Implementation of Modeling and Reinforcement Process from Lecturers in Forming Anti-Corruption Attitide of Student Activist: A Study at University of Muhammadiyah Malang, Indonesia

[1]Oman Sukmana, [2]Hutri Agustino, [3]Eko Rizki Purwo Widodo

Abstract--This study aims to examine how the implementation of the modeling and reinforcement processes of lecturers in the formation of anti-corruption attitudes towards student activists. Research uses a qualitative approach and descriptive-qualitative type of research. The research subjects were 15 student activists of the Social Welfare Study Program. Data collection techniques were carried out through interviews and questionnaires, while data analysis techniques were carried out through the process of data reduction, data presentation, and drawing conclusions (verification). The results of the research show that the form of the modeling process implemented by lecturers is done by giving examples of behavior such as: transparency of grades, lectures on time, accountability of lecture material, democratic learning processes, transparency in the allocation of funds for student activities, disciplined, and honest. While the form of implementation of the reinforcement process is done through verbal and no-verbal forms, such as: reprimanding, reminding, sanctioning, giving bonuses to academic grades of the course. The implementation of the modeling and reinforcement process by lecturers has an impact on anti-corruption attitudes on students. The implication of the results of this study is that the formation of anti-corruption attitudes on students can be done by lecturers through the implementation of Cognitive-Mediatonal Theory. The results of the questionnaire data analysis showed that the percentage of the average score of anti-corruption attitudes among student activists in the category was very high. This means that student activists have a positive attitude towards anti-corruption behavior.

Key words--Implementation, Modeling, Reinforcement, Attitude, Anti-Corruption

I. INTRODUCTION

Corruption that occurred in Indonesia is very worrying and has a tremendous adverse impact on almost all aspects of life. Corruption has destroyed the economic system, the democratic system, the political system, the legal system, the government system, and the social order in this country. On the other hand, efforts to eradicate corruption that have been carried out so far have not shown optimal results. Corruption at various levels still continues to occur as if it has become a part of our lives that has even been considered as a matter of course. If we continue to let this condition last, then sooner or later corruption will destroy this country. Corruption must be seen

[1]Universitas Muhammadiyah Malang, Indonesia. Email: oman@umm.ac.id
[2]Universitas Muhammadiyah Malang, Indonesia.
[3]Universitas Muhammadiyah Malang, Indonesia.

as an extraordinary crime which therefore requires extraordinary efforts to eradicate it. Efforts to eradicate corruption include: (1) repression, and (2) prevention (Puspito, eds., 2011) [1].

Students as an educated generation, have a very important role and function in society, they are future leaders. In order for students to be able to become good leaders in the future, anti-corruption behavior must be formed early on. Formation of anti-corruption behavior can be done by lecturers in the teaching-learning process on campus. According to Saifulloh (2017) [2], Higher Education has an important role in developing anti-corruption values, because people born through the education sector are people who uphold the values of truth, faith, noble character, have competence and professionalism and can become citizens responsible. According to Harto (2014) [3], the principles of anti-corruption education that must be instilled in students include at least the principles of accountability, transparency, fairness, policy, and policy control.

According to Wibowo (Kristiono, 2018) [4] anti-corruption education is a conscious and planned effort to realize a teaching and learning process that is critical of anti-corruption values. In this process, anti-corruption education is not just a medium for the transfer of knowledge transfer (cognitive), but also emphasizes the effort of character building (affective), and moral awareness in doing resistance (psychomotor), towards corrupt behavior. From this understanding it can be concluded that anti-corruption education is a conscious effort to provide understanding and prevention of acts of corruption carried out through formal education, informal education, and non-formal education. In anti-corruption education, anti-corruption values are also taught, namely honesty, caring, independence, discipline, responsibility, hard work, simple, courage, and justice.

Students have three important roles, namely: (1) as an Iron Stock, namely students are expected to become strong humans who have the ability and noble character that can later replace the previous generations. The point is that students are assets, reserves, the nation's hopes for the future; (2) as a Guardian of Value, ie students play a role as guardians of values in the community; and (3) as Agent of Change, that is, students are able to act as agents of change.

