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The Effect of the Investigative Report Learning Model on Student's Perception of Anti-Corruption Behavior Development

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Abstract: This study investigates the change of students' perception of anti-corruption behavior in the religious subject. This qualitative research uses an investigative report learning model and in-depth interview groups that focus on high school students on religion subject. The results showed that the investigative report learning model had broader the perception of high school students' understanding of anti-corruption actions and behavior from before to after the investigation was implemented. Students can identify directly in the field through investigation sheets, such as the home and market environments. Some of the actions that can be identified are reducing the scales, hoarding basic materials, and providing inappropriate materials. Furthermore, the role of religious teachers is also a vast contributor by providing interventions in the form of explaining the relationship between the Qur'an and the story of the Prophet Muhammad to stuff findings considered that considered acts of corruption.

Key-words: Anti-corruption behavior, Corruption, Investigative report, Religion Subject, Student.

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1 Introduction

The best way to prevent corruption is through religious education [1]. Education is a reflection of the nation that determines its citizens' quality [2]. While religion is the main feature of human life and can be said to be one of the most potent forces, At the same time, influencing one's

actions, including influencing anti-corruption behavior [3]. So that religious education is a fundamental element needed in preventing corruption from an early age forests [4]. Some phenomena of high school students who take part in rallies or demonstrations on the streets which join students without knowing the essence of the

demonstration, such as the case of the demonstrate which of the revision of the Law on the Criminal Code (KUHPidana) and the Corruption Eradication Commision (KPK) in 2019 in Indonesia [5] and demonstrations against the ratification of the work copyright law using the omnibus law concept in 2020 in the midst of the Covid-19 pandemic [6]. This fact shows that students' understanding of the tamidhe situation of the nation and State is still low, so it is urgent to make prevention efforts at school level students.

The effectiveness of preventing corruption can be seen from a person's anti-corruption behavior. Anti-corruption behavior is a manifestation of personal understanding and assessment of acts of corruption so that someone who understands the dangers of corruption will undoubtedly behave well and anti-corruption [7].

Therefore, it takes an innovation in education that has a definite correlation between realizing anti-corruption behavior [8]. The investigation report learning model is the solution [9]. This model can provide more understanding and experience to students by requiring students to be able to identify acts of corruption that occur in the surrounding environment then go directly to the field to investigate and collect data by viewing and analyzing the process of corruption, ranging from photos, videos, and events, which exists [10]. Furthermore, the analysis results are stated in an investigation sheet, then each student or group is asked to make a final report [11].

The investigative report learning model can give students direct experience because they directly see and identify acts of corruption in the surrounding environment so that the data obtained is primary and memorable data for students [12]. The implications will be huge because the investigative report experience will be stored in even the students' subconscious [13].

Research concerns about Students' Perceptions of Corruption in the Place of Corruption and Its Impact on Learning Motivation [12]. The results show that most students think that the work environment influences the emergence of the urge to commit corruption in the future when they work. The research prompted the team to propose to be called upon to conduct qualitative research on high school students who are one level below university. This is done to prevent it from an early age by providing anti-corruption education integrated into religious subjects. In addition, high school students' motivation must be maintained and even increased, but not in a negative direction, such as committing acts of corruption. The investigative report learning

model is a solution that will provide positive motivation to students as future national leaders.

Last relevant research is the Efforts to Prevent Corruption Crimes Through Community Participation [14]. Research conducted by Ridwan (2014) was conducted to see how the influence of community participation on corruption. The results obtained indicate that the greater the participation of the community, the less likely it is for corruption to occur. According to Sadjipto Rahardjo [14], social control theory says that social control is a process to influence a person to behave as society expects. The results of this study made the proposing team interested in researching how to shape and improve the anti-corruption behavior of school students so that in the future, these students do not commit acts of corruption. Innovation through anti-corruption education in religious subjects with an investigative report learning model involves students conducting field investigations and mingling with the community.

28 It is relevant with the theory that has existed since the end of the first world war, the Deterrence theory [15]. This theory has been used in various aspects, such as military strategy, politics, Law, etc. Various studies have been carried out up to the current modern era, including criminal acts, such as corruption. This research adopts prevention theory as a foundation as the parable "prevention is better than cure," which can be interpreted in the aspect of a criminal act, then "prevention is better before there is a victim." The research that will be carried out will emphasize preventing corruption in real terms through anti-corruption behavior. Students will be asked to conduct field investigations and identify corrupt acts that occur in their surroundings [16]. Furthermore, the investigation results are poured into an investigation sheet, then an investigation report is made and then discussed together with students through the direction of the teacher of religious subjects.

