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Addie Model: Development of Anti-Corruption Education Materials in Elementary School

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Abstract

This study aims to develop anti-corruption education materials based on integrity values for elementary school students in Yogyakarta. This research is a research and development using ADDIE (Analyze, Design, develop, implement, evaluate) development models. Data was obtained through literature studies, observation, interviews, and Focus Group Discussion (FGD) which were then processed descriptively qualitative. The results showed that the ADDIE model used to develop the material illustrates that the integrity value that is most needed to be developed in anti-corruption education for elementary school students is the value of honesty and simplicity, this is obtained from the analysis in the development of ADDIE and reinforced by the answers given by the teacher during FGD, where 31.50% of teachers chose honesty values and 23.3% of teachers chose the value of simplicity.

Keywords: ADDIE Model; Anti-Corruption Education; Elementary Schools' Students

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1. Introduction

The problem of corruption is a crucial problem in Indonesia. The high level of corruption in Indonesia causes growing awareness about the importance of anti-corruption education. The effectiveness of establishing anti-corruption values must begin early. Recognizing the importance of the role of education in helping to instill anti-corruption values, Commission of Corruption Eradication (KPK) has collaborated with schools to provide students with an understanding of anti-corruption education.

At the primary school level, the KPK is developing the design of anti-corruption learning materials. According to a spokesman for the KPK, this anti-corruption lesson material is expected to be inserted in the existing curriculum, instead of prepared by its own subjects (http://www.bbc.co.uk/indonesian/).

The results of an analysis of some material content in the media developed by the KPK, show that most of the media (such as radio podcasts, short videos, Anti-Corruption Learning Center / ACLC portals, games) have not been able to actively engage students in the learning process. Even though active student participation is the main thing that

must be considered in learning, participation is very influential in the process of thinking, emotion, and social development. Student involvement in learning leads to the children actively involved in the learning process and make decisions (learn psychology.com).

Therefore, this study aims to develop materials that can actively teach students about the values of anti-corruption and provide concrete learning experiences to students; furthermore, it is known that elementary school students are children who are at a concrete operational stage. At this stage, concrete operational construction is accompanied by a conscious conceptualization process (Pons and Harris in Gredler, 2013). Therefore, it can be understood that elementary school students need a learning process that is able to build experiences that can be used in the future. Quoting Gagne, Gredler in Joyoatmojo (2011) stated that learning is defined as the change and capability of a person who is permanent for a long time, this change is not the result or outcome of growth. This means that learning is a process that does not come by itself or as part of human innate from birth.

2. Material & Methodology

In order to carry out this study, the ADDIE version of Branch (2010) development model was used. The development design with the ADDIE model implemented in this study is described as follows:
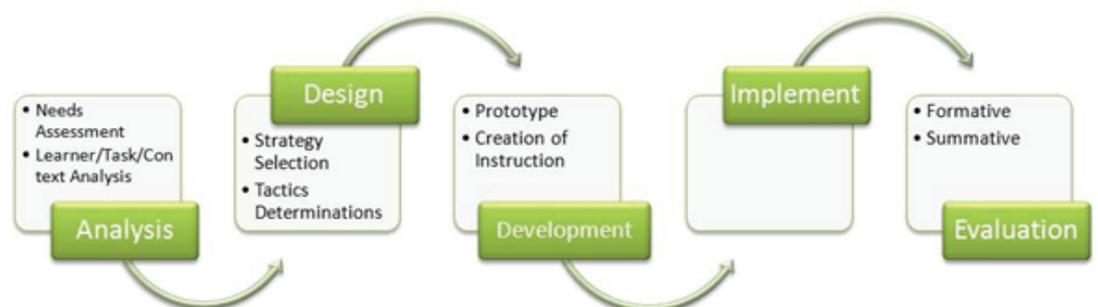

Figure 1: Design of ADDIE Development Model.

In the direction of completing all stages of development as shown above, various techniques are used, namely questionnaires, observation, interviews, and documentation studies, and are supported by logbooks and focus group discussions (FGD). The preparation and development of data collection tools is adjusted to the research phase being carried out. The data is analyzed with descriptive qualitative methods as a basis to organise the materials that has been developed through the development model.

