

# **Integrated Anti-Corruption Education in Teaching and Learning Process: An Overview of Pragmatics Class at Andalas University**

*Ike Revita*

Andalas University  
revita\_ike@yahoo.com

## *Abstract*

Corruption lately becomes the prominent problem in Indonesia. This corruption occurs almost in every aspect of life. Every prospected people are of great possibility to corrupt. This is in line with the wise words that power tends to corrupt. The government has tried hard to overcome this by founding KPK (Corruption Eradication Commission). The action against corruption ideally is not only done by KPK but also every people in Indonesia, including educational institution. As an institution of creating the characterized agent, the educational institution is responsible to educate the students to be anti-corruptor. One simple way is by implementing it in the teaching and learning process. This writing is aimed at describing some tricks of integrating anti-corruption value in teaching and learning process. The research is conducted in Pragmatics class at English Department Andalas University. Pragmatics is a compulsory subject offered to English Department Students at Andalas University. The research is qualitatively and descriptively done. By applying the concept of long- life learning by Ramsden (1992), it is found some ways of integrating the value of anti-corruption in teaching and learning process. They are in (1) class action--course contracts reflecting anti-corruption; (2) evaluation--honest and discipline; and (3) assessment--transparency. These all are designed, written, and socialized in syllabus.

**Keywords:** anti-corruption, teaching and learning process, Pragmatics, value, education

## **1. Introduction**

Corruption is a word that everybody is familiar with. No body does not know what the corruption means. This is due to the activities of corruption spreads all over the world. The mouse-like action is done by all levels of social life. Even, it occurs in every domain, from governmental up to educational and from the highest level up to the lowest.

Ironically, this corruption is not only performed by the old, but also the young, even children. This can be seen from the simple thing. When the students do cheating in their exams or the teachers tell their students the answer in the national exam, this may indicate and be categorized as the seed of the corruptor. If people let it be and regard that as something common, the honesty will be the most expensive and miraculous attitude in the world. Unhonesty is ordinary since everybody does it.

There is a statement that 'power tends to corrupt'. This statement implies that those who are in the position of power is of great possibility to corrupt. Everybody is in the position of powerful. Even, they are powerful toward themselves. Consequently, when they cannot control themselves, they will corrupt.

Thus, the government tries to stop the action of corruption. One of the ways is by founding the Corruption Eradication Commission or KPK.

KPK was founded in 2002 based on the law no. 30 th.2002. This independent commission functions to supervise the governmental activities to be clean from the corruption. KPK will chase those who are suspected and reported corrupting. Many people have been arrested by KPK due to this dirty action--corruption.

KPK cannot work alone. It must be supported by every line of the society, including educational institution. The minister of education and culture, Mohammad Nuh (Kompas, February 22, 2012) stated that the education and the culture of anticorruption will be integrated

in the new curriculum, from the elementary until postgraduate, starting in 2012. Educational institution is responsible for creating the good and the bad human being. Whether the product is good or bad depends much on this institution.

Basically, the culture of anticorruption and its education has already integrated by some lecturers at English Department Andalas University. Even, when the rector of this university assigned the rule of implementing the teaching and learning process by students centered learning (SCL) model, most classes are regulated by the very model. This anticorruption education has been included in almost every line of their teaching and learning process. One of the courses which has applied this anticorruption education- integrated class is Pragmatics.

This writing is aimed at describing how these anticorruption education are integrated in the teaching and learning process. The research is conducted in Pragmatics class at English Department, Faculty of Humanity, Andalas University. The data are collected by observational method and interview technique. A small class action is also done. Because the writer is the lecturer of this course, the observation has already done since 2008. Furthermore, some evaluations, peer discussions, and revisions in teaching class process has also been applied (Ramsden, 1992). The result of analysis is descriptively and narratively presented.

## Discussion

### 1.1 About Corruption

Corruption derives from Latin, *corruptio*, of the verb *corrumpere* which means decomposed, broken, out of order, to bribe, to make shaky, and to twist. According to Indonesian Dictionary (2002), corruption is defined as the divestion of public money into one's own pocket for their self interest (also Oktavianus and Revita, 2013; pasal 435 KUHP). Literally, corruption is meant as the decomposition, immorality, dishonesty, can be bribed, deviation from the truth, and the slandering through the verbal action. The action of corruption is categorized as the *White Collar Crime*.

In *pasal 2, UU No.31 th.1999 jo UU No.20 th.2001* about the law of corruption eradication, it is stated that corruption is (1): the action against the law; (2) for the purpose of enriching oneself or others; and (3) can inflict the governmental finance and economy. This implies that corruption is a kind of action against the law and breaks the norm of the society.

