PSYCHOFEST
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# PROCEEDINGS

## "Indigenous Psychology: Globalizing The Local"

**November 19-21, 2015**

Faculty of Psychology, Universitas Ailrangga
Jalan Dharmawangsa Dalam 4-6
Surabaya, Indonesia

**Faculty of Psychology**
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Surabaya, Jawa Timur, Indonesia

PENGESAHAN
Telah diperiksa kebenarannya dan sesuai dengan aslinya
Universitas Katolik Widya Mandala Surabaya
Fakultas Psikologi
Dekan,

Agnes Maria Sumargi, Ph.D., Psikolog
NIK. 711.97.0270

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# PROCEEDING BOOK

## Psychofest Conference 2015
## "Indigenous Psychology: Globalizing The Local"

**Dewan Peninjau:**
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Isi dan konsekuensi dari artikel ilmiah yang ada di dalam buku ini
adalah sepenuhnya tanggung jawab dari penulis, dan dilindungi oleh hukum.

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# Developing Self Reflection Method in Anti-Corruption Education for Elementary School Students

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**Abstract**

One way to tackle corruption is through anti-corruption education or character education. Anti-corruption education in primary school need to consider characteristics of elementary school student, aspect of cognitive, affective and conative, socio-cultural context, and presented in the form of fun. Fulfilling that requirements, this research will develop the anti-corruption education for elementary school students using self-reflection method. Through this methods, students will be possible to examine themselves and increase positive behaviors. Anti-corruption education using self-reflection method will be realized in the form of student workbook. So the purpose of this study was to test the effectiveness of self-reflection method in the anti-corruption education for elementary school students. The research will adopt the steps of research and development in education. Research and development in education is a research method used to produce a particular product and test the effectiveness of that products. This study involved 120 elementary school students from Mojokerto, Sidoarjo and Surabaya. Workbook anti-corruption education students have met the criteria for the validity or readability test Thus the workbook fit for use.

**Keywords:** Anti-Corruption Education, Self-Reflectin Method, Elementary School

## Introduction

Corruption comes from the Latin corruptus (Webster's Student Dictionary: 1960), which means decay, ugliness, depravity, dishonesty, can be bribed, unscrupulous deviation from chastity, words or words that insult or slander. Corruption in the "General Dictionary Indonesian" bad deeds is like a sense of embezzlement, receiving bribes (Poerwadarminta, 1976). According to Indonesian law perspective, namely Law No. 20 of 2001 of corruption formulated into 30 types of corruption, including bribery, extortion and gratuities.

According to data from Transparency International, in 2014 Indonesia was ranked 107 out of 175 countries in the World. This means that Indonesia is still far from transparent and integrity (Bisnis.News.Viva.co.id). These conditions concern the people of Indonesia for corruption negatively impacted among others hamper the pace of the economy and the creation of a clean government (Soma, 2004; Melgar, Rossi & Smith, 2010).

Individuals committing crimes including corruption influenced by internal and external factors. External factors, such as per capita income in a country. State revenues per capita are much more likely to have high levels of corruption (Anderson & Gray (2006). Internal factors such as differences in the characteristics of age, gender, education level, and position in the organization / company linked to corruption (Holtfreter, 2005). Low individual moral consciousness and high moral disengagement also be internal factors causing corruption (Moore, 2008).

Considering this, one of the efforts to eradicate corruption launched by the Corruption Eradication Commission (KPK) is to carry out anti-corruption education from primary school level (elementary) to college. Through the anti-corruption education students are taught about the positive values The value-values are honesty, hard work, caring, responsibility, discipline, fair, courageous, modest (www.kpk.go.id). Educational goals of anti-corruption are (1) when plunging into the community of students have got enough stock to understand ethics

at every level of social leaders who lived, (2) understand comprehensively every ethical bai in the private sector or the public, (3) identify and understand the devastating impact korusi, (4) have the courage and wisdom in combating corruption (Sjahruddin in Handoyo et al, 2010).

