

DARUS AS AN ANTI-CORRUPTION EDUCATION

Sholahuddin Al-Fatih

sholahuddin.alfath@gmail.com

ARTICLE INFORMATION

Article history:

Received August 31, 2017
Revised Dec 20, 2017
Accepted March 15, 2018

JEL Classifications

D73; Z19

Key Words:

Anti Corruption Education;
Corruption Eradication Commission
(KPK);
Darus

DOI:

10.21532/apfj.001.18.03.01.14

ABSTRACT

Corruption is one of the biggest problems faced by developing countries, including Indonesia. A research conducted by Transparency International in 2016 shows that Indonesia is ranked 90th out of 176 countries in the world. This condition has caused many sectors to be disturbed. The Indonesian Corruption Eradication Commission (better known as KPK), an anti-corruption body officially established by the government, has recently been intervened by many parties. KPK has implemented various ways to eradicate corruption. One of them is through the channel of education by releasing Anti-Corruption Clearing House (ACCH) with the aim to provide anti-corruption education in schools. Unfortunately, ACCH gets less positive response from the public. Hence, this paper will discuss about the introduction of anti-corruption education from an early age through darus with the aim of preparing anti-corruption generation in Indonesia.

INTRODUCTION

Today almost all developing countries around the world face the same problem, namely corruption. In Indonesia, corruption and anti-corruption actions have become a classic story. The government regime has become double agent. On the one hand, the government has promised the eradication of corruption, but on the other hand, the government also has become the main perpetrators of corruption. The case of corruption in Indonesia does not go down, but it even continues to take root and run as usual.¹ As reported by Transparency International (TI), Corruption Perception Index (CPI) 2016, Indonesia got a score of 37 or increased one point from the previous year. Indonesia is ranked 90th out of 176 countries surveyed worldwide. At the level of Southeast Asia, Indonesia lost to Singapore (with the score of 85 CPI), Brunei Darussalam (58), and

¹ Todung Mulya Lubis. Presented in a seminar at Faculty of Law of Brawijaya University. "Fighting against Corruption through Restrictions on Cash Transactions". End of 2011.

Malaysia (49). Indonesia has a better ranking and point than Thailand (35), Philippines (35), Vietnam (33), Myanmar (28) and Cambodia (21). The range of scores set by the CPI is 0-100, where 0 = very corrupt and 100 = very clean.²

Corruption, collusion, and nepotism are the source of the catastrophe of a regime. As expressed by former US Vice President Al Gore, quoted by Romli Atmasasmita³,

"There is no question that as we move into global information age, foreign corrupt practices threaten to undermid both the growth and the stability of our global trade and system. Nowhere are the consequences more evident than in emerging and developing economies. The financial crisis in Russia and Asia has clearly been deepened as a result of cronyism and corruption."

Al Gore mentions that the crisis that hit Russia and Asia at that time was caused by corruption and nepotism. Al Gore's opinion is supported by many facts and data, one of them is as ever delivered by Political and Economic Risk Consultancy (PERC). The corrupt dynasty in Indonesia has made this country get a reputation as the most corrupt country in the Asia Pacific region.⁴ The research result published by PERC during 2008-2011 placed Indonesia at the most corrupt country of 16 Asia Pacific countries surveyed. In 2008, Indonesia scored 7.98, or the third place, after Thailand (8.0) and Philippines (9.0). In 2009, Indonesia was ranked first with a score of 8.32 followed by Thailand (7.63) and Cambodia (7.25). In

² Research Team of *Corruption Perception Index 2016*. Online <http://ti.or.id/index.php/publication/2017/01/25/corruption-index/html> accessed on August 31, 2017

³ Romli Atmasasmita in the thesis of Indung Wijayanto. "Kebijakan Non-Penal dalam Penanggulangan Tindak Pidana Korupsi (Studi Kasus di Kota Semarang)". 2008. Semarang: Universitas Diponegoro.

⁴ Agustinus Handoko. *PERC survey: Indonesia is the most corrupt in Asia Pacific*. Online <http://kompas.com/html>

2010, Indonesia was ranked first with a score of 9.07 followed by Cambodia and Vietnam. In 2011, Indonesia was also ranked first as the most corrupt country version of PERC.⁵

Anyone who still has common sense will agree that corruption is illegal, immoral, and dishonest behavior, especially committed by people who have important position and power in society.⁶ The phenomenon of corruption starts from the abuse of authority over the power or position held for personal gain.⁷ The abuse of authority or power is commonly encountered in the government administration. Most corruption cases in Indonesia are committed by people who hold strategic positions in government, so it can be said that there is a positive relationship between the time spent by government employees and the amount of bribes they receive.⁸ This means that the higher the position of a person in the structure of the government organization, the greater the bribe that is likely to be received.

