

Does anti-corruption course develop anti-corruption attitude of students? The case of higher education in Jambi-Indonesia

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Abstract

This study evaluated the teaching of the anti-corruption course by determining the relationship between the perception of students about lecturers' teaching methods, learning outcomes, and attitudes toward corruption among bachelor students. Data were withdrawn from questionnaires distributed to 80 students in four faculties and their assessment paper and analyzed with Pearson analysis. The results showed that there was no significant relationship between students' perceptions of lecturer teaching methods and attitudes towards anti-corruption ($r = 0.031$), there was no significant relationship between learning outcomes and attitude towards anti-corruption ($r = .003$). Furthermore, regression analysis found that students' perceptions of lecturer teaching methods in the Anti-corruption Course can only predict students' attitudes toward anti-corruption at 1%, whereas students' learning outcomes did not affect their attitudes toward anti-corruption.

Keywords: Anti-corruption, attitude, higher school

1. Introduction

Indonesia is battling corruption with various policy has been taken, both initiated by the government or civil society (Schütte, 2008). As a cultural approach, the corruption eradication commission (Komisi Pemberantasan Korupsi, K.P.K.) advises the anti-corruption program in the education system (Wijayanto, 2009). In higher education, the program is implemented by incorporating anti-corruption course (A.C.C., hereafter) or anti-corruption topics into the curriculum. By the end of the teaching, students are expected to have awareness related to corruption practices. Moreover, the attitude of anti-corruption is also developed (T.P.B.P.A., 2011).

Since the beginning, when the A.C.C. was introduced, the State Institute for Islamic studies of STS Jambi (IAIN STS Jambi, after 2017 change into Universitas Islam Negeri Sulthan Thaha Saifuddin Jambi/ UIN STS Jambi) was among the first universities that had implemented A.C.C. until 2013 (IAIN STS Jambi, 2012). After 2013, this course was abolished due to over policy to cut off a number of credits in its curriculum to shorten the study length. There was a debate among university elites about the success of this

course in building student integrity. Many doubted the effectiveness of teaching A.C.C. in developing the character of the anti-corruption of the students. Moreover, this group argued that the anti-corruption values had existed in the content of many Islamic courses in UIN STS Jambi. Therefore, the A.C.C. was considered as a burden for students and was not necessary to be delivered separately from other courses.

Another argument to support this demand is less public awareness of a variety of corrupt and unethical behavior (Bowman & Gilligan, 2007). Moreover, many of Indonesian young people did not recognize fully about integrity as an interrelated concept to corruption (Sihombing, 2018). In fact, corrupt behavior occurs in the family, home environment, campus, public institutions and often emerges as petty corruption. Unfortunately, it is more likely unconsciously acceptable. The permissive attitude towards these small corruptions may lead to permissible to a bigger case of corruption. Providing students with awareness, including familiarising them with various corrupt practices, are expected to avoid and prevent them from corrupt behavior. Being educated groups can help them as a core in a community.

The A.C.C. is encouraged by the Corruption Eradication Commission (Komisi Pemberantasan Korupsi, K.P.K.), an institution that has the authority in

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law enforcement in corruption cases to prevent corrupt behavior through a cultural approach besides three other approaches (Wijayanto, 2009). In this approach, knowledge about corruption must be given early in educational institutions. Besides being believed to be effective in the long run, the cost is not quite expensive. This education can be held by the government or the private sector, both formally and informally. In UIN STS Jambi, A.C.C. was obligately audited by students for one semester with two credits or two teaching hours in a week.

The purpose of the A.C.C. is to build a character of anti-corruption among students expecting that they can become an agent of change (Puspito & S., 2016). For this reason, all components related to teaching must be able to meet these goals. Besides, there must be an evaluation to reveal how effective the lecturers' teaching methods when running these courses and how likely they can shape the character of anti-corruption among the students. Besides, it is to examine whether learning outcomes is significantly effective when the students are dealing with corruption cases. The data presented in this paper is relatively old but still necessary, given that the A.C.C. will be a compulsory course for the future in higher education. Another option to implement the teaching material, instead of developing an exclusive course, is by inserting the essential topics into existing relevant courses. This article evaluates the experience of teaching A.C.C. at UIN STS Jambi as an independent course.

