

## Dialogue Method in High School Anti-Corruption Education

Maria Montessori<sup>1</sup> Monica Tiara<sup>2</sup>, Ambiyar<sup>3</sup>, & Syaiful Islami<sup>4</sup>

### Abstract

Anti-corruption education is one of the preventative measures carried out in an attempt to eradicate corruption. This study aims to build anti-corruption character within high school students by using dialogue method in learning Civic Education. In order to achieve the aim, students' understandings of corruption and its consequences, development of their critical thinking skills and anti-corruption attitude as well as commitment are needed. Under a qualitative approach, the participants were recruited from two public high schools including Civic Education teachers and students. Data were obtained through classroom observation using the observation sheet, interview sessions and documentation studies. While data obtained through classroom observation method were analyzed descriptively, the responses to the interview and document studies were analyzed qualitatively. The results show that students have an adequate understanding on corruption and its consequences as during the interview sessions they showed a high cognitive level. Additionally, students' critical thinking skills are categorized as high. The research findings conclude that students' anti-corruption attitude could be enacted.

**Keywords:** *dialogue method, anti-corruption education, value learning, critical thinking, student's character.*

### Introduction

Corruption needs to be eradicated as it goes against humans' moral values. According to Transparency International, the Corruption Perception Index of Indonesia in 2020 was 37/100, ranking it at 102 out of the 180 countries in the world. Furthermore, the Transparency International anti-corruption institution's annual report entitled "2020 Corruption Perceptions Index" revealed that during the Covid-19 pandemic faced by the global world, corruption is still committed and becomes a threat. For instance, there was a corruption case on the procurement of medical equipment for overcoming Covid-19 committed by the Hanoi-Vietnam Head of Disease Control and Prevention Center and on the Covid-19 social incentives for the poor people committed by the Ministry of Social Affairs Republic of Indonesia (CNBC, 2020). All of these show that corruption

<sup>1</sup> Dr. Civic Education, Universitas Negeri Padang, mariamontessori@fis.unp.ac.id

<sup>2</sup> Master of Civic Education, Universitas Negeri Padang, monicatiara@unp.ac.id

<sup>3</sup> Prof. Dr. Technical and Vocational Education, Universitas Negeri Padang, ambiyar@ft.uno.ac.id

<sup>4</sup> Master of Technical and Vocational Education, Universitas Negeri Padang, syaiful\_islami@ft.unp.ac.id

is an extremely serious and complex issue that needs to be resolved, both through prosecution and prevention (Hauser, 2019; Najih & Wiryani, 2020).

One method to eradicate corruption is through education (Amukowa, 2013; Kamil, et al., 2018; *Transparency International*, 2020). Anti-corruption education is believed to establish an understanding on the importance of avoiding corrupt behavior in life and to strengthen the anti-corruption attitude and character (Basabose, 2019; Kadir, 2018).

Topics on anti-corruption education, mainly in higher education, have been previously studied. For instance, Kravchuk (2017) investigated the main directions of anti-corruption education for the students majoring in engineering. The research aimed to build anti-corruption characters for these university students who later will become professionals in the future. Likewise, Zamaletdinov (2016) conducted a research on developing practical recommendations for increasing the effectiveness of anti-corruption policies at universities. With the same findings, Hauser (2018) revealed that the anti-corruption training was able to provide the participants with a tendency to reject corruption. Hasanah et al. (2020) found that not all universities in Indonesia have implemented anti-corruption education.

Anti-corruption education has also been integrated with school activities. Komalasari and Saripudin (2015) argued that anti-corruption education can be integrated in various activities in schools, such as 'honesty canteen' that helps create an anti-corruption atmosphere in schools as schools are institutions responsible for changing the cultural values of society, including the culture of corruption (Musofiana, 2017). One model of anti-corruption was designed by Samad (2019) in an Islamic religion-based school curriculum.

A number of studies on the anti-corruption education policies in various levels of education have been carried out (e.g., Assegaf, 2015; Hauser, 2019). Studies on anti-corruption education in schools can be done by using various approaches. One of them is by integrating anti-corruption into Civic Education subject (Purnama & Sundawa, 2017). However, there have not been many studies on the methods or strategies used in anti-corruption education in schools. Kristiono et al. (2019) implemented anti-corruption education by using lectures, group discussions and presentation. Meanwhile, Hauser and Berenbeim (2020) proposed that the Socrates method and problem solving can be used in anti-corruption education.