This study will also explain to students that acts of corruption occur due to the lack of individual control over the impulse 13 to commit acts of corruption and the failure of society to prevent community members from committing acts of corruption. Investigation directly into the field by identifying what actions are classified as acts of corruption will bring out all student perceptions. Furthermore, these students' perceptions will be brought together and discussed together in class under the direction of the religious teaching teacher. Differences in existing perceptions will then be equated through a religious approach so

that students' perceptions of the importance of anti-corruption behavior will be the outcome, while the practice of anti-corruption behavior in students' daily lives will be the output of this study.

Furthermore, the implications of the investigative report model will be strengthened by synergies in religious subjects that will form and build the Spiritual Quotient (SQ) or spiritual intelligence of students with the direction of teachers of religious subjects so that the impact will be more significant and more prolonged [17, 18]. On the way, students will be able to achieve achievements in the cognitive (knowledge), affective (values), and psychomotor (skills) aspects of what corruption is and how it is corruption, so that anti-corruption behavior will be indirectly applied by students in their lives, even becoming able to become a strong character imprinted in students.

2 Problem Formulation

The focus of the questions in this study are as follows:

1. How are students' perceptions of anti-corruption behavior before using the investigative report learning model?
2. How are students' perceptions of anti-corruption behavior after using the investigative report learning model?

3 Methods

This qualitative research will emphasize students' perceptions of anti-corruption behavior by implemented the investigative report learning model on religious subject [19]. The approach used in the field observation [20] and in-depth interview [17, 21]. The data collection technique used is investigative sheet, then discuss the results of investigation through the in-depth interview [22]. The in-depth interview focuses on the data obtained from the student determined and then pays attention to the changes that occur before and after the investigative report learning model is given at the field [23]. The result is that we can find out to what extent students' perceptions of anti-corruption behavior change through religious subjects.

The data analysis technique used is document analysis (text analysis) and audio analysis (audio analysis) [22]. This technique will process, review, and compare data from the police about crime trends which are then presented in tables and graphs for

easy reading [24]. Furthermore, the audio analysis will be carried out on the recordings of in-depth interviews repeatedly in order to get accurate results [25].

The population is a collection of objects to be studied as a whole [20]. The population in this study were high school students throughout Gowa Regency, Sulawesi Province South, Indonesia. While the sample is a small part of the population taken by the researcher as a reference to the data source, the sample is smaller than the population and must come from the same type of population [22]. Therefore, the sample of this study was students in religious subjects in 3 schools consisting of 1 public schools, 1 vocational, and 1 private Islamic school, which were chosen randomly [26].

4 Results and Discussion

This study involved 150 respondents from 3 samples: high school students in Gowa Regency, South Sulawesi Province, namely School 1, School 2, and School 3 representing State, vocational and private Islamic schools. Here are the details of the research respondents

Table 1. Distribution of Research Respondents

School name	Kinds of School	Number of respondents
School 1	Public	50
School 2	Vocational	50
School 3	Private Islamic	50
Amount		150

Source: Primary data managed by researchers

The data above was obtained based on an incoming investigation sheet sent by the respondent via google form at the link <https://forms.gle/JzCvp6JKzRWmJ4XR9> as of August 31 until December 31, 2021 used Indonesian language. Furthermore, the data obtained were then processed into two main topics, namely as follows.

4.1 Student Perceptions Before Using the Investigative Report Learning Model on Religious Subjects

This study found that all respondents did not know the meaning of the investigative report learning model. In addition, the perception of students on the understanding and forms of corruption in theory and practice is also very lacking. This finding shows that 85% of respondents do not understand the act of corruption, while the remaining 15% do not understand the act of corruption. In addition, the results of the investigation sheet show data that students' interest in the importance of anti-corruption behavior is also still lacking. The next thing that was found was that when student's presentations in the religious subject were carried out, several considerations were obtained that caused students' lack of knowledge about anti-corruption behavior, namely, follows.

a. The Term Anti-Corruption Behavior is Still Partial Understanding to Students

Most of the students who were also respondents in this study did not know the term anti-corruption but knew the term corruption. This finding is illustrated when students' enthusiasm is excellent when discussing what acts of corruption are and what forms of corruption are. This is reinforced by the statement of the students that their religious teachers who said that the rampant corruption cases in Indonesia made the news in print and online media filled with news of corruption cases. As a result, students become familiar with corruption cases that occur. In addition, motions for corruption are sometimes used as learning materials in citizenship or other subjects. In the end, students' knowledge about acts of corruption is only at the government level where if the perpetrator is an official, then it is an act of corruption, and if not an official, then the act is not included in corruption.