Anticorruption education that starting from primary school in particular the 4th grade is something strategic because considering the age grade elementary school students about nine to eleven years. According to Erikson (Sigelman & Rider, 2003, Papalia, Olds & Feldman, 2006, Kail, 2007, Berk, 2010) elementary students are at the stage of development of the industry versus inferiority. If students obtain a positive stimulation, from the teachers involved in the microenvironment pupil (Bronfenbrenner, Sigelman & Rider 2003), the students will develop the ability capacity attitudes, skills, and knowledge. Thus, what is expected in the anti-corruption education will be achieved optimally.

Anti-corruption education is part of character education. As has been explained that the factor of personality or character is one of the factors triggering the crime including corruption (Holtfreter; 2006; Markovic et al; 2013). Therefore provide character education for individuals to have the character or positive values to be one of the strategic measures to prevent corruption (Jalaluddin 2012; Vugt et al; 2013).

Character education is basically aimed to carve through the process of knowing the moral good, loving the good and the good acting (Jalaludin, 2012; Soestijo; 2010). In other words, the character education should include cognitive, affective and psychomotor. During this time, anti-corruption education is given in several ways, among others through the surgical cases of corruption in society, honesty canteen (Hamdani, 2010) or through games such as games monopoly (Handoyo et al; 2010). Surgical methods and game case cover only the cognitive level. While the method of establishment of canteens honesty, in practice in some schools can work well, while at the other school canteen honesty losses (Hamdani, 2010). This suggests that the establishment of honesty in school canteens should be accompanied by the provision of the provision on the importance of anti-corruption values.

The learning method can be done in various ways such as lectures, discussions, simulations, demonstrations, games and so on. However, to the level of primary school age need to be selected anticorruption education methods that can attract the attention of elementary students. the attractiveness factor in presenting the material in class turned out to affect the level of individual achievement. If the learning material is presented through an interesting method, the participants will be interested to pay attention and not get bored. It is expected the participants were also able to digest the material presented (Sumargi, Christanti and Simanjuntak; 2007).

Based on this, the research team initiated the anti-corruption education can make students actively researching melakukn itself whether the positive character traits or not. This method is called the method of self-reflection.

Self reflection reflective educational paradigm is the process of learning activities that carried out in five steps, namely sustainable context - experience - reflection - action - evaluation (Subagya, 2010). If there will be a cycle is described as follows:

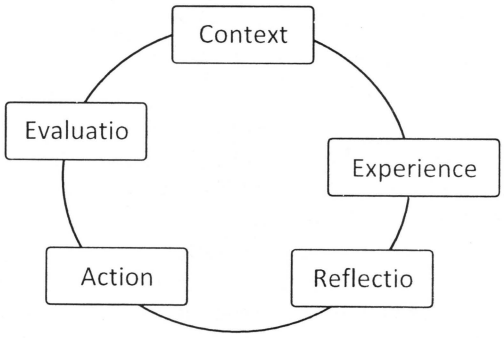


Figure 1: self reflection method

Context is everything possible that can help or hinder the learning process, including things that are going to be developed in education. Konpetensi includes an understanding of the experience, conscience and concern acquired in a balanced manner that can be sourced from the student or substitute experience.

Reflection is intended to encourage students to be able to bring the human experience in a way (1) understand the truths learned better; (2) understand the sources of feelings and reactions experienced in studying something; (3) deepen understanding of the implications are understood to oneself and others; (4) try to find meaning for themselves personally (5) to understand who he is and how it should be his attitude.

Action is a commitment in the good that will be realized based on the reflection. While the evaluation is an activity undertaken to review the progress achieved in the learning process.

Thus, through self-reflection method students not only learn cognitively anti-corruption values (context / cognitive) but also examine themselves (thoughts / cognitive) and self-reflection on everyday behavior (reflection / affection). Students are also taught to design a plan of what to do to correct behavior that is still not good (Action / Conative). Then the students conduct an evaluation of the progress or improvement of good behavior and reduction of negative behaviors (evaluation / affective).

Under such exposure, the purpose of this research is to produce a proper method for Anti-Corruption Education fourth grade students are Self Reflection.