Taking into account the many attempts made by corruptors to weaken the Corruption Eradication Commission (KPK), as an anti-corruption agency, it is necessary to find an applicable and relevant solutions. The facts show that the corruption prevention efforts in Indonesia have not achieved satisfactory results yet, both the efforts made by the government and those made by the community. The government's efforts to establish an independent agency tasked with resolving corruption cases continue to get opposition from lawmakers. The existence of NGOs that oversee the transactions of corruptors also cannot escape from the legal mafia. The whistleblowers and law enforcement officers

⁵ Yanto. *PERC 2011: Pemerintahan SBY Korupsi Meningkat Tajam, Indonesia Terkorup Nomor 1*. <http://kapanlagi.com/html>

⁶ Cambridge Advanced Learner's Dictionary, 2003

⁷ Waterbury, 1973. in Rimawan Pradiptyo. 2012. Paper with the title 'Korupsi Struktural di Indonesia'. Groningen", Seminar PPI in Belanda.

⁸ *Ibid*. See also Kuncoro (2004) and Rivayani (2011).

have been terrorized in various ways. The law also looks dull when it has to deal with corruptors with certain labels. Not all cases of alleged corruption are processed fairly. The case of a number of regional heads who were caught red-handed by KPK is also strongly related to politic. The formation of a special committee of the right of inquiry on KPK is also suspected as a legislator's attempt to stamp down the KPK's actions to crack down on corruptors. Judging from such a complicated and urgent condition, it is necessary to present an extraordinary solution to combat corruption.

DISCUSSION

Corruption, in the realm of criminal law commonly referred to as white collar crime,⁹ is a crime committed by respectable people who have a high status and are related to their work.¹⁰ In fact, in some literature it is mentioned that the perpetrators of corruption are those who are educated and understand that the actions they are doing (corrupt behavior) are prohibited. The worse thing is that the leader, who knows that his men are committing corruption, starting from a small scale, tends to let such a bad behavior happen. And this is a smart strategy made by the leader to slowly condition an environment so that the mindset formed is powerless to prevent corrupt behavior. Unwittingly, this is actually corrupt manners done by the unscrupulous officials to satisfy the desires of their lust.¹¹ At first, the bad action is allowed to happen and eventually it becomes a habit. The latent danger of corruption has penetrated almost all lines of government, including at the village level.

Table 1
The Difference in the Characteristics
between Conventional Crime and
Corruption¹²

Conventional Crime	Corruption
Perpetrators are generally poorly educated and come from poor families	Perpetrators are generally highly educated and have positions
Most occur to meet the needs of life (due to the poor)	Most occur to fulfill a luxurious lifestyle
Victims of bullying tend to be criminals as adults	Using sophisticated methods and not easily proven
Easy to catch and get severe punishment	Tend to use position to deter an investigation
Perpetrators are sensitive to age	Tend to be less sensitive to age
Tend to be easily detected	Detection tends to be low

The table above is a brief explanation of the typology of corruption when compared to other crimes. It is very obvious that corruption is a neatly organized crime, thus making it very difficult to eradicate. Although corruption eradication efforts have been carried out in almost every period of government, but until this day corruption cases seem to be in place. The government has sought to eradicate corruption¹³, starting from the formation of Corruption Eradication Team in 1967 until the establishment of the Corruption Eradication Commission (KPK) in 2003.¹⁴ KPK is an independent institution established by the government and is responsible for eradicating corruption in Indonesia.¹⁵ There are several

¹² *Op.Cit.*

¹³ Todung Mulya Lubis in Sholahuddin Al-Fatih. 2012. "Breaking down the Hegemony of Corruption". Mimbar Campus Newspaper.

¹⁴ Legal and Personnel Division. 2012. "Student Role In Anti Corruption Movement". Dirjen Dikti, Kemendikbud.

