

# THE EDUCATION OF ANTI-CORRUPTION FOR THE NATION'S GENERATION AS AN EFFORT TO PREVENT THE CORRUPTION

Nadir\*<sup>1</sup>, Win Yuli Wardani<sup>2</sup>

1. Assistant Professor, Faculty of Law, University of Madura Indonesia  
\*E-mail of the corresponding author: mh\_dira@yahoo.co.id

2. Lecturer at Faculty of Law, University of Madura Indonesia  
E-mail: winyuli@unira.ac.id

## Abstract

This study purpose is to provide the students with an understanding of the education for anti-corruption for the students as the nation's generation, the corruption is an act of violating legal norms, moral norms, religious norms either at the national and international levels. The method of this research is qualitative, namely a study conducted by presenting the quality of the data using primary data and secondary data. The research result stated that in learning of anti-corruption education, the concept of corruption is conveyed, the concept of corruption eradication that focuses on the formation of human character. The concept of eradicating corruption that focuses on preventive efforts to prevent corruption. The concept of eradicating corruption, which focuses on repressive measures to the corruption, as well as the dangers of corruption for the nation and state. The students really appreciate the dangers of corruption for the nation and state. Beside that, the concept of anti-corruption education learning focuses on the concept of Internalization of Learning Integrity, for example cognitive, affective, and psychomotor abilities; The Intention concept of Corrupt Behavior; Incorporating Local Characteristics in Lectures, namely: Localities, *local wisdom*. From the learning results, the education of anti-corruption is able to prevent acts of corruption in the future. Corruption as an extra ordinary crime can be prevented since the beginning of the nation's young generation who are still studying because they are the generation of future leaders, if the young generation is good, it will be good future leaders of a nation and a country.

**Keywords:** *Education, Anti, Corruption, The Nation's, Generation, As An Effort, Prevent The Corruption.*

## Introduction

The corruption derives from the Latin *corrumpere*: to break up, to spoil. *Rumpo* means "to break, to shatter, to burst open, destroy, violate," and *co* means "with,"-instead of two things breaking apart (*dirumpo*), or one thing breaking open (*erumpo*), corruption is when something breaks within itself: the apple rots on the shelf; narcissism corrodes the soul; government internally disintegrates (Zephyr Teachout, 2009).

According to Bryan W. Husted, (1999), corruption has become a major issue in the international press. Scandals Have Shaken governments in Belgium, Italy Japan, and Spain. No Country has been left untouched by its pernicious consequences. The search for the causes of corruption has led theorists to consider a broad array of economic, political, cultural, and psychological factors.

The corruption based on the Article 2 of Law Number 31 of 1999 is "any person who illegally commits an act of enriching himself or another person or a corporation which can harm the state finances or the state economy". The corruption as a crime always gets more

attention when compared to other criminal acts because it results in state losses, state destruction, national character destruction, infrastructure destruction, economic destruction, political destruction, life quality destruction, democratic values destruction and morality of a nation, loss public trust in democracy, loss of public trust in state institutions, loss of public trust in law enforcers, loss of public trust in the credibility of state and regional leaders because acts of corruption have spread to even the lowest levels of society.

Beside that, the consequences of corruption as a very crucial crime are destroying the system of the nation's value system, and obstructing planned national and international development. The corruption is a threat to the ideals of a nation towards a civil society.

The corruption must be viewed as an extra ordinary crime which therefore requires extraordinary efforts to eradicate it. Efforts to eradicate corruption consist of two major parts, namely (1) prosecution, and (2) prevention will never be optimal if it is only carried out by the government without involving public participation. Therefore, it is not an exaggeration if the students as an important part of society who are future inheritors are expected to be actively involved in efforts to eradicate corruption in Indonesia (Ita Suryani, 2013).

To avoid the corruption in the future is by developing the education of anti-corruption for the nation's generation. The education of anti-corruption is a conscious and planned effort to create a good nation generation through a learning process , so that the students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, ethics and skills in building society and the nation.