Haller and Shore (2005) [5] stated that generally speaking, the social sciences have approached corruption from two broad perspectives: structural and interactional. Structural approaches, with their moral and evolutionary overtones, are more commonly found in development studies as well as popular media representations. These add 'corruption' to the list of those negative characteristics that are typically applied to the 'Other', such as underdevelopment, poverty, ignorance, repression of women, fundamentalism, fanaticism and irrationality. Naturally, these 'Others' are located outside modern, civilized, Western-style democracies, and they are intrinsically caught in the webs of 'their' culture. Corruption here is seen as endemic to some societies (i.e.'non-Western' or, equally Eurocentric, 'transitional' or 'developing' societies), and not (or less) to others.

Sudarto (Syamsuddin, 2011) [6] stated that the word corruption refers to acts that are destructive, rotten, dishonest that are associated with finance. Whereas Black (1991) defines corruption as an act committed with the intent to provide an unofficial advantage with the rights of another party wrongly using their position or character to obtain an advantage for themselves or others, contrary to their obligations and the rights of other people. Furthermore Alatas (Chaerudin et. Al, 2008) [7] mentioned that Corruption is a subordination of public interests

under personal interests and goals which includes violations of norms, duties and general welfare, coupled with confidentiality, betrayal, fraud, and extraordinary stupidity due to -the consequences suffered by the community. In short, corruption is the misuse of the mandate for personal gain.

According to the Law of the Republic of Indonesia Number 31 of 1999 [8], concerning Eradication of Corruption, which is included in a criminal act of corruption is any person who is categorized as violating the law, committing acts of enriching oneself, benefiting himself or others or a corporation, abusing his authority or the opportunity or means available to him because of his position or position that can harm the country's finances or the country's economy.

Then, according to Arifianto (Junaidi, 2017) [9] there are three theories that can explain the occurrence of corruption in Indonesia, namely the mainstream economic theory, patrimonialism theory, and kleptocratic state theory. First, this theory explains that the state often acts monopolized on state economic activity. Second, this theory argues that corruption can play a role as a way to increase political integration among ethnic groups, parties and factions in government. Third, this theory states that endemic corruption is in a regime controlled by the leadership of a country whose purpose is only to enrich itself.

Lindgreen (2004) stated that Corruption is defined as private individ uals or enterprises who misuse public resources for private power and/or political gains. Corruption takes place on the national and international scenes, in the public and private sectors, and between these two sectors. Then, he explained that three are perspectives on corruption in the following: (1) the political perspective, argues that the state is needed in order to ensure economic development, and that our understanding of corruption therefore must take into account a country's political system. The general belief is that corruption can be avoided only if a country is democratic, which is achieved through the strengthening of democratic institutions, civic society, and general public sector reforms; (2) the economic perspective, this perspective has long been predominant in research on corruption, argues that the level of corruption decreases with economic development because it otherwise would lead to inefficient and unpredictable transactions and/or social stigma; and (3) the anthropological perspective, who is contends that corruption is a function of culture and that it is essential to examine how individuals evaluate social practices [10].

The objectives of eradicating corruption are: (1) Preventing financial losses to the state; and (2) Reach government officials that are efficient, effective, clean and authoritative. According to Benveniste (Djaja, 2013) [10] that the definition of corruption can also be viewed from various aspects, depending on the disciplines used, where corruption is defined into 4 types, namely: (1) Discretionery corruption, is corruption committed because of the freedom to determine policy, even if it appears to be legal, is not an acceptable practice by members of the organization; (2) Illegal Corruption, is a type of action intended to confuse language or certain legal, regulatory and regulatory purposes; (3) Mercenery Corruption, is a type of corruption that is intended for personal gain, through the abuse of authority and power; and (4) Ideological Corruption, is a type of illegal and discretionary corruption intended to pursue group goals.

The problem of limiting corruption can not only be done by law enforcement officials, it is expected that in the world of education can take a role in preventing corruption early on. Education as a forum to form the next

generation of the nation becomes an effective forum for preventing corruption. Eradicating corruption is not enough to punish and give anti-corruption lectures or seminars. Equipping education with sufficient anti-corruption values will provide protection for potential future generations of the nation from acts of corruption (Hidayat, 2019) [11].

