

Podcast Project: Anti-corruption Education to Improve Human Resources in the VUCA Era

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Abstract

As one of the most corrupt countries in Southeast Asia, Indonesia needs to take preventive steps. One of them is by providing anti-corruption education to the younger generation. Anti-corruption education is needed to improve human resources in the current VUCA era. Anti-corruption education is given to students because youth are the future of the country and nation. One function of the basic sociological concept is the medium of communication. As Löw said, distant spaces and different spaces can be combined through the verbal and visual contact provided by telecommunications technology. Now we live together with gadgets and digital media, one of which the public is interested in is podcasts. Podcasts are not limited by space and time, so they can be accessed by the public. The podcast project was created so that students, who are the younger generation, are aware of issues of corruption in everyday life. This study aims to analyze podcasts as an anti-corruption educational medium for youth. This study uses qualitative analysis with a case study approach. The results of the study show that anti-corruption education through podcasts is of interest to the younger generation. The podcast project as an anti-corruption education medium is one of the right preventive steps to improve the quality of human resources. Podcast projects carried out by youth can be disseminated to the public to increase public awareness regarding corruption.

Keywords: anti-corruption, podcast, space, VUCA era, youth

INTRODUCTION

Based on the Corruption Perception Index released by Transparency International (2023), in 2022, Indonesia is ranked 110th out of 180 countries as the most corrupt country. In Southeast Asia, the first most corrupt country is Myanmar at 157th; second, Cambodia is ranked 150th; third, Laos is ranked 126th; fourth, the Philippines is ranked 116th; then Indonesia is ranked 110th (Transparency International, 2023). So, based on this index, in 2022 Indonesia will be the number 5 most corrupt country in Southeast Asia.

The journey of eradicating corruption in Indonesia has been carried out since the beginning of independence. The government has made laws and regulations on corruption eradication, formed the Corruption Eradication Team in 1967, and formed the Corruption Eradication Commission in 2003 (Puspito & Kurniadi, 2018). However, these efforts have not yet overcome corruption cases that continue to be rife in Indonesia. This is evident from the Corruption Perceptions Index report released by Transparency International, which shows Indonesia's score has decreased a lot, from a score of 38 in 96th place in 2021 to a score of 34 in 110th out of 180 countries surveyed (Widoyoko, 2023).

Based on these conditions, Indonesia needs to take preventive steps to prevent

corruption. Corruption is not a single problem. Corruption itself takes many forms, not only taking public money to enjoy itself. In fact, often intentionally arriving late for school or work, inefficient work by buying time, cheating on exams or taking other people's ideas are also forms of corruption that are often not realized. Corruption has become so entrenched that many people turn a blind eye or allow it to happen because it is considered 'petty corruption' which is not dangerous or does not really harm the public.

The nature of corruption is 'hidden' so that many corruption incidents are not known (Gorta, 2013). In order for us to be able to fight corruption, it must be clear what corruption is, the forms of corrupt behavior, what lies behind corruption, the corruption effect, and so on. A more proactive method of preventing corruption in the future is corruption resistance (Gorta, 2013). Corruption is an act related to bad character, so cultivating anti-corruption in Indonesia takes a long time (Rinenggo, *et al.*, 2022).

Now that this is the era of the VUCA world, there are various factors that threaten organizational performance (Bennet and Lemoine, 2014). The thing that must be done to maintain and improve performance in the VUCA era is to increase human resources (Bennet and Lemoine, 2014). In this VUCA era, we must have hard skills and soft skills competencies, where soft skills include a mindset or perspective on a problem (Ismawaty, 2022). Anti-corruption education is needed to improve human resources in the current VUCA era.

This new focus on corruption was part of the campaign for 'good governance' that was inaugurated at the annual meetings of the IMF and World Bank in 1996 because corruption is a global problem (Ivanov, 2007). Corruption is not only the responsibility of law enforcement agencies (Prasetyo, *et al.*, 2021), so society also needs to be involved in efforts to eradicate corruption. Anti-corruption education needs to be realized normatively or practically, both within the family, school, community and state (Rinenggo, *et al.*, 2022).