The education of anti-corruption is a continuous learning process for the nation's generation, so that the nation's generation becomes a personal generation who has the strength of the soul so as not to commit corruption when becoming the leader of the nation and state.

### **The Literature Review**

To eradicate the corruption in several countries in the form of anti-corruption institutions, including Indonesia, it has been carried out since the Old regime, new and reform era regimes. In the era of the old regime, the corruption eradication institutions were formed twice, namely: (1) State Apparatus Retooling Committee (Paran). (2) Operation Budhi, in 1963, through Presidential Decree Number 275 of 1963 with the task of punishing corruptors to court with the main target being state companies and other state institutions deemed prone to corruption and collusion practices.

While the New regime, the establishment of the Corruption Eradication Team (TPK), chaired by the Attorney General. Then an Orderly Operation was formed with the task of, among other things, eradicating corruption.

Then the reform era, efforts to eradicate corruption were started by B.J. Habibie by issuing Law Number 28 of 1999 concerning State Administration that is Clean and Free of Corruption, Collusion and Nepotism and formed anti-corruption institutions such as: the State Officials Wealth Supervisory Commission (KPKPN), or the Ombudsman Institute. Then President Abdurrahman Wahid, formed the Joint Team to Eradicate Corruption Crime through Government Regulation Number 19 Year 2000. However, in the midst of the spirit of eradicating corruption, the team was disbanded. Then the Corruption Eradication Commission (KPK) was formed.

Perhaps it is appropriate to say that the corruption is a form of crime that is extraordinary because it is planned, structured and massive and the impact it causes to impoverish the state in general and society in particular. Relate with this, Sahetapy argues that the emergence of this type of crime shows that it is not only poverty that causes crime,

but the factors of prosperity and luxury are the driving factors for people to commit crimes (J. E. Sahetapy, 1979).

In order to eradicate corruption, apart from the National Police and the Attorney General's Office, in addition to forming laws and regulations as a legal instrument to eradicate corruption, it is also necessary to establish a Corruption Eradication Commission, namely the Corruption Eradication Commission, which is an auxiliary state institution that is independent stakeholders and carries out corruption eradication free from any power authorized to carry out investigations, investigations and prosecution of criminal acts of corruption that: (i) involve law enforcement officials, state officials, and other people who are related to criminal acts of corruption committed by law enforcement officials or state officials; (ii) received public concern; and (iii) concerning state losses of at least Rp. 1,000,000,000.00 (one billion rupiah).

According to Mahmuddin, the Corruption Eradication Commission was formed as one part of the corruption eradication agenda, which is one of the most important agendas in reforming governance in Indonesia (Mahmuddin Muslim, 2004).

The establishment of a Corruption Eradication Commission called the KPK is a mandate of the provisions of Article 43 of Law Number 31 Year 1999 concerning Eradication of Corruption Crimes. Through Law Number 30 of 2002 concerning the Corruption Eradication Commission, this commission is legally established and has the legitimacy to carry out its duties. The KPK was formed as a response to the ineffectiveness of the police and prosecutors in eradicating increasingly rampant corruption. The existence of the KPK is expected to encourage the implementation of good governance (Firmansyah Arifin, 2005).

The government's desire to form a Corruption Eradication Commission (KPK) was greeted positively by the public given the massive impact of corruption and the inability of the Police and the Attorney to handle corruption crimes. As an independent State institution and free from any power, independent and free from interference by any power, the Corruption Eradication Commission (KPK) remains under executive power in the organizational structure of the state power, besides that, it also has a relationship with the judicial power in prosecution and trials. corruption case.

Normatively, the independence of the Corruption Eradication Commission (KPK) in carrying out its duties can be seen in Article 20 paragraph (1) of Law Number 30 of 2002 concerning the Corruption Eradication Commission (KPK), affirming that the Corruption Eradication Commission is responsible to the public for carrying out its duties and conveying report openly and periodically to the President of the Republic of Indonesia, the House of Representatives of the Republic of Indonesia, and the Supreme Audit Agency.

