

21th Century Skills Based on Anticorupsiy Education in Vocational School Prevention Strategy

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Abstract--*Vocational education is directed so that the graduate becomes a skilled person in an area of expertise, and is ready to pursue a career in the world of work. While the purpose of this paper is to explore the anti-corruption education in vocational schools associated with PPKn subjects in the 21st century. The methods used in writing This is a literature study on several sources of books, journals and other references that support, from the results of theoretical studies it can be concluded that anti-corruption education in vocational schools through PPKn subjects in the 21st century must improve citizenship competencies in which there are three dimensions namely citizenship knowledge, citizenship skills and the disposition of citizenship that must be balanced with the needs of 21st century skill-based education, in order to face the global world with a full sense of responsibility and based on Pancasila values.*

Key words--*Vocational Education, Anti-Corruption Education, Citizenship Competition, 21st Century Skill, Pancasila Values.*

I. INTRODUCTION

The term corruption is familiar to our ears as if it has become daily news in life that we can hear through electronic news and print media. As reported by Trans International (TI) in the Tempo daily news dated 20 October 2004 that Indonesia has the fifth most corrupt in the world from 146 countries surveyed [1]. Indonesia's corruption perception index in 2019 of 40 points this figure rose 2 points from the previous year which was 38. Although rising Transparency International provides a note that the independence and effectiveness of the Corruption Eradication Commission (KPK) were weakened by the Government of Indonesia [2]. Can be seen in the image below:

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Figure 1: Indonesia's corruption perception index in 2019

Source: Transparency International, January 23, 2020

Based on the data above, corruption in Indonesia still occupies a high level and seems difficult to separate in this life, even though corruption itself is very contrary to the laws in force in this country because of its very detrimental effects on the State. Corruption not only damages the country's finance. But also violates social and economic rights, damages democracy, damages the rule of law and damages development and dims the future of the nation [3]. According to Wibowo (2013) that the problem that still occurs in the life of the nation today is corruption, the practice of corruption in Indonesia is known after several cases affecting officials and politicians have appeared in various mass media [4]. Corrupt behavior is marked by the loss of honest, caring, independent, disciplined, responsible, hard work, simple, brave and fair values in individuals [5]. Kihajar Dewantara in 1974 revealed five mental attitudes that contained corrupt patterns of colonial inheritance: 1. Mentalities that underestimated quality, 2. Mentalities that liked to hit (instant), 3. Did not believe in themselves, 4. Did not discipline purely, 5. The Mentality that likes ignoring responsibilities [5]. So from the above problems, corruption must be eradicated by its roots, this is not only done by our country, even other countries infected with this disease of corruption are trying to restore it so that the country is free from corruption. Several efforts can be done in its resolution, first, it needs special regulations governing strict sanctions, namely the death penalty for corruption. It is important to make officials do not dare to damage state money. Such regulations are intended so that state officials do not dare to fool the law as they wish. Second, special subject matter that teaches anti-corruption education and all its negative effects on the nation, people, or ourselves is needed by students who are still studying in elementary school, high school or university [3]. In addition to improving safety, all communities must improve their professionalism, independence, and technical skills as part of a strategy to control corruption [6]. With these efforts, it is hoped that corruption activities can be eroded and even the absence of prohibited activities is lost.

Anti-corruption education can be done on informal education in the family environment, non-formal education in the community, as well as in the formal environment in the family environment [4]. The three environments cannot be separated because they are interrelated, so there must be cooperation between families, schools and the community in terms of anti-corruption education. To facilitate teachers or educators in implementing anti-corruption learning, integration is needed with certain subjects that are

closely related to anti-corruption values, namely Pancasila Education and Citizenship [7]. According to Transparency International Kenya (TI-K) (<https://www.tikenya.org/>), education is key in preventing corruption, and that education in good governance, ethics, and integrity for students in schools can help break the cycle of corruption and prepare them for future leadership [8]. Therefore the PPKn subject in Vocational schools is very important as an intermediary for knowledge about anti-corruption for students, in exploring their lives which one day they will be printed as an expert in a particular field of work or a career in the chosen field. With anti-corruption education is expected to provide awareness and change to all young people to understand and realize the importance of having an anti-corruption character and being able to implement it in society [9].

