Research Article

Anti-corruption Education Learning Application

Andrian Andrian, Andriyana Andrian

Politeknik Negeri Media Kreatif PSDKU Medan, Jl Guru Sinumba, Medan, Indonesia

ORCID:
Andrian : https://orcid.org/0009-0004-8733-5168
Andriyana : https://orcid.org/0000-0002-1796-4661

Abstract.
Efforts to optimize anti-corruption education can be made through the development of interactive media in learning. Through these media, it is hoped that learning will become more meaningful and develop students' potential as learners. The formulation of the problem in this research is, how to make interactive learning media for anti-corruption education? The research objective to be produced is to find out the creation of interactive learning media for anti-corruption education. This study uses the waterfall method which consists of the stages of analysis, design, implementation, testing, and maintenance. The approach applied is qualitative by collecting data using literature study techniques and documentation studies

Keywords: citizenship education, anti-corruption education, interactive learning media

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1. Introduction

One of the efforts in combating corruption and instilling anti-corruption values is through anti-corruption education. Anti-corruption education can be implemented as a separate course or inserted into other courses. In this context, anti-corruption education can be inserted into civics education (PKn). The contextualization of the insertion of anti-corruption education into civics education courses, as cited by Yudha Pradana (2021), aligns with the objectives of civics education both conceptually and in terms of knowledge content in order to realize good and smart citizens[1]. This is defined as citizens who understand their rights and responsibilities, distance themselves from corrupt behavior, and are able to instill anti-corruption values and principles, especially those related to their role and position in society.

Furthermore, the insertion of anti-corruption education into civics education courses is strengthened by the Center for Indonesian Civic Education's (2000) survey, which suggests that the content for the new civic education should include key concepts such

as democracy, good governance, anti-corruption, the constitution, national identity, and civic values. These findings imply that anti-corruption content is one of the aspects promoted in the paradigm shift of new civics education, and it aligns with the discussion of citizenship issues that are always dynamic and contextual.

One of the efforts to achieve the objectives mentioned above is through the use of interactive learning media that leverage the advancements in information technology, especially through the use of Android-based devices. However, it can be said that the availability and utilization of interactive learning media are still limited, and the learning materials used often rely on sources like books, news excerpts, videos, or presentation media that are not integrated. Therefore, in line with technological advancements and in order to facilitate the implementation of anti-corruption education, the author is interested in conducting research and developing interactive learning media as a supplement to anti-corruption education that is integrative in terms of content and media features. Furthermore, by providing interactive learning media, it is hoped that the educational approach can align with constructivism, making the learning experience more meaningful for students.

Learning media is an essential component in the teaching and learning process, alongside content, methods, resources, and evaluation. Through learning media, content can be effectively delivered in accordance with the chosen teaching methods and resources, aiming to achieve the learning objectives. Learning media, as defined by Azhar Arsyad (2013), encompasses everything that can be used to convey messages or information in the teaching and learning process, stimulating attention and interest[2].

According to Azhar Arsyad (2013), the benefits of learning media include clarifying the presentation of messages and information, motivating learning, overcoming sensory, spatial, and temporal limitations, and providing a shared learning experience. Nana Sudjana and Ahmad Rivai (2011) mention that the benefits of learning media can be utilized to boost motivation, clarify the meaning of learning materials, diversify teaching methods, and increase student engagement in learning activities.

With the development of information technology and the pursuit of educational goals, interactive learning media enriched with multimedia content can be developed for both educators and learners. Herman Dwi Surjono (2017) states that interactive multimedia typically involves activities or interactions such as clicking navigation buttons, menus, selecting answer options, typing text, moving objects, and more[3]. Additionally, Herman Dwi Surjono (2017) also mentions that through interactive multimedia, users can dynamically control and interact. As one of its functions is to create a dynamic learning environment, interactive multimedia learning, according to Herman Dwi Surjono (2017),

is grounded in the cognitive theory of multimedia learning, where information is received through auditory and visual channels.

The advantages of using multimedia learning in education, as outlined by Niken Ariani and Dany Haryanto (2010), include increased engagement, interactivity, reduced lecture time, enhanced motivation and learning quality, improved focus and attention, adding audio, images, music, animations, and videos to text, and the ability to capture interest through a combination of visuals, sound, and movement. Moreover, Gary Cheng (2009) notes that interactive multimedia is designed to offer three-dimensional, graphic-rich, auditory, video, and animation-based interactive learning experiences. Yudha Pradana's findings (2022) suggest that interactive media can be connected to the context of achieving learning objectives outlined in the instructional materials and the expected accompanying outcomes, such as knowledge development, value and attitude cultivation, and skill enhancement.

The stages involved in developing interactive multimedia, according to Gary Cheng (2009: 208), include: a) exploring the topic, b) acquiring knowledge, c) setting objectives, d) creating content, e) synthesizing components, and f) peer assessment. The development of interactive multimedia can also adhere to Mayer's multimedia learning principles (as cited in Herman Dwi Surjono, 2017), focusing on reducing extraneous processing activities, managing essential processing activities, and enhancing generative processing activities.