¹⁵ Article 3 of Law No 30 of 2002 on KPK, ' 'The Corruption Eradication Commission (KPK) is a state institution, in which

⁹ Edwin H Sutherland (1938), in Gary S. Green, 1990. *Occupational Crime*. Chicago: Nelson-Hall. Hal 7

¹⁰ *Ibid.*

¹¹ Bambang Purwanto. Without year. Paper with the title "So-pan Santun Korupsi".

efforts that can be taken in combating corruption in Indonesia, among others are as follow.¹⁶:

- a. Preventive efforts.
- b. Repressive efforts.

Preventive efforts are carried out using non-penal channels, while the repressive efforts are carried out through the penal channels. However, the repressive efforts have some points of weakness¹⁷, for example: the criminal sanction is in *ultimum remidium* (the last drug) which requires high cost, criminal law is in *kurieren am symptom* (curing the symptom) which is only a symptomatic treatment rather than causative treatment because the causes of crime are so complex and beyond the reach of criminal law and prisons is the best area for criminals to learn and imitate the crimes of other actors.¹⁸ Thus, using the penal channel to combat corruption is considered less effective.

After considering the facts, the Corruption Eradication Commission (KPK) seeks to present a non-penal path that focuses on educational efforts for the community through Anti Corruption Clearing House (ACCH).¹⁹ The educational socialization promoted by the KPK in ACCH provides some content and domain of corruption eradication for the younger generation. The content can be accessed via the internet and also available in printed forms such as picture books, journals, articles and pocket books. To support these steps, KPK seeks to actively involve some elements of society such as students (from elementary to university level), teachers, NGOs and related officials.

Anti-corruption education initiated by the KPK is also supported by the Ministry of

in carrying out its duties and authority, it is independent and free from any influence of power.

¹⁶ Legal and Personnel Division. 2012. Corruption Eradication Efforts. Direjen Dikti, Kemendikbud.

¹⁷ *Ibid.*

¹⁸ Santoso, Topo & Eva Achjani Zulfa. 2005. *Kriminologi*. Bandung: Rajawali Pers

¹⁹ Quoting from the page <http://acch.kpk.go.id/>

Education and Culture through the Directorate General of Higher Education. Anti-corruption education is instilled into the younger generation through a cultural approach to strengthen attitudes and instill an anti-corruption mindset in the minds of the students.²⁰ An anti-corruption education model can be inserted into certain subjects, such as civic education or independent subject. Another way is to provide seminars, training and workshops, educational games, campaigns and courses. Anti-corruption education measures are implemented gradually to shape the anti-corruption character for young generation. The education is started from the prevention so that others do not commit corruption, self-protecting to the analysis of understanding of the types of corrupt acts. The method of the implementation of anti-corruption education can use the student center learning-based concept, where students are involved actively (psychomotorically) and effectively by avoiding the pattern of memorizing theory, and more emphasis on problem solving to develop student creativity.²¹

“O my son, establish prayer and command (humankind) to do good things and prevent (them) from evil deeds and be patient with what befall you. This is indeed the things that are required (by Allah). “(QS Luqman: 17)”

In Quran Surah Luqman verse 7, it is explained that there are three important points of the lesson taught by Luqman to his son, namely the command to perform the prayer, the command to do ma’ruf (goodness) and the prohibition of doing evil as well as the suggestion to be patient in the face of temptation.²² The prohibition of doing evil includes the prohibition of lying. The case of corruption is a dishonest act. Allah cursed dishonest people.

²⁰ Legal and Personnel Division. 2012. Anti-Corruption Education Curriculum. Direjen Dikti, Kemendikbud

²¹ *Ibid.*

²² Sayyid Quthb. 2004. *Tafsir Fi Zhilalil Qur'an*. Jakarta: Gema Insani Press

And do not follow what you do not know about. Actually your ears, sight, and heart will be asked for their responsibility. "(QS. Al-Israa: 36)

The way Luqman educates his son not to lie is done by teaching his son about the nature of faith. With the faith, man will feel being watched and his heart will always awake. With the faith, man will be able to easily accept the goodness and knowledge from God, without any intermediaries. Faith is able to guide man toward a straight path, intelligent and protected from the badness that may come to life dimensions. One way to gain the lesson of the faith is by instilling through teaching and education in mosques, commonly called *darus*.