On the other hand, the notion of anti-corruption behavior is still very poorly understood by students. This is obtained from the investigation sheet results, which shows that 85% of respondents do not know what is said to be anti-corruption behavior, while the remaining 15% know, but not completely. Therefore, respondents were introduced to anti-corruption behavior through an investigative report learning model for approximately five months to find out the changes.

b. Students' Lack of Concern for Anti-Corruption Behavior

Based on the results of the in-depth interview, it was found that most of the students were less concerned about acts of corruption and anti-corruption behavior. This tendency can be seen from the enthusiasm of students who are not great when

discussing anti-corruption behavior. This is also in line with students' ignorance about the term anti-corruption behavior. This lack of care occurred, especially for respondents who were not and were less active in the data collection process, such as the experiences and recordings of the researchers.

The results of the interview showed that some of the reasons for this lack of caring arose from the students' pessimism in seeing the conditions in the surrounding environment, such as rampant crimes that occurred, such as drug crimes among students, crimes of theft, crimes of burglary, and so on, but did not get the punishment they deserved. Some incidents occur in student circles, such as students living in market environments and densely populated housing areas that are prone to criminal acts. As a result, students become pessimistic about anti-corruption behavior that must be carried out early.

c. Student Environment

The environment around students is also an essential factor. Respondent students who come from various backgrounds, different places of residence, and different parental occupations also influence. Students who have an established family background with permanent job parents, such as civil servants and company employees who live in the city center, tend to have a broad knowledge compared to students who live in suburban areas. Researchers in the following graph have summarized this fact.

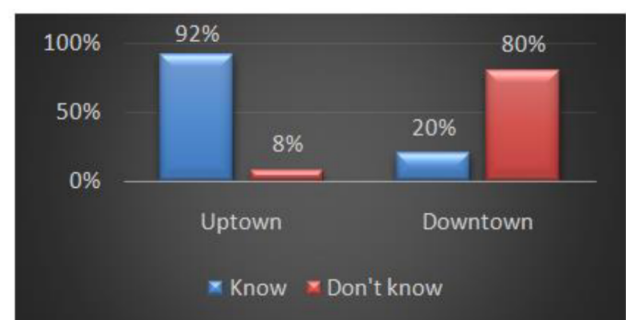


Fig. 1: Percentage of Respondents Who Know and Do not Know about Anti-Corruption Behavior
Source: Results of interview processed by researchers

The data in the picture above shows that the surrounding environment, such as the environment where they live and the influence of their parents play an important role in the level of students' knowledge about anti-corruption behavior.

4.2 Student Perceptions After Using the Investigative Report Learning Model on Religious Subjects

After being given an investigative report learning model to students, there were significant changes in students in several aspects, namely, follows.

a. Increased Understanding of Corruption and Anti-corruption Behavior

The investigative report model requires students or respondents to go to the field. From a total of 150 respondents who filled out the investigation sheet, it was found that they were trying to identify anti-corruption actions and behaviors around them. Some of the environments that students identify are market environments, schools, print and online media, neighborhood environments, etc. Respondents were asked to identify while maintaining the 3M protocol (wearing masks, washing hands with soap, and maintaining distance) and collecting data safely. Compared with students' understanding before the investigative report model was given, there was a significant increase in understanding what acts of corruption are, what types of corruption are, and when they occur. The following is the data obtained from the investigative sheets and group presentations made by the respondents.

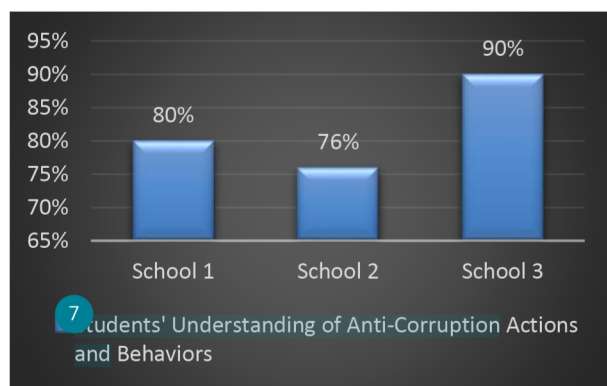


Fig. 2: Data on Increasing Students' Understanding of Anti-Corruption Actions and Behaviors

Source: Investigation sheet data processed by researchers

The data above shows an increase in student understanding of each respondent who actively fills out the investigation sheet. At School 1, a public high school located in the center of the capital city of Gowa Regency, there are at least 40 respondents from 50 students whose understanding has increased. While School 2 Gowa, which is a

vocational high school which is also located in the center of the capital city of Gowa Regency, there are 38 of the total 50 active respondents who have an increase, while School 3, which is located on the outskirts of the capital of Gowa Regency has 45 of 50 active respondents who have an increase. This finding further confirms that the location of students and their school also affects increasing students' understanding, as the results in Figure 2. This increase in understanding can be seen more clearly in identifying anti-corruption actions and behaviors, which will be explained in the next point.