Discussions on the eradication of corruption are always prominent, especially when considering the increasing prevalence of corrupt activities in Indonesia. One of the efforts to combat corruption through education is the implementation of anti-corruption education. Eko Handoyo (2013) defines anti-corruption education as a conscious and systematic effort provided to students in the form of knowledge, values, attitudes, and skills needed to enable them to prevent and eliminate opportunities for corruption[4]. The ultimate goal is not only to eliminate opportunities but also to empower students to resist any influences that lead to corrupt behavior.

On the other hand, Maria Montessori (2012) defines anti-corruption education as an educational program aimed at building and enhancing citizens' awareness of the dangers and consequences of corrupt actions. The primary goal of anti-corruption education is to introduce the phenomenon of corruption, including its criteria, causes, and consequences, foster an attitude of intolerance towards corrupt activities, explore various ways to combat corruption, and contribute to previously established standards, such as instilling values and the capacity to resist corruption among the younger generation.

The implementation of anti-corruption education is also seen as a strategy for combating corruption, particularly as proposed by Siti Uswatun Hasanah (2018), through a cultural approach that builds and strengthens individuals' anti-corruption attitudes through education in various forms and ways. According to Asep Mahfudz (2019), the process of anti-corruption character education is not merely about transferring knowledge about corruption but should go beyond that, enabling students to develop and explore their potential, emotional intelligence, and their role in society. Asep Mahfudz (2019) also suggests that the implementation of anti-corruption character education in schools and universities can be done through three pathways: 1) integration into specific subjects or courses; 2) integration into the content of several subjects or courses; and 3) integration through personal development.

Nanang T. Puspito and Marcella Erwina S. (Ed) (2016) state that the goal of implementing anti-corruption education is to build anti-corruption personalities in individual students and develop their competence and commitment as agents of change in societal, national, and state life. This approach places a strong emphasis on character building in students, which is based on cognitive, affective, and psychomotor knowledge.

2. Material and Methods

This research employs the waterfall model for the development of interactive learning media. Bassil (2012) describes the waterfall model as consisting of sequential phases, which include analysis, design, implementation, testing, and maintenance. Each phase must be completed one by one before progressing to the next phase. The execution of this model is typically illustrated as follows:
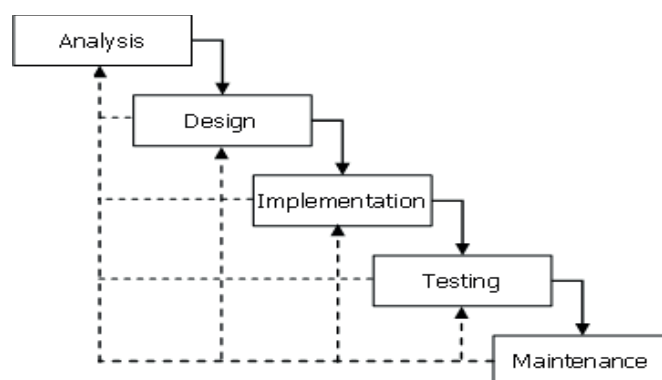

Figure 1:

Analysis: In this phase, the project's requirements and objectives are thoroughly examined and defined. The focus is on understanding what the interactive learning media should accomplish and what its features and functionalities will be.

Design: Once the analysis is complete, the design phase begins. During this stage, the overall structure, layout, and user interface of the interactive learning media are planned and designed. This includes creating prototypes, wireframes, and mockups

Implementation: After the design has been finalized, the development of the interactive learning media takes place. This phase involves translating the design specifications into actual code or content. It is where the interactive elements and multimedia components are built.

Testing: Once the implementation is finished, the interactive learning media undergoes rigorous testing. Testing aims to identify and rectify any defects, errors, or issues in the media. It ensures that the media functions as intended and is free from technical problems.

Maintenance: The final phase of the waterfall model is maintenance. After the interactive learning media has been deployed or used, it requires ongoing support and updates to address any issues that may arise and to keep it relevant and effective.

The waterfall model is a structured approach that is often used in projects where requirements are well-defined and changes are expected to be minimal once the project has started. It provides a clear and linear path for development, with each phase building upon the previous one. However, it may not be as flexible as other development methodologies when it comes to accommodating changes or feedback from users during the development process.

3. Result and Discussion

This research has resulted in an Interactive Anti-Corruption Education Learning Application based on Android. The Interactive Learning Application consists of four main sections: Anti-Corruption Education Material, Legal Foundations, Practice Questions, and a Quiz.

Anti-Corruption Education Material: This section provides educational content that covers theories and concepts related to corruption. Users can access information and knowledge about corruption through this part of the application.

Legal Foundations: In this section, users can find information about the legal aspects of corruption. It may include discussions on laws, regulations, and legal frameworks related to corrupt practices.

Practice Questions: The Practice Questions section contains exercises and practice problems related to the topic of corruption. Users can test their understanding of the material and reinforce their learning through these exercises.

Quiz: The Quiz section offers quizzes or assessments that align with the content presented in the Anti-Corruption Education Material. Users can evaluate their knowledge and comprehension of the subject matter through these quizzes.