A.C.C. has been advised to be an obligatory course at higher education and should be fully implemented by the end of this 2020. It is believed that the A.C.C. is effective in preventing and cease people from corruption by giving them information and other skills to improve their characters. The anti-corruption characters, such as honesty, care, discipline, and simplicity, are necessary for the students as citizens to build a corruption-free nation through education (Dirwan, 2019). Therefore, teaching A.C.C. should be continued at formal education, including university.

However, there is still a limited number of studies evaluating the success of current ACC teaching. The existing research relies on various topics. Many conducted surveys as the bases of the study. One of the significant findings was carried out by Transparency International Indonesia (TII) (Transparency International Indonesia, 2013). It surveyed the integrity of young people comparing the perceptions of urban young people and those living in rural areas. Based on a sample representing western, central, and eastern Indonesia, the results show that the majority of young people do not understand the concept of integrity. Both urban and rural young people have had experience with corrupt practices and at the same time have a strong urge

to eradicate corruption. Another problem was that, although most of them had the desire to play an active role in eradicating corruption, most of them had never received formal anti-corruption education. Thus, matters related to complaints of corruption were not understood. Respondents also expressed a desire for anti-corruption education to be included in the Indonesian education curriculum.

Another research has been conducted by Fathur Rahman (2006), who tried to examine the effectiveness of the teaching and learning process in the classroom. This study tries to explore and identify the learning process in the classroom which consists of learning models and methods, the interaction between lecturers and students, and the level of student participation. It also attempts to determine student perceptions of learning performance in the class, the relevance of the material to learning implementation and achievement, and lecturer performance in the learning process. The developed method adopts a participatory monitoring and evaluation model in a project cycle. The results show that anti-corruption learning with the case model can be said to be adequate or moderate around 34.5%. However, most of the participants considered that the course model could help them in increasing their collective awareness of the impacts caused by acts of corruption.

Unlike the former researcher, this project utilised three variables. Firstly, students' perceptions of the lecturer learning methods, in this case, the lecturer learning scores on the ACC course were measured by the results of the questionnaire. Data processing about student perceptions, the course scores obtained by students on the ACC and anti-corruption attitudes as measured by a questionnaire containing items related to anti-corruption actions. These three variables are thought to have a correlation with one another which will be calculated through the Pearson Product Moment correlation, moreover, the magnitude of this correlation will also be calculated as a form of the significance of the regression value.

This study tries to reveal several issues related to the existence of the ACC, namely teaching methods, learning outcomes and anti-corruption attitudes. Research questions were generated as the following:

1. Is there a relationship between students' perceptions about the lecturers' teaching methods who were teaching the ACC and the anti-corrupt attitude of UIN STS Jambi students?
2. Is there a relationship between the final score of the ACC with an anti-corrupt attitude among UIN STS Jambi students?
3. Is there a relationship between students' perceptions of the lecturers' teaching methods with the final

score on the ACC and anti-corrupt attitude among UIN STS Jambi students?

2. Method

This study employed a survey method with a correlational approach connecting one variable with another variable to understand a phenomenon by determining the level or degree of relationship between these variables. Through a correlational study, it was expected that there was a relationship between variable student perceptions of lecturer learning methods towards anti-corruption attitudes and student learning outcomes towards anti-corruption attitudes.

The population of this study was all UIN STS Jambi students. The target of the population was students who enrolled in 2012 and before who audited ACC. The sample was selected as many as 80 students by random proportional sampling. They spread in four faculties, namely Adab and Humanities (ADH), Islamic theology or Ushuluddin (USH), Islamic Law or Syari'ah (SYA) and Islamic Education or Tarbiyah (TAR). They were all active students in 2014.

