Build an Anticoruptive Generation

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Abstract: Corruption has become a classic case that is commonly encountered in everyday life. The perpetrators are no longer high-ranking officials in the elite, but have penetrated every level of society. This form of corruption is no longer just the theft of an extraordinary amount of money, but corruption is anything that is rotten and detrimental. Corruption has a massive impact on the sustainability of the country, including having an impact on the economy. If corruption continues, the motivation for economic growth will decrease or disappear from society and lead to widespread poverty. The construction of government facilities will also be slow and not optimal, the costs incurred are greater than the amount of money owned by the community so that these facilities cannot be enjoyed by them. Those who do not enjoy these facilities then look for ways to feel it by justifying various means including criminal acts including corruption. To eradicate corruption and its various impacts, the most effective thing is to change the mindset of all Indonesians. All citizens must be provided with insight into corruption so that they can understand the dangers of corruption and can adopt an anti-corruption attitude. This anti-corruption attitude will eventually form a generation with an anti-corruption culture.

Keywords: Corruption, Mindset, Generation

INTRODUCTION

Indonesia has so much wealth, both natural wealth, culture with various characteristics besides that Indonesia also has a large population and continues to grow from generation to generation but with abundant natural wealth and sufficient human resources does not guarantee its high the level of welfare of its people, there are very influential factors why Indonesia has not been able to prosper, one of which is because of the increasingly rampant corruption problem because that is why each generation is expected to have a positive impact on their country by providing education through the most basic things about corruption, the dangers and its impact on the State. building a generation that is anti-corruption is not an easy matter, it takes strategy and control along with knowledge to provide awareness of the latent impact of corruption.

Indonesia is a country with the highest level of corruption index. In Law no. 32 of 2002 concerning the Corruption Eradication Commission, there are five types of prosecution activities against criminal cases of corruption, namely investigation, investigation, prosecution, inkracht, and execution. Referring to the data released by the KPK, the number of prosecution has increased since 2004 - from a total of 27 prosecution in 2004 to 423 in 2016. In 2004, the number of investigations carried out was 23 corruption cases. Of these, only 2 cases proceeded to investigation and prosecution activities. In 2008, the number of cases investigated by the KPK increased to 70. Of these, the KPK executed 23 court decisions that have permanent legal force. In 2016, 96 corruption cases were investigated and 81 cases were executed. If we look closely, during the 15 years the KPK was founded, 2016 was the most KPK years in conducting investigations, investigations, prosecutions, inkracht, and execution. This is an indication that public participation and courage have increased in reporting criminal acts of corruption that (will) occur, as well as the speed of the KPK's response in following up on every report. The graph of the Recapitulation of Corruption Crimes. As of December 31, 2018.
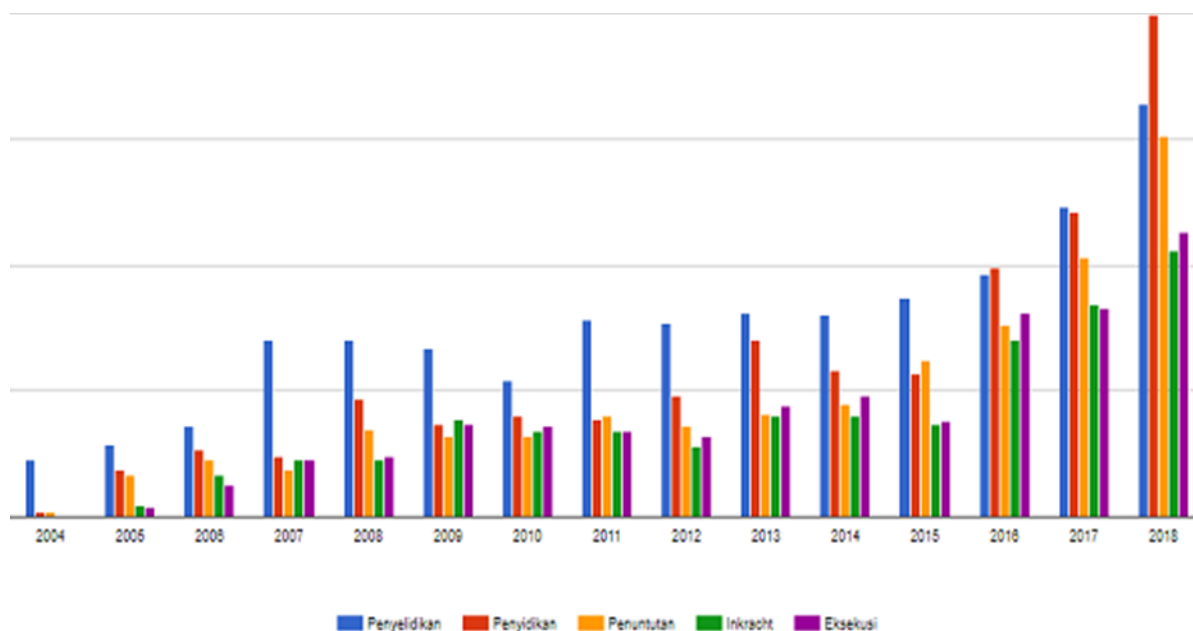
Source: Anti-Corruption Clearing House

