodology for data collection and analysis is essential for high-quality research (Krismanto, 2023). It is hoped that conducting the data analysis process in a systematic way will help in making a comprehensive discussion.

Many of the studies produced in the initial search were then filtered using inclusion and exclusion standards. Research published before 2010, non-peer-reviewed articles, and research not related to constructivism or anti-corruption education are not included in the inclusion criteria. The review will only include peer-reviewed articles, books, and reports published between 2010 and 2023.

Filtering of research titles and abstracts obtained from database searches is part of the selection process. Two duplicates were removed, and the remaining studies were evaluated more thoroughly by reviewing the text as a whole. About twenty sources are included in the final selection, including books, journal articles, and reports. The data collected from these sources focus on constructivist learning theory, anti-corruption education, and instructional approaches. The information includes the author, year of publication, research subject, and results. It is essential to ensure the credibility of the review. To maintain academic rigor, only peer-reviewed sources are included. According to Snyder (2019), the selection process ensures that the information is reliable and trustworthy. Triangulation is the process of combining various sources—books, journal articles, and institutional reports—to provide a balanced perspective on the issue. In addition, a clear and replicable selection process ensures transparency. To further ensure the validity and reliability of the results, feedback is requested from academic peers.

Thematic analysis, which is a way to find, analyze, and report on topics in data, is included in the data analysis process (Braun & Clarke, 2006). First, the selected literature is thoroughly reviewed to improve understanding of the topic. Furthermore, the research was coded based on recurring themes, such as the principles of constructivist learning, methods for teaching ethical values, and the role of critical thinking in anti-corruption education. Next, the coded data is organized into themes that reflect the most important literature findings. These themes are combined into a powerful story, which forms the basis of the article's conclusion. This process ensures a structured approach to assess how effective constructivist teaching is in encouraging moral behavior and anti-corruption principles

Result and Discussion

Constructivist learning theory

The basic theory of learning known as structuralism states that students build their knowledge actively, not passively. This theory was pioneered by Piaget (1970) and expanded by Vygotsky (1978), and states that students engage in active engagement, experience experience, and think. Vygotsky emphasized the role of social interaction in learning, especially through the concept of "proximal developmental zones" (ZPD), while Piaget's theory emphasized how important interaction with the environment is for cognitive development. This idea suggests that students learn best when they are given guidance while working on difficult tasks but can still complete them on their own with help. Nasar (2024) explained that learning is an active process in which students develop their knowledge and wisdom through experience, introspection, and engagement with the outside world where students are active learners who contribute to the creation of meaning rather than passive recipients of knowledge provided by teachers.

One of the most relevant principles of constructivism for Indonesian education is that students should build their own knowledge, not just receive it. They also emphasized the importance of contextual learning and social interaction. However, constructivism has several advantages, such as encouraging students to participate more actively in learning, improving their critical thinking skills, and making learning more meaningful and applicable. On the other hand, implementing constructivism requires a paradigm shift in teachers as a single source of knowledge, as well as ensuring that there is infrastructure and resources that support active learning (Nurhidayati, 2017).

This theory emphasizes how people interact with their environment to obtain information. Learners not only gain new knowledge, but they also deepen their understanding. According to the theory of constructivism, which is used in modern education, learning is an active process in which students acquire knowledge and wisdom through experience, introspection, and engagement with the

outside world. According to this perspective, instead of receiving passive knowledge from teachers, students are active learners who contribute to the creation of meaning.

Konstruktivisme mendorong siswa untuk berpartisipasi secara aktif dalam proses pembelajaran. Ini berbeda dengan metode tradisional di mana guru memberikan informasi kepada siswa secara pasif. Diharapkan siswa meneliti, memecahkan masalah, dan membuat kesimpulan melalui refleksi dan eksplorasi mereka sendiri (Amineh & Asl, 2015). Bentuk pembelajaran yang dinamis ini membantu siswa memahami dunia mereka secara aktif dengan menghubungkan pengalaman baru dengan pengetahuan sebelumnya. Mereka dapat memperluas pemahaman mereka tentang dunia dari waktu ke waktu melalui proses ini. Pendekatan konstruktivis telah terbukti efektif dalam meningkatkan hasil belajar siswa, seperti keterlibatan aktif dalam pembelajaran, kreativitas, dan sikap kerja sama (Nurhidayati, 2017). Model pembelajaran berbasis proyek, yang didasarkan pada konstruktivisme, ditemukan lebih efektif daripada model pembelajaran konvensional dalam meningkatkan kreativitas siswa dan keterampilan proses sains mereka (Rahayu et al., 2020).

