



DEVELOPMENT OF ANTI CORRUPTION EDUCATION AS A MEDIA OF SELF-CONTROL OF STUDENTS IN HEALTH EDUCATIONS

Inge Angelia^{1*}

SyedzaSaintika's Health Science Institute

*Corresponding author: angeliakhairita01@gmail.com

ABSTRACT

The purpose of this article to see if the Anti-Corruption Education has an influence on student self dick. Apart from that, this article aims to describe how the role of anti-corruption education in the form of self-control students. This research is combined (Mixed-Methods). The study combined quantitative and qualitative methods. Instrument data collection using questionnaires and interview guidelines. Questionnaires were distributed to 75 respondents to collect quantitative data. As for the qualitative data was conducted depth interviews with 10 informants. Test the validity of the data that is used source triangulation method. research findings show that of the 75 respondents 38 (50.7%) had never received anti-corruption education and 44 respondents (58.7%) have a good self-control. The results showed that there were anti-corruption education effect on student self-control with P-Value 0,000. The results of interviews showed that there is a change in the implementation of student self-control after getting the anti-corruption education. These results indicate that the importance of anti-corruption education is given to students in order to have a good self-control so as to form the character of students who could be useful to them in everyday life. Affiliate quantitative and qualitative findings have provided The information that can be used by the college, the faculty in developing self-control students.

Keywords: Anti-Corruption Education, Self Control, Development, Student In Health Educations

INTRODUCTION

Self-control is generally a person's ability to control himself knowingly to perform actions that do not harm others or acts that do not violate the norm. Individuals who have a good self-control it will be able to face the trials or challenges in life. Self-control is a very important thing owned by individuals to be accepted by the community as well (Malte, 2009) (Mehmet, 2017) (Michael, 2015). Recent studies related to self-control to the management to concentrate a lot of self-control by means of self-management. As the article study conducted by Serdar Sukan (2019) under the title The mediating Role of Stress on the Effect of Self-Control and Self-Management on Level of Hope in Coaches.

Self-control in an academic context is the students' ability to control himself to respond with actions that may harm himself and others in the process pembelajaran, especially in the era of the Industrial Revolution 4.0's, many students are not able to control himself against addiction-kencanduan internet, so that the pembelajaranpun process them busy with its gadgets (Zana, 2019). Therefore, a student at the present time also need to be equipped with the learnings that can develop self-control. One of the learning that students can develop self-control that anti-corruption education (Jin Liu, 2012) (Lindsey, 2016).

Anti-corruption education is a growing anti-corruption values to learners, so that learners can recognize



and know the behaviors that are categorized as corrupt behavior. Anti-corruption education has a purpose: first establish knowledge and understanding forms of corruption and its aspects; second, modifiers perceptions and attitudes of learners towards kourpsi; Third, establish new skills and proficiency in the fight against corruption (Hakim, 2012) (Ararat, 2012) (Evgenij, 2016).

The study analyzed from the perspective of learning and psychological which saw education influence anti-corruption against self-control students and describes how to change self-control students after the education of anti-corruption, so this research can provide information about the education of anti-corruption was so needs to be given to students in order to develop self-control. Student self-control development through education has not been getting the attention by researchers in Indonesia. In particular, the study will look at the role of anti-corruption education to self-control student at the college.

Based on this background, the purpose of this study as follows:

- 1) Unknown whether there is influence of anti-corruption education of the student self-control.
- 2) Analyze and describe how changes in student behavior after getting the anti-corruption education.

MATERIAL AND METHODS

This research was conducted at the College of Health Syedza Saintika Padang West Sumatra Province of Indonesia. Research conducted on students of S1 Nursing with the number of respondents 75 people and informants as many as 10 people. Intake of respondents were accidental sampling

and for making informant by purposive sampling.

The research instrument: Quantitative research instruments using a questionnaire that was tested for validity. As for the in-depth qualitative methods dengna Interview conducted using interview guides are made based on the purpose and research problems. Guidelines for the interview just as the limits used in interviewing informants, but at the time of execution of researchers trying to dig deeply information held by the informant.

Data collection procedures: The study was originally conducted by validity questionnaires to 20 people who are not responders, but it has the same background with respondents to be taken. Research questionnaires distributed by the researchers to the students of nursing s1 encountered by researchers. And ask the 10 students who had never received anti-corruption training for in-depth interviewed.