Meanwhile, from the data we have, that the enforcement of corruption is still quite high, the next generation must aspire to eliminate this culture of corruption. This is where the important role of the millennial generation contributes by making policies and providing socialization about corruption. According to Manheim, generation is a social construction in which there is a group of people who have the same age and historical experience. Individuals who are part of a generation are those who have the same birth year in a span of 20 years and are in the same social and historical dimensions. This definition was specifically developed by Ryder (1965) who said that generation is the aggregate of a group of individuals who experience the same events in the same period of time. The theory of generational differences was popularized by Neil Howe and William Strauss in 1991. Howe and Strauss divided generations based on the similarity of birth time and the similarity of historical events. Other researchers also divide the generations with different labels, but generally have the same meaning. Furthermore, according to the researcher Kupperschmidt (2000) generation is a group of individuals who identify their group based on the similarity in

birth year, age, location, and events in the life of the individual group that have a significant influence on their growth phase. Below
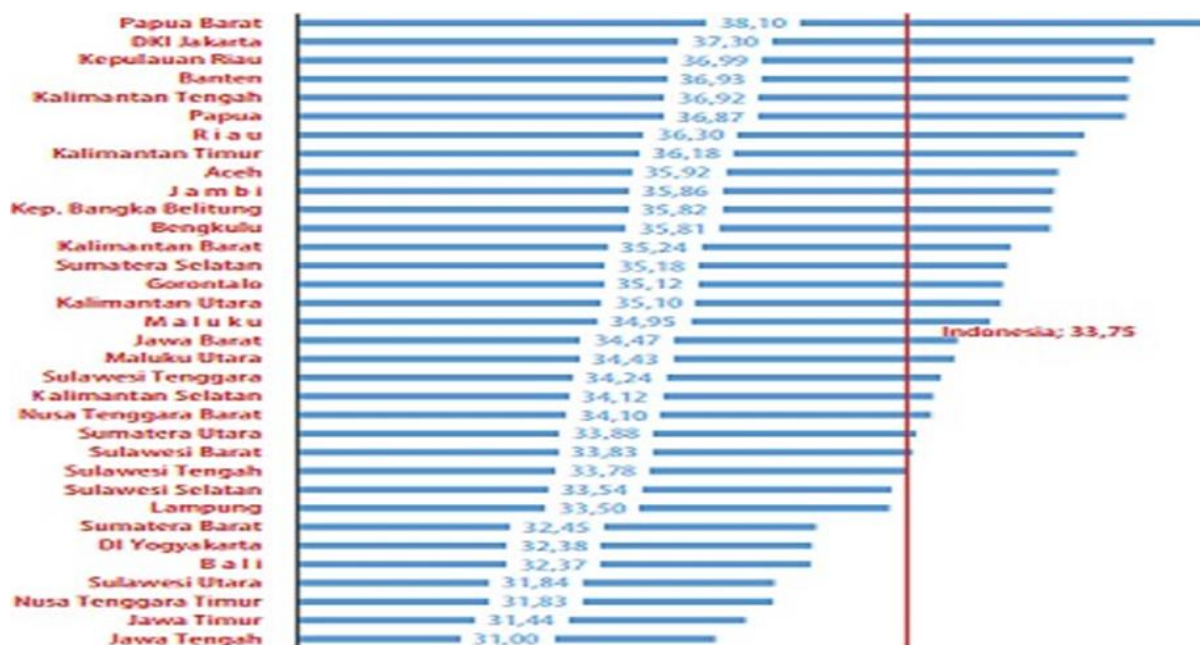
Source: National Socio-Economic Survey (Susenas), BPS