Table 1. Sample distribution

No	Faculty	Number of Respondents		Total
		Male	Female	
1	Adab dan Humanities (ADH)	6	13	19
2	Islamic Theology/Ushuluddin (USH)	10	10	20
3	Islamic Law or Syariah (SYA)	12	8	20
4	Islamic Education or Tarbiyah (TAR)	12	9	21
Total				80

The study approach was based on the survey and assessment paper. There two questionnaire sheets distributed, namely students' perception towards the lecturer teaching method on ACC and students' perception towards anti-corruption attitude. The rest was the assessment paper of the students. The survey questioner sheets were designed and provided by researchers, while the assessment paper was formally issued by the faculty. Before analyzing data, the validity and reliability of the questionnaire sheets were executed. Then cross-tabulation between dependent and independent variables was generated.

The independent variable was the perception of students and study assessment. The instrument of teaching methods' variable consists of 10 questions requiring the student's perception of the lecturer's teaching methods. The methods used such as in-class discussion case study, improvement system scenario,

general lecture, movie discussion. The students were asked to rate using 4-point scales that ranged from 1 (poor) to 4 (excellent). The items in the instrument were valid and reliable. While in the study, the assessment was taken from the assessment paper that was formally issued by the faculty. Each student's score was categorized as the following: 1. Excellent; 2. Good; 3. Average; 4. Poor; and 5. Very poor.

The dependent variable was the attitude of students who dealt with 1. Honesty 2. Caring 3. Independency 4. Discipline 5. Responsibility 6. Hard work, 7. Frugality, 8. Braveness, and 9. Justice. The respondents were asked to assess their attitudes toward corrupt behavior. Options for answers ranging from 1 (strongly disagree) to 5 (strongly agree). There were 28 questions provided after passing the validity and reliability test.

This study employed descriptive analysis to find mean, standard deviation, frequency distribution, median, mode of students' perception toward lecturer teaching methods, learning outcome, and anti-corruption attitudes among students. It also employed cross-tabulation to examine the relationship between three variables with the respondents' identities, such as gender, department, faculty, and semester level. Cross-tabulation was only displayed for the purpose of the study and function to enrich the findings on correlation analysis.

In addition to the description analysis, a correlation test was conducted to answer the main questions in this study. The linearity test was done by simple regression analysis. To test the three research hypotheses, the following techniques were generated: simple regression techniques, multiple correlation techniques, and multiple regression techniques.

3. Result and Discussion

The data used as the basis for the description of the results of this study are the perception scores of UIN students towards the lecturer teaching method (X1), the final score on the assessment paper of students in the ACC (X2), as well as the score of anti-corruption attitudes of UIN STS Jambi students (Y). Data collected was then generated using descriptive statistical techniques presented in the form of cross-tabulation, standard deviation, median mode, maximum score and minimum score. All statistical analyses used SPSS 17 for Windows software.

Table 2. Mean of the Perception, the attitudes, and the final score

Faculty	N	M	Std. Deviation
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IJER, 5 (1), 2020, 49-58

Perception_ X1	ADH	20	23,65	6,659
	USH	20	28,25	3,726
	SYA	20	30,90	3,932
	TAR	20	26,70	5,312
	Total	80	27,38	5,611
Final score_X2	ADH	20	4,35	,671
	USH	20	4,55	,510
	SYA	20	4,65	,587
	TAR	20	4,10	,553
	Total	80	4,41	,610
Attitude_Y	ADH	20	69,30	13,191
	USH	20	84,45	17,367
	SYA	20	73,15	10,241
	TAR	20	69,35	16,011
	Total	80	74,06	15,497

Then the data was input and analysed. The discussion at the beginning of this section described each variable intending to obtain additional information besides the correlation between the perception variable (X1), the final score (X2) and attitude (Y) which explained later. Not all variables were analysed, only on prominent figures.