The composition of the Corruption Eradication Commission consists of the Chairman of the Corruption Eradication Commission and 4 (four) Deputy Chairmen of the Corruption Eradication Commission, overseeing 4 (four) fields consisting of:

1. Prevention;
2. Action;
3. Information and Data; and
4. Internal Monitoring and Public Complaints.

The existence of the KPK during the implementation of its duties has always experienced tests and challenges in efforts to eradicate corruption. These tests and challenges have occurred since the era of President SBY as President, at which time the Corruption Eradication Commission (KPK) and the conflicting police institution known as Cacak-Buaya, volume one, then the next challenge for the Corruption Eradication Commission (KPK) occurred in the era of President Jokowi's leadership clashing Commissions. Corruption Eradication (KPK) with the National Police institution to destroy the authority of the

Corruption Eradication Commission (KPK) as a law enforcement institution in the field of corruption. In this condition, the corruptors feel that they benefit because law enforcement agencies are weakening each other.

For several countries an institution called the *Ombudsman* has been established. This institution was established by the Swedish Parliament under the name *Justitieombudsmannen* in 1809. The role of the ombudsman institution which then developed in other countries, among others, was to provide a means for the public to complain about what Government Institutions and employees were doing. In addition, this institution also provides education to the government and society as well as develops standards of behavior and code of conduct for government agencies and legal institutions in need. One of the roles of the ombudsman is to develop public awareness and knowledge of their right to receive good, honest and efficient treatment from government employees (United Nations, 2004). In Hong Kong an anti-corruption agency called the *Independent Commission against Corruption* (ICAC) was formed, in Malaysia the *Anti-Corruption Agency* (ACA) was formed (Nanang T. Puspito, 2011).

The national corruption prevention and eradication (PPK) is the government's commitment in the context of realizing a clean and authoritative state administration. In the reform era, PPK's efforts were increasingly intensive with the ratification of the United Nations *Convention against Corruption* in 2003 through Law Number 7 of 2006. Not only that, the government also issued a number of instructions and the President's mandate regarding PPK and established PPK implementing and supporting institutions, such as the Corruption Eradication Commission, the Financial Transaction Reports and Analysis Center, and the Witness and Victim Protection Agency (Susilo Bambang Yudhoyono, 2012).

Related with the habit of perpetrators of corruption crimes committed by state authorities or those holding government positions, Lord Acton said that "*power tends to be corrupt, and absolute power corrupts absolutely*" that "power tends to corruption and absolute power tends to absolute corruption".

Lord Acton's opinion above, if translated freely, means that people who have power tend to commit corruption crimes, and people who have absolute power will definitely commit corruption crimes. This has happened at the historical level, where many state rulers who have had many powers have abused their power for corruption to the rulers of the State in today's modern age. However, because the ruler of the State creates the law, it is the will of the ruler of the state to enact the law which in the science of constitutional law is called *political law*.

Related with the law enforcement, according to Abdul Ficar Hadjar, the perspective of the authorities or government seems to have developed an assumption that corruption eradication through law enforcement will inevitably enter 2 (two) areas at once which are sometimes difficult to reconcile. On the one hand entering the legal domain, on the other hand entering the political domain. In the political domain, the eradication of criminal acts of corruption is not only a matter of the political will of the ruler/government, but also concerns other considerations related to the risks that must be borne by the government in the event of prosecution. For example, repressive actions against corrupt entrepreneurs must consider the number of workers who will be affected by prosecution against the entrepreneur. The difficulty of providing employment is a high social burden faced by the community, especially when faced with the anatomy and network of corruption that has been built so widely that it has reached villages (Abdul Ficar Hadjar 2013).