3. Results and Discussion

The development of the material in this study uses the ADDIE development model. The material is developed through the following stages:

Figure 2: ADDIE Process for Material Development.

3.1. Analyse

This activity begins with discussing the literature related to anti-corruption education for elementary school students. In general, corruption is defined as "the misuse of a public or private position for direct or indirect personal gain" or the misuse of public or private office for personal interests either directly or indirectly (UNODC, 2004: 23).

Given the vital role of education in building integrity, it is essential to provide good habituation to students. Haryatmoko explained the relevance of Bourdieu's thoughts related to integrity (Kompas, 04/06/2013), as follows.

"Public integrity must be built and trained, (because of this) is not something spontaneously obtained. On the contrary, it is derived from the results of education, training, and habituation of actions directed at the values of public ethics. A leader who is raised in an environment that cares for shared welfare is possible to have public integrity because his involvement is a process of public ethics management ".

Based on this opinion, the material developed in this study is guided by aspects of the active role of students in the learning process, so that the final chapter through the material developed can form habituation in the lives of students from an early age.

The analysis was also carried out through giving observations, questionnaires, FGDs and interviews. As is well known that the key to anti-corruption education is the cultivation of integrity values. The results of the initial condition analysis through questionnaires show that although most teachers know what is meant by anti-corruption education, only 21% of teachers can explain what the value of integrity is a key value in anti-corruption education, another 79% stated that they had not find out what is meant by integrity values.

Interesting findings actually appear in the answer to the question of what integrity values most elementary students need to have, the value of honesty and simplicity arises as the highest need. The level of need for integrity values based on the teacher's answers can be seen in the following chart:
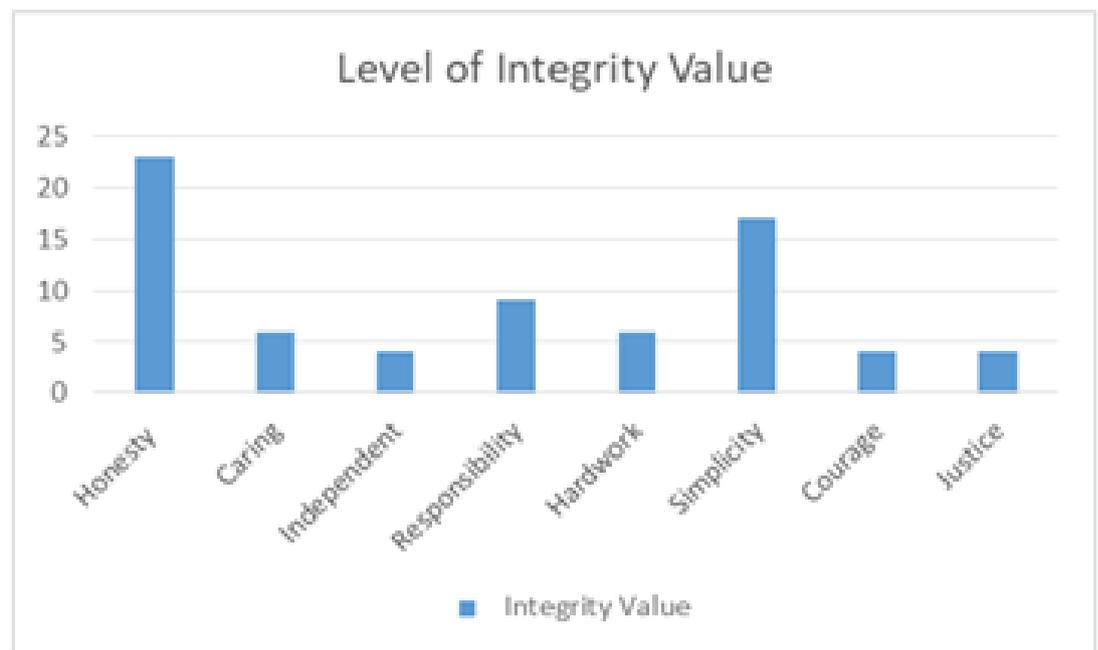

Figure 3: Level of need for Integrity Value According to the Teacher.

The above chart is the basis for researchers to develop the main material of anti-corruption education planned, the material developed has conformity with the needs of users in the field. The chart above shows that 31.50% of teachers chose honesty values and 23.3% of teachers chose the value of simplicity as the main material to develop.