The Indonesian population in general has begun to shift from rural communities to urban communities. These changes have implications for changes in culture, social values, behavior and mindsets. Urban society is an open society and multicultural. The consequence of the shifting of rural communities to urban communities is that traditional values will slowly but surely be increasingly marginalized by urban culture. A society that used to be communal has become an individualist society, a society that was once simple has become a consumptive society, from here we must anticipate the consequences of shifting behavior that occur in present and future generations by providing good ethical and moral knowledge. Thus increasing awareness of honest and responsible behavior from an early age, therefore the dissemination of ethical knowledge and Anti-corruption attitudes must reach all levels of society, especially the nation's future generations.

Indonesia's Anti-Corruption Behavior Index (IPAK) in 2019 is 3.7 on a scale of 0-5. This figure is higher than the 2018 IPAK of 3.66. The higher the index (close to 5), the higher the anti-corruption behavior in society. Although in general the IPAK has improved, one dimension of the IPAK has recorded a decline. The perception of anti-corruption dimensions in 2019 was at the level of 3.8 or lower than the previous year which was 3.86. The decline in the dimension of the perception of anti-corruption is influenced by several factors. First, the community considers it natural to give money or goods to other community leaders when a family carries out a celebration. As a result, the perception dimension decreased from 41.36 in 2018 to 40.93 in 2019. The second factor is that the public considers it natural that parents invite their children to participate in Pilkada / Election campaigns to get more money so that the score has dropped from 12.61 in 2018 to 12 , 88 in 2019. The dimensions of the anti-corruption experience improved with an index of 3.65 in 2019 from 3.57 in 2018. Data on the level of corruption perceptions is shown in Figure 3.
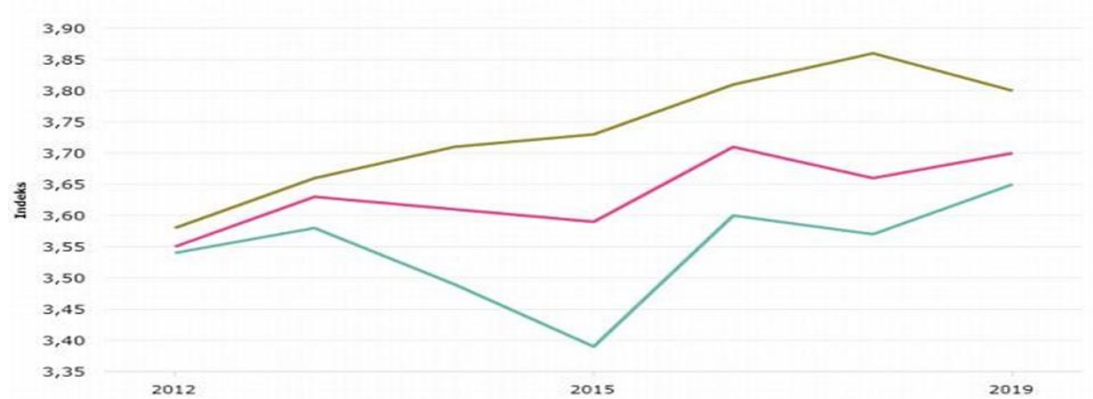
Source: Central Bureau of Statistics (BPS), 16 September 2019