In such circumstances, law enforcement on criminal acts of corruption becomes a political problem, not a mere legal problem. Political considerations are inevitable when the

executive must deal with the principle of *cost and benefit* in law enforcement (Abdul Ficar Hadjar 2013).

## Methods

This research method is a qualitative research method, a study conducted by presenting the quality of data using primary data and secondary data. The data collection technique is the library research method, namely by analyzing library materials, legislation, data or documents from related institutions and data from electronic media that are closely related to the subject matter. While the data analysis technique used in this research is descriptive qualitative, which is describing data for careful measurement of certain social phenomena and the researcher develops concepts and collects facts based on data quality and describes them based on theoretical foundations (Masri Singarimbun and Sofian Effendi, 1989). The data referred to is related to corruption eradication institutions and corruption education.

## Result and Discussion

### 1. The Implementation of Education of Anti-Corruption for the Students as the Nation's Generation

Education is a conscious and planned effort to create an atmosphere of learning and the learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character, and skills needed by themselves, the people of the nation and the State.

The efforts to prevent a culture of corruption in society first can be done by preventing the development of a mentality of corruption in the nation's children Indonesia through education. It is realized that eradicating corruption too can not be separated from the preventive movement, namely preventing the emergence of a mental corruption in generation of the nation's children. Given these preventive efforts not only done in one generation only, but two or three generations next. Anti-Corruption Education for students aims to provide sufficient knowledge about the ins and outs of corruption and its eradication and instill anti-corruption values. The long term goal is fostering an anti-corruption culture among students and encouraging students to be able to participate actively in efforts to eradicate them corruption in Indonesia (Yusrianto Kadir, 2018).

In the Decree of the People's Consultative Assembly Number II of 1983 concerning the Outlines of the State Policy, it is emphasized that national education based on Pancasila aims to increase devotion to God Almighty, intelligence and skills, enhance character, strengthen personality and strengthen the spirit of nationality and love for the country. , in order to foster human development who can build themselves and be responsible for nation building.

In the context of strengthening the personality of the young generation against corruption, education is a very strong foundation for building future generations so that corruption is minimized by itself.

As an effort to eradicate corruption at the level of prevention, the President of the Republic of Indonesia has specifically instructed the ministry of education and culture to carry out anti-corruption education development actions in tertiary institutions as stated in Presidential Instruction Number 17 of 2011 concerning Action to Prevent and Eradicate Corruption in 2012.

The Ministry of Education and Culture, Directorate of Higher Education, through its Circular Number 1016 E /T/2012 concerning the Implementation of Anti-Corruption Education in Higher Education, calls on and requests state and private universities (*through*

*Kopertis*) to organize anti-corruption education starting in the academic year new 2012/2013 in the form of compulsory / elective courses or inserted in relevant subjects.

The development of anti-corruption education of the learning system in Indonesia is very good because of the conditions that demand anti-corruption education. However, the government must provide a strong legal foundation to force higher education institutions to provide anti-corruption education as a compulsory subject or an option made in the form of a Directorate General of Higher Education Decree which includes anti-corruption education courses as compulsory / optional courses for the development of the personality of students as young generation. The position of the Ditjen Dikti circular letter above is not sufficient to force private universities to conduct anti-corruption education as a compulsory / elective course, but it must be established as in a decree as in the Decree of the Directorate General of Higher Education Number 43 of 2006 concerning Rambu-Rabu Group of development courses Personalism, which includes the Pancasila Education-Citizenship Education, Religion and Language Education courses.

Reality shows that until now many universities have provided anti-corruption education as a compulsory / elective course in their college curriculum which aims to provide knowledge of what corruption is, and its eradication and to instill anti-corruption values for the young generation to come. . However, if the government is able to pressure public or private tertiary institutions through the Directorate General of Higher Education's Decree to include anti-corruption education as a compulsory / optional subject in the curriculum of each university, it will be very effective in helping the government eradicate corruption in the future, because in the souls of the younger generation have been instilled with anti-corruption ethical and aesthetic values.