Constructivism in anti-corruption education allows students to engage in the complexities of corruption, learning what it is, why it happens, and how they can prevent it. Students are actively involved in discussions, problem-solving activities, and projects that address corruption in a way that happens in the real world thanks to an emphasis on real-world learning and ethical challenges. The constructivist approach in anti-corruption education helps students understand this problem better and is committed to stopping it (Sumantri et al., 2023). Hidden learning media, also known as "hidden curriculum", has been shown to be an effective strategy for providing anti-corruption education (Hapsari et al., 2020). In addition, it has been proven that participatory learning methods such as simulations, group discussions, and case studies increase students' understanding and awareness of drug and corruption problems (Sumantri et al., 2023). In addition, traditional games derived from local culture can be used to instill anti-corruption values such as discipline, honesty, responsibility, hard work, independence, simplicity, justice, courage, and caring. This method not only teaches students about corruption but also helps them learn to think morally and critically, which is essential for resisting and challenging corrupt acts (Piaget, 1970; Vygotsky, 1978; Serra & Wantchekon, 2012).

Constructivism theory in anti-corruption education learning

Constructivism is well-suited for anti-corruption education because it encourages critical thinking, ethical reflection, and active participation, which are essential skills for developing an anti-corruption mindset. Constructivist learning helps students understand anti-corruption values and apply them in daily life (Sumantri et al., 2023). This method also teaches students to think critically and analyze, which is especially important in corrupt situations. As a result of constructivism education, the principle of anti-corruption can be instilled more deeply in the minds of students. Additionally, this method encourages shared learning and speaking, which allows students to share their opinions on the issue of corruption and build their moral awareness of its dangers.

Students are expected to behave honestly, responsibly, and with integrity in their every action if they understand and apply anti-corruption principles. Constructivist thinking allows the application of anti-corruption values in daily life. Additionally, participatory learning, such as simulations, group discussions, and case studies, can improve students' understanding of the dangers of corruption and help them internalize anti-corruption principles. Students are expected to become agents of change and help prevent and eradicate corruption in their environment through this process. In addition, constructivism teaches students not only to memorize facts, but also to find solutions to corruption problems. This interesting and significant learning can encourage students to study anti-corruption issues. Last but not least, this method helps students cultivate anti-corruption characters and values more deeply. By using a constructivist approach, anti-corruption education can be taught more effectively, in-depth, and meaningfully. Thus, it is hoped that a moral and dedicated generation will be formed to fight corruption.

According to Nurhidayati (2017), the principle of constructivism is knowledge built by students themselves in social and individual interactions. Constructivism emphasizes that students cannot only gain knowledge from teachers; Instead, students must actively build their own knowledge through learning and reasoning experiences. In this situation, the teacher serves as a facilitator who helps

students gain their own knowledge. So, constructivism is very suitable to be applied in anti-corruption education because it can encourage students to actively participate in learning and internalizing anti-corruption principles. For several reasons, this method of constructivism has succeeded in teaching young learners about the dangers of corruption, namely

Ethical Thinking

Ethical thinking is a mental and intellectual process that involves moral and principled considerations when analyzing, evaluating, and making decisions about what is right or wrong, good or bad in a given situation. It is an important part of moral growth and ethical decision-making. Anti-corruption education is closely related to ethical thinking. In their efforts to form moral people and oppose corruption, the two cooperate and support each other. Anti-corruption education seeks to instill the values of honesty, integrity, and responsibility. On the other hand, ethical thinking provides a mental framework for analyzing and evaluating potentially corrupt situations from a moral point of view. Not only do students learn about what corruption is and why it is wrong, but they are also trained to spot ethical issues, consider the consequences of corrupt actions, and make wise decisions in the face of the desire for corruption.

In addition, students gain a better understanding of the complexity of corruption issues through ethical thinking because it helps them consider issues from multiple perspectives and consider the long-term impact of corrupt actions on society, countries, and individuals. This helps to foster broader social awareness and empathy, which is crucial for building resistance to corruption. Additionally, ethical thinking encourages deep reflection on one's personal motivations and values, which can reinforce students' commitment to ethical and anti-corruption behavior. By incorporating ethical thinking into anti-corruption education, we are not only teaching students about corruption, but also providing them with critical thinking skills and ethical decision-making tools that they can use throughout their lives.