From this data, anti-corruption education is needed to overcome all negative perceptions that are the root of the problem in the emergence and development of corruption, namely starting with ensuring that knowledge accommodates anti-corruption values. In this connection, as the heart of education, a curriculum on corruption is required to have two strengths, namely: First, accuracy in choosing the substance or scope of knowledge to be taught. Substantial truth is not in doubt, urgent (important) to be studied, truly useful, relevant to the needs of students and life, and provokes students' interest to learn more independently. Second, curriculum management through effective learning that is supported by an assessment system that leads to the achievement of competencies (valid) and realiable (trustworthy, steady, consistent, reliable and stable). Curriculum management begins with the preparation of a learning plan that can actually serve as a reference and control of the learning process. The planning takes into account feasibility and feasibility, is adapted to existing conditions, considers differences in the potential and speed and learning styles of students, becomes an integral part of students' daily lives, is responsive to various changes in situations that occur suddenly, and provides various alternative learning experiences. Because it is necessary to have a policy regarding the importance of an anti-corruption curriculum. These two strengths ensure the achievement of learning objectives. Without proper management, great substances lose their meaning. Likewise, a mistake in choosing a substance results in meaningless learning. In order to be managed properly, the teacher as a student companion must really understand these two aspects. In order for the curriculum to make it easier for all teachers to do learning, all government policies regarding the curriculum must be easy to understand, easy to describe, easily adapted to the needs of students and conditions that is around it (flexible), easily managed by the teacher (manageable), measurable, visible stages of development (observable) and predictable results.

If all these are fulfilled, then the substance which was initially considered difficult will be easily learned by students (learnable). The substance that was initially considered a burden will become a necessity and meaningful for life. This means that the existence of the curriculum is a tool that facilitates and expedites the learning process, not making it difficult or even troublesome for all parties (teachers, students, and parents).

Based on the above background, the purpose of making this article is to build an anti-corruption mindset from an early age and provide insight into the impact of corruption.

LITERATURE REVIEW
Corruption

Corruption is the destruction of life, and anti-corruption education begins when the baby is in the womb. The defamation of the Primordial Covenant causes a weakening of one's Spiritual Accountability (PRIMA, KPK). Meanwhile, the definition of corruption is as stated

in Law no. 20 of 2001 defines corruption as an act against the law with the intention of enriching oneself or others, and can harm the country's finances or economy. Including in acts of corruption is the abuse of authority, opportunity, or existing means because of position or position, trial, assistance, or a malicious conspiracy, whether committed inside or outside Indonesia. Corruption is therefore calculated trans-nationally or across territorial boundaries. Kartono (1983) defines corruption as the behavior of individuals who use their authority and position to gain personal gain, detrimental to the public and state interests. So corruption is a symptom of misuse and mismanagement of power, for personal gain, mismanagement of the resources of the state by using formal powers and powers (for example by reason of law and force of arms) to enrich oneself. (Wiranta, 2015)

Anti Corruption

According to Montessori (2015) the principles of anti-corruption are: (a). Accountability is conformity between rules and work performance. All institutions are accountable for their performance according to the rules of the game both in the form of a convention (de facto) and a constitution (de jure), both at the cultural level (individual and individual) and at the institutional level (Bappenas: 2002). Public accountability has traditionally been understood as a tool used to supervise and direct administrative behavior by providing an obligation to be able to provide answers (answerability) to a number of external authorities (Dubnik: 2005). In addition, public accountability in the most fundamental sense refers to the ability to answer someone regarding the expected performance (Pierre: 2007).

Anti-Corruption Values

According to Taja and Aziz (2016), there are nine anti-corruption values that have been formulated by the KPK to be instilled in all individuals, the nine values include (a) core, which includes honesty, discipline, and responsibility, (b) attitude, which includes fairness, courageous, caring, and (c) work ethic, which includes hard, simple and independent work.

1. Honest

    Honest is defined as the act of not lying, straight, and not cheating. Honesty is a basic value that is the main basis for upholding one's own integrity. A person is required to be able to speak honestly and transparently and not to lie either to himself or others. Cheating, plagiarism, and being absent are manifestations of dishonesty, which can lead to corrupt behavior. The issue of dishonesty is a matter of concern and needs serious attention.