Three elements in the corruption eradication strategy are prevention, prosecution, and community participation (Puspito & Kurniadi, 2018). The state can carry out anti-corruption education in schools (Alatas, 1982; Manurung, 2012; Rinenggo, *et al.*, 2022), in universities (Manurung, 2012; Yusuf, 2019; Rinenggo, *et al.*, 2022), and in public sector (Gorta, 2013) or in other institutions (Alatas, 1982).

The sustainability of a country depends on educated, modern and skilled youths because they are the ones who are responsible for the country in the future (Alisher & Sherali, 2020; Dewantara, *et al.*, 2021). An effective investment is an investment in education by educating youth by instilling a spirit of patriotism and national values (Alisher & Sherali, 2020). Education is not only for transferring knowledge, but especially for shaping the character of the nation's youth as agents of change (Kadir, *et al.*, 2018).

The university prepares students before going into society (Dewantara, *et al.*, 2021). In an effort to foster an anti-corruption culture for students, one of the strategic roles that universities can carry out is moral improvement through education about corruption and its scope (Iskandar, 2018). In the Sociology Study Program at the University of Jember,

there is a Sociology of Corruption course. Students can feel boredom when given material continuously. In the Corruption Sociology class, students are still given materials and discussions and then given the mandate to create an anti-corruption podcast project.

From the results of research by Soemanto, *et al.* (2014), public knowledge about corruption comes from horizontal communication and comes from the mass media. According to Löw (2016), one function of the basic sociological concept is the medium of communication. Now more and more corruption cases can be seen on various social media (Dewantara, *et al.*, 2021). Social media platforms are needed to increase community participation, especially with youth, on political issues (Baharuddin, *et al.*, 2021).

Kini kita hidup berdampingan dengan gadget dan media digital. Salah satu media digital yang diminati masyarakat adalah podcast. Podcast tidak dibatasi oleh ruang dan waktu, sehingga dapat diakses oleh publik. Pendidikan tinggi memanfaatkan berbagai platform media social termasuk podcast untuk saling berbagi informasi dan juga bertukar pikiran (Zebua & Julyana, 2022). Mahasiswa hari ini tergolong generasi muda yang lahir berdampingan dengan internet. Podcast project dibuat agar mahasiswa yang merupakan generasi muda sadar akan isu korupsi dalam kehidupan sehari-hari. Oleh karena latar belakang tersebut, penelitian ini bertujuan untuk menganalisis podcast sebagai media pendidikan antikorupsi bagi generasi muda.

Now we live side by side with gadgets and digital media. One of the digital media that people are interested in is podcasts. Podcasts are not limited by space and time, so they can be accessed by the public. Higher education utilizes various social media platforms, including podcasts to share information and exchange ideas (Zebua & Julyana, 2022). Today's students belong to the younger generation who were born side by side with the internet. The podcast project was created so that students who are the younger generation are aware of the issue of corruption in everyday life. Because of this background, this study aims to analyze podcasts as an anti-corruption educational medium for the younger generation.