Constructivism emphasizes the development of moral and reflective thinking, which is its great advantage. Students don't just learn facts about corruption; They also face moral problems and think about their own principles. Students learn about the ethical implications of corruption and how they can respond to similar situations through research and guided discussions. As a result, they will understand the ethical values of anti-corruption practices. In addition, constructivism emphasizes that students are the center of learning, where they are actively involved in the learning process and develop their own representation on important issues such as anti-corruption. This approach encourages students to be actively involved in the learning process, so that they can gain a deeper and relevant understanding of the real world.

Constructivism is particularly useful in anti-corruption education because it is geared towards moral reasoning (Braguinsky & Myerson, 2007; Komalasari & Saripudin, 2015). Student-centered learning allows students to gain an in-depth understanding of corruption problems and potential solutions, and to critique the problems from their own perspective.

Active learning

Active learning is an educational method that puts students in the middle of the learning process and engages them actively and directly in improving their knowledge and skills. In this model, students not only passively receive information, but also actively participate in various activities that help them think critically, solve problems, and reflect. Active learning, according to Bonwell and Eison (1991), "engages students in doing things and thinking about what they are doing." A variety of techniques, such as group discussions, simulations, collaborative projects, and problem-based learning, can be used to achieve this.

According to Prince (2004), active learning is different from traditional learning where students passively receive information from the instructor. Active learning "is generally defined as any method of teaching that involves students in the learning process." Active learning also encourages student-

teacher interaction and between themselves, resulting in a dynamic and interactive learning environment. "Students engage in higher activity than just listening" in active learning, according to Felder and Brent (2009). This can include reading, writing, speaking, or problem-solving activities that drive the process of analyzing, synthesizing, and evaluating course content. In addition, active learning "requires students to engage in meaningful learning activities and think about what they are doing", according to Michael (2006), and has the potential to improve lesson understanding and retention. This method not only helps students gain knowledge, but it also helps them acquire higher-order thinking skills and the ability to apply their knowledge in real-world situations.

Constructivism is a methodology that is student-centered and supports active learning. In anti-corruption education, this means involving students in various activities that make the concept of corruption more real and relevant. Case studies, simulations, debates, and role-playing allow students to experience situations where corruption is possible and learn about its consequences. In addition, the implementation of a hidden curriculum in schools can also be beneficial because it can instill and cultivate anti-corruption principles among students. This hidden curriculum can include school activities, policies, and examples that can help students understand and understand the dangers of corruption. Most Indonesian students show interest and desire to participate in efforts to prevent and eradicate corruption. Many people want to participate in the fight against corruption in the country.

The constructivist approach allows for Hands-on learning experiences that are more likely to leave a lasting impression on students compared to conventional lectures. As a result, lessons on corruption become more effective and memorable (Serra & Wantchekon, 2012). Case studies, group discussions, and other interactive learning methods that engage students can help students better understand and analyze corruption issues. In addition, this method can build students' awareness of the importance of integrity and responsibility to prevent corruption (Sumantri et al., 2023).

Value Internalization

Internalization of values is the process by which a person adopts and integrates certain values, norms, attitudes, or ideologies into their own personality and behavior structures. The process of internalizing values involves accepting and applying values that come from outside sources and the application of these values into a person's actions, thoughts, and beliefs. Internalized values are considered consistent with an individual's value system and shape their behavior. Therefore, internalization occurs "when the individual receives influence because the content of the induced behavior - the ideas and actions that shape it - is intrinsically beneficial", according to Kelman (1958). "The direct understanding or interpretation of an objective event as the expression of meaning" is the definition of internalization, according to Berger and Luckmann (1966). Internalization helps them understand their fellow human beings and understand the world as a significant social reality. This process develops through various experiences and social interactions and does not happen instantly. The value of internalization can be defined as "standards or criteria to guide actions, to develop and maintain attitudes towards relevant objects and situations, to justify actions and attitudes of oneself and others, to judge the morals of oneself and others, and to compare oneself with others", according to Rokeach (1973). This suggests that an individual's identity, decisions, and social behavior are heavily influenced by internalized values. Lickona (1991) states that "character education is a deliberate effort to help people understand, care about, and act on core ethical values", showing how important the internalization of moral values is in education. This shows that the internalization of values not only recognizes what is right, but also builds a commitment to act according to those values within oneself.