Table 2 showed a statistical description of the variable of student perceptions of lecturer learning methods in ACC by faculty. The average mean of respondents' perception from all faculties was 27.38. This was categorised as good as the standard set in the measurements in Table 3. However, when classified based on faculty, the highest average perception was obtained from the respondents of SYA, which is 30.90 and categorised as good. The next ranking in a row were respondents in the USH Faculty with an average of 28.25 (good) and respondents in the TAR faculty with an average of 26.70 were also categorised as good. While the lowest average is respondents from the ADH which is 23.65 and is categorised average.

The lowest score was 14. It means that there was still a student who perceived that the teaching method was still poor. While the highest score given by students was 39 which meant excellent. The different mean of the students' perception toward the lecturers' teaching methods among faculties was significant, indicated by 0.00 or below 0.05 on Anova analysis (Table 4).

Table 3. Interval Score for Students' Perception

Interval	Category
32.8 – 40	Excellent
25.2 – 32.7	Good

17.6 – 25.1	Average
10 – 17.5	Poor

The significant different showed that the teaching methods between one lecturer to another at different faculty were quite varied. Among four faculties, only teaching methods in SYA Faculty were perceived as good. Other three faculties were perceived as average. The different score mean for students' perception toward the teaching methods was a highly significant difference with $F = 0,00$ or below 5%. It means the difference was very significant.

On the other side, there were no students in any faculties who have perception either excellent or poor. This needs attention because the variety of teaching methods should still refer to the learning objectives of the ACC which was in line with the total score obtained in ACC.

Table 4. ANOVA Test for Mean Score of Perception, Attitude and Final Score by Faculty

		Sum of Squares	Df	Mean Square	F	Sig.
Perception_X1	Between Groups	550.450	3	183.483	7.202	.000
	Within Groups	1936.300	76	25.478		
	Total	2486.750	79			
Final Score_X2	Between Groups	3.538	3	1.179	3.467	.020
	Within Groups	25.850	76	.340		
	Total	29.388	79			
Attitude_Y	Between Groups	3072.438	3	1024.146	4.895	.004
	Within Groups	15900.250	76	209.214		
	Total	18972.688	79			

On the variable of ACC final score, it was indicated that the average score obtained by the respondents as a whole was 4.41. This was categorised as excellent as in table 5. While the highest average score showed based on faculty was the SYA Faculty: 4.65 or excellent, while the next rank was the respondent from the USH Faculty which was 4.55 categorised as excellent and respondents from ADH Faculty with an average of 4.35, meant excellent as well. The lowest average is the TAR Faculty which was 4,10 and was still in the excellent category. The lowest score ever obtained by students is

IJER, 5 (1), 2020, 49-58

3 in the good category and the highest score was 5 in the excellent category.

The average difference between faculties was only 0.020 or above 5%, meaning that the difference was not real or insignificant. Overall, the problem of learning outcomes was considered complete. However, it should also examine the learning objectives of the ACC and its relationship with attitude toward corruption.

Table 5. Interval Score for Final Score

Interval	Category
4,00 - 5,00	Excellent
3,00 - 3,99	Good
2,00 - 2,99	Average
1,00 - 1,99	Poor
0 - 0,99	Very Poor

On the attitude variable, it showed that the average score of the student anti-corruption attitude was 74.06 (table 2). When referring to the attitude interval, it meant still neutral. Based on faculty classifications, the highest average score was on the respondents of the USH Faculty namely: 84.45. When refers to the attitude category, it was also considered neutral against anti-corruption actions. The second average score of respondents in the SHA Faculty was: 73.15 or categorised as neutral, as well as TAR Faculty were categorised as neutral with an average score of 69.35. The lowest average score was the respondents of the ADH Faculty as 69.30 and it was still considered neutral. The lowest score of students on the attitude variable was 40 or classified as strongly disagree with anti-corruption, while the highest score on the variable of students' attitudes towards anti-corruption was 119 who has an attitude of strongly agreeing with anti-corruption actions.