The application aims to provide an interactive and engaging learning experience for users, particularly in the context of anti-corruption education. It offers a comprehensive approach to learning about corruption, covering theoretical aspects, legal foundations, and practical exercises.

The image below is a display of the Android-based Interactive Learning Application.
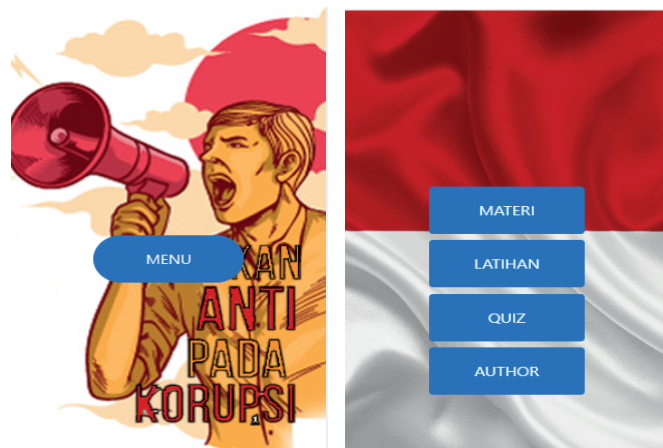

Figure 2: Home and Menu Page.

In the Figure 1 above is the initial display when the Learning Application is opened, and after that, a menu page is presented containing four main buttons.

In Figure 2 above is a display of the material and legal basis page. Through this page, users, in this case students, can search for material references and legal bases related to corrupt activities

On this page, users can train their knowledge related to anti-corruption education by practicing their knowledge through the practice or quiz menu. By conducting knowledge exercises, it is expected that students will have a better understanding of the theory behind anti-corruption education.
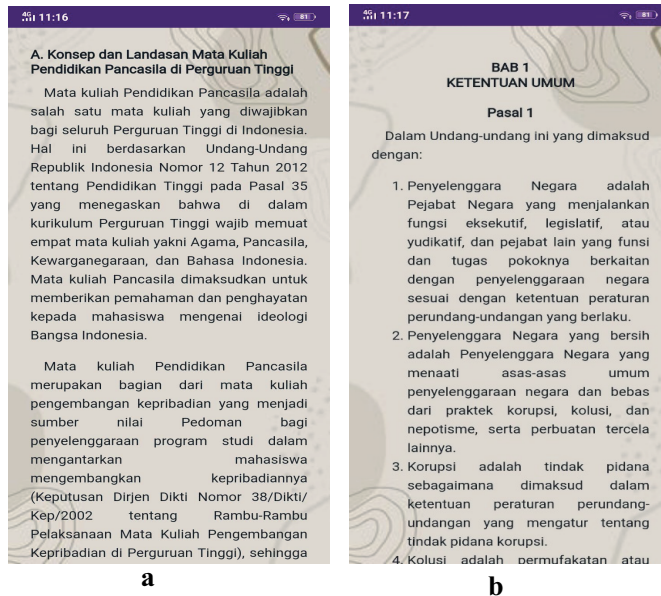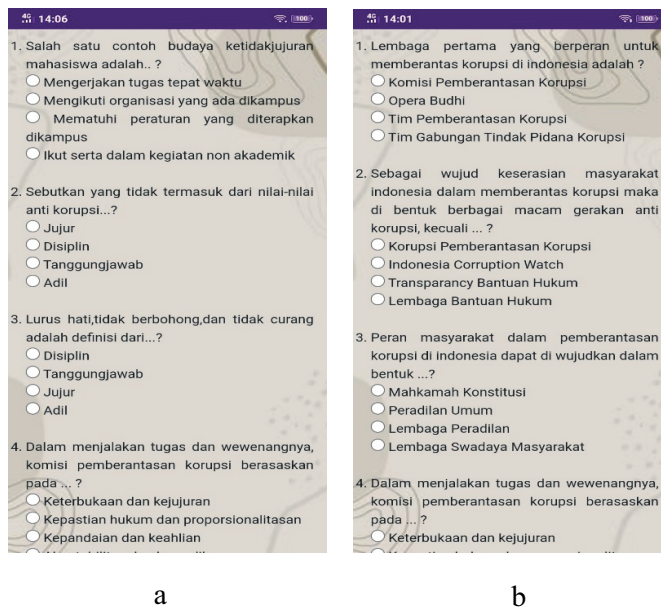
Figure 3: a) Material b) Legal Basis.

Figure 4: a) Practice b) Quiz.

4. Conclusion

The conclusion of this research is that there are still many students who do not fully understand the materials related to anti-corruption education. Therefore, there is a need for a media that can capture the interest of students in learning about anti-corruption education, such as the Android-based Learning Application developed by the researcher. This application contains anti-corruption education materials that include text, images, audio, and video, making it more engaging for students to study the

subject. As for recommendations related to this research, it is suggested to incorporate animations that visually depict examples of corrupt practices and include interactive games related to corruption topic.

Acknowledgements

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