Constructivism encourages the internalization of personal values and knowledge of facts. Students are encouraged to think critically about their behavior and their own values by participating in

discussions and activities that focus on fairness, honesty, and integrity. This is very important because students will have the ability to think critically about anti-corruption practices and understand the meaning of honesty and truth in future life. The constructivist approach requires students to be more active in seeking information to support the learning process because they not only passively receive knowledge from teachers but also actively engage in the learning process, talk about values, and learn about ethics and good behavior. A constructivist approach will help students build a strong moral foundation that will be useful to them in the future when they encounter situations that require moral decision-making. This approach teaches students to think critically, solve problems, and make decisions based on upheld moral values.

They will internalize these values with time, so they are more likely to act ethically in real-life situations. In anti-corruption education, this value-based approach is very important. The goal is to instill lasting moral values in young students (Komalasari & Saripudin, 2015). Anti-corruption education in students requires challenges to various behaviors and self-discipline efforts. By using a constructivist approach in education, this problem can be overcome. Anti-corruption education that focuses on self-discipline is not enough to overcome student corrupt practices such as arriving late, not being disciplined in time in collecting assignments, manipulation of attendance, plagiarism, and manipulation of sick certificates. To address the problem holistically, all stakeholders—faculty, administrative staff, and the students themselves—must work together. Anti-corruption education among students can only run well if all parties work together to create an environment free from corruption.

The application of constructivism in anti-corruption learning

In anti-corruption education, the application of constructivist principles means creating a classroom environment that encourages students to think critically, solve problems, and consider their own actions and principles. One way is to use traditional toys. It can instill anti-corruption values such as honesty, discipline, responsibility, hard work, and other values. These traditional toys can indirectly encourage anti-corruption attitudes and behaviors and create an interactive and fun learning environment for students (Hayati & Kurniawan, 2020). This concept is very important because the constructivist approach allows students to experience first-hand the experiences related to anti-corruption practices. They must be in an interactive and participatory learning environment so that they can directly feel and understand values such as honesty, discipline, responsibility, and hard work, which are components of anti-corruption practices (Kristiono et al., 2020). Therefore, not only do they gain a theoretical understanding of anti-corruption concepts, but they can also internalize those principles through beneficial educational experiences (Tika et al., 2022).

The following strategies show how constructivism can be used well to teach anti-corruption education:

Value-based education

The value-based education approach emphasizes the development of character and moral values as an important part of the learning process. "Help students understand core values, adopt them as profound principles, and act on those values in their own lives," says Lickona (1991). This method does not only focus on intellectual development; It also focuses on shaping students' moral traits and their actions. According to Kirschenbaum (1995), values-based education involves "teaching or instilling certain values" and aims to help students "clarify their own values and act in accordance with those values". This shows that values-based education is not only about instilling values but also helping students acquire the ability to make ethical decisions independently. In their research, Berkowitz and Bier (2005) found that value-based education programs are effective not only teaching values directly, but also creating a school environment that supports and reinforces those values. They reached the conclusion that "comprehensive character education includes school-wide efforts, explicit attention to values and character, and the promotion of critical thinking, moral reasoning, and the development of skills to live values in everyday life."

Incorporating ethical and moral values into the curriculum is one of the most effective ways to implement constructivism in anti-corruption education. Moral dilemmas, case studies, and stories related to corruption can be used by teachers to encourage discussion and reflection. For example, students may be asked to play a role in a corruption scenario, such as a businessman bribing a government official. This activity can help students learn to think critically and make ethical decisions (Hayati & Kurniawan, 2020). Students learn about the importance of honesty and truth in private and public life after overcoming these issues (Komalasari & Saripudin, 2015). Once students learn about integrity and honesty, they will be able to internalize those values into themselves. This internalization process is essential to ensure that integrity and honesty will be values that will be used as guidelines in daily life in the future.