II. METHODOLOGY

This research approach uses the study of literature, which systematically elaborates on various concepts about anti-corruption education sourced from relevant journals, books, and research to construct anticorruption education through 21st Century skills-based Citizenship Education.

III. RESULTS

Anti-Corruption Education

The world of education is aimed at developing the potential of students to become human beings who have faith and are devoted to God Almighty, noble, healthy, knowledgeable, capable, creative, independent and become democratic and responsible citizens, and the core of education is strengthening character [7]. So with education can form good citizens, and obey the laws in force in their country. A good citizen will give a good identity of a country, so education is very important in forming character. Because in successful learning cannot be seen from an aspect of knowledge alone, but all three aspects must be fulfilled namely attitudes, knowledge and skills. Assessment is carried out on the implementation of the process and the achievement of student competencies [7]. So all competitions can be measured by the objectives and indicators of learning material. Education is a fundamental human phenomenon in human life to deliver human children to civilization [10]. Thus education can bring people to the real world by ongoing developments, so without education there will be no broad insight that is owned by humans. The minutiae of reform in anti-corruption must include intensive professional policy training, setting up high-quality strategic strategy groups near top decision-makers, and reaching a critical mass of concentration of democratic forces. Implementation of this reform will require good ideas and professional quality, as well as political will and determination to increase the capacity of the government to weave the future [11].

Anti-corruption education is an education program on corruption that aims to build and increase citizens' awareness of the dangers and consequences of acts of corruption [12]. With anti-corruption education, it is expected that knowledge about corruption is given to students in schools both in terms of causes and consequences by the laws in force in this country. The main target of anti-corruption education is to introduce the phenomenon of corruption, which includes criteria for its causes and consequences, increases intolerance towards acts of corruption, shows various possibilities of efforts to fight corruption and contributes to predetermined standards such as realizing

the values and capacity to oppose corruption among generations young [12]. With the knowledge given early on, it is hoped that young people can avoid corruption, and provide broader insights to shape anti-corruption attitudes in their environment. The anti-corruption attitude shown by the teacher will sharpen students thinking about corruption rather than memorizing theories about corruption [13]. In the implementation of its learning, the teacher is better to sharpen students to think about the causes and consequences of the emergence of corruption than theories that must be memorized so students can solve problems that exist in real life. At the high school level, students have used critical thinking to analyze efforts to eradicate corruption in Indonesia and participatory competence through participation in efforts to eradicate corruption in Indonesia. Also, understanding, attitude, and behavior as well as fair-minded (transparent) in the life of the nation and state are embedded as important values in supporting the anti-corruption mentality [3]. Anticorruption principles consist of accountability, transparency, fairness, policy, policy control [14]. The principle of anti-corruption must be the rules of conformity between the rules and the implementation in an open manner to avoid manipulation or irregularities in its implementation and for those who get this education must know and understand the policy so that they can control the policy. There are four corruption education that leads to strengthening and character building: corruption education is long-term, corruption education is influenced by differences at each stage of child development, corruption education must grow to integrate understanding, awareness, and experience in all aspects of life in a consecutive manner, anti-corruption education is part integral of youth character education [5].

The inculcation of anti-corruption values in tertiary education institutions as a preventive measure for corruption prevention, there are many efforts to suppress students who need to be pursued including Socialization activities, campaigns, seminars or lectures [15]. So this anti-corruption assessment does not only need to go to high school or other equivalent but there must be continuous education in order for everyone to be embedded in themselves ready to be anti-corruption at any time. As an intrinsic character education model to overcome corruption include 1. Life-based on faith, work-oriented to worship (vision and mission), 3. Having four characteristics of the Prophet, 4. Humanist, 5. Leading based on conscience [16]. In addition to being extrinsic, anti-corruption education must be built by oneself, then there will be an awareness of his attitude or resistance to the existence of design corruption practices so that there must be a desire from oneself without coercion from others. The operationalization of corruption eradication is carried out in a: Comprehensive, Integral and holistic manner [17]. This is done so that there is a sense of the effect of the jerk to the corruptors who have taken their rights. Anti-corruption education study material must contain anti-corruption values consisting of core values, ethos values and attitude values [18].