METHOD

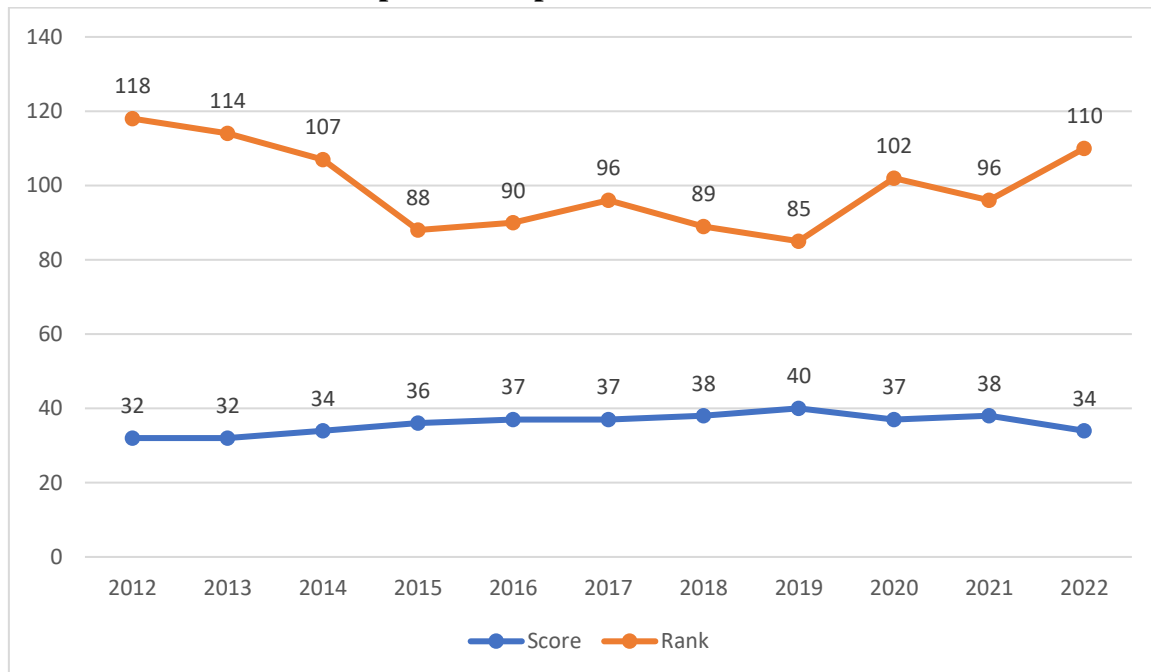
This research uses qualitative methods to produce qualitative data (Miles & Huberman, 1992). The approach strategy used is descriptive case studies, through detailed and in-depth data collection and reporting of case descriptions and case themes (Creswell, 2014). Researchers take advantage of a relatively long time (prolonged time) for research, namely from the beginning of lectures starting in August to December, to support the security or validity of research results (Creswell, 2017). Analysis of the research data used interactive model analysis by Miles and Huberman (1992), which included data collection, data reduction, data presentation, and conclusion/verification. The Sociology of Corruption course consists of three classes. Primary data collection was carried out by examining the three classes from the beginning to the end of the semester. Secondary data was obtained through archives of relevant journals, books and websites.

RESULTS AND DISCUSSION

Corruption in Indonesia

Corruption is one of the factors causing the justice and prosperity of a nation to not be achieved (Puspito & Kurniadi, 2018). The experience of Indonesia's Corruption Perception Index in the last ten years is presented in the following chart.

Chart 1. Corruption Perception Index Indonesia 2012-2022



Source: Secondary data from <https://www.transparency.org/en/cpi/>

Chart 1 above shows Indonesia's Corruption Perception Index for the last ten years, from 2012 to 2022. The number of countries surveyed was 180 countries. Scores range from 0-100. The lower the score obtained, the lower the Corruption Perception Index of a country. The Indonesian Corruption Perception Index for the last 10 years was the worst in 2012 and the best in 2019. The 2022 Indonesian Corruption Perception Index is almost the same as conditions in 2014. During the 2012-2022 period, Indonesia's Corruption Perception Index scores fluctuated by 1-3. The most decrease in scores in 2022, namely 4, so that Indonesia is ranked 110th most corrupt country in the world.

The sociological perspective views corruption as a social problem, an institutional problem, and a structural problem (Sofa, 2018). Corruption is not a single problem, corruption is power or position, which includes many different forms (Gorta, 2013). Corruption occurs at various levels and is carried out by almost all groups of people in everyday life, so it is often considered a trivial matter (Puspito & Kurniadi, 2018).