Darus is a form of local wisdom in the coastal areas of Java, especially in the northern coastal area of Gresik Regency. Every evening, or after sunset prayer (*maghrib*), some small children will run to the nearest mosques to follow *darus*. Both terminologically and etymologically, *darus* or *tadarus* means learning the Qur'an by understanding its meaning. *Tadarus* is usually performed during Ramadan, at night after *tarawih* prayer. However, the habit also applies to ordinary days outside of Ramadan, namely *darus*. In every meeting, *darus* not only study and read the Qur'an, but also learn about moral value. Efforts to eradicate corruption can be implanted through this *darus*, considering that the childhood is an important period for the growth of the brain to give birth affirmations as the foundation for behaving in the future. Since the main objective of anti-corruption education through *darus* is children, *darus* should be applicable to all levels of public schools in Indonesia, from playgroup level to high school.

Basically, the efforts to prevent and eradicate corruption through education refer to the concept of KPK as stipulated in the mandate of Law no. 30 Year 2002 on the Corruption Eradication Commission. In an effort to organize this anti-corruption education, KPK

has tried to organize it through Anti Corruption Clearing House (ACCH), one of which is anti-corruption education held in Aceh.²³ However, Aceh's anti-corruption schools are plagued by the educator, cost, place and participation from the community so that they are not running maximally yet.

Like a formal school, *darus* has a standard of competence that is applied to the teachers, including²⁴ :

- a. patient and not irritable

'The two qualities that Allah loves are patient and not irritable' (Muslim from Ibn Abbas)

- b. gentle and avoid violence

'Allah is the most gentle, and loves the gentleness. Given the gentleness of what is not given to violence and to others.' (Muslim from Aisha)

- c. full of love

'Indeed, every tree bears fruit. The fruit of the heart is the child. God will not love those who do not love and care for their children. For the sake of which my soul is in His Hand, shall not enter the heaven except the mercifulness.' (Muttafaq' Alaih)

Darus focuses on character building for children about the dangers of corruption and eradication efforts, so children will have a self-control system that can be a basic guideline for their mindset. The effort to characterize children is applied based on curriculum developed in *darus*, ie leadership curriculum, honesty curriculum, integrity curriculum, responsibility curriculum, managerial curriculum, transformation curriculum,

²³ Tim Edukasi. *Sekolah Anti Korupsi Aceh*. Online <http://acch.kpk.go.id/sekolah-antikorupsi-aceh-sekolah-untuk-berpikir-merdeka> accessed on March 6, 2013

²⁴ Muhammad Ibnu Abdul Hafidh Suwaid. 2004. "Cara Nabi Mendidik Anak". Bandung: Al-I'tishom Cahaya Umat

empathy curriculum, and the local wisdom curriculum. The curriculums are integrated at all levels of education provided in *darus*, but with different content. Diversification of curriculum implementation contents refers to the thinking ability of the learners.

In the playgroup, kindergarten and elementary school, *darus* is taught to children by way of storytelling, through picture books, cartoons and educational games. The emphasis is on honesty and local wisdom. To support this initial phase, the instructors sometimes use media in the form of finger puppets. At the junior high school level, children are taught in the curriculum of empathy, responsibility, and transformation. All these three curriculums are implemented in an interactive video and included in the discussion forum, either SGD (Small Group Discussion) or FGD (Forum Group Discussion). All three curriculums, especially about the transformation, are given to the children, because the junior phase is the phase of puberty, the phase in which the children seek to discover their identity. In this second phase, the tools used are in the form of self-control of daily practice. At senior high school phase, students begin to be taught using leadership curriculum, managerial curriculum and integrity curriculum. The delivery of material is done through problem solving and empirical practice in society. The *darus* students in this third phase must begin to learn to understand the meaning of integrity, that is, the appropriateness between words and deeds. The tools used are scoring form.

The development of students' ability through *darus* should not be done partially. There should be integration from one level of education to another. Therefore, to stimulate the students' abilities, a national honesty contest is created. The program aims to boost students' competitiveness and foster an honest character within them. So, the students are always encouraged to be honest all the time because honesty is beautiful. This program imitates the

concept of talent search. The talent assessment starts from every school that has implemented the *darus* program. The best delegates from schools will then compete at district / city level, provincial level and national level. At the national level, a kind of honesty smart-camp is created. The elected delegates must stay in the camp and get honesty training, tips and tricks to civilize honestly in the community as well as efforts to resolve issues related to honesty. During the quarantine process, the judges will make an assessment of the contestants to determine who will be the ambassadors of honesty.

