

Internalization of Anticorruption Education Values Through Creativity of Writing Poems

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Abstract. Internalization of anticorruption education values is a preventive effort to reduce the problem of corruption in Indonesia. In this article, the model of internalization of the anticorruption education values in literary appreciation learning in high schools through creativity of writing poems. This research applied a case study approach with observation and document analysis techniques in Surakarta City Senior High Schools. The findings of this research include: (1) the internalization of the anticorruption education values can be applied in literary appreciation learning, especially through the creativity of writing poems; (2) the internalization of the anticorruption education values in literary appreciation learning can increase the awareness and sensitivity of Surakarta City Senior High School students to the corruption problem in Indonesia; and (3) the internalization of the anticorruption education values can increase the ability of Surakarta City High School students to write anticorruption poems.

Keywords: *Anticorruption Education Value, Creativity of Writing Poem, Surakarta City Senior, High School*

1. INTRODUCTION

Corruption is still a big problem for Indonesia. Transparency International recorded the score of Indonesia's perception index in 2016 was 37, which made Indonesia rank 90th out of 172 countries surveyed. This figure is not much different from that in 2015, namely with a score of 36 and rank 88th of the 168 countries measured [1]. This shows that Indonesia is still perceived as a country with a high level of corruption. Indonesian Corruption Watch (ICW) noted that in the first six months of 2017, 226 cases of corruption were found with a total of 587 suspects and made the country experience a loss of Rp. 1.83 trillion and a bribe of Rp. 118.1 billion [2]. Even on the KPK's official website, there is news about this corruption problem almost every day (www.kpk.go.id).

Responding to this alarming problem of corruption, various measures to deal with and prevent it have been carried out. Wijayanto [3] recommends four approaches as strategic steps to cope with the corruption problem, namely the legal approach, the business approach, the market or economic approach, and the cultural approach. Transparency International Indonesia (TII) also points out nine points of measures to eradicate corruption that lead to several parties, including the government through its president and ministers, KPK (Indonesia's Corruption Eradication Commission), DPR (House of Representative), political parties, and public [1].

Among the efforts to deal with and prevent the above, the cultural approach and public involvement have a strategic role as a preventive measure. The United Nations Against Corruption (UNCAC) also points out the advantages of preventive efforts compared to repressive efforts especially because legally repressive actions are still vulnerable to corruption.

One of the preventive measures referred to is the effort to internalize anticorruption education through education. Education is the choice of efforts to prevent corruption because education is aimed at rebuilding the proper understanding of the society about corruption, raising awareness of all possible corruptive acts that occur, not committing any corruption acts, and daring to oppose corruption acts that occur [3].

Internalization of anticorruption education can be carried out in various ways. One of them is through literary appreciation teaching materials, especially writing poems. Writing poems may be a common thing for students. However, writing poems with an anticorruption theme is certainly something new for them. The anticorruption theme requires students to explore enough references relating to corruption cases, losses caused, and their adverse effects on the lives of Indonesian people. The effort to explore this reference is expected to be a bridge for students in their efforts to improve their anticorruption literacy competencies. In addition to increasing students' insight into the corruption problem, from this activity, students are expected to have concern and sensitivity to the corruption problem in Indonesia. Increased literacy competence will be useful for the formation of anticorruption generation in the future.

2. RESEARCH METHOD

This research used the descriptive-qualitative method. Descriptive qualitative research will produce data in the form of written words [4]. The research approach used is a case study that aims to picture the learning phenomena in the classroom. This research was conducted in Surakarta City Senior High Schools. The data collection techniques were carried out through observation and document analysis. The observation technique was carried out by observing the learning process in the classroom. The collected data were then analyzed using an interactive analysis model consisting of data reduction, data presentation, and conclusion drawing/verification [5].

3. RESULTS AND DISCUSSION

Writing poems requires mastery of several concepts, ideas, or references from observation, experience, research, and study. It's the same with writing anticorruption poems. The main requirement to be able to produce a good anticorruption poem is to explore ideas, thoughts, and references about the topic of anticorruption as many possible. These are the main points expected from students. An increase in anticorruption literacy competence in the process of writing poems is the main goal that is targeted to be mastered by students well.

Through a series of stages of learning, this goal can also be achieved by looking at the quality of poems written by students. There is an increase in the students' ability to write poems which is marked by the sharpness of ideas, especially their ability to focus on a corruption problem. One of the corruption problems that is widely raised as a topic of poems is the case of Setya Novanto (SN).

Everybody knows SN with his cases, polemics, and all kinds of intrigues. It seems like there is no one in Indonesia who doesn't know him, including students. However, few students want to raise this problem in poems. Through the stimulus provided in the training, the students were also able to package it into interesting poems, like the poem "Lara Selalu Ada (Lara Always

There)" written by Putri Nur M. The poem focuses on the events when SN tried to avoid the legal bondage that threatened him. To avoid KPK, SN played several scenarios by pretending to be sick until the tragedy of crashing into an electric pole on the side of the road when he was about to head to KPK.

*Pengakuan tak juga ia pertanggungjawabkan / lara selalu menjadi alasan /
tipu daya selalu ia mainkan / hingga Fortuner ia korbankan
(Admitting, he was not responsible for / sickness is always a reason /
deception he always plays / until Fortuner, he sacrifices)*

The same focus is also shown in the poem "Setan Negara (Devil of Nation)" by Tasya A.D.N. SN's drama rounds of avoiding the legal process that ensnares him are described in the following verses of the poem.