Different from those above-mentioned studies, this current research focuses on the use of dialogue method in discussing anti-corruption education. This method is in an attempt to allow students to acquire a learning experience that becomes the foundation for developing anti-corruption attitude and behavior through the interactive nature of dialogues. Thus, this research aims to fill in the gaps in the research area of anti-corruption education practice by using dialogue method in high schools. In addition, this research has several purposes: 1) Disclose students' understanding on corruption and its consequences, 2) Explore students' critical thinking skill in learning anti-corruption, and 3) Describe students' attitude towards anti-corruption. The object of this study is anti-corruption education in high schools, particularly at Civic Education subject by using dialogue method involving teacher and students in interactive dialogues in analyzing popular corruption cases in Indonesia (Grace & Maigne, 2020).

The need to use dialogue method in learning anti-corruption is based on the assumption that effective learning could educate a nation to become people possessing anti-corruption attitude and character, require students' involvements both physically and emotionally, with the attitudes reflecting anti-corruption (Montessori, 2021). Dialogues on various corrupt actions encourage students to think critically over the danger of corruptions and the need of anti-corruption personality for Indonesia as a nation. Active learning experience that allows students to express opinions and arguments would motivate students to explore and understand the danger of corruption, and such knowledge can last for a long period of time (Biwer et al., 2020).

### **Research Questions**

This research attempts to answer the research questions as follows:

- 1) What are the levels of students' understanding of corruption and its implications,
- 2) What are the levels of students' critical thinking skills in Civic Education subject about anti-corruption using the dialogue method, and
- 3) What are the attitudes shown by students related to anti-corruption in learning using the dialogue method.

## Literature Review

### Anti-corruption Education

Anti-corruption education refers to the education that aims to provide students with adequate knowledge on the complexity of corruption and with the means to prevent it and to cultivate anti-corruption values. In the long term, it aims to develop anti-corruption culture within students and allow them to participate actively in the efforts to prevent corruption (Boehm & Nell, 2007). The preceding statements express two things: 1) anti-corruption education refers to the need for students to have complete knowledge about corruption and 2) anti-corruption education is related to the growth of anti-corruption culture.

The Indonesian Ministry of Education and Culture stated that anti-corruption education puts emphasis on anti-corruption character building within individuals; and therefore, it aims to form anti-corruption disposition on students and to form the spirit and competence as agents of change for a society free from the threat of corruption. In relation to the statement above, *Komisi Pemberantasan Korupsi* (KPK) or Indonesian Corruption Eradication Commission claimed that anti-corruption education is a preventative method to prevent corruptions and foster anti-corruption culture through the implementation of nine anti-corruption values namely, Honesty, Care, Discipline, Independence, Responsibility, Hard Work, Simplicity, Courage and Fairness in everyday life. To sum up, anti-corruption education is an education that aims to develop anti-corruption character within students which would ultimately lead to the creation of anti-corruption culture within the society.

A study conducted by Komalasari and Saripudin (2015) showed that anti-corruption education in Indonesia is integrated into Civic Education and can be done through various approaches and school activities, such as, contextual approach, values learning, use of modules and the establishment of honesty canteen. As a school subject, Hauser and Berenbeim (2020) asserted that dialogue and problem-solving methods are often used in anti-corruption education as they are able to stimulate students to think critically on the issues discussed. The implementation of anti-corruption education at schools by using case methods results in students with more motivation to learn and thus creating a more effective learning (Huang et al, 2020). The same opinion is expressed by Komalasari and Saripudin (2018) who argued that the use of living values education-based Civic Education textbook significantly impacts the development of junior high school

students' character. This contrasts with the findings obtained by Fajar and Muriman (2018) arguing that it is better to teach the attitude and knowledge of high school students towards anti-corruption through Civic Education than by using Corruption Eradication Commission modules. These findings uphold the idea that anti-corruption education can be executed at schools by using various methods that could affect the development of anti-corruption character in students.

### **Dialogue Method**

Dialogue method is a learning approach where both teachers and students are involved in interactive conversations; thus, learning becomes a combined effort where knowledge and understanding are constructed simultaneously. Mercer et al. (2019) stated that this statement comprises two meanings: 1) students and teachers are actively involved in a class conversation and 2) knowledge and understanding is constructed together by both teachers and students. Conversely, Burbules (1999) emphasized that dialogues are deliberate interactive conversation carried out to achieve learning objectives as not all dialogues are considered an educational activity; accordingly, the topic of the conversation needs to be problems that contain ethical issues (Alvarez, 2014; Honegger, 2020; Wilcox, 2020). This means that the conversation between teachers and students need to be planned to achieve certain learning objectives by discussing issues containing moral values. Furthermore, Alexander (2017; 2018) stated that the dialogues in learning need to follow a framework that encompasses four main components, namely justifications, principles, repertoires and indicators. Repertoires are the heart of the operation, they are guided and refreshed by the principles and indicators; whereas, the justifications provide their springboard. Based on the preceding opinions, the use of dialogue method in learning, including moral values learning such as anti-corruption education, could boost students' progress.