Based on these findings, the development of the material focused on the value of honesty and simplicity. These two values are chosen to be the main focus because

they are considered as basic values in anti-corruption education. Furthermore, the development of the material will be adjusted to the characteristics of students, especially grade IV and V of elementary schools.

3.2. Design

Based on the analysis phase, the material to be developed in this study is the value of honesty and simplicity and those two values are considered as the main foundation in preparing learning material.

Considering that the position of each integrity value in anti-corruption education is the same/ equivalent, the material design is formulated with the concept of branching. That is, students can choose which material they will learn earlier. Given that elementary school students prefer material provided in the form of games, the material is designed to be developed in the form of multimedia learning. The material design of anti-corruption education learning that will be developed, can be seen in the following figure:
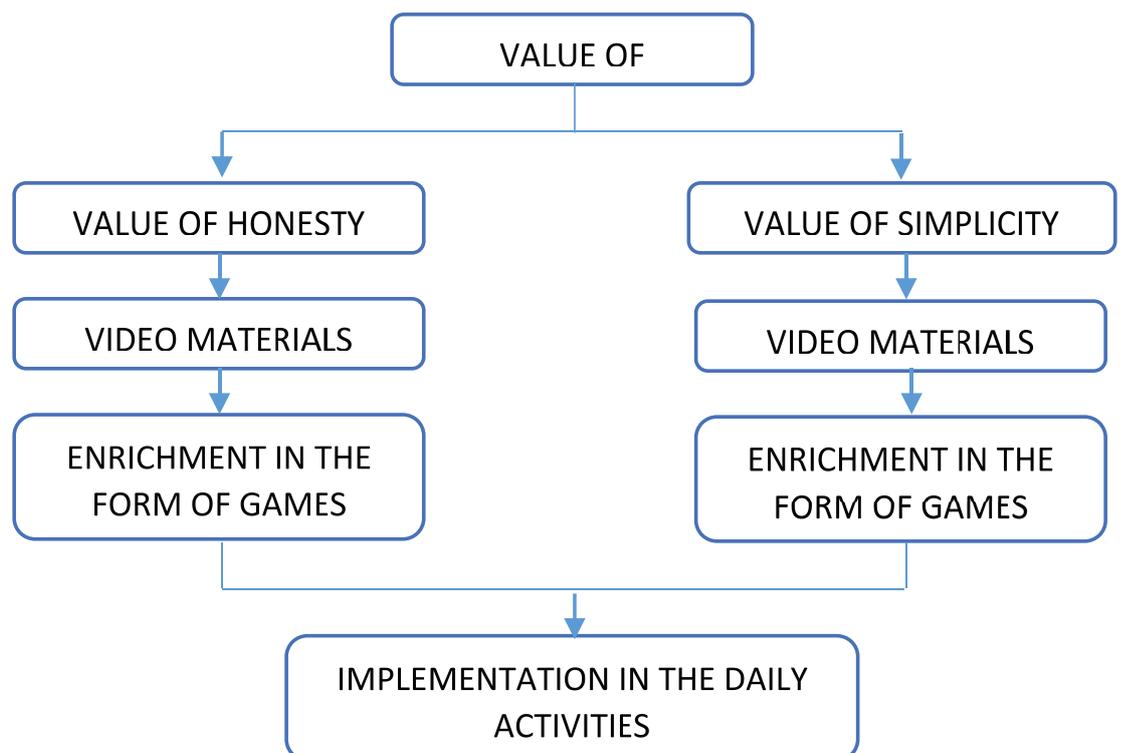

Figure 4: Design of Material Development.

As can be seen from the picture above, the design of material development includes two important stages, namely the delivery of material and enrichment of material with the use of media to help students be more active in the learning process. This is in line

with the media function conveyed by Smaldino, et al (2012) that the use of media can help teachers to structure material and streamline the delivery of material. It is expected that the learning activities developed can stimulate students' positive responses, so that students are able to apply what they have received/learned in their daily lives.