*Semua cerita telah dimainkan / drama empat babak mereka bilang / keluar
masuk rumah sakit / kepala benjol memang terasa sakit
(All the stories have been played / the four-act drama they said / going in and
out of the hospital / the head was indeed painful)*

SN's case is seen not only from the play he performed, but also from the amount of money he corrupted, 72.5 B and 2.5 T. The number is also the target point that many students aim at, such as the poem "Setan Negara" by Tasya A.D.N. with the statement "72,5 Milyar dibayar dengan 15 tahun masa kurungan (72.5 billion is paid with 15 years of imprisonment)"; the poem "SN" by Regina M.P. with the statement "Namun kau menelan 72,5 Milyar hak kami (But you have taken 72.5 billion of our rights)"; the poem "Setya Novanto" by Rani Istiani with the statement "Lebih dari 2,5 triliun yang dikorupsi (More than 2.5 trillion corrupted)," and several other excerpts of poems. In addition, students also see the E-KTP case as an interesting thing from the SN figure that becomes the students' source of ideas in writing poems.

SN case is indeed the most widely used as a source of ideas for students in writing poems. This is understandable considering the SN case is quite unique and attracts a very big attention from the media. Therefore, it was not difficult for students to find references about SN corruption cases which were then written into poems.

In addition to the SN case, they also found other cases, such as the corruption case at Pertamina, like the poem "Minyak Mulia (Noble Oil)" written by Mega Pratiwi.

*Minyak kita mereka sembunyikan / tuangan minyak mereka makan / hidup
kita mereka mainkan
(Our oil they hide / the spill of oil they eat / our lives they play)*

The excerpts of the poem above highlights the problem of corruption in Pertamina, which involves the ranks of the famous SOE (State Owned Enterprise) leaders. In this poem, the students look more at the consequences of corruption. It is stated at the beginning of the poem.

*Wajah-wajah tak berdosa / menunduk penuh derita / merenung nasib berhias
lara / jerit tangis menyedihkan / raungan-raungan memilukan / mengisi
seluruh relung kehidupan
(Innocent faces / facing down miserably / contemplating the fate decorated
with sickness / the sad cry of tears / the woeful roars / fill all the niches of life)*

Another case raised by the students to be written as an anticorruption poem is corruption in the Qur'an procurement, as written by Ganis Mashita Aulia.

*Hai pejabat tinggi negara / kau bekerja lingkup agama / mengapa bisa
amnesia / pikirkan keberadaan Tuhan / Ingatlah keberadaan Tuhan
(Hi high state officials / you work in the scope of religion / why can you suffer
from amnesia / think of the existence of God / Remember His existence)*

The various topics of corruption put into the poem above show an increase in students' anticorruption literacy competencies. Literacy itself concentrates on reading and writing activities. Wildova [6] stated "Its main principle is literacy approach to initial reading and writing."

In the process of writing anticorruption poems, the students were required to use references from various media. After that, they put it into poems. The use of media to obtain information shows that young people's literacy about governance –including in relation to corruption– tends to be high.

The urge to write anticorruption poems is a strategic step to increase students' insights on corruption in Indonesia. They have probably been following the development of information about corruption cases from television or other media. However, by presenting the problem of corruption in poems, there will be a process of reflection, contemplation, and the deposition of deep feelings because poetry requires it. Thus, in addition to cognitive dimensions with increasing students' insights on corruption issues, this training of anticorruption poem writing is also an effort to instill anti-corruption attitudes or characters, which include honesty, caring, independence, discipline, responsibility, hard work, modesty, courage, and justice [7].

The measure to instill an anticorruption character through poems was once carried out by Ulya and Mujiyanto [8] towards junior high school students in Salatiga. From the process of writing poems, the characters of honesty, courage, sensitivity, and responsibility were instilled in them. The process of writing anticorruption poems at Boyolali Senior High Schools is inseparable from the content of the anticorruption character. In the writing process, there is learning about discipline (writing with a specified time limit), responsibility (taking responsibility for every word written), independence (writing poems by putting forward ideas and thoughts independently), and so on [16] [17].

This training of anti-corruption poem writing activity is also a concrete step taken in order to internalize anticorruption education in learning. Anticorruption education emphasizes the anticorruption character building in individual students [3]. The main objective of internalizing anticorruption education is that students can understand and apply anticorruption values in their daily lives. Wickberg [9] reinforces the importance of instill efforts to prevent corrupt behavior in students as younger generation is the largest age group of the population in several countries. This provides reinforcement that the younger generation must be involved in efforts to change social problems, including the fight against corruption.

The emergence of the Puisi Menolak Korupsi (PMK / Poetry Against Corruption) movement commanded by Sosiawan Leak reinforces the belief that poetry learning has a great bargaining value in efforts to prevent corruption acts from an early age. By including anticorruption values in poetry learning, poetry has a broader dimension, not only for the needs of beauty and pleasure, but also for political-sociological dimensions as an inseparable part of the socio-political dynamics of a nation [10].

The role of poetry in the socio-political context has been shown by several studies. Poetry can be used as a powerful weapon to unite the nation [11]. In fact, protesting poems can also change a country's political system [12]. In Indonesia, we know the poet W.S. Rendra could shake up the dictatorship of the New Order government through his poetry. "They only have weapons, we have words," he said. [13]

4. CONCLUSIONS

From the activities described above, it can be concluded that poetry has quite a wide range in the context of human life, including social and political problems. From this research, it can

be concluded that (1) the internalization of anticorruption education values can be applied in the literary appreciation learning, particularly through the creativity of writing poems; (2) the internalization of the anticorruption education values in literary appreciation learning can increase the awareness and sensitivity of Surakarta City Senior High School students to the problem of corruption in Indonesia; (3) the internalization of the anticorruption education values can increase the ability of Surakarta City Senior High School students to write anticorruption poems.

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