Table 6. Interval Score for Anti-Corruption Attitude

Interval	Category
117,64 - 140	Strongly Agree
95,23 - 117,63	Agree
72,82 - 95,22	Neutral
50,41 - 72, 81	Disagree
28 - 50,4	Strongly disagree

When referring to the significant value of the difference in average attitudes between the faculties, based on the ANOVA test, the F value = 0.04 was obtained. This figure was still below 5%, which meant that the difference in average scores between these faculties was significant. This means that there was a difference in the average attitude shown by students in each of these faculties.

The average score of anti-corruption attitudes of students was 74.06, in the neutral category. This meant that students were still neutral when dealing with stimuli

that require assertiveness to agree and disagree or in a position to accept or reject acts of corruption. Theoretically, several things affect a person's attitude, among others: personal experience, culture, other people who are considered important, the mass media, educational institutions, religion, and emotional factors. The UIN STS Jambi as a strategic institution, both as an educational and a religious institution, that will or will not shape the character or attitude of the student. Reflecting on the data obtained in the field, of course, it must be reviewed the strategy of building anti-corruption attitudes among students.

The final score showed a good category. This was a strange thing if the attitude of students towards anti-corruption was still neutral. This also made the final score and attitude did not correlate. On average, the highest scores were obtained by students from the SHA Faculty, but the highest score attitude was found in the USH Faculty which was categorised as agreeing to reject the corruption attitude. The average attitude of SHA Faculty students was still neutral. In other words, the final score which was overall quite high did not necessarily mean the same score as anti-corruption attitude. The attitude score remained neutral category in determining attitudes to agree or reject corrupt behaviour. On the contrary, the average score of learning outcomes was excellent.

It was likely that a problem faced by students require improvement both in the knowledge and developing the attitudes. The students probably failed to identify a set of activities that categorised as corrupt and not corrupt behaviour. Another possibility was that students used to dealing with corrupt behaviour. On the other hand, they were still not sure of the truth they believe about corrupt and not corrupt due to the habitual factors that occur in their environment. The institution was considered still weak in interfering such as giving the right information, training and strengthens the student's attitude to fight corrupt behaviour.

Teaching on ACC that measures only cognitive abilities, was certainly not the objectives of the ACC. The ACC also required affection as an estuary of teaching, where students ultimately have an anti-corruption attitude. Therefore to achieve the objectives of ACC teaching, lecturers should refer to the ACC teaching guidelines. Teaching ACC could not be counted on class-lecture but required a confronted directly with the reality in the field. This experience was one form of discussion awareness about teaching that is in line with the teaching objectives and provides an evaluation by the material presented.

Table 7 shows the relationship between students' perception toward teaching methods and the anti-corruption attitude of students. The P-value of these perceptions and their attitude is 0.785, which is smaller

IJER, 5 (1), 2020, 49-58

than the r-table. $r_{obtained} < r_{table}$, $p\text{-value} > 0.05$ so that $0.785 > 0.05$. If the table value is bigger than 0.05, it implies that there was no significant correlation between the perception of students about the lecturers' teaching methods with their anti-corruption attitude. It may indicate that student perceptions of lecturer teaching methods do not have a significant relationship with the formation of anti-corruption attitudes.

Table 7. Correlation of Perception (X1) dan Attitude (Y)

	Perception	Attitude
Pearson Correlation	1	.031
Sig. (2-tailed)		.785
N	80	80
Pearson Correlation	.031	1
Sig. (2-tailed)	.785	
N	80	80

In dealing with the gender category, the p-value of female students' perceptions and their attitudes was 0.792 while the p-value of male students' perceptions and their anti-corruption attitudes was 0.767. Both are bigger than 0.05 so the perception of the teaching method of ACC from both genders cannot significantly predict the attitudes of male or female students towards anti-corruption actions.

Table 9. Correlation between Final Score (X2) and Attitude (Y)

		Final Score_X2	Attitude_Y
Final Score_X2	Pearson Correlation	1	.003
	Sig. (2-tailed)		.982
	N	80	80
Attitude_Y	Pearson Correlation	.003	1
	Sig. (2-tailed)	.982	
	N	80	80

Table 9 shows that the learning outcomes of the ACC and anti-corruption attitudes are not significantly related. The consultation r number is 0.982 above the r-table number which is 0.05. If the r obtained is higher than r-table ($r_{obtained} > r_{table}$), it means that the two variables do not have a significant relationship. This also answers that the hypothesis is rejected. It shows that there is no significant relationship between students'

perceptions of lecturer teaching methods and the final score of the student towards anti-corruption attitudes.

