
LEARNING OF ANTI-CORRUPTION VALUES THROUGH TRADITIONAL GAME

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Abstract

The existence of corruption behaviour in Indonesia seems to be a thing that can be understandable, people often let it be over the small things that deviate toward the corruption behaviour. Education is a powerful tool to minimize corruption behaviour, anti-corruption lessons can be inserted in some subjects, especially Civic Education in elementary school. Learning process that has been done in the classroom is a more theoretically lesson, by using a traditional game of gobak sodor, many values can be taken from the game. In addition, nowadays, the developed technology reduces traditional games that should be played by children than playing gadgets which actually makes them tend to be an antisocial. This study aims to see what anti-corruption values that are contained in a traditional game of gobak sodor. This research method used literature study taken from literatures and researches that have been done. Learning of anti-corruption values through traditional games produced more enjoyable learning because learning by playing, students could also find anti-corruption values in the game, such as honesty, caring, cooperation, courage, and leadership.

Keywords: anti-corruption, traditional game, gobak sodor

INTRODUCTION

In this era of globalization, where everything is easily accessible, corruption is a hot topic for discussion in Indonesia, how not? The unfinished case and added with new case, the court that has not been completed yet, plus added with another new case. Major corruption cases that occur include the case of Wisma Atlet Hambalang, SIM Simulator case, Century Bank case, E-KTP card case, and others that not only involve businessmen, officials, law enforcement officers, even people's representatives who are basically chosen by people to convey their aspirations, not to fill their own pockets. The corruption actors are not only stealing public money, but also tarnishing the face of Indonesian law by bribing law enforcement officers to escape from the law, and of course, the most fresh reminded, the scene of accident engineering Setyo Novanto that seemed to show how weak the country in facing corruptor. A small corruption that may occur around the wider community is equally pervasive, according to Indonesia Corruption Watch (ICW) in the National Anti-Corruption Survey in 2017, the most common unofficial money request being in the Police and civil service applications.

The definition of corruption is etymological, derived from Latin *corruptio* or *corruptus* which means corruption in English, which then in Dutch copied into *corruptie* and to Indonesian into *korupsi*.

In terms of terminology, the meaning of corruption according to Kamus Besar Bahasa Indonesia (KBBI) is an act of abuse or misuse of state money (companies, organizations, foundations, etc.) for personal gain or others. According to Badan Pusat Statistika (Central Bureau of Statistics) in Anti-Corruption Behavior 2017 Index reveals that corruption is the act of requesting or obtaining or rewarding money, goods, or privileges for services that are supposed to be granted or using powers to achieve goals that are inconsistent with ethical or moral legislation for personal interests (personal, close family, close friends). Kartono (Wibowo, 2013: 19) views corruption as the behavior of individuals who use authority and position, to take personal advantage, harm public and national interests. While the behavior of anti-corruption is the act of refusing / not permissive of any behavior either directly constitutes corruption, or behavior that becomes the root or habit of corrupt behavior in society that occurs in family, community, and the public.

The causes of this criminal corruption according to Syamsuddin (Wiryanawan, 2016) include 1) the weakness of religious, moral, and ethical education, 2) the absence of severe sanctions against perpetrators of corruption, 3) the absence of a system of government transparency (good governance) 4) economic factors, 5) poor management and absence of effective and efficient supervision and, 6)

modernization that causes a shift in the values of life that develop in society. Weak religious, moral, and ethical education is what causes other causes such as taking money that is not his right to meet lifestyle needs. Besides, the lack of education on the notion of corruption, the dangers of corruption, the effects of corruption, and other forms of corruption that also contribute to corrupt practices in society under the pretext of the community does not know that what they do is included in the act of corruption. Darmono (2017) confirms that education is seen as a strategic institution to shape the character of anti-corruption, "The effort to eradicate corruption consists of two major parts, namely the action and prevention will not work optimally if only done by the government alone without involving the role of society, it is an educational institution through learning ". Through education, corruption will be socialized early on as a major crime, according to (Komalasari, 2015) "Corruption does not only damage to state finance but also undermines democracy, damages to law regulation and deteriorate development and dims the future of the nation". Thus, corruption is not only bad for the sector of economic growth alone, corruption is also an act of violation of social rights, destroying the democratic system, undermining legislation and deteriorating state development.