One way to prevent corruption is through formation or modifying anti-corruption behavior. Behavior modification refers to the techniques used to try and decrease or increase a particular type of behavior or reaction. Formation of anti-corruption attitudes and behavior in students can be done by using the perspective of cognitive-mediatonal theory. Therefore the theoretical framework in this study uses the Cognitive-Mediatonal Theory perspective developed by Albert Bandura (Sheldon, 1995) [12]. The emphasis of cognitive-mediatonal theory is that basically a behavior will be formed because of the person and the environment, where both influence and interdependence. Therefore individuals and the environment are described as interdependent causes that will give rise to behavior. Humans and the environment interact reciprocally or influence each other.

According to the Cognitive-Mediatonal Theory perspective, there are 4 processes in social learning so that behavior occurs, namely: (1) Attentional Process; (2) Retentional Process; (3) Motor Reproductional Process; and (4) Motivational Process. The process and stage of behavior formation according to the perspective of social learning theory from Bandura, can be described as follows:
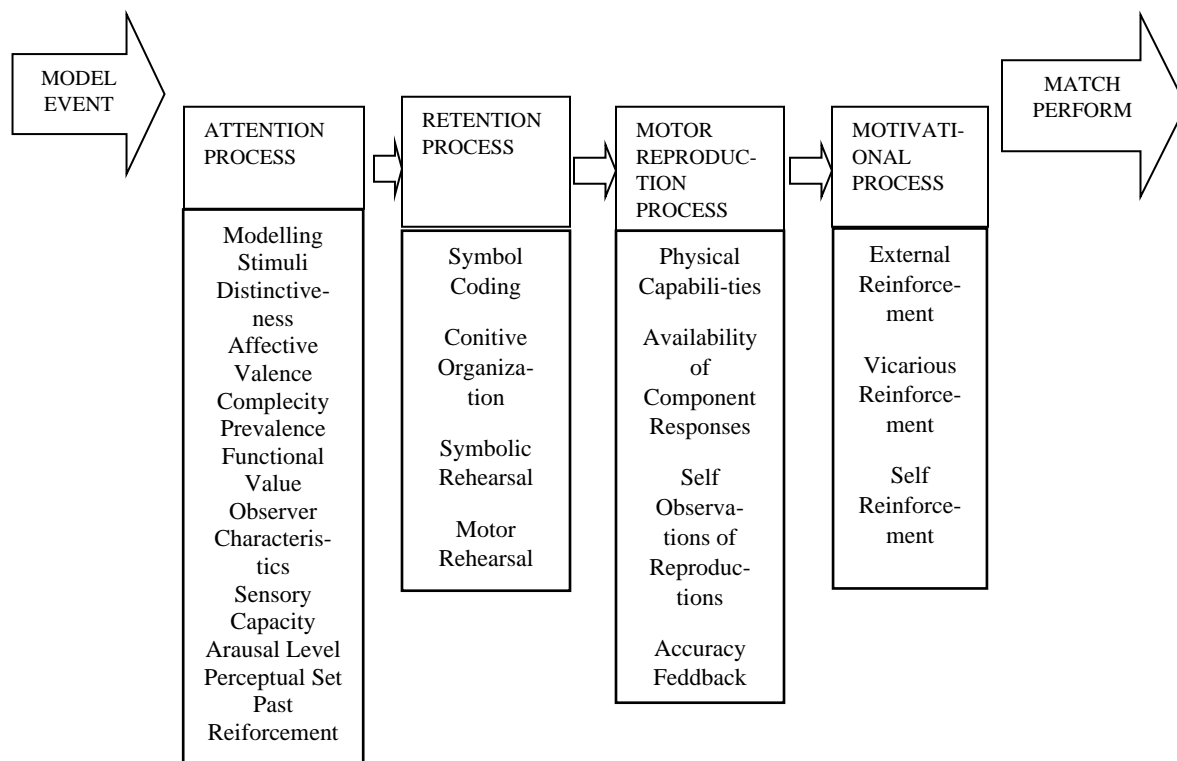
Figure 1: Component Factors Governing Observational Learning in theSocial Learning Process (Sheldon, 1995)

Of the 4 (four) social learning processes, as shown in figure 1, that is attentional process, retention process, motor reproduction process, and motivational process, there are two important processes in social learning theory, namely Attentional Process or also called modeling process, which is the process of imitation of behavior, and Motivational Process or reinforcement process, namely the process of strengthening behavior. Therefore this research is focused to these two processes.