A number of ways have been invented to teach moral values to students. One of them is by directly teaching the intended character through concepts relevant to the objectives (Berkowitz, 2011). Additionally, Alvarez (2014) expressed that the use of dialogue method may improve the interactions between students and teachers both in class and in school; accordingly, learning may happen collaboratively within a respectful environment. Based on each student's contribution, a valuable learning and discussion condition can be achieved. Ultimately, this may improve relationship within class members and train their ability to think. This finding demonstrate that the use of dialogue method may not only improve students' ability to think but also to strengthen their

moral values. Moreover, Knezik et al. (2010) presented that the use of Socrates dialogue method could increase students' personal sensitivity while also stimulate their conceptual understanding. Knezik's statement strengthened the idea that dialogue method is beneficial in training and developing students' ability to think and in creating a better personality. This is emphasized by Mercer et al. (2019) that stated dialogues and collective thinking is proven to have a direct implication on pedagogy and learning practices in class.

### **Critical Thinking**

Fundamentally, critical thinking is a deliberation performed by individuals that results in interpretation, analysis, evaluation and inference, as well as elaboration on proof, concept, methodology, criteria or consideration done in determining a choice (Carvalho et al., 2017; Pitt et al., 2014). On the other hand, Popil (2011) emphasized that critical thinking as thinking rationally and reflectively that focuses on a decision of what to do or what to believe in. This activity consists of hypothesis formulation using alternatives in perceiving problems, questioning possible solutions and planning to analyze something (Dam & Volman, 2004; Darolia, 2020). Based on these opinions, it can be inferred that critical thinking is an activity that has certain criteria and standard (Polat, 2020). In line with the preceding opinions, Richard (2012) defined critical thinking as a way to think with certain goal where a person systematically and continuously uses certain intellectual criteria and standard in their reasoning. Therefore, a critical thinker possesses several characteristics including purpose-oriented, open minded, flexible, willing to change, innovative, creative, analytical, communicative, assertive, steadfast, caring, energetic, risk-taking, knowledgeable, source based, observant, intuitive, and not imprisoned by their thoughts (Ajaps & Obiagu, 2020; Ignatavicius, 2001). On the contrary, Wilberding (2019) emphasized on the elements that should be present in critical thinking activities at school; they are deductive and inductive arguments, valid rationality including the awareness of consumption, consequences and implications. All these statements show on the need of certain criteria and rules that need to be included in a critical thinking activity.

Critical thinking skill is one of the many competencies of a good citizen. Therefore, it needs to be taught and implemented in schools (Dam & Volman, 2004). In relations to moral values education, Frijters, Dam and Rijlaarsdam (2008) found that teaching students critical thinking skills has a positive effect in the context of developing the ability to reason and to achieve the quality of the

desired value orientations. This means critical thinking in learning has an advantage as it can influence both the development of students' reasoning and also their orientation towards moral values. Similarly, Geboers et al. (2013) found that dialogues and discussions held in a democratic environment is effective in developing citizenship competence within high school students. Rombout et al. (2021) implemented and assessed designs developed to promote *value-loaded critical thinking* in whole-class dialogues. The five design principles address, apply and reason critically about moral values, create inter-contextuality, and promote metacognitive reflection. They found that teachers consider the design principles relevant, consistent and mostly practical and that they use a wider range of teaching strategies for each design principle after participating in this study. The results of the study indicate that learning using critical thinking may not only impact students' cognitive and rationality development positively, but also improve their orientation towards existing moral values.

## Methods

### Research design

This research adopted a case study design as it intended to see the phenomena that occur in real time in a group of students in classroom learning (Yin, 2018). The qualitative approach was implemented as the research interpreted what is seen, heard, and understood by researchers in an actual environment (Creswell, 2012). Therefore, this study seeks to reveal some of the implementation of learning using the dialogue method to find out students' understanding on corruption and its consequences, their critical thinking skills demonstrated during the dialogues, and their attitudes towards corruptions.

### Research participants

The participants in this study were four Civic Education teachers and 62 students from two public high schools as shown in Table 1.