Students not only learn about corruption but also learn to adopt ethical principles that can help their behavior. These activities not only teach them about the phenomenon of corruption but also teach them how to think critically and make ethical decisions in difficult situations (Arifiyanti et al., 2022). This stage allows for a variety of actions, such as:

1. **Value Formation:** Students begin to build a strong personal value system based on honesty, integrity, and social responsibility through discussion, reflection, and hands-on experience.
2. **Behavioral modeling:** Students learn to behave well from educators, mentors, and classmates by observing and participating in ethical practices.
3. **Development of empathy:** Students gain a better understanding of how corruption impacts the lives of others when they participate in activities that involve interaction with others. These activities also help them cultivate a sense of empathy and social concern.
4. **Commitment Strengthening:** Participating in anti-corruption projects helps students foster confidence and commitment to the moral values they are learning.

This activity improves students' critical thinking skills in addition to improving their understanding of corruption phenomena. Some of the components of this critical thinking development include:

1. **Situation Analysis:** Students learn to identify social, economic, and cultural elements that contribute to corruption situations.
2. **Impact evaluation:** They are educated to consider the short-term and long-term effects of corruption and anti-corruption actions.
3. **Information Synthesis:** Students gain the ability to combine information from various sources to gain a comprehensive understanding of corruption issues.
4. **Creative problem-solving:** They are encouraged to find new ways to address corruption and moral problems facing society.

These activities also help students learn to make moral decisions in a variety of challenging situations. These include:

1. **Introduction to moral dilemmas:** Students encounter situations where moral principles may be conflicting or difficult to apply.
2. **Risk assessment:** They are educated to consider the potential consequences of various decisions in complex ethical situations.
3. **Principled decision-making:** Students learn to make decisions based on strong ethical principles even in situations of pressure or desire.
4. **Reflection and Learning:** Students are required to consider the outcomes of their choices and take lessons from their experiences to use in future decision-making.

Experiential Learning

Experiential learning emphasizes the direct experience of students during the learning process. Students learn by doing, experiencing, and reflecting rather than just listening to lectures or reading textbooks. Experiential learning is "a philosophy and methodology in which educators intentionally engage learners in hands-on experiences and targeted reflections to enhance knowledge, develop skills, and clarify values, according to the Association for Experiential Education (AEE) (2011). This definition emphasizes the active role of educators in designing and facilitating significant learning

experiences. Furthermore, Kolb and Kolb (2005) developed the idea of experiential learning by emphasizing how important it is to build a "learning space" that allows for reflection, thought, action, and experience. They believe that effective experiential learning involves "the full involvement of the individual in the learning process, which includes intellectual, emotional, and physical.

Itin (1999) defines experiential learning as "the process by which learners construct knowledge, skills, and values from direct experience" and emphasizes that experiential learning encompasses all aspects of human beings, not just cognitive aspects. Experiential learning, such as simulations and role-playing, allows students to engage directly with the concept of corruption. For example, educators can create scenarios in which students take on the role of citizens, business owners, or government officials. Then, they must navigate situations in which they must make decisions about corruption. This activity helps students understand the implications of corruption in the real world and how they can contribute to or prevent unethical behavior.

Students not only gain a better understanding of the material, but also acquire critical thinking skills that are essential for solving complex ethical issues. In addition, anti-corruption education can be incorporated into various aspects of higher education, such as lecture materials, study programs, and research. The development of a curriculum that emphasizes integrity, ethics, and good governance as well as the training of teachers and administrative staff to understand and apply anti-corruption practices in academic activities can be part of this effort. In addition, higher education institutions can encourage publications and research on anti-corruption at the institutional and national levels (Zulqarnain et al., 2022). The development of a curriculum that emphasizes integrity, ethics, and good governance as well as the training of teachers and administrative staff to understand and apply anti-corruption practices in academic activities can be part of this effort. In addition, higher education institutions can also encourage research and publication on anti-corruption issues, both at the institutional and national levels. This can include the creation of specific courses, modules, or training programs that address integrity, ethics, and good governance in an academic environment. In addition, universities can allocate resources to support research and development of science in the field of anti-corruption and promote high-quality academic publications on these topics. Therefore, anti-corruption education can be incorporated into the overall educational environment, helping to build the character of students with integrity (Arifiyanti et al., 2022).

