Anti-Corruption Learning Management (Descriptive Study of Madrasah Ibtidayah Hidayatul Athfal, Nanggeleng Village, Citamiang District, Sukabumi City)

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Abstract:
Research objectives to determine the anti-corruption learning management process. Qualitative research approach is a study aimed at describing and analyzing phenomena, events, social activities, attitudes, beliefs, perceptions of individual and group thoughts by collecting data through interviews, observations, and documentation studies. The essence of the findings of this study is the implementation of learning management conducted by Madrasah Ibtidayah Hidayatul Athfal, Nanggeleng Village, Citamiang District, Sukabumi City, has had a positive impact on students. Thus anti-corruption learning contributes knowledge to the people in Indonesia, especially students in the Madrasah Ibtidayah Hidayatul Athfal, Sukabumi City. The specific findings of this study are that in the Ibtidayah Hidayatul Athfal Madrasah including (1) Relating to the learning program in increasing learners carried out in accordance with 1) the preparation of the learning plan: (2) the Ibtidayah Hidayatul Athfal Madrasah in the City of Sukabumi implementing in accordance with the learning program in improving knowledge based on anti-corruption (3) Some issues related to anti-corruption learning, namely from internal aspects such as a) limited facilities and infrastructure that support anti-corruption learning While from external aspects such as a) the background of students from parenting are varied b) the lack of student knowledge from an early age. c) Varied backgrounds in the environment of students. (4) Solutions to overcome these problems internal and external aspects.

Keywords: Management, Learning, Anti-Corruption.

I. INTRODUCTION
It is been such the corruption practices in Indonesia chronic. Based on the data from about institutions watchdog transparency international corruption perception index in the year 2017 Indonesia occupy rank to 88 with a score of CPI 36 from 168 countries (watchdog transparency international, 2017) [1]. In addition based on the data from Indonesia corruption watch, in the year 2017 prosecutors handle 639 cases of corruption with the
status of the perpetrators because police investigations.

Siti Mutiah (2011) [2] of the opinion that corruption that appears in Indonesia triggered by several things, such as: a) still the weak nation character, b) understanding of the teaching of the teachings of religion does not applied in daily life, c) has not patterned the construction of the, government, and sustainable development, d) the relative infancy of humanitarian nationalism as well as political and economic democracy, e) has not manifesting main values and the relative infancy of the system that enables the community to adopt and the handling of contemporary values in a prudent manner, f) concerns as he faced the future and vulnerability for the construction of the government, and state of the address in to face the change of.

Robert Klitgaard [3] argues in his book titled Asian Drama, Volume II that corruption is, "Corruption includes inappropriate activities related to power, government activities, or certain efforts to obtain an improper position, as well as other activities such as bribery". Another opinion Ermansjah Djaya [4], corruption is a behavior that deviates from the official duties of his position in the state, in which to gain status or money benefits relating to personal (individuals, close family or groups) or violates the rules of implementation relating to personal behavior.

In Indonesia is worrying problem of corruption have been very. Corruption is held by individuals but it has been your heads. Many cases the corruption that entrap a public official from the lower level up to the levels of high. According to Masduki Duriyat (2017) [5] Corruption problems in reality is not because of factors because received welfare but rather the mental problems. Mental related to the character of that which is inherent in the soul of individual so they can be. According to Fathur Rahman, 2016) [6], explained that one of the attribution fundamental which can explain about the behavior and attitude the recent escalation of corruption in reality residents daily needs is the contribution of the value of education, moral, there is little and religious students on the establishment of the nature of humanity. One way to shape the anti-corruption character is through education. Anti-Corruption Education is essentially part of character education. Anti-corruption education focuses on the development of values & morality in individuals. The Ministry of Education and Culture [7] has determined that character education is considered very important in the whole learning process in schools. In a guide book on Character Education in Middle School, Ministry of National Education (2010), [8] stated that character is one of the most important factors for one's success. A person's success is not determined solely by knowledge and technical ability (hard skills), but rather is determined by the ability to manage themselves and others (soft skills). Build character was not a instant products that can directly perceived for a moment after education was given. Build character education is a long process that should be started early on in children and will be might feel over that these children grow up and become adults. The foundation is an anti-corruption especially planting character is an anti-corruption character must feel from an early age. One of the ways to infuse an anti-corruption character on child is through education in schools / madrasah [9].

According to him Agus Wibowo [10] anti-corruption education is a conscious effort planned manner to realize the teaching and learning process who is critical of anti-corruption values. In the process, is not just a anti-corruption education cognitive) transfer knowledge, but the formation of characters (affective) emphasis, and a moral sense resistance (psychomotor behavior of corruption [11].