Indirectly, the action of corruption has put the country into big problem. The corruption may lead the country to bankruptcy and improsperity. The impact of corruption is awful. It may destruct the system of economy, education, public health, and moral values. The impact is very latent.

The action of corruption is not only performed by the decision maker or government but also the society itself. Corruption occurs in almost every domain, including the education. Thus, the eradication of corruption is also under the responsibility of educational institution.

One thing that educational institutional can be done is by socializing and by integrating the values of anticorruption in teaching and learning process. Furthermore, it is of importance to built up the awareness internalized in the values that will bring about the significant impact toward anticorruption.

Having created the attitude and the habit formation of anticorruption, like discipline, honesty, empathy, responsibility are some of the examples. Corruptors are those who have no empathy, dishonest, and irresponsible. Through the educational sphere, the bad and the good will come up. Through educational institution, the habit formation will be created and the bad thing can be minimalized.

### 1.2 Pragmatics at English Department Andalas University

Pragmatics is one of many compulsory courses offered to English Department Students Andalas University. Every students at English Department must take this course. This Pragmatics is offered three credits. It is prerequisite since those who take Pragmatics must pass the three courses--Syntax, Introduction to General Linguistics, and Semantics.

Currently, there are four classes of Pragmatics at English Department which is paralelly done. There are four lecturers conducting this course. The four classes have similar syllabus. Even though being conducted by different lecturers, there is no significant difference among them. The technique and the method is similar but the art is various.

The model of Pragmatics class tends to be students-centered learning. Students are encouraged to be active in and out of the class to identify and to solve the problem related to Pragmatics. The students enrich themselves by finding out the materials out of the class. This method is called long-life learning. This is in line with what Ramsden (1992) says students have to make sense of information for themselves if they are to learn anything.

In Pragmatics class, students are stimulated to be independent and active. As a matured students, they are not created to be the total listener but must be the speaker. That is why most of students at English Department Andalas University, especially those who take Pragmatics must reach maximal teaching and learning process. Home assignment is one of many things applied in Pragmatics. Students are also assigned to have reading report every week/meeting with certain format, like the number of page, the space, and the way of doing citation.

The independence of the students is reflected from design of the class--seminar. The students are divided into several groups. Each group is responsible to write a paper and presents it in front of the class. The seminar is conducted like the real one. It has moderator and other students as the participants.

The activity and the independence of the students do not omit the role of lecturers. Even, the lecturers function as the guide to re-explain the incorrect information. Commonly, at the last 15 minutes, before the class is over, the lecturer will clarify the material. So, students go home with correct information.

This method works quite well and can be categorized success. This is indicated by the number of the students preferring the research related to Pragmatics. Their understanding makes them 'in love' with this discipline. Based on the small observation done by Revita (2010) toward students from grade 2007 and 2008, they like Pragmatics because they understand it. Approximately, students get B+ for this course. Lately, the number of students running research on Pragmatics is around 50 % for each grade.

### 1.3 Anticorruption Education in Pragmatics Class

As being explained above, Pragmatics Class is conducted by applying Students Centered Learning (SCL). In this method, students are encouraged to be active and independence. They are stimulated to be pro-active in order they can gain maximal result in the process of learning. During this process, the education of anticorruption is being implanted as well.

There are some techniques that have been applied in implanting the education of anticorruption. They are (a) class action--course contracts reflecting anti-corruption; (b) evaluation--honest and discipline; and (c) assessment--transparency.

#### a. Class Action--Course Contracts

Class action is defined as the action done by the teacher to improve the quality of the teaching and learning process. Class action is a kind of (simple) research conducted to solve the social phenomena (Burns, 1994). In class action, systematic data of daily activities are collected. The data, then, is analyzed to come to the conclusion which is of possibility to be the way out of the problem (Wallace, 1998).

Class action may become the process to help the teacher/lecturers to develop the further understanding for their personal interest and social objectives (Madya, 2006). Personal interest refers to the confidence of the teachers/lecturers that they can do certain thing related to t heir class. Meanwhile, social objectives mean the result of the action (research) can become reference for others to have better process and create best outcome. Thus, in Pragmatics course, small class action has been done.

One thing to be done in class action is realized from the syllabus. As we know that syllabus can be the guidance for the students for the course in one semester. In the syllabus, the content, the rules, and the assessment is stated there.

Ideally, the syllabus must be given to the students before the class is conducted or at the first meeting. However, not all lecturers give the syllabus to the students. Consequently, the students have no guidance for the course in one semester.

In Pragmatics class, the syllabus is distributed at the first meeting. In this first meeting, the course is introduced and the syllabus is discussed. Everything related to the course, whether it is academic activities or not is informed. For example, about the method of the class, the material, how to get the material and references, the time admission in the class as well as their cloth. I call this as the course contract.