First, the Modeling process. In modeling, through a process of observation of anti-corpusion displayed by parents, adults and other children a child can learn about anti-corruption behavior. Modeling will influence the subject's anti-corruption behavior by observing the model's stimuli. These observations will provide an informative function of why and how anti-corruption behavior is carried out. Model activities are needed by the observer to provide behavioral guidance that is suitable for him (Bandura, 1977) [13]. In addition, the presence of the model also requires observers to familiarize themselves with the behavior. The model will affect the subject assuming that the subject's behavior is approved and recognized by the model. Thus it can be said that modeling is an important factor in learning anti-corruption behavior. Subjects who observe the model in conducting anti-corruption behavior, will learn about what is appropriate to do and how to implement it. The model that reminds the subject about anti-corruption behavior as a necessity of a good life, will further strengthen the subject's readiness in carrying out anti-corruption actions.

Through modeling, observation, and then imitation, student develop new behaviors. By watching the model, a student can learn a new behavior, inhibit another behavior, or strengthen previously learned behavior (e.g. saying "thank you"). To use modeling effectively, a student must has the capacity to observe and then imitate the model. In classroom settings, a student's response to modeling is influenced by three factors: 1) the characteristics of the model (e.g. is this a student whom the other students like and respect?), 2) the characteristics of the observer (e.g. is this child capable of observing and imitating the behavior), and 3) the positive or negative consequences associated with the behavior.

Second, Reinforcement process. In social learning theory, reinforcement is an important factor in understanding a behavior. Reinforcement can be associated as reinforced behavior so that the behavior will be repeated. Bandura (1976) states that reiforcement as a way to strengthen behavior, so that it will be known what must be done in order to obtain favorable results and avoid a penalty. Reinforcement encompasses a wide variety of objects of daily necessities, such as food and water, to elements of social interaction, such as praise and social recognition. The effectiveness of reinforcement depends on many factors such as: age, sex, socioeconomic status, and personality (Bandura and Walter, 1977). Furthermore Bandura (1977) states that there are five kinds of functions of reinforcement, namely: (1) informative functions; (2) motivating function; (3) emotional learning function; (4) function of evaluating; and (5) functioning to maintain and improve abilities.

There are two main types of reinforcement: positive and negative. Both processes *increase* the frequency, and/or magnitude, and/or speed of a response. Another way of putting it is to say that positive and negative reinforcers increase the probability of a response, or that they 'accelerate' certain sequences of behavior (Sheldon, 1995). The term 'reinforced' simply means strengthened, and refers to the fact that, as a result of a certain

consequence, the particular sequence of behaviour leading up to it is demonstrably more likely to occur under similar circumstances in future. Therefore a positive reinforcer is a stimulus which increases the frequency of the response that it follows. negative reinforcer is a stimulus which, if *removed* contingent upon a certain response, results in an *increase* in the probability of that response in similar circumstances in future.

Wilder and Carr (1998) stated that are three general categories of reinforcement have been implicated in the acquisition and maintenance of behavior: (1) Positive reinforcement, involves the presentation of a stimulus (e.g., some form of attention or a tangible item) contingent upon the occurrence of the behavior; (2) Negative reinforcement involves the removal of an aversive stimulus (e.g., a task demand or social interaction) contingent upon the occurrence of behavior; and (3) Automatic reinforcement refers to situations in which the behavior is maintained by operant mechanisms independent of the social environment [14].