Dedi Mulyasana [12], stated that 6-12 years old is a good pattern, to strengthen Human Resources (HR), by strengthening the facilities sector. And there are also strengthening other means. Various things to improve quality education and anti-corruption, starting from the basic age, because it can be said that education is competitive, it is necessary and
has a spirit always ahead of change with the assurance that education providers must have a competitive attitude in carrying out their duties.

Eradicating corruption through education in schools to children is the right choice. Psychologically, children are entering the stage of imitating and acting. At an age range 6 - 12 years of age or school age/Madrasah Ibtidaiyah (MI) is a period of self-formation begins (Berger). [13] At that age children are in a period of self-growth and thought formation towards character building. If children are accustomed to anti-corruption character early on, then those values will be embedded into adulthood.

The formation of anti-corruption character in schools must be related to components in education such as, teachers, students, curriculum, teaching and learning activities and others. The components in education to be able to grow the character of anti-corruption must be managed properly and effectively.

In the 2013 curriculum [14] there are additional teaching materials that do not yet exist in the Education Unit Level Curriculum (KTSP), in addition to maintaining material that is considered less important. In this regard, the government hopes that through the change in the 2006 Curriculum to the 2013 Curriculum it will produce graduates who are able to compete both at home and abroad. This refers to the government's goal to improve the quality of existing human resources so that they have the skills to follow developments and competition in the era of globalization. The Ministry of Education and Culture (2012) [15] states that changes in the 2013 Curriculum include graduate competency standards, content standards, process standards, and assessment standards. In this regard, the implementation of the 2013 Curriculum includes: 1) oriented towards Graduates Criteria Standards, there is an increase and balance of soft skills and hard skills; 2) using a Scientific approach in the learning process; 3) using objects of natural, social, artistic and cultural phenomena; and 4) information and communication technology (ICT) is used as a means of learning. Ministry of Education and Culture (2013) [16] states that through implementation. The 2013 curriculum is expected to be able to produce productive, creative, innovative and affective Indonesian people through strengthening attitudes (know, why), skills (know, how), and knowledge (know, what). Education needs to formulate a curriculum that emphasizes personal experience through the process of observing, asking, reasoning and trying (observation based learning) to enhance students' creativity, as well as the need to direct learning that prioritizes aspects of attitudes, knowledge and skills (Megawangi) [17].

Growing anti-corruption character is very closely related to the quality of human resources. Soetisna, et al [18] stated that quality affects aspects of the competitive position in life. Cannot be duplicated, whatever is carried out and seen by each individual in creating quality human resources. Endin Nasruddin [19] in the book of Personality Psychology states that the dynamics of the development of the human personality grow with a variety of potential they have. Basically it is very dynamic. with the growth of primary age children whose inputs are influenced by the environment, children need to concentrate their knowledge on corruption. Surya. M [20] This greatly influences the formation of self-concept, the development of traits since elementary school age.

Approach to learning models in elementary school children through various learning models approaches as proclaimed by Rusman [21], that learning must be planned. The learning process standard is a standard process for elementary and secondary education units, one of the standards developed since 2006 by the National Education Standards Agency and in 2007 it was issued as a regulation of the Minister of National Education of the Republic of Indonesia, namely the Republic of Indonesia Minister of Education Regulation No. 41 of 2007.

Based on this, it is necessary to have an anti-corruption-based education management model that
can shape the anti-corruption character of the Madrasah Ibtidayah level in Sukabumi District, particularly in the study of Madrasah Ibtidayah in Hidayatul Athfal, Nanggeleng Village, Citamiang District, Sukabumi City.

II. METHOD

The method used in this research is descriptive analysis with a qualitative approach [22] which includes data collection aimed at describing the conditions and situations that exist in the field. The essence of qualitative research is observing people in their environment who interact with them, trying to understand their language and interpretation of the world around them, approaching or interacting with people who are related to the focus of research with the aim of trying to understand, explore their views and experiences to obtain information or data required. [24] The term qualitative research according to Krik and Miller [25] initially originated in qualitative observations as opposed to quantitative observations. According to Sugiyono (2009: 15) [26] that qualitative research is research used to investigate, discover, describe, and explain the quality or features of social influence that cannot be explained, measured or illustrated through a quantitative approach. Bogdan and Taylor in Moleong (2007: 4) [27] define qualitative methods as research procedures that produce descriptive data in the form of written or oral words from people and observable behavior. This approach is directed at the background of the individual holistically (whole). [28] According to Nana Syaodih Sukmadinata (2005: 60) [29] qualitative research is a study aimed at describing and analyzing phenomena, events, social activities, attitudes, beliefs, perceptions, thoughts of people individually or in groups.