## Methods

This study used measures of research and development in education. According Sugiyono (2011) definition of research and development is a research method used to produce a particular product and test the effectiveness of the products produced. More focused on research development to improve and adapt to the needs and aspirations innovative. Therefore the research process begins with the development of the circular nature of analysis, designing, mengevalluasi, revise until the desired goal. According Tessmer (1998) research on the development process flow is as follows:

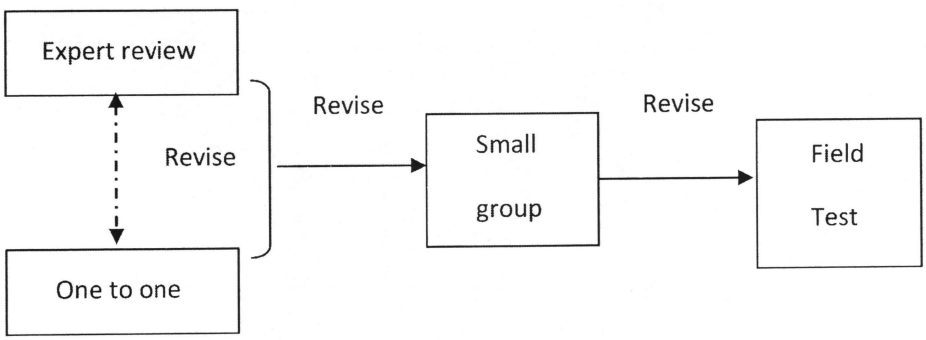


Figure 2: Research of development process (Tessmer, 1998)

Evaluation methods and techniques in research and development adapted to:

1. Validity / correctness can be done by experts
2. Practicality through micro-evaluation / try-outs
3. The effectiveness of the testing in the field
4. Collecting data buffer enhanced through a number of respondents of small scale becomes a large scale.

Validity in research and development using content validity. A product of research and development is said to be valid if it reflects the spirit of knowledge (state of the art of the knowledge) .In addition the validity is also seen on the practicality and effectiveness of the product. It is said prkatikal if users of these products claim that the product is easy to use. Product said to be effective if it results in accordance with the objectives set by the developer Sugiyono (2011).

Participants of this study is the fourth grade primary school students about 132 people consisting of 35 people comes from Sidoarjo, 79 people came from Surabaya and 30 people from Mojokerto.

## Results

In accordance with the steps in the research and development (Sugiyono, 2011; Tesmer, 1998) This study is done in several steps:

1. Designing anti-corruption educational workbook by using the method of self-reflection for the fourth grade primary school students.
2. Ask for a review of experts
3. Revise
4. Feedback from the teachers
5. Revise
6. trials in primary schools
7. Revision

Anti-corruption education workbook is designed in accordance with the values of the anti-corruption launched by the Commission, namely honesty, hard work, caring, responsibility, discipline, fair, courageous, modest (www.kpk.go.id). Providing material such values include cognitive, affective and conative. This is in accordance with the nature of the character education (Jalaluddin, 2012; Soestijo; 2010) .yaitu determines which ones are good (cognitive), loves a good thing (affective), and well-behaved (conative). Here are the contents of the workbook anti-corruption education:

Table 1: The Cointains of the anticorruption education workbook

| Title of chapter | Purpose | Aspect | activities | Description |
|---|---|---|---|---|
| **Aku Anak Hebat** | Teaches that each individual has the ideals and goals to reach the individual must have the character / positive value | cognitive | Reading Reflection "Great General Sudirman": | Mention the positive traits possessed Sudirman and a must-have individual |
| | | Afective | Reading Reflection "Great General Sudirman": | impression of the Sudirman |
| | | Conative | Drawing the aspiration when they grow up | Drawing the aspiration when they grow up |
| **Discipline** | Understanding the discipline | cognitive | Reflection the character of disciplines | The reason of discipine behavior and indiscipline behavior |
| | | Afective | Reflection the character of disciplines | The emotion when acts discipline and indiscipline |
| | | Conative | Tugas | Practice discipine for a week |
| **Working hard** | Understanding working hard | cognitive | Reflection the character of working hard | Sharing the experience about working hard |