Anti-corruption education is an education program on corruption that aims to build and increase citizens' awareness of the dangers and Anti-corruption education begins with ensuring the curriculum accommodates anti-corruption values, the heart of strength in the curriculum: 1. The accuracy of choosing the substance or scope of knowledge to be learned, 2. Managing the curriculum through effective learning supported by an assessment system that leads to competence and reliable achievement [7]. With these strengths, the curriculum will run and according to the learning objectives that have been set. Anti-corruption education is essentially aimed at understanding the acts of corruption, prevention both for themselves and others and can detect them so that they can report to the

authorities [1]. Knowledge is the main capital so that it can know which actions are wrong and right when it is wrong and violates what others have done, so there is an awareness to report it to the authorities. In implementing it as an educator, it cannot play its role in anti-corruption education, but this requires another role, including three environments, namely, school, community and family. Do not stop in class, expand to school, family and community, involving all parties [7]. Thus the important role of all parties is needed in this anti-corruption education, and each other must have a common mission. In the world of education in the implementation of this anti-corruption education is the teacher as a model, so students will copy what they do. Teachers practice the value of anti-corruption in their lives as their needs so that students can emulate it [5].

21st Century Skill

21st Century is known as the age of knowledge, in this era, all aspects of life are more knowledge-based. Meeting the needs of the knowledge-based education sector, the development of a knowledge-based economy, the development and empowerment of a society based on knowledge, and the development in the field of industry is also based on knowledge [19]. This is not inevitable with the progress of the era that is increasingly rapid, with insight knowledge becomes broad and can live with the needs of the times. This 21st Century skill is an integration of knowledge, skills, attitudes and technology skills. So that requires each individual to have the skills or skills both hard skills and soft skills to get into the world of work and be ready to compete with other countries. The skills that must be possessed by every individual in the 21st century "the core subjects and interdisciplinary 21st century themes are surrounded by three sets of skills most in demand in the 21st century (i) learning and innovation skills, (ii) information, media and technology skills , (iii) life and career skills ". As an explanation, Figure 1 shows a 21st-century rainbow of skills-knowledge schemes [20]:

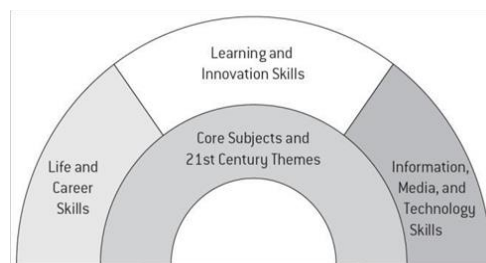


Figure 2: The 21st Century Rainbow Skill Scheme

Source: Trilling and fadel (2009)

21st Century Learning is learning that integrates literacy skills, knowledge skills, skills and attitudes, and mastery of technology [21]. The 21st Century is also marked by the amount (1) of information available anywhere and can be accessed at any time; (2) faster computing; (3) automation that replaces routine jobs; and (4) communication that can be done from anywhere and anywhere [22]. With 21st century skills, it can be easier for people to work anywhere and at any time, always innovating to balance competitiveness with the outside world and being able to solve a problem faced can be faced with challenges with high thinking power by applicable rules. Three concepts in dealing with Indonesia 2045 are 21st Century Skills (Trilling and Fadel, 2009), scientific