When talking about future benefits for the younger generation of anti-corruption, anti-corruption education is very worthy of being given and introduced as early as possible to the young generation of the nation's future students from elementary, junior high and high school education as a preventive effort to eradicate corruption in Indonesia in the future, the results can be felt in the next few years. The implementation of anti-corruption education in universities as a compulsory/optional subject in the college curriculum and the implementation of anti-corruption education for elementary, junior high and high schools in Indonesia will greatly help ease the burden on the government and the Corruption Eradication Commission (KPK) to eradicate corruption in Indonesia because students can be the entrance to preventing and eradicating corruption, so that efforts to emerge corrupt seeds in society can be resolved as early as possible.

According to (Nanang T. Puspito, at al 2016), in the Anti-Corruption Education learning process, the role of the lecturer is as follows:

1. The Lecturer, which teaches a special subject to students - in this case the material Anti-Corruption Education lectures
2. The Facilitator, namely providing indirect assistance, direction, supervision of the process learning progresses smoothly - in this case it is necessary to prepare for each learning method / assignment, for example case material, topic, resource person.
3. The Moderator, namely leading and mediating in discussions - in this case for general lecture activities and class discussions.
4. The Advisor, namely directing and providing suggestions to students if needed in carrying out assignment activities such as investigating corruptive behavior, posters.
5. The Motivator, namely never stop motivating, inspiring and student optimism in every lecture session.

According to (Nanang T. Puspito, at al 2016), the concept of anti-corruption learning for the generation of students at the University, namely:

1. The concept of Internalization of Learning Integrity, which emphasizes the importance of lecturers in ensuring the achievement of abilities cognitive (*understanding*), affective (*attitude*) and psychomotor (*skills*) students.
2. The Concept of Corruption Behavior Intention The findings in the research regarding the results of cognitive, affective and psychomotor abilities on former students of the Anti-Corruption Education course are that students still have high cognitive and affective abilities. On the other hand, his psychomotor ability is still low, that is, he is still weak in his commitment to being anti-corruption, especially when dealing with the corrupt behavior of others. Therefore, lecturers must increase their role by never ceasing to provide motivation and encourage students' courage to be anti-corruption in facing other people.
3. The Incorporate local characteristics in lectures. The material for each learning method certainly adapts to the CHAPTER discussion topic being taught, but it is hoped that the lecturer will add and enrich it by incorporating local characteristics. What is meant by Local characteristics are that in addition to general material, it is also highly recommended that lecturers relate to:
  - a. Regional localities, corruption cases and various anti-corruption practices / forms of anti-corruption movements that occur in the area where a university is located.
  - b. Pameo local wisdom, classic and modern slogans contain corruption or anti-corruption values found in the culture of an area where a university is located.
  - c. Characteristics of higher education Something that is the main competence of a university can be a specificity of a course. For example, universities with a concentration on technology provide sessions on the Role of Science and Technology in Corruption Prevention and Eradication.
  - d. Characteristics of a study program or science The scientific context of the study program in which this subject is taught. For example, the Nursing study program conducts case studies of corruption cases in the nursing field. The inclusion of the four things above in the Anti-corruption Education course in a tertiary institution will become a distinctive feature because the substance of the subject becomes more contextual and can produce concrete problem solutions for the local community.

## 2. The corruption Prevention for Students as the Nation's Generation

In education of anti-corruption lessons, the concept of corruption, the concept of eradicating corruption that focuses on shaping human character, is conveyed. The concept of eradicating corruption that focuses on preventive efforts to prevent corruption. The concept of eradicating corruption, which focuses on repressive measures against corruption, as well as the dangers of corruption for the nation and state.