Social learning theory, also known as observational learning (Kurgat, Chebet, and Rotich, 2015), or cognitive mediatonal theory (Shledon, 1995), states that people learn through observing others' behaviour, attitudes and outcomes of those behaviours. (Kurgat, Chebet, and Rotich, 2015) stated that social learning theory explains human behaviour in terms of continuous reciprocal interaction between cognitive, behavioural, and environmental influences. People can learn new information and behaviours by watching other people. External environmental reinforcement was not the only factor to influence learning and behaviour but also intrinsic reinforcement such as pride, satisfaction, and a sense of accomplishment. In other words, this theory assumes learning to be a social activity that is based on one's needs as a human being to fit in with others [15]..

This study aims to describe and analyze how the implementation of the modeling and reinforcement processes of lecturers in shaping anti-corruption behavior in student activists. The research questions are: (1) What is the process of modeling the anti-corruption behavior shown by lecturers to student activists ?; (2) What is the process of reinforcement of anti-corruption behavior exhibited by lecturers to student activists ?; and (3) What is the trend towards anti-corruption behavior among student activists?

II. METHOD

This research uses the constructivism-interpretive paradigm. The research objective of the interpretive-constructivism paradigm is to carry out understanding and reconstruct social action (Denzin & Lincoln, 2009) [16]. The research approach used is a qualitative approach, the word qualitative implies an emphasis on processes and meanings that are not examined rigorously or have not been measured in terms of quantity, amount, intensity, or frequency. According to Marvasti (2004) [17], qualitative research provides a detailed description and analysis of the quality, or substance, of human experience.

Research subjects and informants were determined based on purposive or judgmental sampling techniques (Babbie, 2008) [18]. Purposive sampling technique is used in situations where an expert (researcher) uses certain considerations with specific objectives. Subjects and informants in this study were students majoring in social welfare, Faculty of Social and Political Sciences, University of Muhammadiyah Malang, who were active as administrators of the Social Welfare Student Association. The number of subjects is 15 students.

In this study, the data collection process uses 2 (two) main methods that are interrelated and complementary, namely: (1) Interview; and (2) Questionnaire, which is compiled based on a Likert scale, is used to measure the tendency of anti-corruption attitudes. The stages of the qualitative data process refer to the opinion of Miles and Huberman (1992: 16-21) [19], namely: data reduction, data presentation, and drawing conclusions (verification). To validate the data, the researcher focused on credibility and confirmability criteria. The former covered participation extension, observation perseverance, triangulation, and referential sufficiency. Meanwhile, the latter involved detailed description and truth audit techniques (Moleong, 2006: 327) [20].

III. RESULTS AND DISCUSSION

As explained in the introduction, the purpose of this research is to describe and analyze how the implementation of the modeling process and the process of reinforcement of lecturers in forming anti-corruption attitudes towards student activists. The results of the study can be explained as follows:

First, the implementation of the anti-corruption behavior modeling process promoted by lecturers to student activists is carried out both during the teaching-learning process in the classroom, as well as in the process of relationships and interactions between lecturers and students on campus. According to student activists, in the teaching and learning process in the classroom, lecturers show behavior that can be categorized as the basis of anti-corruption behavior which includes: (1) Transparency in giving academic values; (2) discipline and timely in the lecture process; (3) accountability of the source of lecture material; and (4) democratic and openness in the learning process. Whereas in relations outside the classroom anti-corruption behavior shown by lecturers includes: (1) transparency in the allocation of student activity funds; (2) discipline; (3) responsibilities; and (4) being honest. According to the lecturers the dimensions of transparency, timely, accountability, and democratic, disciplined, responsible, and honest are fundamental values in shaping anti-corruption behavior in student activists.

Second, the implementation of the reinforcement process carried out by lecturers, as in the implementation of the modeling process, the process of reinformcement of anti-corruption behavior promoted by lecturers to student activists is also carried out both during the teaching-learning process in the classroom, and in the process of relations between lecturers and students on campus . In the teaching and learning process in the classroom, the implementation of lecturer reincorcement in shaping anti-corruption behavior in activists is done through verbal and no-verbal forms, such as: (1) verbal reprimand, (2) reminding, (3) prohibiting class entry, (4) giving academic sanctions, and (5) giving bonus grades, giving praise.