There is another term in qualitative research, namely ethnography. Ethnography comes from the word ethnos which means nation and graphein which means writing or description. So based on the origin of the word, ethnography means writing about or about the nation. But the notion of ethnography is not only limited to that. The opinion of Hammersley (1998: 144), in Emzir, [29] ethnography is a method of social science research. This research strongly believes in up-close, personal experience, and participation that is possible, not just observation, by researchers who are trained in ethnographic art. Ethnographic focal points can include intensive studies of culture and language.

Intensive study of a single field or domain, as well as a combination of historical methods, observations, and interviews. Specific ethnographic research uses three types of data collection: interviews, observations, and documents. This in turn results in three types of data: citations, descriptions, and citation documents, resulting in a product: these narrative descriptions often include tables, diagrams, and additional artifacts that aid in telling the story. Like previous theories of Gay, Mills and Airasian (2009: 404), [30] also defines that ethnographic research is a study of cultural patterns and perspectives of participants in a natural setting. Ethnographers try to capture as fully as possible and based on the perspective of the person being investigated, the way people use symbols in specific contexts. So this study uses a qualitative method with an ethnographic approach.

Kirk and Miller as quoted by Moleong (1996: 3), [31] said that qualitative research is "a particular tradition in social science that fundamentally depends on observing Humans in their own region and relating to these people in language and in the event ". This research was conducted on students of grade 6 (six) Madrasah Ibtidayah in Hidayatul Athfal.

III. RESULT AND DISCUSSION

The concept of management in learning activities, according to syaiful Sagala [32] can be interpreted as an effort and action by the principal as instructional leaders in the school and the efforts
and actions of the teacher as a learning leader in class are carried out in such a way as to obtain results in order to achieve the goals of the school program and learning. Based on the concepts of management and learning, the concept of learning management can be interpreted as a process of managing which includes planning, organizing, controlling (directing) and evaluating activities related to the process of learning the learner by including various factors in it in order to achieve the objectives. [33].

Learning objectives in order to achieve changes in behavior or competence in students after participating in learning activities and the achievement of these objectives are formulated in the form of specific statements or descriptions. This implies that every learning plan. Should be made in writing (written plan). Formulating learning objectives can provide certain benefits, both for teachers and students. According to Nana Syaodih Sukmadinata [25] there are 4 (four) benefits of the learning objectives that can be identified including: 1) Facilitating in communicating the purpose of teaching and learning activities to students, so students can carry out their learning more independently; 2) Make it easy for teachers to choose and arrange teaching materials; 3) Helps make it easier for teachers to determine learning activities and learning media; and 4) Make it easy for the teacher to hold a Luckmann assessment. Thomas [34].

The learning program implemented at the Ibtidayah Madrasah in Hidayatul Athfal is started by preparing a Learning Plan, Annual, Semester, Weekly and Daily Learning in accordance with the applicable curriculum. According to S. Nasution [35] learning is an interactive process that takes place between the teacher and students or also between a group of students with the aim of gaining knowledge, skills, or attitudes and strengthening what is learned. Robert F. Mager (1965), in Wina Sanjaya [36] argues that learning objectives are behaviors to be achieved or that can be done by students at certain conditions and competency levels. Idi, Abdullah, Safarina, [37] stated that the Learning Process Planning includes Syllabus and Learning Implementation Plan (RPP) which contains the identity of the subject, Competency Standards (SK), Basic Competence (KD), Indicators of achievement of competence, learning objectives, teaching materials, time allocation, learning methods, learning activities, assessment of learning outcomes and learning resources. Preparation must contain values. The value system in Sanusi [39] that values are beliefs, however, values represent beliefs that are related to emotions, are not objective. Values are motivational constructions. Value refers to the goals that humans are expected to achieve.

Elementary school age is very necessary to instill anti-corruption-based values, because those values will become guidelines in selecting or evaluating actions, policies, people and events. Values become standards and criteria. Suhada [40] in the book on developmental psychology, schools are the main format experience, influencing every aspect of development. At school children acquire various knowledge, skills and social competencies, expand their body and mind, and prepare for adult life. Early school experience is critical in preparing for future success or failure.