| | | | | |
|---|---|---|---|---|
| | | Afective | Reflection the character of working hard | Sharing the emotion when working hard |
| | | Conative | Project | Practice working hard in studying for a week |
| **Caring** | Understanding Caring | cognitive | Reflection the game: "getting in the train" | What they did do when their friend run slowly |
| | | Afective | Reflection the game: "getting in the train" | How is your emotion when succed to get in the train |
| | | Conative | Project | Helping the others |
| **Honesty** | Understanding honesty | cognitive | Reading reflection "Moral dilemma" | Sharing when they cheating and acts honestly |
| | | Afective | Reading reflection "Moral dilemma" | Sharing the emotion when they cheating and acts honestly |
| | | Conative | Tugas | Doing honesty |
| **Fairness** | Understanding fairness | cognitive | Reflection the games "Touching the wall competition" | Checking wether the competition is fair or not |
| | | Afective | Reflection the games "Touching the wall competition" | Sharing the emotion when they was treated unfair |
| | | Conative | Project | Sharing their experience about fairness |
| **Responsibility** | Understanding responsibility | cognitive | Reflection the traditional game "Bentengan" | The definition about responsibility |
| | | Afective | Reflection the traditional game "Bentengan" | The emotion ehwn they don't do their responsibility |
| | | Conative | Project | Doing their daiy task |
| **Brave** | Understanding the brave | cognitive | Reflection the traditional game "Gobak Sodor" | Definition the brave |
| | | Afective | Reflection the traditional game "Gobak Sodor" | Sharing the emotion when playing the game |
| | | Conative | Project | Finding the brave people |
| **Simplicity** | Understanding simplicity | cognitive | Reading reflection"Bung Hatta" | The definition of simplicity |
| | | Afective | Reading reflection"Bung Hatta" | Their impression about Bung Hatta |
| | | Conative | Project | Saving |
| **Celebration the end of the training** | Review the values/characters | cognitive | Reflection the positive values/characters | Marking the positive values/characters that they have been done well |
| | | Afective | Reflection the | The emotion when they |

| | | | |
|---|---|---|---|
| | | positive values/characters | success doing the positive values/characters |
| | Conative | Project | Expressing the most impressed positive values/characters |

A workbook that has been designed is then revised and tested legibility by education experts. Results of the review showed that the editorial had to be repaired is the font size, some terms are recommended to be replaced and typos. Results of the test are as follows readability.

Table 2: Result of the expert review

| Character /Values | aspect | Indicator | category (1 – 4) | Character /Values | aspect | Indicator | category (1 – 4) |
|---|---|---|---|---|---|---|---|
| **Honesty** | Narrative | Suitbale with the character | 4 | **Brave** | Narrative | Suitbale with the character | 4 |
| | | Suitbale with the local wisdom | 4 | | | Suitbale with the local wisdom | 4 |
| | | Easy to understand | 4 | | | Easy to understand | 4 |
| | Instruction | Easy to understand | 3 | | Instruction | Easy to understand | 4 |
| | Task/project | Suitbale with the character | 4 | | Task/project | Suitbale with the character | 4 |
| | | Easy to do | 4 | | | Easy to do | 4 |
| | Illustration | Suitbale with the character | 4 | | Illustration | Suitbale with the character | 3 |
| | | Interesting | 4 | | | Interesting | 4 |
| **Working Hard** | Narrative | Suitbale with the character | 4 | **Respon sibility** | Narrative | Suitbale with the character | 4 |
| | | Suitbale with the local wisdom | 3 | | | Suitbale with the local wisdom | 4 |
| | | Easy to understand | 4 | | | Easy to understand | 4 |
| | Instruction | Easy to understand | 3 | | Instruction | Easy to understand | 4 |
| | Task/project | Suitbale with the character | 4 | | Task/project | Suitbale with the character | 4 |
| | | Easy to do | 4 | | | Easy to do | 4 |
| | Illustration | Suitbale with the character | 4 | | Illustration | Suitbale with the character | 4 |
| | | Interesting | 4 | | | Interesting | 4 |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| | Illustration | Suitbale with the character | 4 | | Illustration | Suitbale with the character | 4 |
| | | Interesting | 3 | | | Interesting | 4 |
| **Discipline** | Narrative | Suitbale with the character | 4 | **Fairness** | Narrative | Suitbale with the character | 4 |
| | | Suitbale with the local wisdom | 4 | | | Suitbale with the local wisdom | 4 |
| | | Easy to understand | 4 | | | Easy to understand | 4 |
| | Instruction | Easy to understand | 4 | | Instruction | Easy to understand | 3 |
| | Task/project | Suitbale with the character | 4 | | Task/project | Suitbale with the character | 4 |
| | | Easy to do | 4 | | | Easy to do | 3 |
| | Illustration | Suitbale with the character | 4 | | Illustration | Suitbale with the character | 4 |
| | | Interesting | 4 | | | Interesting | 4 |