The movement against corruption is carried out in various parts of the world, it can be identified that 4 (four) approaches are most widely adopted by various groups (Wijayanto, 2010), namely:

### 1. The Lawyer approach

In this approach, what is done is to eradicate and prevent corruption through law enforcement, with legal regulations that have the potential to close the loopholes of corrupt acts and more responsible law enforcement agencies. This approach usually has a quick impact in the form of dismantling cases and arresting corruptors. however, it requires high costs, although in Indonesia for example, the biggest challenge comes from the legal apparatus (*police and courts*) themselves.

## 2. The Business approach

In this approach, what is done is to prevent corruption by providing incentives for employees through competition for performance. With healthy competition and optimal incentives, it is hoped that people do not need to do corruption to get profits

## 3. The Market or Economic Approach.

In this approach what is done is to create competition between agents (*among government employees for example*) and fellow clients so that all compete to show good performance (*not corrupt*) so that the service is chosen.

## 4. The Cultural Approach

In this approach, what is taken is to build and strengthen individual anti-corruption attitudes through education in various ways and forms. This approach tends to take a long time to see its success, the costs are not large (*low costly*), but the results will have a long lasting impact.

This is where attention to the importance of a cultural approach starts to strengthen. Finally, formal and non-formal education became an option. In general, education is aimed at rebuilding the correct understanding of the public regarding corruption, increasing awareness of all potential corrupt acts that occur, not committing the slightest act of corruption, and having the courage to oppose the corruption that has occurred. This practical objective, if carried out together by all parties, will become a mass movement that will be able to produce a new nation that is free from the threat and impact of corruption.

According to Stephen P. Heyneman (2004), A school system, which is free of corruption, is characterized by the following:

1. Equality of access to educational opportunities
2. Fairness in the distribution of educational curricula and materials
3. Fairness and transparency in the criteria for selection to higher and more specialized training
4. Fairness in accreditation in which all institutions are judged by professional standards
5. equally applied and open to public scrutiny
6. Fairness in the acquisition of educational goods and services
7. Balance and generosity in curricular treatment of cultural minorities and geographical neighbors
8. Maintenance of professional standards of conduct by those who administer education institutions and

## 5. Monitoring and Evaluation

There is one more important thing that must be done in order to succeed in eradicating corruption, namely monitoring and evaluation. Without monitoring and evaluating all work or activities to eradicate corruption, it is difficult to know the achievements that have been made. By monitoring and evaluating, it can be seen which strategies or programs have been successful and what have failed. For a successful strategy or program, it is best to continue. For those who fail, the cause must be found. The experiences of other countries that have been successful or that have failed can be taken into consideration when choosing methods, strategies, efforts or programs to eradicate corruption in our country. However, considering that there are so many strategies, methods or efforts that can be used, we still have to find our own way to find solutions to eradicate corruption (Nanang T. Puspito, et.al, 2011).

## 6. International Cooperation

If we observe carefully, the current corruption crime is no longer seen as a local problem in a country, but a transnational problem in the life of the nation and state. This is emphasized in the 4th paragraph Preamble of the *United Nations Convention Against Corruption* in New York, 2003, which states:

*"Convinced that corruption is no longer a local matter but a transnational phenomenon that affects all societies and economies, making international cooperation to prevent and control it essential"*

The Corruption is no longer a local problem, but a transnational phenomenon affecting the whole society and economy which encourages international cooperation to prevent and control it essentially.

The corruption tends to hurt innovative activities because innovators need government supplied goods, such as permits and import quotas, more than established producers do (Pak Hung Mo, 2001).

Another thing that needs to be done in eradicating corruption is to carry out international cooperation or cooperation with other countries and international NGOs. For example, at the international level, Transparency International (TI), for example, created the National Integrity System program, the OECD created the Ethics Infrastructure program and the World Bank created the A Framework for Integrity program. The discussion on the movement and international cooperation to eradicate corruption will be described in the next chapter (Nanang T. Puspito, et.al, 2011).