**Table. 1**

#### *Research Participants*

No.	School	Teacher		Student	
		Male	Female	Male	Female
1	School 1	1	1	11	19
2	School 2	-	2	14	18
Total		1	3	25	37

Location was determined based on the reputation of the school; one of which has a good reputation and located in the center of the city, while the other is slightly under-performing and located at the outskirts of the city. This selection was undertaken to represent students from each school that may have principal differences on their social backgrounds and cognitive ability. Student participants were determined purposely based on the teachers' considerations, that is students majoring in Social Science Class consisting of 30 and 32 students respectively.

### Research instruments

The instruments used in this research were (a) an observation sheet that contains six thinking competencies based on Taxonomy Anderson and Krathwohl (2001) and Stanny (2016). The indicators are remember (C1), understand (C2), apply (C3), analyze (C4), evaluate (C5) and create (C6). The observation sheet was used to record the observed students' understanding about corruption and its consequences. Observers put a check mark in the column that corresponds to the student's appearance in the dialogue. (b) The observation sheet is in the form of a rating scale to record students' critical thinking skills which contains six indicators with four levels of score range: 1 (less), 2 (enough), (3) good and (4) very good. (c) A transcript containing a spontaneous response that shows the attitude and commitment of students to anti-corruption attitudes. To get teacher and student responses about the dialogue method, interview guidelines were used.

### Data collections

The researcher worked together with the teachers to carry out the research. The researcher taught the students; meanwhile, the teachers observed the teaching and learning process. The steps of teaching and learning process are described in Table 2 below:

**Table 2**

#### *The Teaching Learning Processes Using Dialogue*

Cognitive		Skills and Cognition			Affective	
Initial Assignment	Information Analysis	Image Observation	Interactive dialogues between teachers and students and between students	Students' Response	Morality of corruption issues discussion	Commitment pledge
Analogy	Corruption cases	Projecting images on the cases analyzed	Answering and commenting questions on cases that are <ul style="list-style-type: none"> <li>• Divergent</li> <li>• Challenging</li> <li>• Lower and Higher order of thinking</li> </ul>	Students' responses	Discussing the morality of corruptors and their relations with existing moral values	Writing commitment to oppose corruption through writing slogans for each student



The dialogue in learning begins with Indonesia's position on corruption; why corruption cases occur in Indonesia?, what are the major cases?, what is the actual corruption case of GT?, what is the mode?, why can GT be easily involved in corruption?, what are the state losses due to GT's actions both financially and morality?, why corruption must be eradicated?, how is the effort to eradicate corruption?, and what should be done?

Each question was discussed interactively between teachers and students and between students. During the dialogue process, teacher A, who acted as an observer, recorded students' answers. Meanwhile, teacher B observed the students' critical thinking skills. This procedure was implemented in both classes from the two different schools.

Data on student attitudes regarding corruption were obtained through transcripts of conversations and interviews during the teaching and learning process, as well as through slogans created by students about their commitment to corruption. To triangulate the data obtained through classroom observations, interviews were also conducted with the teachers after the teaching and learning process using the dialogue method completed.

### **Data Analysis**

Data on students' understanding about corruption and its consequences collected during the learning process were analyzed descriptively using the following formula:

$$X_{ct} = \frac{\sum X_i}{\sum X_m} \times 100$$

X<sub>ct</sub> = critical thinking score, X<sub>i</sub> = total score obtained, and X<sub>m</sub> = maximum score.

School 1 in Class XI with 30 student participants, a maximum score of 120 was obtained; meanwhile, School 2 in Class XI with 32 student participants obtained a maximum score of 128. Furthermore, the critical thinking scores obtained for each indicator were grouped using the modified category reference as proposed by Riduan (2013). The score more than 90 is categorized very high; 80-90 is high; 70-79 is moderate; 60-69 is low; and below 60 is very low. Observation results on students' attitude and commitment while conversing, results from interviews with the teachers and students' slogans were analyzed qualitatively by referring to the steps proposed by Creswell (2019).

## Results

### Students' understanding on corruption and its consequences

Based on the observations during the teaching and learning process using interactive dialogue method between teachers and students and between fellow students, students' understanding on corruption and its consequences can be described in Table 3 below.