This shows that the final score obtained by students in the ACC is not directly proportional to the developing of an anti-corruption attitude. The goal of teaching itself must lead to developing anti-corruption character or attitudes. The building of the anti-corruption attitude itself should have been developed and become part of the assessment of the lecturers who are influential in the course. Assessments conducted by lecturers must cover the cognitive, affective and psychomotor aspects of students. Anti-corruption attitude is the embodiment of knowledge that results in an attitude in a person. The results of learning itself include knowledge, skills and attitudes that enable someone to do something. Changes in behaviour or attitudes should be listed in the learning objectives, and become a reference in designing student evaluation methods, especially in the ACC. Changing to be good behaviour or attitudes should be outlined in the learning objectives, and be a reference in designing student evaluation methods, especially in the ACC.

Although there is no significant relationship between the three variables, related to the questions in this study, researchers still analyse how much the contribution of students' perception variables to their anti-corruption attitude and how much the contribution of student learning outcomes variables to their anti-corruption attitude. In this case, a regression analysis was employed.

Table 10. Summary of Contribution Statistic

No	Independent Variable	Dependent Variable	R	R ²	P
1	Perception of Teaching Method (total)		.031	.001	.785
2	Perception of Female Students	Anti-corruption	.043	.002	.792
3	Perception of Male Students	Attitude	.048	.002	.767
4	Final Score of ACC (total)		.008	.000	.982

Based on Table 10, R₂ (0.001) means that the contribution of students' perceptions of lecturer teaching methods in ACC to anti-corruption attitudes is only 1%. When classified by gender (both for female students and male students), R₂ (0.002) can be concluded that the perception of the ACC towards the attitudes of both sexes gives an effect of 2%. Besides, R₂ (0,000) indicates that the final score or the learning outcomes in the ACC predict 0% of their anti-corruption attitudes.

It means that the ideal learning goals are out of expected. The ACC is a special course that requires lecturers not only to make an assessment limited to knowledge (cognition) but also accomplish with moral values of anti-corruption such as discipline, honesty, caring, independence and so on by providing the case is faced directly with everyday life. Thus, the assessment must be emphasised more with the consistency of upholding the student's anti-corruption attitude.

The findings also showed that in essence gender gave almost the same contribution of 1 to 0% towards anti-corruption attitudes, and considered the difference to be insignificant. Furthermore, this figure implies that both the average scores of male and female students alike do not provide anything against their anti-corruption attitude. This is also in line with the results of other studies, that the potential for committing acts of corruption is the same between the sexes of men and women. This findings is slightly different when women working in public, they were less likely to tolerate corruption and less likely to become involved in corruption compare to men (Swamy, Knack, Lee, & Azfar, 2001).

The implementation of ACC as a compulsory subject for all students who have not been matched by the preparation of teaching resources who have expertise in the course certainly makes the teaching methods of each lecturer also diverse. This creativity is not only an enrichment for the teaching of ACC but also a trial and error for students, and a worse impact can make ACC not on target. The best score in the SYA faculty for students' perception variables about the teaching methods of lecturers could be one of that creativity.

The ACC is a new course, so there was not sufficient proof about the effectiveness of teaching methods that can be applied, as well as the level of teaching effectiveness. Besides, as the attitude formation course, it is not only lecturers who are required to deliver the material, but also institutions must encourage climate for students to stand for anti-corruption, starting from the closest environment of the faculty and so on to the institute level. Institution needs to have responsibility and policy to create dynamic cognitive, activity-related, collaborative and integrative approaches in order to achieve the goal of teaching ACC (Zamaletdinov, Yudina, Lavrentyeva, Savva, & Pugacheva, 2016). Introducing activities and habituation that promote anti-corruption were also considered effective in lower education level (Komalasari & Saripudin, 2015).