There are three types of corruption phenomena, namely bribery, extortion, and nepotism (Alatas, 1982). Referring to Alatas (1982), things that include bribery, for example, civil servants receiving gifts from the private sector to provide things that benefit the giver; extortion, for example asking for gifts when carrying out public duties;

and nepotism by placing relatives, friends and colleagues in a position. Corruption is a common enemy that must be fought jointly by the government, the private sector, and society. Students, as part of society, can play a role in efforts to prevent corruption.

Preventive steps to prevent corruption can be done by providing anti-corruption education from an early age. If people have knowledge about corruption, it will be easier to prevent themselves from being dragged into corruption. This includes monitoring the behavior of others that leads to corruption, so that we can report any indications of corruption around us.

Anti-corruption education in the VUCA era

Corruption eradication consists of enforcement, prevention, and educational strategies (Kamil, *et al.*, 2018). In Asia, Hong Kong took the lead in terms of anti-corruption education by starting an anti-corruption campaign in 1974 (Kamil, *et al.*, 2018). In Hong Kong there are already special subjects for students regarding anti-corruption education and the general public also receives anti-corruption education (Kamil, *et al.*, 2018).

There are several reasons why anti-corruption education is important, namely, 1) there must be a balance between science and technology and character education, 2) anti-corruption education must be given early, 3) provide learning that corrupt practices exist around us, 4) provide moral education according to socio-religious teachings, 5) creating a 'clean' generation, and 6) helping the state create 'clean and good governance' (Kadir, *et al.*, 2018).

As agents of change for the nation, students need to be given anti-corruption education. Anti-corruption education provided to the younger generation can integrate moral values into character and humanistic behavior (Manurung, 2012). The character values of anti-corruption education can build student character to be implemented in everyday life (Sudaryatie, *et al.*, 2022). Anti-corruption education that starts from basic education to higher education seeks to form knowledge in students that corruption is a crime and conditions students' behavior so that it is in accordance with the demands of society (Rinenggo, *et al.*, 2022).

Referring to Sofa (2018), the objective of the anti-corruption course is "to form an anti-corruption personality in students and build their enthusiasm and competence as agents of change for the life of a society and a nation that is clean and free from the threat of corruption". It is hoped that students will have anti-corruption ethics when living in society and entering the world of work (Sudaryatie, *et al.*, 2022).

Anti-corruption education in tertiary institutions can be given in special courses or included in certain courses (Puspito & Kurniadi, 2018; Prihati, *et al.*, 2019), for example Citizenship Education (Prasetyo, *et al.*, 2021; Sudaryatie, *et al.*, 2022), because they are considered to be able to contribute to efforts to prevent corrupt behavior in higher education (Prasetyo, *et al.*, 2021). Apart from being given in certain courses, anti-corruption education can also be carried out by inserting anti-corruption discussions into student activities (Yusuf, 2019). Anti-corruption education is provided to students

through outreach activities, seminars, campaigns, and extracurricular activities (Puspito & Kurniadi, 2018).

Unfortunately, in tertiary institutions, anti-corruption materials are generally presented in the same direction as the lecture method by providing materials (Prihati, *et al.*, 2019). In fact, according to the Outcome-Based Education (OBE) curriculum, learning today is not only centered on material but also must have outcomes. We must understand that today's students are the generation that grew up with internet technology. Anti-corruption educational materials can be presented through media that are attractive to students, such as animated short films, videos, games, and television program excerpts (Prihati, *et al.*, 2019). In order to comply with the OBE curriculum, it is necessary to have Project-Based Learning, namely by providing opportunities for students to develop knowledge and skills through real projects. One of the Project-Based Learning things carried out by students is the anti-corruption podcast project on the Sociology of Corruption course.