Description: Category 1 = very not suitable, 2 = not suitable, 3 = suitable, 4 = very suitable

After revision accordance with the input of experts, the next step is to request input from the teachers on the possible application of anti-corruption education workbook with self-reflection methods in schools. In this activity, present 10 teachers and three principals who came from Mojokerto, Sidoarjo and Surabaya. Discussions with teachers and principals produce some things that should be revised as follows:

1. Should the anti-corruption education given from kindergarten
2. Font should use comic sans 14
3. We recommend using colored paper
4. Given the number of pages
5. Propagated jargon
6. Using cuplikasn movies that can be downloaded from youtube
7. The song "I'm a captain" in the chapter "I am the Son Great" should be replaced or supplemented with the song "Do not underestimate"
8. Bring the people who are already successful to inspire and motivate children that are treated hard work for success
9. For the character of courage, the better are specified "courage in acknowledging errors", "dare to remind the wrong friends," "dare forgive"
10. Asking kepad child, when to be bold
11. For the character of caring, should be linked with everyday life for example to visit a sick friend.
12. The character concern, in addition to others also should be added concern for the environment.
13. The character concern can be added to concrete images, such as images of children to give something to other children more disadvantages.
14. The character of discipline should diteapkan since grade 1

15. Looking more songs today
16. To discipline, words of prayer five times should be changed to "worship" that is more general and can be applied to all religions.
17. For the character of responsibility, at present most households have a household assistant, so it should be up to the task of responsibility, the children were given the challenge of what can you do at home.

After receiving input from the teachers, a team of researchers conducted a revision. After it conducted trials in five schools in Surabaya, Sidoarjo and Mojokerto. Each school test two characters that have been determined jointly. This is done so as not to interfere with regular school learning activities.

## Discussions

Book anti-corruption education work by using the method of self-reflection for the fourth grade students of primary school is a guide for teachers in disseminating anti-corruption education. This book turned out to be applicable because it contains materials that have been prepared based on functionality and clarity (Andersen, in Woolfolk, 1993). Workbook anti-corruption education using self-reflection is in conformity with the grand design of the character education developed by the Ministry of National Education is the psychological and socio-cultural formation of the characters inside individual is a function of the whole potential of the individual as a human being (cognitive, affective, conative / psychomotor ) in the context of socio-cultural interaction (in the family, school, and community) and lasts a lifetime. Configuring the characters in the context of the totality of the psychological and socio-cultural processes are grouped in the liver if the process to think, exercise and kinesthetic, and though the feeling and intention (Jalaludin, 2012).

Preferred method of self-reflection makes the students guided by teachers to evaluate behavior and tried to put it into practice in their everyday lives. Each meeting there is a duty to practice the values that have been studied. At the next meeting, the teacher will ask and reviewing the results of tasks that have been performed by the students. It was appropriate that said Rosenshine (in Woolfolk, 1993) about six teaching functions, namely:

1. Teacher reviewing and checking the work / task / project student given earlier.
2. Teachers convey an understanding of the new material.
3. Teachers provide practical guidance.
4. Teachers provide feedback and correction of students' answers.
5. Teachers provide training for students to practice the material being discussed.
6. Teachers reviewing some of the material was ever given for consolidation.

Through the method of self-reflection character building within individuals is a function of the whole potential of the individual as a human being (cognitive, affective, conative / psychomotor) in the context of social interaction of cultural (in the family, school, and community) and last a lifetime, according to what is said by Bronfenbrenner (in Sigelman & Rider 2003).

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