Quantitative Data Analysis Procedures: Quantitative data analysis used in this penelitina that the profile of respondents, namely gender, education, anti-corruption, and self-control students perangka analyzed using SPSS version 18.

Qualitative Data Analysis Procedures: Methods of data collection using depth interviews with 10 informants who have obtained anti-corruption education. Qualitative methods were used to answer questions tidka can be answered by using quantitative methods (Richards & Morse, 2012). Qualitative methods in this study to analyze and describe bagaimana self-control changes experienced by the students after getting the anti-corruption education. The results of the interview taped by investigators after that will be made in writing and systematically transkripnya. From the results of this writing, researchers will understand and



assess data categorized. Triangulation method performed by the researchers is a member checking.

RESULT

On the results of this study will describe the results of research that the characteristics of respondents,

self-control, anti-corruption education and the influence of anti-corruption education of the student self-control. For more details can be seen as follows:

**Table 1
Profile of Respondents**

Gender	f	%
Male	19	25.33
woman	56	74.67
amount	75	100

According to the table 1 the characteristics of the respondents of this research is composed of 74.67% of the

respondents were female. And 25.33% of respondents are male.

**Table 2
Frequency Distribution of Anti-Corruption Education**

Education Anti-Corruption	f	%
Never	37	49.3
Ever	38	50.7
amount	75	100.00

Based on table 2 it can be seen that out of 75 respondents found that 38

(50.7%) of respondents had been assigned the anti-corruption education.

**Table 3
Frequency Distribution of Student Self-Control**

Self control	f	%
not terknontrol	31	41.3
controlled	44	58.7
amount	745	100.00

Based on table 3 it can be seen that out of 75 respondents found that 31

(41.3%) of respondents did not have a good self-control.

**Table 4
Effect of Anti-Corruption Education Against Self-Control**

SELF CONTROL	Education Anti-Corruption				amount		P Value
	Never		Ever		F	%	
	F	%	f	%	F	%	
Not controlled	28	90.3	3	9.7	31	41.3	0,000
controlled	9	20.5	35	79.5	44	58.7	
amount	37	49.3	38	50.7	75	100	

Based on Table 4 that of 31 respondents did not have a good self-control, there were 90.3% (28 people) never get the anti-corruption education and 9.7% (3) never received anti-corruption education. Of the 44 respondents who have a good self-control, there are 20.5% (9) never

get the anti-corruption education and 79.5% (35 people) never get the anti-corruption education.

After testing statistics obtained P-Value 0.000 (P <0.05) means that H0 DENIED. And it can be concluded that the existence of a significant association



between anti-corruption education and self-control students.

Based on the results of in-depth interviews with 10 informants can be concluded that 7 of the informant after getting anti-corruption education has a good self-control. Self-control changes occurred after the informant obtain anti-corruption education. According to the anti-corruption education informant informants realize that the importance of instilling the values of anti-corruption in everyday life. Nillai-value anti-corruption education informants get such as: honesty, caring

DISCUSSION

Research studies conducted to determine the effect of anti-corruption education of the student self-control. Aside from this study also aims to analyze and describe the existing self-control changes in students who have obtained anti-corruption education.

From the results of the findings research of 75 respondents 38 (50.7%) of the respondents have obtained anti-corruption education of 38 people is 35 (79.5%) have a good self-control. While 37 respondents who have not received anti-corruption education is only 9 (20.5%) who have a good self-control. Based on these findings, it can be seen that anti-corruption education has an important role to self-control students. This is in line with the results of interviews of respondents to some informants said, that once they get anti-corruption education they are more able to control themselves well. This is because the knowledge gained during the anti-corruption education.

CONCLUSION

Based on these findings, it can be seen that anti-corruption education has an important role to self-control students. This is in line with the results

values, the value of self-reliance, the value of discipline, the value of responsibility, the value of hard work, a simple value, the value of courage and justice.

The informant stated that during this time many corrupt acts have been done in everyday life, because during this time the informant considers corrupt behavior is only concerned with the power and money of the country. So based on this informant trying to control ourselves better in order not entangled into corruptive behaviors.

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