**Table 3**

*Analysis of Students' Responses on their Understanding*

No	Question Level	Classification of Question	Student Response			
			School 1		School 2	
			f	%	f	%
1	Lower level L1	C1	29	97	30	93
2		C2	27	90	27	85
3		C3	21	70	20	60.5
3	Higher level L2	C4	19	65	19	60
4		C5	16	53	16	50
5		C6	10	33	10	31

Table 3 displays students' understanding about corruption obtained through their responses to the questions given by the teacher. Questions on C1 level are related to their ability to remember; and most students from both schools responded by saying that they know the various corruption cases that have happened. Questions on C2 level are regarding their ability to understand; and more than 85% of students understand that corruption is an act that is detrimental to the nation. Questions on C3 level are about their ability to apply and C4 refer to their ability to analyze, for example more than 60% of the students can answer questions on sectors that are vulnerable to corruptions. However, questions on C5 level regarding ability to evaluate, only half of the students were able to accurately express their opinions. Meanwhile, C6 level on the ability to propose solutions to overcome corruptions, even less students were able to comprehend it.

The data from Table 3 show that the students from School 1, the school with better reputation and student input, have a higher average competence compared to the students from School 2, the school located farther away from the center of the city. However, students from both schools show adequate understanding in dialogues as they are able to analyze, assess and express solutions based on the statements that they proposed although not all students could do the same. Students' understandings about corruption and its consequences indicate that the students already have an early understanding about corruptions through information that they obtained from both printed and electronic media. However, understandings of how corruptors enrich themselves, how

corruption relates to various parties, factors that lead to corruptions, as well as the morality involved within the corruption were obtained through the dialogues between students and teachers during the teaching and learning processes.

### Students' critical thinking skills in dialogues

Dialogues allow students to think critically. While dialogues occur, several indicators can be observed as presented in Table 4 below.

**Table 4.**

#### *Students' Critical Thinking Skill*

No.	Observed critical thinking skill aspects	Score		Average Category
		School 1	School 2	
1.	Identifying and interpreting information (problems)	90	83.6	High
2.	Problems analysis to find possible solutions	84.2	80	High
3.	Elaboration of answers are correct, clear, specific and supported by strong, correct and clear arguments	85	80.5	High
4.	Good line of thought with interrelated and integrated concepts	91.6	84.4	High
5.	Language used is good and correct	86.6	80.5	High
6.	All aspects are displayed, proofs are presented in a nice and balanced way	86.6	80	High
	The average students' critical thinking skills score	87.3	81.5	High

Table 4 shows students' critical thinking skills through their responses, students demonstrate their skills best when following the line of thought led by the teachers through questions given that will then be discussed together. Conversely, the lowest score occurs when finding solutions to prevent the emergence of new corruption cases. Students from both schools still show varying critical thinking skills. However, generally, their critical thinking skills are categorized as high.

The critical thinking skills demonstrated by the students are not detached from the various questions prepared by the teacher, from the lowest to the highest levels. While dialogues were in process, the teachers occasionally repeated and altered the questions by using simple words that were easier for the students to understand.

The data from Table 4 above show that the dialogues encouraged students to speak, whether to respond to questions or to complete the data on cases through the internet. In the interview, the teachers stated that their teaching on corruptions was limited to the materials provided in the text book, and that they had not explored further about corruptions' connection with various aspects of people's lives. Additionally, the teachers also stated that they had never used dialogue method as a way to teach moral values. Hence, the teachers' experience with dialogue method was not yet optimal.

## Students' attitude and commitment towards anti-corruption

While dialogues were in progress, students' spontaneous statements regarding corruptions were also observed and recorded, and the various slogans they had created to show anti-corruption attitude and commitment. A summary of the various statements from both schools can be seen in Table 5 below.

**Table 5**

### *Statement of students' attitude on corruption cases*

Case Analysis	Statement of Students' Attitude
1. GT's profile as someone with expertise in taxation	"I know that GT is a corruptor but I did not know what he did" "A smart person is not always honest, and he uses his intelligence for bad things" "An honesty test is needed for employees who work with money"
2. GT's lifestyle as informed by media	"Wow his lifestyle imitates a celebrity in a way it doesn't" "Turns out corruptors have an excessive and awful lifestyle" "Maybe GT used to be poor so he wanted revenge in his life"
3. GT's Amount of wealth	"Of course, the treasure is a lot because it was stolen from the state" "GT is a human being who is selfish and self-centered when there are still many poor Indonesians" "Why are the houses so many and luxurious when only one is inhabited?"
4. Corruption mode done	"He's sly and very evil" "It turns out that he does not work alone but joins entrepreneurs who take advantage of his expertise" "I didn't know that corruptors could get so much money in such an easy way"
5. State losses due to his actions	"I can't imagine that so much state money was lost" "How many poor people can be helped with the money that GT corrupts" "I was angry when I found out the amount of money corrupted by GT, even more so if I know about all corruption cases".
6. Moral values that his violated	"GT does not value honesty and hard work in his life" "Why are there so many people like GT in our country?" "I feel ashamed to know Indonesia's rank as the most corrupt country"
7. Justified punishment for GT	"Make him poor again like before he made the corruption" "He should just get capital punishment, just like in China".
8. Writing slogans to indicate anti-corruption action	There are students who wrote slogans as follows: go to hell corruptor, Indonesia is not the place for the corruptor to live, make corruptors poor, still corrupt in this day and age?, and other slogans.