approach (Dyer, et al., 2009) and authentic assessment (Wiggins and McTighe, 2011); Ormiston, 2011; Aitken and Pungur, 1996; Costa and Kallick, 1992) [23]. The style of learning activities in the knowledge age must be adjusted to the knowledge needs of the knowledge age. Learning materials must provide a more authentic design through challenges where students can collaborate to create solutions to solve the problem of learning. Problem-solving leads to questions and seeking answers by students who can then look for problem-solving in the context of learning using available information resources [24]. By finding or making a problem in one of the learning models students are expected to be able to solve it well based on existing theories as well as solving problems in corruption that is happening both based on news on television and other print media, so students in their learning can be brought to the real world by the conditions that are happening. Ways of thinking include creativity, critical thinking, problem-solving, decision making and learning. The way it works includes communication and collaboration. Tools for work include information and communication technology (ICT) and information literacy Life skills include citizenship, life and career, and personal and social responsibility [25]. In addition to the competencies possessed by students, an educator must also be equipped with competencies among the competencies that must be owned by educators: 1. Planning learning, implementing quality learning processes and assessing and evaluating learning outcomes, 2. Improving and developing academic qualifications and competencies in a sustainable manner in line with the development of science, technology, and art, 3. Acting objectively and not discriminatory based on consideration of gender, religion, ethnicity, and certain physical conditions, or family background, and socio-economic status of students in learning, 4. Uphold high laws and regulations, law and code of ethics of teachers, as well as religious and ethical values, 5. Maintaining and fostering national unity and integrity [26]. Thus, with each other balancing the competencies that must be possessed by teachers and students in facing the 21st-century era, it is hoped that they can work together to advance the world of education today. The 21st century has given rise to game industry technology that is encouraging new types of learning in the classroom [27]. With the current conditions that can not be separated from technology, educators innovate in the learning process, especially with the media used that can be utilized laptop and android as a medium with existing game techniques or applications, this can motivate students in teaching and learning activities in the classroom and in outside the classroom. Media literacy as an important life skill for the 21st century [28]. Thus it is very proven that electronic media is very important in this era, but we can not escape also with conventional media that will support the implementation of learning. Rother dam & Willingham (2009) noted that a student's success depends on 21st-century skills, so students must learn to own them. Partnership for 21st Century Skills identifies 21st Century skills including, critical thinking, problem-solving, communication, and collaboration [25]. This is also stated in the ongoing revision 13 curriculum namely learning that is interactive, inspiring, fun, challenging, motivates students to participate actively, and provides sufficient space for initiative, creativity, and independence by their talents, interests, and development physically and psychologically learners, especially in vocational high schools which are printed as experts in certain fields.

21st Century Skills Based Anti-Corruption Education in Vocational Schools

Education is a human being conscious to become individuals who grow up to grow up in their lives in knowledge, attitudes, and abilities so that in life they can benefit others and become good citizens of this nation. Political education is integrated into schools with moral-related subjects, namely PPKn subjects. Citizenship is a set

of characteristics of the citizenship of the 21st century, given and agreed upon by a panel of experts, including educational, political, socio-cultural and economic dimensions at the local, national and international levels [29]. Characteristics of 21st-century citizenship, given and agreed upon by several experts, including the educational, political, socio-cultural and economic dimensions at the local, national and international levels. With the provision and broad insight about statehood in this subject, it can produce citizens who know about rights and obligations in state life in the 21st century. Characteristics that are seen as a reflection of ideal citizens of the 21: 1 century. The ability to see and to approach problems as members of a global society, 2. The ability to cooperate with others in a cooperative manner and accept responsibility for roles/tasks in society, 3. The ability to understand accepting, respecting and accepting cultural differences, 4. The capacity to think by thinking critically and systematically, 5. The desire to resolve conflicts in a non-violent way, 6. The desire to change lifestyles and consumptive habits to protect the environment, 7. The ability to be sensitive and protect human rights, 8. The desire and the ability to participate in politics at the local, national and international levels [29]. Thus Citizenship Education is a place to take our students towards the global world [30]. teaching citizenship and citizenship competencies are framed by active citizenship in national and/or European contexts, namely by explaining political rationality and discursive practices that underlie the assumptions of teaching citizenship competencies [31]. Through Pancasila and Citizenship Education in schools, especially in vocational schools, this leads students to the wider outside world and is equipped with the citizenship competencies that they must possess, especially in the anti-corruption knowledge needed today.