Corruption is a phenomenon that can be found in everyday life. The previous studies related to the effectiveness of lecturers' teaching methods show that the anti-corruption teaching method with a case model was sufficient to help them in raising collective

awareness about the effects of corrupt behaviour. Therefore, lecturers must be able to bring students to connect with problems of corrupt behaviour in the reality, such as monitoring the realisation of government policies, analysis of acts of corruption, schemes for improving existing systems in the bureaucracy, and so forth.

There was no significant relationship between students' perceptions of lecturers' teaching methods in the ACC, their learning outcomes in this course, and their anti-corruption attitude. Based on the interpretation of the data, this could be due to several factors, such as lack of relevance of the teaching material, lack of variety of methods used, lack of mastery on supporting materials, or even the lack of learning media used. The lecturers' lack of experience in teaching methods as expected in this ACC, made students' perceptions of lecturer teaching methods still need to be improved.

In this correlation analysis also showed that there was no significant relationship between students' perceptions of lecturer teaching methods and learning outcomes on this course, and their anti-corruption attitude. Based on the interpretation of the data, this could be due to several things, such as the lack of relevance of the content of the material presented regarding acts of corruption at present, the lack of variety of methods used by lecturers in teaching, the lack of mastery of lecturers on material and supporting materials, or even the lack of learning media used. The lecturers' lack of experience in teaching methods as expected in this ACC, makes students' perceptions of lecturer teaching methods still need to be improved.

The results of the correlation of the three variables altogether indicated no relationship between students' perceptions of lecturer teaching methods, final score and the student's anti-corruption attitude. This means that overall that the three variables were not interconnected. In other words, the contribution score of each variable shows there was no interrelation between one variable with the other two variables. In other words, the lecturer teaching methods (X1), the used of material in the ACC was not oriented to develop anti-corruption attitude (Y). It reflected the weaknesses of the teaching methods employed. Besides, the assessments of learning outcomes in the ACC (X2) also did not relevant to build anti-corruption attitudes. The teaching methods may only be limited to the area of cognition.

Table 7 shows the relationship between students' perception toward teaching methods and the anti-corruption attitude of students. The P-value of these perceptions and their attitude is 0.785, which is smaller than the r-table. $r_{\text{obtained}} < r_{\text{table}}$, $p\text{-value} > 0.05$ so

IJER, 5 (1), 2020, 49-58

that $0.785 > 0.05$. If the table value is bigger than 0.05, it implies that there was no significant correlation between the perception of students about the lecturers' teaching methods with their anti-corruption attitude. It may indicate that student perceptions of lecturer teaching methods do not have a significant relationship with the formation of anti-corruption attitudes.

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3	Perception of Male Students		.048	.002	.767
4	Final Score of ACC (total)		.008	.000	.982

Based on Table 10, R₂ (0.001) means that the contribution of students' perceptions of lecturer teaching methods in ACC to anti-corruption attitudes is only 1%. When classified by gender (both for female students and male students), R₂ (0.002) can be concluded that the perception of the ACC towards the attitudes of both sexes gives an effect of 2%. Besides, R₂ (0,000) indicates that the final score or the learning outcomes in the ACC predict 0% of their anti-corruption attitudes.

It means that the ideal learning goals are out of expected. The ACC is a special course that requires lecturers not only to make an assessment limited to

knowledge (cognition) but also accomplish with moral values of anti-corruption such as discipline, honesty, caring, independence and so on by providing the case is faced directly with everyday life. Thus, the assessment must be emphasised more with the consistency of upholding the student's anti-corruption attitude.

The findings also showed that in essence gender gave almost the same contribution of 1 to 0% towards anti-corruption attitudes, and considered the difference to be insignificant. Furthermore, this figure implies that both the average scores of male and female students alike do not provide anything against their anti-corruption attitude. This is also in line with the results of other studies, that the potential for committing acts of corruption is the same between the sexes of men and women. This findings is slightly different when women working in public, they were less likely to tolerate corruption and less likely to become involved in corruption compare to men (Swamy, Knack, Lee, & Azfar, 2001).