Table 5 describes the attitudes shown by students during and after anti-corruption teaching and learning process using dialogue method. It was done by analyzing a well-known major corruption case committed by a tax officer that was broadcasted in both printed and electronic media. After discussing the case in an open and democratic dialogue and analyzing the various aspects of the case as presented in Table 5 above, students spontaneously expressed their opinions on their hatred of corruption, that the perpetrators need to be sentenced to death and that they are ashamed to know Indonesia is one of the most corrupt countries in the world. Attitudes demonstrated by the students are in line with the anti-corruption values proposed by Corruption Eradication Commission: Honesty, Care, Discipline, Independence, Responsibility, Hard Work, Simplicity,

Courage and Fairness in everyday lives. These are the values that are instilled in students through anti-corruption education in school.

### **Discussion**

The findings above lead to the following discussions.

Firstly, the results of this study show that teaching students about anti-corruption using dialogue method helps increase the level of their understanding about corruption and its consequences. Although not every student was able to show a high-level thinking skill, such as evaluating and creating methods to avoid corruption, more than half of them were able to express their arguments and opinions clearly during dialogues with fellow students and their teachers. This is aligned with the opinion of Mercer et al. (2019) saying that dialogues allow students to better construct knowledge and understanding. Moreover, students find anti-corruption learning through contextual case analysis in society to be interesting and allows them to be involved both physically and mentally and also provides them a meaningful learning experience (Huang et al., 2021, Geboers et al., 2013).

Teaching using dialogue method is not the same with speaking with students (Burbules, 1999), but it is a well-structured and systematic activity carried out by following the appropriate procedure to reach certain objectives (Manalo, 2020, Wilberding, 2019). Therefore, teachers' professionalism is required when carrying out dialogue method learning. Teachers should always improve their professionalism and expertise and also update their knowledge on contemporary and contextual issues through professional institutions and organizations or independently. Obiagu (2019) emphasizes that the characteristics possessed by teachers, such as their knowledge of the subject, their educational background and also their mastery of technology affect the implementation of Civic Education learning. Considering that Indonesian corruption cases are still huge issues, it is important that the integration of anti-corruption education into Civic Education in high school is proportionally increased with other subjects and school activities including extracurricular (Baharuddin & Samad, 2019; Komalasari & Saripudin, 2015; Rahmadi et al., 2020).

Secondly, dialogue method is also able to train and improve student's critical thinking skills in discussing corruptions. Analyzing corruption cases from various perspectives allow students to perceive corruption as a complex and dangerous problems for many people and should therefore be eradicated. This is in line the ideas of Knezik et al. (2010) stating that critical thinking skills

can be trained as they are able to stimulate students' conceptual understanding on various problems. Anti-corruption attitude obtained by anti-corruption education is shown clearly by the students through their slogans and opinions that they expressed directly.

Students find dialogue method, that is rarely used by teachers at school, to be strange and exciting as they are encouraged to be involved in the issues and to think critically about corruption and its complexity. Previously, the information about corruption that they were able to obtain were limited to corruption facts, now they are able to increase their ability to think and understand deeply through dialogues structured by the teachers (Alvarez, 2014). The use of images to evoke students' opinions are able to make students focus on the problems, encourage them to think deeply that corrupt behavior is an extraordinary crime and elicit anti-corruption attitude from them (Dam & Volman, 2004, Frijters et al., 2008).

Thirdly, it is difficult to replace teachers with technology, especially in moral values education, such as anti-corruption education. Intensive interactions between students and teachers are needed in moral values education so that social bonds that can influence students to accept and live with the values can be established. Good relations between students and teachers would ultimately affect students' ability to think and absorb moral values practiced in the classroom (Alvarez, 2004). Teachers are leaders and models in the classroom, applying human values in learning will help students not only become good students but also decent human beings (Berges Puyo, 2020).

Furthermore, the development of anti-corruption character requires the students to instill beliefs about the dangers of corruptions. Students can develop anti-corruption attitudes if they believe that corruption is dangerous (Fishbean & Ijzek, 1975). This process of instilling beliefs needs a deep understanding of the topic and humanistic approach. Therefore, teacher plays an important role in the success of formal moral values education. Students need to be taught and trained to think critically (Dam & Volman, 2004). Instilling beliefs needs a deep understanding of the topic, and students can acquire this through thinking critically about a case or phenomenon. Thus, equipping students with critical thinking skills would not only develop their knowledge but also the moral values ingrained in them (Rombout, et al., 2021).