So far, education is focused on the cognitive aspect only, whereas there are two other important aspects, namely affective and psychomotor which are important to develop. Dumiyati (in Werdiningsih, 2016) reveals that there is phenomenon that there is a tendency in educational process at schools giving more priority on the cognitive aspects than on affective and psychomotor ones. National examination was more concerned with intellectual aspects of rather than of honestly one. In fact, level of honestly is only 20%, because there are many students who cheat in various way while working the national examination. Culture boasts of the exam score is what encourages students to compete to pursue good value, by permitting anything such as cheating. Cheating is one form of early dishonesty, which if continuously cultivated will result in other dishonest acts. Become an important subject to put forward the three aspects, so that after the student's learning, they can be a man who is not only clever but also has a good person and able to practice the attitudes that are commendable in a real way. With traditional games, anti-corruption values are not only taught in conventional ways like reading a book, taking notes and listening to what the teacher is saying, but with games, as the child follows the rules in the game, team play, and logical thinking, children have indirectly practiced these anti-corruption values.

Anti-Corruption Values

Anti-corruption is not a new thing in the world of education in Indonesia since 2012 KPK together with Kemendikbud compiles anti-corruption education ranging from kindergarten to college level. Wijayanto, 2010 (in the Ministry of Education and Culture of the Directorate General of Higher Education, 2011: 3) identified four approaches to the fight against corruption through: 1. Lawyer Approach, 2. Business Approach, 3. Market or Economic Approach, and 4. Cultural Approach. Anticorruption education does not stand to be a subject of its own subject, but it is inserted in other subjects, such as Citizenship Education, Indonesian Language, Religion, and so on. Moreover, in the Curriculum 2014, it will be easier to insert anti-corruption values on related themes because it can connect several subjects in each theme.

Kemendikbud, 2012 (in Wibowo, 2013: 45) there are nine values internalized in anti-corruption education: honesty, caring, self-reliance, discipline, responsibility, hard work, modesty, courage, and justice. The nine values can be simultaneously or separately implied in the learning that is in the school. In learning Citizenship Education for example, by using traditional games students can recognize some of these anti-corruption values. In addition, the use of traditional games in schooling is felt to defend the preservation of traditional games that are almost gone in the middle of digital game media.

Traditional Game

A game is a human activity in various forms as a mirror of the need to acquire new knowledge in a fun way (Astuti, 2000). A game is preferable to the child in imparting value because of its independent and fun. Jarahnitra (Siagawati, 2007) defines the traditional game as a result of a great culture of value for children in order to fantasize, be creative, recreate, exercise as well as train community life. Dharmamulyo (Siagawati, 2007) reveals that traditional games are categorized into three, namely strategy games, games that require physical abilities, and the accomplishments have done while learning. The traditional game is one of the games that require children to be strategic, requires physical ability, and learn about the values that are in it.

In a traditional game which has many positive values, Siagawati (2007) is a game that is a unity of form of cultural endurance, has a high learning base, about democracy, has a high cheerful value, helps children to think strategically, helping one team, unity and get along. Gobak Sodor is one of the traditional game types that have that values. Laelah (2014) in his research some of the things

that appear in gobak sodor game, things that appear categorized into four, which is related to self (such as honest, responsible, healthy lifestyle, discipline, hard work, confident, logical think, critical, creative and innovative), values relating to others (such as realizing the rights and responsibilities of self and others, obeying social rules, respecting the work and achievements of others, democracy), values related to the environment such as caring on the environment and social, and the last nationalism that is nationalist because it preserves the game from its ancestors and respects diversity.

The use of traditional game is also considered appropriate in learning elementary school children because at the age of 8-12 years, according to Kartono (1979), psychomotor coordination of children getting better, so they love the game in groups, regular, discipline, play activities is an activity after learning, able to understand the rules. But unfortunately, the traditional game began to be abandoned by people because in today's modern era, technological developments in the world also affect the development of technology in Indonesia so that children prefer to linger in front of the gadget than playing with friends, in addition to the development carried out in almost all areas, especially urban areas also remove children's playground.

RESEARCH METHOD

The research method used in this study is literacy study, which is obtained by collecting data, reading, record, and manage the material. The data collected in the form of books, journals, scientific articles, research that ever done that related to corruption, anti-corruption, and traditional games. The collected data is then read and recorded that it supports this article as a foundation for obtaining and building the theoretical basis, the frame of mind, and determining the interim allegation or research hypothesis. By conducting literature studies, researchers have a deeper understanding of the issues to be studied.

RESULT AND DISCUSSION

The traditional game is one of the alternatives for teachers to teach students a value, one of the value is anti-corruption. Traditional game gobak sodor containing some anti-corruption values such as honesty, caring, self-reliance, discipline, responsibility, hard work, simplicity, courage, and when students are honest, they will be compelled to be fair to something.

CONCLUSION AND SUGGESTION

This research may be further developed in the future so that this literature review can be useful as

a scientific treasure for others as well as researchers themselves. The use of traditional games has many advantages, besides being an alternative method of creative teaching, also helped preserve the traditional games that are beginning to be abandoned by children today.

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