Third, the tendency of anti-corruption behavior towards student activists. Based on the results of data collection through a questionnaire prepared based on a Likert scale measurement shows that the average score of the tendency of anti-corruption behavior towards student activists with very high categories. This shows that student activists generally stated that they agreed to conduct anti-corruption behavior. In other words it can be stated that the tendency or desire of student activists for the emergence of corrupt behavior is very low.

In analyzing the explanation of the relationship between the modeling process and reinforcement of lecturers with the tendency of anti-corruption behavior in student activists, the writer uses the Cognitive-Mediatonal

Theory perspective developed by Albert Bandura. Anti-corruption behavior displayed by students, both real behavior (overt behavior) and behavioral tendencies (covert behavior) such as attitudes, perceptions, and motivations, emerged as a result of the modeling process of anti-corruption behavior displayed by lecturers in activities daily campus as in the process of lectures in class and in the process of daily interactions between lecturers and students on campus. Lecturer behavior as a model of anti-corruption behavior is observed by students, and the results of the observation then emulate the behavior process.

Explanation of the observational learning process in shaping anti-corruption behavior of student activists, as follows: 1) Attention process: Anti-corruption behavior displayed by lecturers as a model of anti-corruption behavior for student activists, both in teaching and learning in class and in daily interactions between lecturers and students on campus, observed by students, observed and studied by students; 2) Retention process: The results of student observations about anti-corruption behavior displayed by the lecturer are then stored in the student's cognitive memory; 3) Motor Reproduction process: Students then have the ability and desire to display anti-corruption behavior as a result of the anti-corruption behavior displayed by the lecturer; and 4) Motivational process: then the anti-corruption behavior displayed by students is given reinforcement by the lecturer, so that the behavior will be maintained by students.

Furthermore, the results of observations and imitations of anti-corruption behavior conducted by student activists on anti-corruption behavior displayed by lecturers as a model, will be relatively permanent if followed by a process of reinforcement from lecturers. The form of reinforcement from lecturers given to student activists in shaping anti-corruption behavior can be in the form of negative reinforcement, such as reprimands, academic sanctions, and so on, and positive reinforcement such as praise, bonus academic grades, and so on.

Thus, the tendency of anti-corruption behavior in student activists arises because: (1) there is a modeling process, namely the process of observation and imitation by student activists on anti-corruption behavior displayed by lecturers both in academic activities in the lecture hall and in interactions between lecturers and students on campus; (2) there is a reinforcement process from lecturers given to student activists in strengthening anti-corruption behavior.

IV. CONCLUSION

Lecturers as role models have a very important role in shaping anti-corruption behavior in students. Anti-corruption behavior on students can be formed through the perspective of Cognitive-Mediatonal Theory which emphasizes the modeling and reinforcement process carried out by lecturers as role models. In the modeling process, lecturers display behaviors such as: transparency in values, timely lectures, lecture material accountability, democratic learning processes, transparency of student activity funds, discipline, responsibility and honesty. Anti-corruption behavior displayed by the lecturer is then copied and observed by students. Then through modeling students observe and imitate anti-corruption behavior. While the form of implementation of the reinforcement process is done through verbal and non-verbal forms, such as: reprimanding, reminding, sanctioning, praising, and giving bonus values. The reinforcement process of the lecturer is able to function as an aspect that reinforces the

emergence of anti-corruption behavior in student activists. The implementation of the modeling and reinforcement process by lecturers has an impact on increasing the tendency of anti-corruption behavior in student activists. The implication of the results of this study is that the formation of anti-corruption behavior in student activists can be done by lecturers through the implementation of cognitive-mediatonal theory.