Compared to other studies, it can be found that the study conducted by Dam and Volman (2004) on critical thinking as a teaching strategy emphasized on the need of teaching critical thinking skills at school as it is needed for people to participate in a modern and democratic society. This

skill allows people to contribute properly and critically to the society. Similarly, Geboers et al. (2013) stated that the learning environment using dialogues and discussions in high school turns out to be effective in developing citizenship competencies. These two findings suggest the need for critical thinking skills for citizens in the current democratic era. Furthermore, Sarmini et al. (2017) assessed the need to develop materials for anti-corruption education for young students. This study focused on elementary school students, while Huang et al. (2021) found that the use of case study method in teaching anti-corruption to students influence their motivation to study and increase the effectiveness of the learning process. All the research above are in line with this research that focuses on the use of dialogue method in forming anti-corruption character for civic education students.

This research shows that learning which aims to instill values in students, such as anti-corruption values, is more effective if students are intensively involved in a dialogue, where they can receive and find information, express opinions and arguments and explore an actual case in a democratic and conducive atmosphere. Therefore, the value education process is not indoctrinating and normative but critical and argumentative. Thus, it can be concluded that a well-structured dialogue method will be useful in value education

The implication of this research is required in continuous improvement of teachers' professionalism to achieve the objectives of anti-corruption learning. A professional teacher would be able to use various correct methods and approaches to achieve their objectives. This is stated by Willemse et al. (2015). He said that anti-corruption education improve teachers' professionalism and implement policies in civic education require time, space to practice it and the exchange of ideas between colleagues. Sedova et al. (2016) found that the development of teacher professionalism that is focused on the implementation of dialogue teaching has created changes in the environment and teacher activity in class, increase students' ability to speak logically and also change the way students and teachers interact. Ohlin (2019) findings revealed that developing teacher professionalism with the help of ICT caused teachers to improve the quality of learning more meaningfully and usefully, not only for teachers but also for students. Therefore, *Musyawarah Guru Mata Pelajaran* (MGMP or Subject Teacher Forum), as an organization that aims to develop civic education teachers' professionalism, must play an active role in increasing teachers' professionalism so that interesting and exciting learning process can be accomplished.

### **Conclusion**

Corruption is a serious threat for Indonesia as a nation and society and anti-corruption education is one preventive method to eradicate corruption. Anti-corruption education through Civic Education subject in schools needs to be carried out more meaningfully and using methods that are not indoctrinated and normative, but must be critical and argumentative. For this reason, dialogue method that is carried out in a structured manner in discussing corruption cases is able to foster student's understanding, critical thinking skills and attitude of hating corruption which in the end is expected to form an anti-corruption character. Through the dialogue method, weaknesses in learning values that have been carried out by teachers can be overcome so that students not only know anti-corruption values but also appreciate why anti-corruption values need to be applied in the daily life of every citizen.

This research reveals two things: (1) a teaching and learning process that involves students both physically and mentally when discussing a topic, produces an active and exciting learning environment as well as stimulates students' ability to think; (2) anti-corruption character and attitude can be instilled if students have a deep knowledge and belief about corruption. Therefore, dialogue method is able to guide students' thoughts and beliefs in learning moral values.

This research is limited to two schools, two classes and constrained meeting hours respective to each school. Therefore, the findings may not yet be able to describe the strengths and weaknesses of dialogue method in learning moral values comprehensively. Further studies may need to uncover the various learning aspects with dialogues method, such as student motivation in learning, the effect of the dialogue method on learning outcomes, or students' communication skills in dialogue in classroom.

### **References**

- Ajaps, S., & Obiagu, A. (2020). Increasing Civic Engagement Through Civic Education: A Critical Consciousness Theory Perspective. *Journal of Culture and Values in Education*. <https://doi.org/10.46303/jcve.2020.2>
- Alexander, R. (2017). *Towards Dialogic Teaching: Rethinking Classroom Talk* (5<sup>th</sup> Ed.) York: Dialogos



