Blended Learning as an Alternative Post-Pandemic Learning Model in the Anti-Corruption Education Subject as the Formation of Students Attitude of Integrity

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Abstract

This research aims to analyze the blended learning method as an alternative post-pandemic learning in anti-corruption education subjects to form an attitude of integrity in students at SMA Negeri 5 Metro. The research methods used in the study are qualitative descriptive in nature with field research and data collection methods through observation and interviews with at SMA Negeri 5 Metro students and teachers. Based on research results in the field, all students at at SMA Negeri 5 Metro apply anti corruption behavior by getting used to behaving honestly. Although it has not been said that all students behave honestly during the exam such as students glancing at the right and left during the exam and even looking at the notebook, while students who care about honesty immediately report the deed. Not only honesty, but an attitude of discipline with time from entering to returning home from school and the tasks given by the teacher to be completed on time, an attitude of responsibility in behavior to being responsible for himself, working hard in understanding lessons, simplicity in appearance, independence in doing tasks, being fair and not choosing and sorting out friends, daring to ask opinions and appear confident, and concern or tolerance for others regardless of differences in social status. To facilitate the cultivation of anti corruption education, there is cooperation between teachers, parents and the community so that the results are more effective.
Keywords: Blended Learning, Anti-Corruption, Post-Covid'19 Pandemic.

Introduction

Corruption in Indonesia has occurred a lot and is an old disease that is difficult to eradicate. According to Law no. 20/2001 JO 31/1999, there are 2 factors that cause corruption. First, they don't have money to survive, so there is compulsion and committing corruption is an alternative way. The second factor is greed. If a civil servant already has a fairly large salary from the state, but still feels inadequate to provide for his wife, children and other needs, then this is irrational. Therefore, the second reason is very appropriate, namely that they are corrupt because of elements of greed, avarice, and feeling ungrateful, even though there are still people who need help more because of hardship and hunger. From the explanation above, a common thread can be drawn that the problem of corruption lies in the mentality of greed and greed.

Corruption has been carried out on a freelance basis, meaning that officials individually or in small groups use their authority to ask for bribes (Rahman, 2011). However, corruption can become an epidemic and is structured. The difference in anti-corruption education between officials and students is in the approach. For officials, the approach is through a legal approach so that they feel afraid of committing corruption. The normative approach, however, provides positive education for shaping the behavior and actions of officials to avoid acts of corruption. This is used as a strong whip so that officials who want to corrupt will think a thousand times before committing acts of corruption. In the world of education, the government should utilize the KPK program to strengthen values and attitudes that reflect anti-corruption from an early age and explain

the impact of corruption so that students understand the dangers of corruption (Al-Nur, 2021).

There are two factors that can trigger acts of corruption. First, internal factors are seen from basic human values which consist of the desire for achievement, power, hedonism, stimulus, security, self-control, tradition and wisdom. Second, external factors originating from outside which can be caused by social, political, economic conditions, environmental conditions of society and organizations, poor organizational culture, poor accountability systems, poor management control and weaknesses in the supervision stage (Yuwanto, 2015).

Wibowo stated that anti-corruption education can be interpreted as a process and effort in a conscious and planned critical teaching and learning process in which there are anti-corruption values. So, in implementing the prevention of corrupt behavior, the learning effort does not only convey material/knowledge, but also the formation of character, anti-corruption values and moral awareness in students' personalities (Bau, 2018). Furthermore, Nuh explained that creating a generation with good morals and anti-corruption behavior is part of the aim of anti-corruption education. Likewise, Umar explained that corrupt behavior can be prevented by building exemplary character so that children do not commit acts of corruption from an early age (Dharin, 2018). Based on this opinion, anti-corruption education can be interpreted as forming children's morals from an early age to avoid corrupt behavior and forming morals as a form of resistance to acts of corruption by implementing the values of anti-corruption education in schools. There are two important components in anti-corruption education, namely the ability to know about corruption and the ability to apply anti-corruption attitudes (Hakim, 2012).

Education can prevent corrupt behavior which is seen as capable of emphasizing The causes come from these two causal factors, because of education believed to be able to reduce the causes of corruption (Tjukup & Sugama, 2022). Anti-corruption education is considered very urgent to be given to students from an early age early, so that the world of education can play a role in preventing acts of corruption from a young age early (Suryani, 2015). According to Agus Wibowo, the value of anti-corruption education is the value of honesty, caring, independence, discipline, responsibility, hard work, simplicity, courage, and justice (Akhwan, 2019). However, the value of anti-corruption education in the reality is that few people pay attention to it and apply it in everyday life, both within the family and community. The anti-corruption contained in Ahmad Musthafa Bisri's poetry is about honesty, taking care of yourself, responsibility, injustice, tafakkur, sincerity, simplicity, wealth, and self-control (Ulya & Wardani, 2020). Like a child who likes to take his parents' money without asking permission, there are also some people who focus more on their own work than on look for and observe people who commit acts of corruption in their environment. This matter including little public awareness in understanding their role as people who participate in reporting if there are acts of corruption in their environment.