The increase that occurs can be seen in the perceptions of students, most of whom think that:

"It turns out that acts of corruption are not just stealing, but are broader than that, such as not being on time and intentionally being late for class. Meanwhile, in work, corruption can also be done by everyone, not just the government. Therefore, an anti-corruption attitude is also critical to avoid acts of corruption."

This opinion is the majority of students' ideas after conducting an investigation. Therefore, it is clear that there is an improvement from this investigative reporting model in students.

b. Able to Identify Corruption and Anti-Corruption Behavior in the Surrounding Environment

The increase in students' understanding is directly proportional to the ability to identify anti-corruption actions and behaviors. At first, students were still laymen and did not know about anti-corruption actions and behavior, where all students thought that acts of corruption could only occur at the level of government officials, such as the people's representative council, ministries, state institutions. After going to the field to investigate in groups, students know that corruption can also occur in the most miniature environment, such as neighborhood life, market environment, and others.

Based on the investigation sheets and in-depth interview conducted, it was found that the identification of corruption acts according to the respondents can be seen in the following table.

Table 2. Anti-Corruption Actions and Behaviors
Result of Respondents Identification

Activities	Corruption	Anti Corruption Behavior
Buy and sell in the market using modified scales	Yes, including acts of corruption	Merchants must give fair and honest scales
Some people hoard specific vitamins during the Covid-19 pandemic	Yes, including acts of corruption for hoarding goods for their interests so that other people don't	Everyone has to share
Food vendors use too much sweet juice and lots of ice cubes, so the food and drinks taste good, and the portions are big	get a share	We recommend that food or beverage traders provide the best service with the right ingredients so that it tastes good and many people like it
Traders who sell unfit or damaged goods, such as selling rotten vegetables and fish	No, because it includes the strategy and choice of each food or beverage merchant	Traders should not sell things that are already rotten
Social assistance in the form of staples from the government mixed with ingredients to get more benefits	Yes, because the merchant deliberately hides or disguises his rotten merchandise and then sells it, then that is an act	The government's social assistance should be distributed correctly and adequately without mixing for personal interests.

Source: Student investigation sheet data processed by researchers

The data in table 2. is the mode that most often

appears on 150 sheets of investigations carried out by students who are also respondents in this study. Most of the respondents conducted direct field investigations to places closest to their homes, such as street vendors, mobile vendors, warungs, markets, and even though television and the internet. This shows the great enthusiasm of the students in finding out for themselves which anti-corruption actions and behaviors are.



Fig. 3: Investigative activities carried out by respondents

Source: Investigation sheet data processed by researchers

The ability to identify anti-corruption actions and behaviors of the respondents needs to be appreciated. Researchers see that high school students' ability, whether from public high schools, state vocational schools, and private Islamic schools, has a good understanding. In the implementation, the students were still enthusiastic, so the presentation ran smoothly.

c. Religious Intervention as a Booster and Control Tool for Anti-Corruption Actions and Behaviors

The following finding is the identification of anti-corruption actions and behaviors that can be divided into several categories, namely:

1) Reduce the Scale

Corruption acts such as reducing the scales into many findings in the investigation sheet and for example, reducing the scale of the object of sale,

especially the weight of food and drinks, while on the other hand, still using the same price or disguise it, so that consumers are deceived. This result is mainly found in the market, especially sellers who use scales as a measuring tool, such as fruit sellers, fish, vegetable sellers, etc.

Based on the results of the interview, in this matter of reducing the scales, the respondents said that religious teacher provides input or intervention using the Qur'an surah Al Mutaffifin, especially verses 1 - 3, namely:

وَيْلٌ لِّلْمُطَفِّفِينَ ۝ ۱ الَّذِينَ إِذَا أَكْتَالُوا عَلَى النَّاسِ يَسْتَوْفُونَ ۝ ۲ وَإِذَا كَالُوهُمْ أَوْ وَزَنُوهُمْ يُخْسِرُونَ ۝ ۳

It means:

- Great misfortune to those who cheat;
- (i.e.) people who, when they receive a dose from someone else they ask to be fulfilled;
- Moreover, when they measure or weigh for others, they subtract.