2. Discipline

    Discipline is the key to everyone's success, persistence, and consistency to continue to develop one's potential makes a person always able to empower himself in carrying out his duties. Adherence to the principles of goodness and truth is the main guideline for work. The benefit of a disciplined life is that students can achieve their life goals in a more efficient time. Discipline also makes others believe. This is a simple lesson but will have a tremendous impact in the future, as the saying goes, gradually becomes a hill, so if bad habits are allowed, even bigger crimes can be committed.

3. Responsible

    Responsibility is a condition for someone to dare to bear everything or the risks that will befall him. A person who is complete and knows himself well will realize that his existence on earth is to do good deeds for the benefit of fellow humans.

4. Fair

    Fair is equal, impartial, impartial. Justice is an assessment by giving to anyone in accordance with what is their right, namely by acting proportionally and not violating the

law. A person with good character will realize that what he receives is according to his efforts. He will not demand to get more than what he has worked for.

5. Be brave

A person who has a strong character will have the courage to state the truth, including the courage to admit mistakes, dare to be responsible, and dare to reject evil. He will not tolerate irregularities and dare to express his denial. He also dared to stand alone in the truth even though all of his colleagues and colleagues had done things that deviated from what they should be. He is not afraid of being hostile and is not afraid if his friends leave him alone if they turn out to be inviting things that are deviant.

6. Care

Caring means paying attention, feeling pity, or sympathy. Social care for others makes a person have affectionate qualities. Individuals who have a high social spirit will pay attention to their surrounding environment where there are still many people who are unable, suffering, and need a helping hand.

7. Hard work

Working hard is essential in order to achieve results that are on target. Hard work can be realized by students in everyday life. For example, in doing something respects the process not only the result, does not take shortcuts, learns and does academic assignments seriously.

8. Simplicity

A person with high integrity is someone who realizes his needs and tries to fulfill his needs properly without exaggeration. With a simple lifestyle, a person is accustomed to not living extravagantly that is not according to his abilities. Students can apply the value of simplicity in everyday life, both at school and outside of school. For example, by living according to your needs, not showing off your wealth, and so on.

9. Independent

Independence forms a strong character in a person to become less dependent on others. The mentality of independence that a person has can optimize his thinking power to work effectively. These nine values are considered as material for Islamic Religious Education to instill anti-corruption values and the main foundation in building integrity within oneself. These nine values are considered by the KPK as a means of control to reduce corruption and a strategy to achieve a clean government and civil society.

Impact of Corruption

Various comprehensive studies on the impact of corruption on the economy and its variables have been carried out to date. From the results of this study, it is clear that various negative impacts due to corruption are evident. Corruption weakens investment and economic growth (Mauro: 1995). Furthermore, in more elaborative research, it is reported that corruption results in a decrease in the level of productivity which can be measured through various physical indicators, such as the quality of roads (Tanzi and Davoodi: 1997). Corruption does not only affect one aspect of life. Corruption has a domino effect that extends to the existence of the nation and state. The widespread practice of corruption in a country will worsen the economic condition of the nation, for example the price of goods becomes expensive with poor quality, people's access to education and health becomes difficult, the security of a country is threatened, environmental damage, and a bad image of government in the eyes of the international community, destabilizes the foundations of trust for foreign investors, a prolonged economic crisis, and the country has become increasingly mired in poverty. Theoretically, corruption in a country like Indonesia, if not resolved immediately, will have a devastating impact on industrial productivity, growth and overall economic and social progress (Mahmood, 2005: 62).