In the course contract, there are some rules that can be bargained by the students, like the admission entrance. For the attendance, the students are allowed to be absent not more than three times (lesser than the rules at Unand where the students may be absent four times), The consideration is, Pragmatics has three credits and this course is content subject which force students to work hard. Besides, at the first meeting, the group is divided and the second week, the first group presents the paper. Thus, if the students miss the class quite a lot, it is hard for them to get profound understanding.

The absence does not include the permission given to the students. For example, when the students are sick or having other extra academic activities, as long as they give information, they are not regarded absent. However, they must still submit any task to be submitted on the due date. This rule has no prolonged time. When they miss it, they will miss it.

Students in Pragmatics class are not allowed to join the class when they do not come at the first two meetings regularly. In other words, those who do not come at these two first meeting is deleted from the class. To avoid the students being loses, at the first meeting, the head of the class is appointed. One duty of the head of the class is to inform those who do not come at the first meeting to come at the second meeting. Otherwise, their name is deleted and they cannot join the class anymore. The information can be spread over social network. Sometimes, the students make group in face book or other media. So, any information related to Pragmatics are available there. This way is quite effective and efficient since the current students are very familiar with gadget and other sophisticated technology. They up date the information everyday.

Furthermore, in the course contract, the students are also asked not to wear the tight cloth and sandal to the class. The lecturer will remind those who wear such cloth and sandal.

The most important point is that the students are reminded to be polite. This politeness will give influence toward the final mark. Their attitude will become the consideration for final accumulated mark. This is explicitly informed in the course contract. This attitude is categorized as reward variable. One variable of many variables for their mark is reward. The reward is gained from their attitude in the class.

This course contract is discussed until the students come to the conclusion. All the students deal with the contract.

The way of discussing and bargaining course contract is democratically done. No enforcement (except for the rule and the law from the government and university). This course contract must be obeyed by all students (including lecturer). When the students disobey the rule/contract committed and they try to persuade and to ask permission, this is offered to the class again, whether they commit or not.

This is one way of educating the value of anticorruption. The students must commit with their commitment. Once they commit, they must keep their commitment.

b. Evaluation

Generally, evaluation is done twice in semester. They are mid-test and final test. At Andalas University, these two exams are scheduled. These exams are conducted based on the schedule designed by university.

In Pragmatics class, beside these two exams, the incidental exam may occur. This means that before or after mid-test, other tests may be done. This is only in case. For example, when the students are very silent and they do not participate in class discussion, the test (some people name it quiz) will be conducted. This is also to stimulate them to study or to read before they come to class.

This situation has already informed at the first meeting when discussing the course contract. Since they have known it, to avoid the quiz, they come to the class with the preparation, not empty headed.

In exam process, the students are not allowed to cheat. For Pragmatics class, cheating is a crime and categorized as corruptor's seed. Cheating means suicide. Those who are seized cheating will finally fail. No more excuse because the mark E has in their hand.

The lecturer is very concerned with this. The lecturer in Pragmatics class really discipline in this. They will not forgive those who are cheating.

The corruptor's seed action is also adhered to the activity of plagiarism. Every meeting, the students must have their reading report. The reading report is about the topic discussed at the time which is individually done. The length of reading report is around 1-2 pages. The lecturer will remind the students not to do plagiarism. When the students are found doing plagiarism three times, they will get punishment of discounting the final mark 50%. This implies fail because even though they get 100, when it is discounted 50%, they final mark will be 50. 50 means D or E.

This is a little bit hard for the lecturer because they have to read carefully every reading report submitted by students. This is a kind of challenge if they want to have their students clean from the corruption. This is one way of implanting the education of being anti corruptor. Being honest and being transparency reflect the value of anticorruption.

c. Assessment

Assessment is quite crucial in teaching and learning process, beside the process itself. Assessment may reflect the success of the lecturer in teaching and educating their students. For some students, the result of the assessment is very important. When they take certain course, mark becomes their orientation, not knowledge. This mindset can be changed by having good assessment.

What I mean by a good assessment is that each students deserve to get the highest mark as long as they can fulfill any requirements in the class-- stated in syllabus. The more the variable of assessment, the better will be. The more variable means the various activities done by students.

In Pragmatics, there are eight variables for the assessment. They are (1) attendance; (2) reading report; (3) participation; (4) paper for presentation; (5) presentation; (6) mid-test; (7) final test; and (8) reward--assessed from the students' attitude. These variables are transparently conducted. For example, students may not sign other's name but their name only. Some students ask their friend to sign their name, though they do not come. When they are found doing so, they will be categorized breaking the norm and the rule. This means that they have problem with attitude. This implies that their reward will be minus since reward can be mark-plus and mark-minus.