The methods used in anti-corruption education are democratic, joint search, active students or joint activities, exemplary, live-in, and value clarification or value classification. Meanwhile, the anti-corruption education learning model uses a student-centered learning model (CTL). When applying this method, the teacher does not have to tell students to be active, but rather the teacher creates a teaching and learning process so that students are active in asking questions, processing the information obtained, looking for sources of information and cultivating anti-corruption values in themselves through various learning activities in class. schools, and the surrounding environment. In this model, educators can use varied methods, such as debate, problem based learning, ex change partner, games, role playing, and others. Evaluation of anti-corruption education can be carried out by carrying out tests and non-tests (portfolio) (Dharin, 2018). Meanwhile, anti-corruption education strategies can be implemented using a cross-curriculum or subject approach and involving schools and parties outside the school in a collaborative manner.

However, the Covid-19 pandemic means students cannot study together at school (Sari et al., 2021). During the Covid-19 outbreak, teaching and learning activities were carried out online, namely synchronous learning through media to support learning such as cellphones, laptops and computers using the internet network, so that students often felt bored when they received a pile of assignments. Students are lazy about doing homework so parents or tutors do the work. This can foster traits that are dishonest, not working hard and being responsible for the tasks that have been given during learning. If allowed to continue, this will make students corrupt, which can damage future generations. Blended learning is a solution to the weaknesses of online learning because it combines online, offline and face-to-face learning. Therefore, blended learning must be utilized as fully as possible to instill the values of integrity in students. It is important that anti-corruption education is provided in schools, so this research will discuss how blended learning is an alternative learning method in anti-corruption education to instill an attitude of integrity in students.

In the post-pandemic era and schools can now be implemented with face-to-face activities, the teacher's task is to reshape students into students who have character and moral values to prevent students from being corrupt and able to fight against acts of corruption. It is important that anti-corruption education is provided in schools, so this research will discuss the anti-corruption education curriculum at SMA Negeri 5 Metro, what are the difficulties in implementing anti-corruption education to students, and what solutions or strategies are used by schools in implementing anti-corruption education.

Literature Review

Anti-corruption education is defined as cultural correction education which aims to introduce new ways of thinking and values to students (Suyanto, 2005). Anti-corruption education is a conscious and planned effort to create a teaching and learning process that is critical of anti-corruption values (Sumaryati et al., 2019). In this case, anti-corruption education is not just a medium for transferring knowledge (cognitive), but also emphasizes efforts to build character (affective) and moral awareness in resisting (psychomotor) against deviant corrupt behavior. Anti-corruption education is also understood as a conscious and systematic effort given to students in the form of knowledge, values, attitudes and skills needed, so that they are willing and able to prevent and even eliminate opportunities for the development of corr
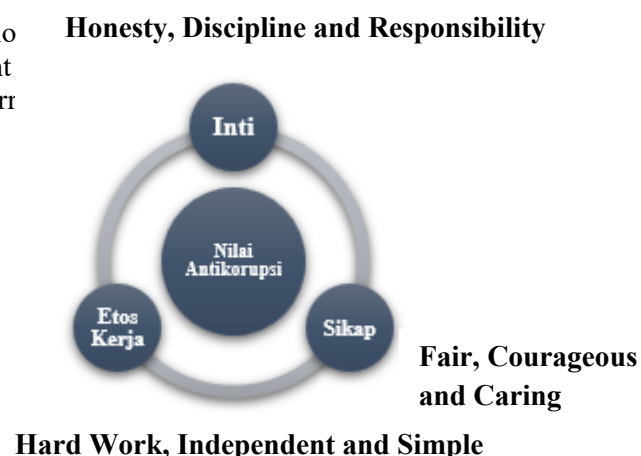
Honesty, Discipline and Responsibility

Fair, Courageous and Caring

Hard Work, Independent and Simple

Figure 1. Integrity Values

Figure 1. Integrity Values
(Wibowo et al., 2022)

Method

Setting and Participant

Research on post-pandemic anti-corruption education will be carried out at SMA Negeri 5 Metro. The type of research used is field research using qualitative descriptive methods, namely telling about problems that exist in the field. The purpose of the method in this research is to find out anti-corruption education after the pandemic at SMA Negeri 5 Metro.