The preparation of the learning plan in the Madrasah Ibtidayah Hidayatul Athfal, in the subject of Religion is associated with the theme created by the school that is anti-corruption based learning. This is in the Learning Plan that has been made by the school / Madrasah. The purpose or achievement of learning (learning outcome) introduction to anti-corruption education in Madrasas is arranged in simple language that can be understood by students in grade 6 (six). It is hoped that with the material provided, according to the language of the KPK, the mission is to break the chain of corruption in Indonesia. This in Madrasah Ibtidayah Hidayatul Athfal has been introduced since Early. Observed by a number of questions raised by the researchers, the results of the school / madrasah students learned about the meaning of corruption and how to prevent
it. Students look anticorruption personality in students themselves and build the enthusiasm of students as agents of change starting at an early age (aged between 11-12 years) and is useful for community and state life that is clean and free from the threat of corruption. Standards of competency to be achieved in Madrasas are able students: prevent themselves from committing acts of corruption (individual competence). This anti-corruption attitude in the sense of trying not to commit the slightest act of corruption. With learning programs in Madrasas, students will be embedded in the values of understanding anti-corruption since elementary age.

Essentially school support and environmental support will greatly affect the future life of children. That, in reality, besides children living in families and also in school, this means that school children live and grow up in two worlds. between family and school, so when school is needed and professionals (teachers) should understand the two children's worlds, so that the anti-corruption understanding applied to schools / madrasas can be synchronous, and centered on the Tri Center of education one of which is: implementation of education after the family is the school environment, educators are teachers (Suyadi and Maulidya Ulfah), [41] and the process has been implemented at the Madrasah Ibtidayah Hidayatul Athfal Sukabumi.

Implementation of Anti-Corruption Based Learning in Madrasah Ibtidayah in Hidayatul Athfal.

Implementing anti-corruption learning in children must be with the development of values that are able to shape character. Anticorruption values are honesty, caring, independence, discipline, responsibility, hard work, simplicity, courage, and justice. These values are: 1) Honesty because of the most important things in life. Honesty is defined as being righteous, not lying, and not cheating. 2) Care The definition of the word care is to heed, pay attention, and ignore. 3) Independence is a process of self-maturity. Do not depend on others in carrying out their duties or in being responsible for anything. 4) Discipline is adherence (compliance) to regulations. The benefits of having the value of discipline are being able to organize life goals with time efficient. 5) Responsibility is the condition of being obliged to bear everything (if anything happens may be prosecuted, blamed and sued). 6) Hard Work Work hard is based on the will. The word "will" gives rise to association with perseverance, perseverance, endurance, clear goals, work power, stance, self-control, courage, fortitude, determination, energy, strength, manhood and unyieldingness. Hard work is needed to work on a target with efficient time. But if hard work is not based on knowledge, it becomes useless. 7) Simplicity, instilling the value of simplicity then someone can manage their needs. Do not think about yourself, and do not have an excessive sense of anything. 8) Courage is absolute confidence for a leader. Never afraid of anything. Always upholding the truth and opposing the very front of evil. 9) Justice Based on the meaning of the word, fair is equal, not biased, impartial.

Based on the results of interviews with the Principal explained that, in the process of implementing anti-corruption-based learning as an element that can support the program more effectively and efficiently.

In connection with the learning method, viewed from the perspective of students, which is divided into two parts, namely occupying active and passive participants, namely students who can practice and some have not. In the direct approach that is realized through "Programmed learning" or "development-based learning", a method used to place students tends to be active and passive students. Active students can and understand corruption so that it can prevent and do, remind other friends not to commit acts of corruption by giving warnings. This anti-corruption attitude will
have a contagious effect on the surrounding environment, elementary school / madrasa students are able and courageous to remind or prevent others from committing corruption in any form, including being able to provide information to others regarding matters related to corruption and anti-corruption. An active approach is accompanied by professional educators.

Professional competence is one of the basic abilities that must be possessed by a teacher. There are several views of experts regarding professional competence. According to Cooper [31] there are four components of professional competence, namely: (a) having knowledge about learning and human behavior, (b) having knowledge and mastering the field of study he fostered; (c) have the right attitude about himself, school, colleagues, and the field of study he is developing; and (d) have skills in teaching techniques.

The results of in-depth interviews with educator teachers stated that the problem faced was constrained by educators' insights on anti-corruption-based education, such as what and how to apply it. Because all the teachers in the Madrasah Ibtidayah in Hidayatul Athfal have not received special training and anti-corruption education. Anti-corruption is not a subject, but is inserted in the character values in the subjects of Religion, and is applied to self-development. For example conditioning and discipline, spontaneously picking up trash, both to his friends and be fair to other students.