Generation Z and the internet

As Berkup (2014) said, there are five generations identified, namely:

1. *Traditionalists*, who were born between 1900 and 1945, are called Matures, Veterans, Seniors.
2. *Baby Boomers*, or the gigantic generation, were born between 1946 and 1964.
3. *Generation X*, assumedly born between 1965 and 1979, is known as their workaholic trait.
4. *Generation Y*, who were born between 1980 and 1994, are also called Gen Y, Millennials, Generation Next/ Gen N, Gen www.
5. *Generation Z*, who were born in 1995, are also called Children of the Internet, Digital Generation, Digital Natives.

Based on this identification, students who are young today are generation Z. Learning about anti-corruption is very broad. Various books and learning modules contain a lot of material, laws – because corruption is closely related to law, as well as various examples of cases from both Indonesia and other parts of the world. Today's students like gen Z need to be given learning in a more modern way. There are considerations of using social media (digital platforms, applications, and websites that can create virtual social networks and share content) for education (Smith *et al.*, 2020).

Young people as digital natives (Berkup, 2014; Smith *et al.*, 2020) who are adept at using social media also influence the development of digital literacy through digital practices (Smith *et al.*, 2020). Prensky (in Smith *et al.*, 2020) introduces the concept of learners as digital natives, young people have the knowledge and ability to understand and use technology as an element of digital literacy. Anti-corruption campaigns on social media include new methods which are favorite learning methods for students (Yusuf, 2019). For example, social media Twitter has become a space for the community, especially young people as digital natives, to engage in anti-corruption discourse (Baharuddin, *et al.*, 2021).

In sociology as a science that discusses society, the concept of space is related to various phenomena of social interaction and social structure in society which give meaning to space. David Harvey's thesis reviewed by Martina Löw (2008), states that the expansion of power is basically determined by the ability to influence the production of space. According to Löw's theory (2016), the form of communication changes, communication without time delay between people who do not share a spatial unity is a determining factor in changing the constitution of space. Distant spaces and different spaces can be combined through verbal and visual contact provided by telecommunications technology (Löw, 2016).

Gen Z was born with internet technology to accompany them, so they are naturally comfortable with the internet and interaction on social media is their social behavior (Yadav & Rai, 2017). Gen Z gets a lot of information from the internet. Lots of success and inspirational stories are circulating on social media (Zebua & Julyana, 2022). The implementation of anti-corruption education in tertiary institutions needs to involve experts or resource persons, for example from the police, KPK, and various other parties who truly understand the ins and outs of corruption (Ruslan, *et al.*, 2022). Resource persons in the podcast project can share inspirational stories about various efforts to eradicate and prevent corruption. Podcast projects carried out by students can not only be enjoyed by the students themselves, but can also be accessed by Gen Z and other generations via the internet.

Anti-corruption podcast project

Podcast or ipod broadcasting is digital audio that is produced and published through various digital platforms (Imarshan, 2021). The popularity of podcasts as a source of digital information has increased dramatically since the Covid-19 pandemic, because they are easily accessible to the public via gadgets (Imarshan, 2021). The podcast project is Project-Based Learning for students according to the OBE curriculum.

The Sociology of Corruption course at the Sociology Study Program at the University of Jember is offered to 5th semester students. Sociology of Corruption is not a compulsory subject, so it is possible that not all students will take the course. The Sociology of Corruption course consists of 3 classes, namely E1, E2, and E3. Lectures start from August to December 2022. At the beginning of lectures until mid-semester, students are given materials on anti-corruption education and discussion in class. Then, after mid semester, students are divided into groups and given a project to make a podcast about corruption.

The following is data on groups working on anti-corruption podcast projects.

Tabel 1. Data from podcast projects

Class	Number of groups	Number of students per group
E1	7	6-9
E2	7	7-8
E3	6	7-8

Source: 2022 research data

Based on table 1, it is known that of the 3 Sociology of Corruption classes there are a total of 20 podcast groups. Each group consists of 7-8 students. Except for class E1, one group consists of 6 to 9 students. Podcast videos are about 20-30 minutes long. There are 12 podcast themes offered to students. Several groups from different classes have the same podcast theme.