In reading report, the education of being honest is really implanted. The students are encouraged to be honest that certain idea or sentences do not belong to them. Their sentences are from other. They, then, must honor this by putting the name of that one.

This academic honesty is kept being educated to the students in Pragmatic class. When they are suspected to be plagiarism, they will be asked and interrogated. Later, the solution is given when the problem is found. Some students do not know yet that they do plagiarism.

They think that that is still their own sentence, meanwhile they do paraphrasing. They must put the name of the owner of the idea.

This categorized small thing activity is always conducted in Pragmatics class. Whenever the wrong is always informed and the good is always poured, from time to time, it will be in the students' mind.

Assessment is known by every students returned. Every task given to the students must be must returned. So, students know their progress of their study. They know their mark. They can also predict their final mark.

Whatever their mark will be, they are satisfied because everything related to assessment is done transparently. No more question, complaint, or anger due to the final mark gained by the students.

## 2. Conclusion

The education of anticorruption is ideally given and integrated in every aspect of teaching and learning process. This anticorruption value must be educated earlier. This is in line with proverb in Minangkabau language *ketek tabao-bao, gak gadang taraja-raja, lah gadang taubah tidak*. 'When they are children, they just try, when they grow up, they are accustomed to, when they are old, it is hard to change'.

Pragmatics, one subject at English Department, has been trying to implement the value of anticorruption in this teaching and learning process. Since Andalas University has recommended the method of Students Centered Learning (SCL) in teaching and learning process, Pragmatics class actually has tried to develop it into the wholistic and comprehensive one. Pragmatics class integrates the good value in educating the students. One of them is anticorruption.

The education of anticorruption is integrated in Pragmatics teaching and learning process by (1) doing class action in which any rules refer to the value of being anticorruption; (2) having evaluation which is honest and discipline; and (3) having transparent assessment. These all are designed, written, and socialized in syllabus. Every students know that information from the beginning or at the first meeting of the class.

To make the process run efficiently and effectively, every students and every line related to the Pragmatics class must be consistent. They all must commit and obey the rule of the class. No exception and no privilege.

## Bibliography

- Allsop, Jake. 1983. *Cassell's Students' English Grammar*. UN:Cassell Ltd
- Anwar, Khaidir. 1995. *Beberapa Aspek Sosio-Kultural Masalah Bahasa*. Yogyakarta: Gadjah Mada University Press
- Ardisasmita, Syamsa. 2006. 'Definisi Korupsi Menurut Perspektif Hukum dan E-Announcement untuk Tata Kelola Pemerintahan yang Lebih Terbuka, Transparan, dan Akuntabel'. *Seminar Nasional. Upaya Perbaikan Sistem Pengadaan Barang/Jasa Pemerintah*. Jakarta: KPK RI
- Asher, R.E. 1994. *The Encyclopedia of Language and Linguistics*. Oxford: Pergam
- Djamarah & Zain . 2002. *Strategi Belajar Mengajar*. Jakarta: Rineka Cipta.
- KPK. 2006. *Memahami untuk Membasmi*. Jakarta: KPK
- Kompas, 22 Februari 2012
- Kompas, 7 Februari 2011
- Langacker, R. 1972. *Fundamental of Linguistic Analysis*. New York: Harcourt
- Moleong, Lexy J. 1991. *Metodologi Penelitian Kualitatif*. Bandung:PT Remaja Rosdakarya
- Oktavianus and Revita, Ike. 2013. 'Nilai-nilai Antikorupsi dalam Petatah Petitih Bahasa Minangkabau. *Laporan Penelitian*. Tidak Dipublikasi. Padang: Universitas Andalas
- Ramsden, Paul. 1992. *Learning to Teach in Higher Education*. London: Routledge

- Revita, Ike. 2006. 'Cyberspace dan Filsafat Bertutur Masyarakat Minangkabau'. *Simposium Internasional Dies Natalis ke-60 dan Lustrum ke-12 FIB UGM*. Yogyakarta. 16-17 Maret
- Revida, Erika. 2003. 'Korupsi di Indonesia: Masalah dan Solusinya'. *Laporan Penelitian*. Medan: USU
- Subroto, Edi. 1992. *Pengantar Metoda Penelitian Linguistik Struktural*. Surakarta: Sebelas Maret Univeristy Press
- Sudaryanto. 1993. *Metode dan Aneka Teknik Analisis Bahasa*. Yogyakarta: Duta Wacana University Press
- Tim MKDK. 2002. *Belajar dan Pembelajaran*. Padang: FIP UNP
- Toelihere, Mozes. 1984. *Pedoman Perbaikan Pengajaran*. Jakarta: UI Press.