Discussion and Debate

In academic, professional, and social fields, discussion and debate are two ways of communication that are often used to explore ideas and arguments. Although they both involve the exchange of ideas, they have different goals and ways to do so. Brookfield and Preskill (2005) define discussion as "an organized exchange of ideas between two or more people, usually for the purpose of exploring a topic or solving a problem." They emphasized that effective discussions involve "exchanges of perspectives, experiences, and judgments" that allow participants to gain a better understanding of the topics discussed. Discussion is defined as "a form of group interactive discourse in which members join together to address a common question or problem with the aim of developing their knowledge, understanding, or judgment of the issue", according to Dillon (1994). Debate, on the other hand, has a more formal organization and purpose. The definition of debate is given by Freeley and Steinberg (2013) as "the process of reasoning and advocacy, the method of reaching rational decisions." They emphasize that "a structured presentation of arguments for or against a proposition" is part of the debate. A debate is "a limited contest between two competing sides that tries to influence the audience or a panel of judges", according to Schnurer and Schnurer (2006). They emphasized the competitive aspect of debate, where each side seeks to "win" the argument. According to Sare and Othman (2013), "discussion aims to explore issues and reach understanding, while debate focuses on winning arguments and convincing others of a particular point of view." They also said that discussions tend to be more collaborative and open, while debates are more structured and opposite.

To encourage students to think critically about corruption, it is essential to have an open discussion. Students can discuss and discuss various aspects of corruption issues, question existing beliefs, and gain a better understanding. They have the opportunity to listen to various perspectives, analyze arguments, and ultimately make their moral views on corruption through these activities. Questions like "What would happen if everyone were involved in corrupt practices?" or "Why is transparency important in society" are examples of questions that teachers can provide to help their students learn. This type of discussion gives students the opportunity to listen to a variety of opinions and make their own moral convictions (Boehm, 2015).

Debate can also encourage the exchange of different ideas and encourage students to express and defend their own opinions. Debate can also teach students to defend their own opinions and understand the perspectives of others. This can foster an environment that supports critical thinking and deep reflection, allowing students to share broader and deeper insights with each other (Saputra et al., 2023).

Civic Education and Community Engagement

Education experts and practitioners have defined and interpreted civic education, a concept that has many aspects. In general, the goal of civic education is to prepare students to become responsible, active, and participating citizens in the life of the country and society. Civic education is "the learning of and how to be an informed, active, and responsible citizen", according to Crick (1998). This definition emphasizes the aspects of knowledge and practice necessary to be a good citizen. Banks (2008) states that civic education is "an effort to help students acquire the knowledge, skills, and principles necessary to participate effectively in their local, national, and global communities." Osler and Starkey (2006) expand this definition by saying that civic education should include "an understanding of democracy, human rights, and social justice" as well as "the development of skills for participation and action." They emphasized that contemporary civic education must have a global dimension. UNESCO defines civic education in a broader context as "education for democracy, peace, social justice, and sustainable development" (1998). According to this definition, civic education should prepare people to face the problems of the modern world.

In anti-corruption education, constructivism, a pedagogical approach that emphasizes the active role of students in improving their understanding, can be applied successfully. This happens through civic education and community engagement activities. This method not only helps students understand abstract concepts of morality and ethics, but also gives them the opportunity to apply their knowledge in real-world situations. Students can participate directly in local anti-corruption projects that can be designed and funded by teachers. Some examples of these activities include:

- a. School transparency audits: Students can learn about financial accountability by taking a simple audit of how school funds are managed.
- b. Monitoring of public services: Conducting surveys or observations about the quality of public services in the surrounding environment, teaching students about the rights and responsibilities of citizens.
- c. Social media campaigns: Design and implementation of anti-corruption campaigns through social media platforms to raise awareness about the effects of corruption on adolescents.

Service-based learning, or service-learning, can also help to increase transparency and ethical behavior. Example:

- a. Mentoring Program: Older students can teach the values of integrity to their classmates through example and hands-on guidance.
- b. Environmental Cleanup Project: Creating transparent community cleanup activities that teach students how to manage responsibly.
- c. Simple Legal Aid Clinic: Collaborates with local legal organizations to inform students about citizens' rights and the importance of the rule of law to prevent corruption.

A school campaign that emphasizes the importance of honesty and honesty in everyday life can take the form of the following:

- a. Integrity Week: One week of activities focused on anti-corruption principles. Activities include seminars, competitions, and exhibitions.
- b. Ethical reporting system: Promote responsible whistleblowing by establishing a system where students can report ethical violations anonymously.
- c. Integrity awards: Provide public recognition to students who demonstrate outstanding moral behavior and support positive values.