Here are 12 themes for anti-corruption podcast projects:

1. Capitalism and consumer society
2. Bureaucracy and policy complexity
3. Patronage in government institutions
4. Dimensions of corruption in the cultural values of society
5. The role of the family for the anti-corruption generation
6. Design of corruption prevention activities
7. Spiritual mitigation in preventing corrupt behavior
8. Instilling anti-corruption values through education
9. Integrated and sustainable corruption prevention
10. Prevention of corruption through art and culture
11. Management of the anti-corruption campaign movement
12. Utilization of social media in preventing corruption

In the news in the media, many examples of corruption cases presented are not in accordance with the real world of students. For example, cases of corruption by state officials, even though students are not state officials. This gives the impression that only state officials are corrupt. Even though there are many examples of "minor cases" in students' daily lives that are classified as corruption, for example, deliberately late for class, fake attendance, and so on (Prihati, *et al.*, 2019).

Creating podcast content by involving credible and relevant sources according to the topics discussed (Zebua & Julyana, 2022). In the anti-corruption podcast project, each group is given the freedom to determine the relevant sources. Some of the sources for the anti-corruption podcast project are several lecturers from the Faculty of Social and Political Sciences, lecturers from the Faculty of Law, lecturers from the Faculty of Communication Sciences, and lecturers who teach Citizenship Education courses at the University of Jember; deputy dean of the Faculty of Social and Political Sciences; DPR RI experts; and several parties from corruption monitoring NGOs.

Prior to making video podcasts, students determine groups, distribute group assignments, students choose one of the twelve themes offered, coordinate with resource persons, determine activity times, make lists of questions for resource persons, provide equipment for video capture, and so on. During the preparation period, students are still accompanied by lecturers. Students also consult with the lecturer in charge of the course. Video shooting for the podcast project will be carried out from November to December 2022.

Students showed themselves enthusiastically when they were given a podcast project

assignment. As said by Baharuddin, *et al.* (2021), young people as digital natives are becoming more participatory in anti-corruption campaigns through social media. This podcast project is more than just a fun way to provide anti-corruption education. This anti-corruption podcast project also hones students' soft skills as provisions in the VUCA era. Students are required to produce educative content. Students demonstrate skills in communicating, compiling content, making videos, editing videos, and so on. This is said to be a benefit, because in today's daily life many people only enjoy content products on the internet, but they are not the party that produces the content.

Student participation is quite high, because students can contribute to making podcast projects. If you just sit in class and discuss, maybe students' knowledge will increase and get test scores, but there is no direct experience and no outcome that can be recognized by the public. The younger generation likes recognition, so they compete to produce good anti-corruption podcast content. Some of the podcast activities are also published on online news channels. Podcast projects can educate the public at large, because podcast content is made light and can be disseminated on the internet where everyone can access it. Anti-corruption podcasts can combine distant spaces and different spaces. So that the benefits of the anti-corruption education podcast project are not only providing education for students, but also for society.

CONCLUSION

Anti-corruption education in tertiary institutions is one of the preventive steps to prevent corruption and to improve the quality of human resources in the VUCA era. Anti-corruption education at the Sociology Study Program at the University of Jember is provided through the Sociology of Corruption course. In accordance with the OBE curriculum, it is necessary to have Project-Based Learning as an outcome of learning. Considering that students are Gen Z or digital natives who grow up in the internet era, anti-corruption education needs to be provided involving digital media. Therefore, students are given materials and discussions in class and are given the task of making an anti-corruption podcast project. Anti-corruption education through podcast projects is of interest to the younger generation. The anti-corruption podcast project not only provides anti-corruption education, but also hones students' soft skills. The podcast project carried out by youth as agents of change can later be disseminated to the public to increase public awareness about corruption.

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