Darus, as an effort to prevent corruption, will not be successful without the support of stakeholders. Therefore, assistance from all parties is needed to succeed the program. The parties involved in this program include KPK, Ministry of Education and Culture (Kemendikbud), Non-Governmental Organizations (NGOs), university students and the community. The ideas and concrete actions of the stakeholders are expected to change the corrupt pendulum in this country. Indeed, this program still cannot be enjoyed in a short term yet, but, in a long term we can see the results. A human resource investment will give birth to the best generation who will voluntarily reject collusion, corruption, nepotism and other fraudulent actions.

CONCLUSION

International Transparency (IT) has released data that indicate a better ranking for Indonesia in corruption eradication. The IT data are also supported by the increasingly widespread corruption cases that have been uncovered. Since 2012, or in the past five years, the graph of corruption cases has also increased. Although the government has worked hard to eradicate corruption in Indonesia, it has not been able to give maximum results. One alternative solution that needs to be done is to provide anti-corruption education from

an early age. Anti-corruption education is organized in a program called *darus*. *Darus* seeks to prevent and eradicate corruption by inculcating an honest character to the children. Children are the future generation of the nation, so the program is expected to break the chain of corrupt dynasties in Indonesia.

REFERENCES

Agustinus Handoko. *Survei PERC : Indonesia Terkorup di Asia Pasifik*. Online <http://kompas.com/html>

Al-Qur'an dan Terjemahannya. 2009. 'Al-Alim edisi Ilmu Pengetahuan' Bandung: PT Mizan Pustaka

Bagian Hukum dan Kepegawaian. 2012. Makalah 'Kurikulum Pendidikan Anti Korupsi.' Dirjen Dikti, Kemendikbud.

Bagian Hukum dan Kepegawaian. 2012. Makalah 'Peran Mahasiswa Dalam Gerakan Anti Korupsi.' Jakarta: Dirjen Dikti, Kemendikbud.

Bagian Hukum dan Kepegawaian. 2012. Makalah 'Upaya Pemberantasan Korupsi.' Dirjen Dikti, Kemendikbud.

Bambang Purwanto. Tanpa Tahun. Makalah 'Sopan Santun Korupsi'.

Erika Revida. 2003. Makalah 'Korupsi di Indonesia : Masalah dan Solusinya'. Sumatera Utara: FISIP Universitas Sumatera Utara.

Gary S. Green. 1990. *Occupational Crime*. Chicago: Nelson-Hall.

Indung Wijayanto. 2008. Tesis *Kebijakan Non-Penal dalam Penanggulangan Tindak Pidana Korupsi (Studi Kasus di Kota Semarang)*. Semarang: Universitas Diponegoro

Kartono. 1983. *Pathologi Sosial*. Jakarta. Edisi Baru. CV. Rajawali Press.

Muhammad Ibnu Abdul Hafidh Suwaid. 2004. *Cara Nabi Mendidik Anak*. Bandung: Al-I'tishom Cahaya Umat

Rimawan Pradiptyo. 2012. Makalah 'Korupsi Struktural di Indonesia'. Groningen, Seminar PPI di Belanda.

Sayyid Quthb. 2004. *Tafsir Fi Zhilalil Qur'an*. Jakarta: Gema Insani Press

Sholahuddin Al-Fatih. 2012. *Merutuhkan Hegemoni Korupsi*. Koran Kampus Mimbar.

Sholahuddin Al-Fatih. 2013. *Sekolah Intuisi Bersama Dwiko Sebagai Upaya Pendidikan Anti Korupsi Untuk Anak di Indonesia*, Karya Ilmiah dipresentasikan di Universitas Jambi

Tim Edukasi. *Sekolah Anti Korupsi Aceh*. Online <http://acch.kpk.go.id/sekolah-antikorupsi-aceh-sekolah-untuk-berpikir-merdeka>

Tim Riset. *Corruption Perception Index 2012*. Online <http://ti.go.id/html>

Tim PPK. 2012. Strategi Nasional Pencegahan dan Pemberantasan Korupsi.

Topo Santoso & Eva Achjani Zulfa. 2005. *Kriminologi*. Bandung: Rajawali Pers

Yanto. *PERC 2011 : Pemerintahan SBY Korupsi Meningkat Tajam, Indonesia Terkorup Nomor 1*. <http://kapanlagi.com/html>