A common definition of public corruption is the misuse of public office for private gain. Misuse, of course, typically involves applying a legal standard. Corruption defined this way would capture, for example, the sale of government property by government officials, kickbacks in public procurement, bribery and embezzlement of government funds (Jakob Svensson, 2005). The definition of education corruption derives from the more general set of corruption issues. Like other areas, it includes the abuse of authority for material gain (Anechiarico and Jacobs, 1996) in the Stephen P. Heyneman (2004).

From Jean Hindriks, et al, (1999), corruption, evasion and the abuse of power and the possibilities there are pervasive features of economic activity. The conventional definition of corruption as the 'abuse of public office for private gain', making a distinction between legal and illegal forms of corruption, and paying more attention to corporate patterns of corruption (*which also affect public corruption*) (Daniel Kaufmann and Pedro C Vicente, 2005).

The Corruption is one of the major problems and challenges facing the international community today. The corruption does not only threaten the fulfillment of basic human rights and cause stagnation of democracy and the democratization process, but also threatens the fulfillment of human rights, damages the environment, hinders development and increases the poverty rate of millions of people around the world. The desire of the international community to eradicate corruption in order to bring about a better, cleaner and more responsible government is enormous. This desire is to be realized not only in the public sector but also in the private sector. This movement was carried out by both international organizations and international non-governmental organizations (*International NGOs*). These various movements and international agreements can demonstrate the desire of the international community to eradicate corruption. Civil society movements (*civil society*) and the private sector at the international level need to be taken into account, because they have persistently fought against corruption which has a negative impact on the destruction of human life (Nanang T. Puspito, et.al, 2011).

1. According to Jeremy Pope, for the corruption eradication strategy to be successful, it is very important to involve civil society. Any effort made to develop an anti-corruption strategy without involving civil society will be in vain because in general,

countries where the role of civil society is low, the level of corruption will be high (Pope: 2003).

2. There are various kinds of movements or international cooperation to eradicate corruption. This movement and cooperation is carried out both internationally through the United Nations, cooperation between countries, as well as cooperation by civil society or international non-governmental organizations (International NGOs). As educational institutions, universities are part of civil society that have a strategic role in working to eradicate corruption.

## Conclusion

The conclusion from the results of this research is that the development of anti-corruption education of learning system in Indonesia is very good because of the conditions that require anti-corruption education to be held. However, the government must provide a strong legal foundation to force higher education institutions to provide anti-corruption education as a compulsory subject or an option made in the form of a Directorate General of Higher Education Decree which includes anti-corruption education courses as compulsory / optional courses for the development of the personality of students as young generation. Reality shows that until now many universities have provided anti-corruption education as a compulsory/elective course in their college curriculum which aims to provide knowledge of what corruption is, and its eradication and to instill anti-corruption values for the young generation to come. In education of anti-corruption lessons, the concept of corruption, the concept of eradicating corruption that focuses on shaping human character, is conveyed. The concept of eradicating corruption that focuses on preventive efforts to prevent corruption. The concept of eradicating corruption, which focuses on repressive measures against corruption, as well as the dangers of corruption for the nation and state. The students really appreciate the dangers of corruption for the nation and state. In addition, the concept of anti-corruption education learning focuses on the concept of Internalization of Learning Integrity, for example cognitive, affective, and psychomotor abilities; The Concept of the Intention of Corrupt Behavior; Incorporating Local Characteristics in Lectures, namely: *Localities, local wisdom*. From the learning results, anti-corruption education is able to prevent acts of corruption in the future. The corruption as an extra ordinary crime can be prevented since the beginning of the nation's young generation who are still studying because they are the generation of future leaders, if the young generation is good, it will be good future leaders of a nation and a country. While the movement against corruption is being carried out in various parts of the world, 4 (*four*) approaches can be identified, namely: The Lawyer approach; The Business approach; The Market or Economist approach; The Cultural approach; The Monitoring and Evaluation; and The International Cooperation.

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