According to Goolsarran (2006: 61), corruption causes a number of impacts on the economy where: (1) goods and services become more costly, thus detrimental to the quality and standard of living of the people; (2) distorted trade because preference is given to goods and services that can offer high levels of bribery; (3) accumulation of high levels of long-term public debt due to the tendency of corrupt governments to use foreign loan funds to finance capital-intensive projects; and (4) the misallocation of scarce resources and the neglect of a number of areas requiring development priorities due to corrupt officials giving more importance to other areas which can generate more personal benefits for themselves (Montessori, 2012)

Mindset

Sari et al. (2015) suggest a mindset or mindset is a set of beliefs or ways of thinking that affect a person's behavior and attitudes, which will ultimately determine the level of success in life. Belief determines the way a person thinks, communicates and acts. Thus, if you want to change your mindset, what must be changed is belief or belief collection. Differences in a person's mindset are caused by differences in the number of points of view that are used as a basis, foundation or reason. It is likely that a person's point of view to think is influenced by emotion (mentality), education and experience. This is a measure of the height and level of a person's maturity. There are many definitions of mindset that we may know, even though in essence they refer to the same conclusion. Patterns are shapes or models. Thus the mindset is actually a form of thought or the way we think which is called "Mindset". Mindset word consists of two words, namely "mind" and "set". "Mind" is a source of thoughts and memories or a center of consciousness that produces thoughts, feelings, ideas, and stores knowledge and memories of all kinds of things that have been done by themselves and what events are read, seen, and acted on by oneself and others. Meanwhile, sets are beliefs that affect a person's attitude; or a way of thinking that determines a person's behavior and views, attitudes and future.

Corruption Insights

To have correct and precise knowledge about corruption, students need to get a variety of information, especially information that enables them to recognize acts of corruption and can also distinguish between acts of corruption and other crimes. For this reason, the discussion of the criteria, causes and consequences of corruption is the main subject that must be informed to students. Besides, students also have clear arguments for why corruption is considered a bad act and should be avoided. Analysis of the causes and consequences of acts of corruption in various aspects of human life, including aspects of morality, will provide students with insight into broader corruption. In the end, various alternatives that can be taken to avoid corruption can inspire students about the many ways that can be done to eradicate corruption. All of these are basic assets in cultivating or shaping anti-corruption attitudes and characters. Based on this knowledge, students are expected to be able to assess corrupt behavior in the community or surrounding institutions. Therefore, providing information about corruption is not to provide as much information as possible to students, but information is needed so that students are able to make certain considerations in assessing. In other words, based on their information and knowledge about corruption, students are able to judge whether an act is corrupt or not, and whether the act is categorized as good or bad. With these considerations, students can then determine the behavior they will do. (Montessori, 2012)

RESEARCH METHOD
Data source
The data and information presented in the Profile of Indonesia's Millennial Generation refers to 2017. To see the profile development, the information presented during the last three years, namely 2015 to 2017.

Data analysis
The qualitative data analysis used was data analysis in the field with the Miles and Huberman model, in which this model, in Sugiyono (2016, p. 246), has four stages. The first stage is data collection by the author through qualitative data collection techniques including observation and literature study. The second stage is data reduction in which the author summarizes, selects the main things, focuses on things that are important to look for themes and patterns and removes unnecessary or irrelevant things to the topics discussed. The third stage is the presentation of the data in the form of a description of the results of data processing. And the last one, namely conclusions and verification where the author draws conclusions that are still provisional and can change if after returning to the field, valid and consistent evidence is obtained so that the conclusions are credible. The analysis technique is shown in Figure 1.
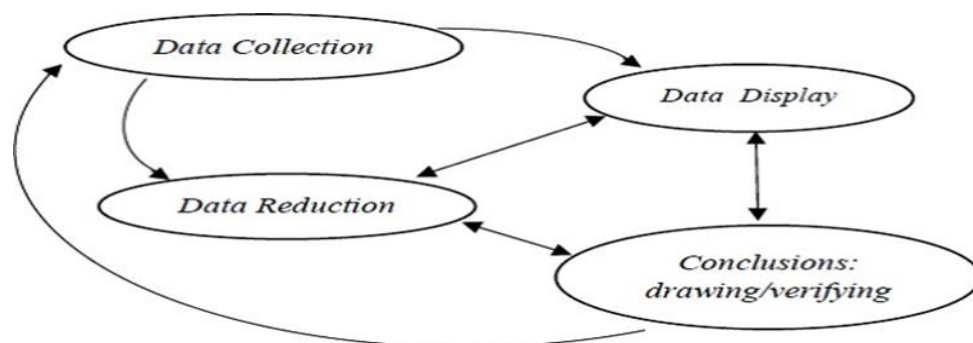