The reaction of the students after hearing and listening to the explanation of the religion teacher about this matter was that they were very enthusiastic by asking several questions about the dangers of reducing the scales, especially in terms of buying and selling activities. This is because reducing the scale is reducing the original value of the object, such as a unit of weight or liters, which is very detrimental to consumers. In some cases, students even found that this reduction in scale was also accompanied by materials that were no longer fit for consumption.

In addition, this religious intervention is also a booster and control tool for students, where respondents who are still in the learning stage will more quickly understand and understand the dangers of reducing the scales because the result is getting into sin and going to hell. Psychologically, of course, this affects the students, who will then be embedded longer in the subconscious of students. The impact is that these high school students will have a high anti-corruption attitude, ranging from avoiding and calling for the truth to things considered sources of corruption.

2) Hoarding Staples Stocks

The act of hoarding staples here is storing essential ingredients, such as food, drinks, medicines, and other things that are needed by the community so that only some people can enjoy it. Examples are drug hoarding and vitamins, especially during this Covid-19 pandemic, such as cold medicine and certain brands of milk drinks to

maintain stamina. Currently, it is common for these basic materials to become scarce, while if the goods are available, then the price has soared higher than the regular price.

The results of the interview showed that the hoarding of staples occurred in all areas of the student environment who were the respondents. Students saw that there were certain places where the basic materials needed were available, but the prices were very high, while they could not be found in other places. Respondents perceive this as an act of corruption that takes advantage of conditions for personal gain where everyone else should help ease the burden of fellow human beings.

Religious intervention is also used in this case, where hoarding goods in Islam and then selling them at high prices to get big profits is called *Ihtikar*. The Law is agreed upon by the illegitimate scholars because there is an element of injustice or ugliness. This is an exception if the party hoards the goods for the needs of themselves and their families and the benefit of the people, then it is permissible.

Furthermore, the results also showed that students were very enthusiastic to hear that in Islam, it is also not allowed to hoard basic materials. The students said that they are very supportive and willing to avoid acts of corruption, as well as improve anti-corruption behavior, after seeing firsthand the forms of corruption and hearing the consequences based on the Qur'an and hadith.

3) Give Inappropriate Items

The respondents acknowledge their religion teachers provided the religious intervention about giving inappropriate goods as acts of corruption are given in the form of a story at the time of the Prophet Muhammad. The story is:

Once the Prophet SAW passed a market, he found a food seller who piled up his food ingredients. It could be like a pile of grains, some on top and some on the bottom. The ingredients above look good, with no flaws. However, when the Messenger of Allah put his fingers into the pile of food ingredients, he found that some were wet from the rain (which means the food was defective).

The seller puts it at the bottom so that the buyer can see only the good parts. The Prophet also rebuked this act and censured it because this means deceiving buyers, who will think that all the ingredients are suitable.

A believer should explain the condition of the goods to be sold, especially if the goods

have defects. As he said, "Whoever cheats then he is not from our group."

Source: Data from interview with respondent

Based on the story, it can be seen that Islam does not teach to deceive others, including giving inappropriate items. An example of this story is a vegetable vendor who sells wilted vegetables and then disguises them by continuously pouring water on them to make them look fresh. It is clear that this is an attempt to deceive others, which can impact the health of consumers. The reaction of students who were respondents was very enthusiastic and agreed with the story. Furthermore, the religious teacher gives directions to avoid corruption and increase anti-corruption behavior by not deceiving others, such as giving wrong items to others.

5 Conclusion

The investigative report learning model has proven to be successful in improving the knowledge of high school students' understanding of anti-corruption actions and behavior. Students' understanding of anti-corruption actions and behaviors that initially only revolved around the government level has increased at a broader level. Students can identify directly in the field through investigation sheets, such as the home and market environments. Some of the actions that can be identified are reducing the scales, hoarding basic materials, and providing inappropriate materials. Furthermore, the role of religious subjects and teachers are also huge contributor by providing interventions in the form of explaining the relationship between the Qur'an and the story of the Prophet Muhammad to students' findings of acts that are considered acts of corruption. The final impact obtained is that students' understanding of anti-corruption actions and behavior will increase and psychologically help students avoid acts of corruption and spread the importance of anti-corruption behavior.

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18. Contribution of Individual Authors to the Creation of a Scientific Article (Ghostwriting Policy)

Nurlaelah carried out the data processing and manuscript preparation as the corresponding author. Muhammad Ikram Nur Fuady was organized the permit with the school and the respondents. Muhammad Yaasiin Raya has organized and executed the interview instruments. Andi Mulyono and M. Thahir Maloko were responsible for the interview implementation.

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