3.3. Develop

In the development stage, learning objectives are developed in each sub-section of the material. This material development process adopts a material development model according to Degeng (1989). The stage is described as follows:
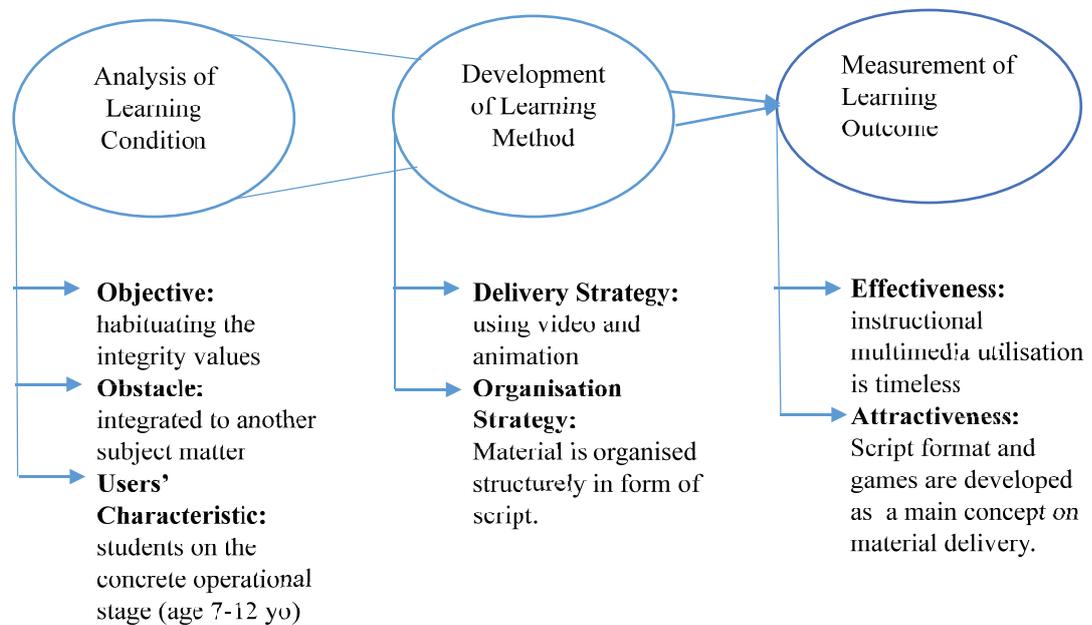

Figure 5: The Development of Multimedia Material.

Slamet Suyanto (2003: 162) revealed that learning methods for students should be challenging and enjoyable, by involving and engaging some activities such as playing, moving, singing, and learning. Therefore, the material must also be presented differently in order to accommodate a both challenging and enjoyable learning activities.

3.4. Implement

The implementation phase is a stage where the results of analysis, design, and development are applied to formulate the material in its entirety. As a consequences, students can capture the learning messages given and apply them in their daily lives. Based on

the results, the material developed was focused on planning the development of inter-active learning multimedia on anti-corruption education. In this implementation phase, Rob Phillips' (1997: 38) multimedia development model, became the main consideration in planning the development of interactive multimedia blue print to package the material that had been developed.

3.5. Evaluation

Evaluation is a process carried out during the material development process. This evaluation serves to reassess each stage of the material that has been carried out. If there are inappropriate stages, the research team conducts a review and revision before proceeding to the next stage of material development. Based on the ADDIE development model, this evaluation phase is carried out continuously at each stage of the previous development. It is intended that activities at each stage can run optimally.

In this study, the material developed has been adjusted to all stages in the ADDIE development model, and material has been developed that focuses on the integrity of honesty and simplicity. The importance of developing this material is based on the students' need for anti-corruption education materials that they can receive easily and have a sustainable effect on their lives. Therefore, the emphasis on material development is to invest in the value of integrity as a core part of anti-corruption education in a fun way. The results of this study also indicate that the material developed should be packaged in interactive multimedia learning that can help students to abstract messages from anti-corruption education.

4. Conclusion

Based on the results, it can be concluded that the material development process in this study uses all stages of the ADDIE (Analyze, Design, Develop, Implement, Evaluate) development model. 31.50% of teachers chose honesty values and 23.3% of teachers chose the value of simplicity as the main material that needed to be developed. The results of the overall material development show that concrete experiences are important to be presented in the implementation of the material, this aims to facilitate the characteristics of elementary school students.

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