There are two sources of data used by researchers, namely primary and secondary data. Primary data is the main data in this research. This data was taken from the source, namely students in grades 10-12. Meanwhile, secondary data was obtained from several

teachers and classmates. The most important part of the research itself is the data collection method. The way researchers carry out research data collection is by conducting observations and interviews. Observations were carried out during working hours at school. The interview was carried out by asking several questions to classmates.

Data Collection

The data analysis technique in this research uses qualitative analysis inductive, namely an analysis based on the data obtained, next a particular relationship pattern develops. There are steps that must be followed in Data analysis is data reduction, data display, and conclusion drawing or verification. At the data reduction stage, researchers should first find out about education anti-corruption after the pandemic at SMA Negeri 5 Metro. Therefore, The researcher summarizes the problems discussed in table form along with explanations. Next, in the second step, namely displaying the data after reducing the existing evidence, namely making it easier for research to understand things that exist in the field regarding anti-corruption education after the pandemic at SMA Negeri 5 Metro. On The initial conclusions explained are still temporary if the researcher does not find strong evidence to support at the data collection stage furthermore. If, on the contrary, valid and consistent evidence is found at an early stage The research was carried out again in the field for data collection, then concluded what has been explained is a credible conclusion (Sugiyono, 2010).

Result and Discussion

Anti-corruption education in the SMA Negeri 5 Metro environment is carried out with good habits to foster a spirit of social care, getting used to speaking and behaving honestly, independently and not asking for things, being fair and taking full responsibility for what one does. After the Covid-19 pandemic, the atmosphere became even more hectic because during the pandemic and online learning, students lacked interaction with each other and were completely borne by their parents.

Parents are indeed tasked with educating children so that they don't get off track, but it comes back to each child's personality. Pay attention to whether monitoring from parents is effective in educating children to be better or vice versa. Starting from the problem, several indicators of anti-corruption values were found and those related to the formation of anti-corruption attitudes and behavior (Erlawana, 2017), SMA Negeri 5 Metro from class X to class XII.

N o	Indicator	Class			Response
		X	XI	XII	
1	**Honest** Keywords: Say the truth, Act Correct, Open.	• Don't cheat when doing school assignments • Speak matter of factly according to what he knows. • Admit honestly if you don't understand what the teacher is explainig			Several children were seen during the exam looking at the results of their friends' work. Some children were seen looking at notebooks during daily tests. However, the friend who saw the incident immediately reported it to the teacher who was teaching until the teacher reprimanded him and gave him educational sanctions so that he would not repeat the act of cheating again.
2	**Discipline** Keywords: Commitment,	• Carry out tasks given by parents and teachers			Efforts to improve student discipline by making rules that are

No	Character / Keywords	Indicators	Description
	Timeliness, Priority, Planning, Focus, Diligence, Obedience, Consistency.	• Carry out tasks given by the teacher according to the instructions • Can determine which work should be done first	obeyed by all school members. Arrive on time before 07.00, rest according to the time, and go home according to schedule. Homework that students must do at home must be completed on time. If there are students who violate, they will be given educational sanctions so that they do not repeat it.
3	**Responsibility** Keywords: Ready to take risks, Maintain trust, Not avoid it, Dare to face something, Do your best.	• Carry out tasks specifically given by the teacher • Completely carry out all tasks that are his responsibility • Willing to accept risks if they do not carry out their duties according to regulations	Get used to being responsible for the things you own. By looking after your own belongings, a sense of responsibility arises. During the pandemic, children may be pampered with facilities and help from their parents so that they do not develop a sense of responsibility themselves.
4	**Hard work** Keywords: Persistent, steadfast, never give up, always have hope.	• Likes and is enthusiastic about doing all the assignments given by the teacher • Always try to complete homework assignments with good results	After the Covid-19 pandemic, children are required to learn more extra related to work which has been left behind due to being online, so teachers work together with parents to guide students so that their achievements increase.
5	**Simple** Keywords: Modest, Not excessive, As is, Humble	• Dress inconspicuously • Simple appearance, not excessive • Do not use luxury/expensive stationery, bags and shoes	The school rule of not wearing jewelry is an effort to educate students to be modest in their appearance. Speak polite words, do not insult other friends and always guard your words and actions from actions that elevate yourself.
6	**Independent** Keywords Self-confidence, Doesn't depend on other people, Doesn't want to always be served, Doesn't rely on	• Accustomed to doing the tasks or work he is responsible for himself • Doesn't like bossing around friends	Working and practicing independently will train students not to depend on others. Bring food from home, bring your own pocket money so you don't ask for your friends' pocket