Soebagio Atmodiwirio [41] argued that to be an effective headmaster, five administrative skills and competencies are needed as follows: 1) Technical Skills, including special knowledge and expertise in a specific activity related to facilities, namely in the way of using tools, and techniques implementation of activities, 2) Human Relations Skills, relating to cooperation with others, the ability to provide assistance and work together with others, as well as groups to achieve organizational / school goals that are efficient and effective, 3) Skills to make concepts (Conceptual), ability to encapsulate into one in the form of ideas or ideas see the organization as a whole situation that is relevant to the organization, 4) Educational and Teaching Skills include mastery of knowledge about teaching and learning, 5) Cognitive Skills, including abilities and knowledge that are intellectual. Principals are also required to fulfill or have competencies as principals as follows: 1) Commitment to the mission of the school, 2) Orientation of Proactive Leadership, 3) Assertiveness, 4) Sensitivity to interpersonal and organizational relationships 1), 5) Gather information, analyze concept formation, 6) Intellectual Flexibility, 7) Persuasive and managing management, 8) Ability to adapt tactically, 9) Motivation and attention to development, 10) Control and Evaluation, 11) Organizational and delegation abilities, and 12) Communication .. By Therefore, for the success of the management of a school / madrasah institution, the collaboration of principals, educators and students must be effective and optimal.

Paul E. Spector [42] states that Leadership scholars have come up with many different definitions of leadership, and no one definitions has been universally accepted. A common idea that runs through various definitions is that leadership involves influencing the attitudes, beliefs, behaviors, and feelings of other people. Even non-leaders influence other, but leaders exert a disproportionate influence; that is, a leader is more influential than a non leader. Within an organization, leaders are often associated with supervisory positions; however, being a supervisor does not guarantee that you will be able to influence other. Furthermore, many leaders in organizations have no formal organizational title. Informal leaders often arise in work groups and may be more influential over the behavior of group members than the actual supervisors.

The opinion of Kartini Kartono [43], a leader is a person who has skills and strengths, especially strengths in one field, so that he is able to influence other people to jointly carry out certain activities, in
order to achieve one or several goals. So the leader is one who has one or several advantages as a predisposition (talent brought from birth), and is a necessity of the situation / age, so he has the power and authority to direct and guide subordinates. The leader also receives recognition and support from his subordinates, and is able move subordinates towards certain goals.

The age of 12 years said the child enters the stage of developmental dimension which is influenced by several changes, namely: self appearance, behavior, cultural stereotypes, cultural values, changes in roles and personal experiences (Mursid) [44]. This developmental dimension greatly determines the character of the child. Anti-autopsy-based learning must be mastered by all educators in an institution.

Solution Made by Madrasah Ibtidayah Hidayatul Athfal.

Through anti-corruption based education learning for students will contribute more in developing anti-corruption values or attitudes in students. The content of anti-corruption education learning materials on religious learning is carried out through several things, one of which is preparing learning tools, preparing learning materials which consist of, first: understanding corruption up to, second: efforts and participation in eradicating corruption.

Nanang Fattah [44] The ability of teachers to formulate learning objectives in the Learning Compilation Plan in accordance with the curriculum/syllabus and pay attention to the characteristics of students. Learning that researchers observe, it is expected that anti-corruption-based teaching material can be formulated in accordance with the Daily Activity Plan (syllabus, semester program, annual program) by paying attention to the characteristics of students. The ability to arrange teaching materials in a sequential, logical, contextual and up-to-date manner. Every educator can detect corruption. and able to detect the existence of a comprehensive act of corruption starting from the forms, processes, regulations being violated, the perpetrators, the loss / impact caused. Furthermore, problem solving can be generated.

IV. CONCLUSION

Education as a matter of life and life, the discourse around education is one of the topics that is always interesting. Anti-corruption-based education and knowledge, should be introduced from basic education. The basis of character formation. characters like:1) Honesty, (2) Caring, (3) Independence, (4) Discipline, (5) Responsibility, (6) Hard Work, (7) Simplicity, (8) Courage, (9) Justice. Anti-corruption education is not based on one scientific perspective specifically, but it is based on the phenomenon of problems and cultural approaches. The introduction and knowledge of anti-corruption from an early age / basis is an effort to put more emphasis on the development of anti-corruption character building in individual students. Anti-Corruption Education in essence is an effort to prevent corrupt behavior that can be started by instilling anti-corruption values in all individuals, especially in students (students) of basic education as young people who are responsible as potential leaders of the nation. Madrasah Ibtidayah Hidayatul Athfal, implementing an anti-corruption based learning program, is highly appreciated by researchers.

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