Figure 1. Data Analysis
Source: Miles & Huberman dalam Sugiyono (2016)

RESULT & DISCUSSION
Building an Anti-Corruption Mindset from an Early Age
The Industrial Revolution 4.0 makes technology more sophisticated and more useful. On the other hand, there are also negative things that distract the public in the abuse of this matter. The mindset of a society that is now on the brink of radicalism makes the society uncontrollable. There have been many rumors of hoaxes, slander, and hate speech against the government which have made the public mindset even more corrupt. It is necessary to internalize and revitalize a clear mindset and in accordance with anti-corruption values. Internalization and revitalization of a good mindset here is directly from the parents where parents play an important role in the development of the child's mindset. Starting from the way of speaking, manners, ethics, and procedures for appearance must be accustomed from an early age. This ends with the inculcation of anti-corruption values which will always be maintained until the child is old and passed down to future generations. This is an effective way to make corruption overcome for a long time.

As previously explained, instilling a mindset is not something that is taken lightly, nor is it something that is difficult to do. Internalizing this mindset is done with small things and used as rules so that later it becomes a person's habit, the difficulty is a matter of time. If this is done to young children, it means that parents play an important role in this, which every day parents must present something good such as those that include anti-corruption values

continuously every day. This is done to make a permanent good mindset and not easily accessible to things that are radical.

Providing Insights Regarding the Impact of Corruption.

Knowledge is needed to support life in the present. Knowledge has become the main thing that must be owned by a person. For this reason, the government requires schools so that the state can be saved from human ignorance. By increasing knowledge it means that we gain insight, and by adding insight it means that we can find out the meaning of good and bad. Which is supported by this mindset. The impact of corruption is very visible in both quantity and quality. A very significant economic impact occurred on the fluctuating value of the rupiah due to the uneven distribution of money and deficit planning in the APBN due to corruption. The impact in the development sector is also very visible where there is a need for more consolidation in terms of funds and building materials to make buildings stronger and more durable, which is a formidable challenge for contractors and government agencies themselves.

By recognizing the impacts on corruption, it is hoped that this will increase people's insight so that they can distinguish between right and wrong things. Especially in looking at corruption which is absolutely negative by considering the impact it will have on our children and grandchildren later.

Based on the above discussion, the results of our analysis are in line with:

1. Wiranta (2015), states that corruption is a damage to life, and anti-corruption education starts from an infancy in the womb.
2. Montessori (2012), states that students can determine the behavior they will do.
3. Sari et.al (2015), states that it is from parents that a person learns about words, facial expressions, body movements, behavior, norms, religious beliefs, principles, and noble values.

CONCLUSIONS

The nation's next generation plays a very important role in eradicating corruption, therefore a new strategy is needed in dealing with corruption by providing education from an early age to children about knowledge about corruption as a result of corruption and how to implement anti- corruption attitudes in the daily environment starting from the family environment, school and friends, especially in school, anti-corruption learning tools should be applied by making learning methods as attractive as possible for students by instilling a caring, honest attitude starting from small things and providing an understanding of good ethical and moral procedures.

Furthermore, after starting an understanding of anti-corruption education from an early age, the role of the community and government is also needed in developing this anti-corruption education so that more new innovations make the minds of the current generation more open because in the midst of decreasing globalization and moral demoralization, especially for today's youth, that's why the government and society must provide a positive environment, especially the political apparatus, now have to fix anything that goes wrong because indirectly the younger generation is quite disappointed with Indonesia's political conditions, which are very closely related to corruption, it is necessary to reform Indonesian politics in a transparent and accountable way. The highest sovereignty is in the community, so starting with a community that lives to create a peaceful environment and actively contributes to instilling the value of honesty.

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