	other people, Optimistic.		money.
7	**Fair** Keywords: Objective, Proportional, Impartial, No favoritism	• Don't discriminate between friends • Divide groups fairly • Appreciate the results of a friend's work	All friends are equal, no one can differentiate between one friend and another. Students from the upper middle class and students from the lower middle class do not have any special teacher privileges. Everything is applied the same.
8	**Brave** Keywords: Firm, Firm, Undaunted, Never back down	• Dare to be open when you make a mistake, for example disturbing a friend • Dare to tell the truth • Dare to report openly if someone does something wrong, for example a friend takes a friend's pencils,	A brave attitude must be cultivated from an early age. By having the courage to ask questions, appear at events/competitions, students are trained to become confident individuals and never back down if they face a problem. After the pandemic, students were encouraged to be more confident in practicing

		books and equipment.	and creating.
9	**Care** Key words: Compassion, Empathy, Sympathy, Solidarity, Tolerance	• Remind friends if they left something behind in class • Return a friend's borrowed item in its original condition • Always take good care of shared belongings	Increase student awareness by always interacting with peers regardless of status. Be empathetic towards friends who are having difficulty dealing with problems. The pandemic teaches us to always care about others who are in trouble.

Based on the data obtained, SMA Negeri 5 Metro students have implemented anti-corruption behavior, namely by getting used to behaving honestly. One of the anti-corruption behaviors that has been implemented is not cheating, although it cannot be said that children behave honestly because there are still those who look right and left during the exam and there are also those who look at their notebooks. When a student cares about the value of honesty and sees one of his friends cheating, he immediately reports it to the teacher so that the child gets a warning and sanctions are given to students who cheat so they don't repeat the action again.

Every institution certainly has regulations that must be obeyed by the residents of that institution. Likewise, at SMA Negeri 5 Metro, they implement time discipline by making a rule that they arrive at school promptly at seven in the morning, rest and go home at the time specified in the school schedule. Discipline in doing homework (PR) is also emphasized to all students so that homework must be completed on time. If it is

not completed at home, they will be subject to sanctions so that they do not repeat it again. Every human being must have responsibility, but few people implement responsible behavior but are indifferent to the tasks they carry out. This was found among students at SMA Negeri 5 Metro, that after the Covid'19 pandemic they had not developed a sense of responsibility for themselves because during the pandemic they were too pampered with facilities and help with their assignments from their parents.

After the Covid'19 pandemic, students are required to work hard again to pursue jobs that have been left behind due to being online. The solution taken is that teachers work together with parents to guide students so that their achievement increases. Apart from that, students are required to dress modestly and not wear excessive jewelry when at school. This has been established to teach students about simple living. Student independence by working and practicing independently will educate students to stand on their own without relying on their livelihoods, such as bringing necessities from home.

Teachers do not differentiate between students in terms of economics, whether they are from the upper middle class or lower middle class, they are all treated the same. This is taught to students not to distinguish one friend from another so that there is harmony within the school family, be it students to students, teachers to teachers, and students to teachers. After the Covid'19 pandemic, students were also guided to become brave individuals, more confident, and continue to work with students daring to ask questions and take part in several competitions. The post-pandemic situation can also teach students about caring or tolerance for others, namely by cultivating empathy towards friends who are having difficulty dealing with problems and always socializing with peers regardless of social status.

Anti-corruption education in the SMA Negeri 5 Metro environment is carried out with good habits to foster a spirit of social concern, getting used to speaking and behaving honestly, independently and not asking for things, being fair and taking full responsibility for what one does. After the Covid-19 pandemic, the atmosphere became even more hectic because during the pandemic

and online learning, students had less interaction with each other and were completely borne by their parents. Parents are indeed tasked with educating children so that they don't get off track, but it comes back to each child's personality. Pay attention to whether monitoring from parents is effective in educating children to be better or vice versa. Having good education, anti-corruption education, is very appropriate to apply from when children are toddlers or even at PAUD level. Making children better is the responsibility of parents, teachers and all parties in the surrounding environment, so it is homework for all parties to educate the nation's children through implementing anti-corruption education.

Conclusion

Anti-corruption education is education that is consciously and planned in creating an anti-corruption student personality with critical teaching and learning activities with anti-corruption educational values with the aim of forming children's character from an early age to avoid corrupt behavior and forming morals as a form of resistance to corrupt actions through the application of values. -The value of anti-corruption education in schools. The values of anti-corruption education include the values of honesty, caring, independence, discipline, responsibility, hard work, simplicity, courage and justice. By using the blended learning method, we have succeeded in building and reinstilling an anti-corruption attitude of integrity in students. Managing good and consistent learning methods will have a positive impact on students regarding their attitude of integrity. By cultivating an attitude of integrity, it is hoped that it will be able to take Indonesia in a better direction in terms of eradicating corruption.

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