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Students can apply their lessons to real-world situations through these activities. Not only do they have a theoretical understanding of anti-corruption, but they also experience the real benefits of ethical behavior. This experience can build strong moral convictions for students and encourage them to become agents of change in their society. This practical method helps bridge the gap between knowledge and action (Khan 2019).

Real-world anti-corruption learning allows students to have hands-on experience with anti-corruption practices. This learning is very important to instill anti-corruption values in students at an early stage (Hidayah & Esfandiari, 2022). The internalization of these principles will help shape the character of students who are honest, loyal, and oppose corruption from an early age. In addition, if lessons on corruption eradication are carried out in real situations and involve many different parties, this will increase students' understanding and appreciation of corruption eradication.

Media Literacy

The concept of media literacy has evolved along with technological advances and changes in the media environment. Media literacy typically refers to the ability to access, analyze, evaluate, and create media content in a variety of formats. Media literacy is defined as "a set of perspectives that we actively use to interpret the meaning of the messages we receive from the media", according to Potter (2004). This definition emphasizes the critical and active aspects of processing media information. On the other hand, Hobbs (2010) describes media literacy as "the ability to access, analyze, evaluate, create, and act using all forms of communication." Jenkins et al. (2009) expanded the definition of media literacy in the digital age and defined "new media literacy" as "a set of cultural and social skills that young people need in the midst of a new media landscape." They emphasize the importance of skills such as play, simulation, appropriation, multitasking, distributed cognition, collective intelligence, assessment, transmedia navigation, networking, and negotiation. Buckingham (2003) defines media literacy as "the knowledge, skills, and competencies required to use and interpret media." This shows how important media literacy is. He argues that media literacy should include the ability to critically analyze media texts as well as an understanding of how media is produced and distributed.

It is very important for students to understand the message of the media critically because the media is increasingly influencing the lives of modern society. The goal is to provide students with the ability to identify and understand how the media can affect their perception and understanding of corruption issues. By studying media literacy, students can identify examples of corruption in various forms of media content, such as advertisements, news reports, and social media posts. By learning to thoroughly question, evaluate, and criticize the content they consume, students will become better at

understanding and understanding corruption. This ability helps students become more resilient to misinformation and understand the wider impact of corruption on society.

By learning to question and evaluate the content they consume, students become more aware of the ways in which corruption is portrayed or justified by the media. These skills help students understand the wider impact of corruption on society and build their resilience to misinformation (Jeong, Cho, & Hwang, 2012). A well-rounded media literacy education teaches students to not only be passive consumers but also active observers who can question the truth, evaluate honesty, and thoroughly critique every piece of content they come across. Skills development such as:

- a. Source analysis: Students learn to examine the credibility of the writer or content creator and the background of the media institution that publishes it.
- b. Context understanding: Teaches students to consider the social, political, and economic circumstances behind the content or news.
- c. Bias identification refers to the ability to discern perspectives that tend to be biased or involve ulterior interests in the delivery of information.
- d. Introduction to manipulation methods: Understand techniques for influencing perception, such as framing, the use of emotive language, and selective presentation of data.

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Conclusion

Constructivism is an approach that offers a robust and comprehensive framework for teaching anti-corruption education to primary school students in an effective manner. The constructivist approach encourages students to actively participate in learning and learn about the causes and impacts of corruption and how to act with integrity in everyday life. By encouraging active learning, ethical reflection, and critical thinking, this approach helps students understand the causes and impacts of corruption and empowers them to act with integrity. By using experiential learning, values-based education, and community engagement, teachers can provide students with a rewarding opportunity to internalize ethical values and apply them to real-world situations. A constructivist approach can also help students acquire the decision-making, problem-solving, and leadership skills necessary to combat corruption in society. In facing corruption-related challenges, students will learn to think critically, analyze situations thoroughly, and make ethical decisions. By acquiring these skills, they will be better prepared to become moral agents of change and help eradicate corruption in society.

Therefore, a constructivist approach gives us a great way to instill honesty, fairness, and transparency in the next generation throughout their lives. The constructivist method allows for active and participatory learning in which students not only receive information passively, but also engage directly in the process of constructing their own knowledge. This method allows students to play a more active role in the learning process as they are encouraged to take an active role in discovering and building their understanding of the subject matter.

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