The implementation of ACC as a compulsory subject for all students who have not been matched by the preparation of teaching resources who have expertise in the course certainly makes the teaching methods of each lecturer also diverse. This creativity is not only an enrichment for the teaching of ACC but also a trial and error for students, and a worse impact can make ACC not on target. The best score in the SYA faculty for students' perception variables about the teaching methods of lecturers could be one of that creativity.

The ACC is a new course, so there was not sufficient proof about the effectiveness of teaching methods that can be applied, as well as the level of teaching effectiveness. Besides, as the attitude formation course, it is not only lecturers who are required to deliver the material, but also institutions must encourage climate for students to stand for anti-corruption, starting from the closest environment of the faculty and so on to the institute level. Institution needs to have responsibility and policy to create dynamic cognitive, activity-related, collaborative and integrative approaches in order to achieve the goal of teaching ACC (Zamaletdinov, Yudina, Lavrentyeva, Savva, & Pugacheva, 2016). Introducing activities and habituation that promote anti-corruption were also considered effective in lower education level (Komalasari & Saripudin, 2015).

Corruption is a phenomenon that can be found in everyday life. The previous studies related to the effectiveness of lecturers' teaching methods show that the anti-corruption teaching method with a case model was sufficient to help them in raising collective awareness about the effects of corrupt behaviour. Therefore, lecturers must be able to bring students to connect with problems of corrupt behaviour in the

reality, such as monitoring the realisation of government policies, analysis of acts of corruption, schemes for improving existing systems in the bureaucracy, and so forth.

There was no significant relationship between students' perceptions of lecturers' teaching methods in the ACC, their learning outcomes in this course, and their anti-corruption attitude. Based on the interpretation of the data, this could be due to several factors, such as lack of relevance of the teaching material, lack of variety of methods used, lack of mastery on supporting materials, or even the lack of learning media used. The lecturers' lack of experience in teaching methods as expected in this ACC, made students' perceptions of lecturer teaching methods still need to be improved.

In this correlation analysis also showed that there was no significant relationship between students' perceptions of lecturer teaching methods and learning outcomes on this course, and their anti-corruption attitude. Based on the interpretation of the data, this could be due to several things, such as the lack of relevance of the content of the material presented regarding acts of corruption at present, the lack of variety of methods used by lecturers in teaching, the lack of mastery of lecturers on material and supporting materials, or even the lack of learning media used. The lecturers' lack of experience in teaching methods as expected in this ACC, makes students' perceptions of lecturer teaching methods still need to be improved.

The results of the correlation of the three variables altogether indicated no relationship between students' perceptions of lecturer teaching methods, final score and the student's anti-corruption attitude. This means that overall that the three variables were not interconnected. In other words, the contribution score of each variable shows there was no interrelation between one variable with the other two variables. In other words, the lecturer teaching methods (X1), the used of material in the ACC was not oriented to develop anti-corruption attitude (Y). It reflected the weaknesses of the teaching methods employed. Besides, the assessments of learning outcomes in the ACC (X2) also did not relevant to build anti-corruption attitudes. The teaching methods may only be limited to the area of cognition.

4. Conclusion

This study assesses the correlation of teaching methods, teaching outcomes, and students' attitudes of ACC at higher education expecting contributes to the evaluation of the past teaching. It might shed a light to a new implementation of ACC in the future. This project is necessary for policymakers considering the ACC will be obligatorily employed at higher education. The future ACC should encourage the students to build their anti-

IJER, 5 (1), 2020, 49-58

corruption attitude or characters with the improvement of teaching methods. Teaching staff who is charged for this course should also be trained and supplied with enough modules to meet the expectations. Moreover, it requires a commitment from the policymakers to regularly monitor and evaluate the teaching methods of lectures to meet the teaching's demand and objectives.

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