Three important components that must be possessed by citizens are citizenship knowledge, citizenship skills and citizenship disposition [32]. The three components can not be separated in life, because without human knowledge can not express it in intellectual skills and skills of participation in the world of life so that it has good character. The importance of civic disposition and its formation process, namely: Civic disposition implies the public and private character that is important for the maintenance and development of constitutional democracy [32]. So with the component of the competence of citizenship can print our students to a more democratic life because the creation of a good character to live this life and all that can not be separated from the three living environments namely home, school and community and as the main foothold is the value of Pancasila values as a way of life in the State. Anti-corruption education must build the capacity of people to be aware and attentive at all times when carrying out their obligations. This can be done through an emphasis on professional ethics and regulatory codes rather than focusing on the problem of corruption [33]. 21st Century skills-based citizenship competencies to give birth to good citizens, know the rights and obligations, and have a component of citizenship competencies that are expected then what should be done is: As for what we must do include: improving quality learning by the needs and development of the era, competence of professional educators, implementing all applicable regulations, and the inclusion of the surrounding environment and student-centered learning [34]. Student-centered learning this can lure students to be more active and provide or look for a problem that is happening, anti-corruption education is very important to be able to look at concrete evidence that this can be taken from various media so that the media implications are embedded in students in the learning. people must be educated in all forms of contemporary mediated expressions and go far beyond print media, the importance of media

education for the teaching of citizenship and social studies and examining approaches to citizenship through media literacy one of which is a web site [35]. Textbooks have been placed in a very special position [36]. In addition to print media, digital is no less important as a source of learning at this time. The Digital library has good criteria to be used as learning resources [37].

Three important components that must be possessed by citizens are citizenship knowledge, citizenship skills and citizenship disposition [32]. Vocational education is directed so that graduates become advanced people who are skilled in an area of expertise and are ready for a career in the world of work. With their plunge in the world of work and the provision of the industry to become someone who has an anti-corruption attitude this will create good citizens free from corruptors. The best educational model that allows students to achieve the desired educational goals, is when students experience the values taught themselves, both when students become objects or become subjects obtained from experiences that see or hear [38]. So the existence of an event that is real and direct it can be seen with our own eyes, it is not imaginary so it will be easy to quickly understand in the learning process. Teaching anti-corruption values does not add to existing teaching materials and learning hours, but only one prerequisite is needed: the teacher must be the first to become a Role Model [5]. Teachers as an example in anti-corruption education are very important, because teachers who are always imitated by their students start from small things, starting from now and starting from us, anti-corruption education is carried out. So the purpose of corruption education is that students practice anti-corruption values wherever, whenever and in whatever condition they cannot stop until they understand or are aware [5]. This education is continuously carried out so that students are not only limited to knowing, understanding and being aware of this anti-corruption but must grow in their souls and be committed to having an anti-corruption attitude. Thus, seeing from the various cases that exist regarding corruption, anti-corruption education continues to be improved, especially education in vocational schools which is their provision in the future both in the community, family and the world of work. The method used for anti-corruption education in vocational schools is to improve citizenship competence which consists of citizenship knowledge, citizenship skills and 21st century skill-based citizenship dispositions based on the values of Pancasila. So that it is embedded in the souls of those who have anti-corruption attitudes, and realize that corruption is an act that is prohibited in religion and violates the rules that exist in the life of the nation and state.

IV. CONCLUSION

Corruption is still felt in a variety of lives, from small things in small societies to politicians. So corruption education must continue to be instilled in all aspects.

Anti-corruption education is closely related to moral education, thus Citizenship and Pancasila Education in it contains the contents of corruption education that takes place in schools, especially in vocational schools with the aim of graduates of vocational schools being printed as experts in certain fields having the soul and attitude of anti-corruption in themselves.

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