Acknowledgment

REFERENCES

1. Puspito, Nanang T., Elwina, S. Marcella., Utari, Indah Sri., & Kurniadi, Yusuf., Pendidikan Anti Korupsi untuk Perguruan Tinggi, Jakarta: Kemendikbud RI, 2011.
2. Saifulloh, Putra Perdana Ahmad., Peran Perguruan Tinggi Dalam Menumbuhkan Budaya Anti Korupsi di Indonesia, Jurnal Hukum & Pembangunan, Vol. 47, No. 4: 459-476. 2017.
3. Harto, Kasinyo. 2014. Pendidikan Anti Korupsi Berbasis Agama. Intizar, Vol. 20, No. 1, 2014: 121-138.
4. Kristiono, Natal., Penanaman Nilai Antikorupsi Bagi Mahasiswa FIS UNNES Melalui Mata Kuliah Pendidikan Anti Korupsi, REFLEKSI EDUKATIKA: Jurnal Ilmiah Kependidikan, Nomor 9, Volume 1, Desember, hlm 40-45, 2018.
5. Haller, Dieter; & Shore, Cris (eds.), Corruption: Anthropological Perspectives, Pluto Press: London, 2005.
6. Syamsuddin, Aziz, Tindak Pidana Khusus, Jakarta: Sinar Grafika, 2011.
7. Chaerudin, Syaiful Ahmad Dinar; dan Syarif Fadilah, Tindak Pidana Korupsi : Strategi Pencegahan dan Penegakan Hukum, Bandung: Refika Aditama, 2008.
8. Undang-Undang Republik Indonesia Nomor 31 Tahun 1999 Tentang Pemberantasan Tindak Pidana Korupsi. Tambahan Lembaran-Negara Republik Indonesia Nomor 3874.
9. Junaidi, I Ketut Patra., 2018, Korupsi, Pertumbuhan Ekonomi dan Kemiskinan Di Indonesia, Riset Akuntansi dan Keuangan Indonesia, 3(1): 71-79, 2018.
10. Lindgreen, Adam, Corruption and Unethical Behavior: Report on a set of Danish guidelines, Journal of Business Ethics, Vol. 51, No. 1 (Apr., 2004), pp. 31-39.
11. Djaja, Ermansyah, Memberantas Korupsi Bersama KPK, Jakarta: Sinar Grafika, 2013.
12. Hidayat, Asep Syarifuddin., Pendidikan Kampus Sebagai Media Penanaman Nilai-Nilai Antikorupsi Bagi Mahasiswa, SALAM: Jurnal Sosial & Budaya Syar-i FSH UIN Syarif Hidayatullah Jakarta, Vol. 6, No. 1, pp.43-54, 2019.
13. Sheldon, Brian, Cognitive Behavioural Therapy: Research, practice and philosophy. Routledge: New York, NY, 1995.
14. Bandura, A., *Social Learning Theory,* New Jersey: Prentice-Hall, 1977.
15. Wilder, David A., & Carr, James E., Recent Advances In The Modification of Establishing Operations To Reduce Aberrant Behavior. Behavioral Interventions, Vol. 13, 43±59 (1998).
16. Kurgat, Alice; Chebet, Winnie T.; Rotich, Jacob K., Behaviour Modification and Organizational Development: Revisiting The Theories Of Learning. European Journal of Psychological Research, Vol. 2, No. 1, 2015.
17. Denzin, Norman K.; & Lincoln, Yvonna S., *Handbook of Qualitative Research* (terj.), Yogyakarta: Pustaka Pelajar, 2009.
18. Marvasti, Amir B., *Qualitative Research in Sociology: An Introduction,* London: SAGE Publications, 2004.
19. Babbie, Eral, *The Basics of Social Research*, Belmont, USA: Thomson Wadsworth, 2010.
20. Miles, Matthew B., & Huberman, A. Michael., Analisis Data Kualitatif, Jakarta: UI Press, 1992.
21. Moleong, Lexy J., Metode Penelitian Kualitatif, Bandung: Remaja Rosdakarya, 1998.
22. Jargin, Sergei V, and . 2019. Drugs and dietary supplements with unproven effects in research and practice. Journal of Complementary Medicine Research, 10 (1), 27-37. doi:10.5455/jcmr.20181223075028

23.   Bansal, S.K., Saxena, V., Kandpal, S.D., Gray, W.K., Walker, R.W., Goel, D.The prevalence of hypertension and hypertension risk factors in a rural Indian community: A prospective door-to-door study(2012)Journal of Cardiovascular Disease Research, 3 (2), pp. 117-123.
       DOI: 10.4103/0975-3583.95365