- Alexander, Robin (2018): Developing dialogic teaching: genesis, process, trial, *Research Papers in Education*, 1-38. DOI: 10.1080/02671522.2018.1481140
- Álvarez, C. Á. (2014). Dialogue in the Classroom: The Ideal Method for Values Education in Multicultural Contexts. *Procedia-Social and Behavioral Sciences*, 132(June), 336–342. <https://doi.org/10.1016/j.sbspro.2014.04.319>
- Amukowa, W. (2013). The challenges of anti-corruption initiatives: Reflections on strategies of the defunct Kenya's anti-corruption commission. *Mediterranean Journal of Social Sciences*, 4(2), 481–504. <https://doi.org/10.5901/mjss.2013.v4n2p481>
- Anderson, L. W., & Krathwohl, D. R. (2001). A taxonomy for learning, teaching, and assessing: A revision of Bloom's Taxonomy of Educational Objectives (Complete edition). Longman.
- Assegaf, A.R. (2015). "Policy Analysis and Educational Strategy For Anti Corruption in Indonesia and Singapore," *International Journal of Asian Social Science*, Asian Economic and Social Society, 5(11), 611-625
- Baharuddin, B & Samad, I. S. (2019). Developing Students' Character through Integrated Anti-Corruption Education. *Edumaspul: Jurnal Pendidikan*, 3(2), 112–121. <https://doi.org/10.33487/edumaspul.v3i2.146>
- Basabose, Jean de Dieu. (2019) Anti-corruption Education as an Alternative Approach to Corruption. *Anti-corruption Education and Peacebuilding*, 157-194. doi: 10.1007/978-3-030-03365-1\_7
- Berges Puyo, J. (2020). A Value and Character Educational Model: Repercussions for Students, Teachers, and Families. *Journal of Culture and Values in Education*, 4(1), 100-115. <https://doi.org/10.46303/jcve.2020.7>
- Berkowitz, MW. (2011). What works in values education, *International journal of educational research*, 153-158, doi.org/10.1016/j.ijer.2011.07.003
- Biwer, F., Egbrink, M. G. A. oud., Aalten, P., & de Bruin, A. B. H. (2020). Fostering Effective Learning Strategies in Higher Education – A Mixed-Methods Study. *Journal of Applied Research in Memory and Cognition*, 9(2), 186–203.
- Boehm, F. and Nell, M. (2007). *Anti-Corruption Training and Education*. <https://www.cmi.no/publications/file/2762-anti-corruption-training-and-education.pdf>
- Burbules, N. C. (1999). *Dialogue in Teaching: Theory and Practice*. Teachers College Press.
- Creswell, J. W. (2018). *Research Design: Qualitative, Quantitative and Mixed Method Approaches*. SAGE Publications Inc.

- CNBC Indonesia. (2020). Bansos Covid-19 Dikorupsi, KPK Tetapkan Mensos Tersangka. <https://www.cnbcindonesia.com/news/2020>
- Dam, Geert ten., Volman, Monique. (2004) Critical thinking as a citizenship competence: teaching strategies, *Learning and Instruction*, 14(4), 359–379
- Darolia, L. (2020). "He's on fire for justice!": Using critical conversations to explore sociopolitical topics in elementary classrooms. *Journal of Curriculum Studies Research*, 2(1), 39-54. <https://doi.org/10.46303/jcsr.02.01.3>
- Fajar, A. & Muriman, C. (2018). Prevention of Corruption through Anti-Corruption Education, Proceedings of the Annual Civic Education Conference - *Atlantis-Press*, 650-653 [doi.org/10.2991/acec-18.2018.145](https://doi.org/10.2991/acec-18.2018.145)
- Frijters, Stan, Dam Geert ten, Rijlaarsdam, Geert. (2008). Effects of dialogic learning on value-loaded critical thinking. *Learning and Instruction*, 18 (1), 66-82
- Geboers, Ellen. et.al. (2013). Review of the effects of citizenship education. *Educational Research Review*, (9), 158-173.
- Grace, M., & Maigne, A. S. (2020). The Socratic Method As An Approach In Teaching Social Studies: A Literature Review. 8(12), 770–775.
- Honegger, M. (2020). What Does “Education” Mean: Cultural Values in Educational Language. *Journal of Culture and Values in Education*, 3(2), 42-53. <https://doi.org/10.46303/jcve.2020.12>
- Hasanah, Sitti Uswatun., Muchtar, Suwarna Al., Sundawa, Dadang. (2020). College Policies in Implementing Anti-Corruption Education. Annual Civic Education Conference, *Atlantis-Press*, 307-312. <https://doi.org/10.2991/assehr.k.200320.060>
- Hauser, C. (2018). Reflecting on the role of universities in the fight against corruption. *Emerald Insight*. 13. <http://www.emeraldinsight.com/2531-0488.htm>
- Hauser, C. (2019). Fighting Against Corruption: Does Anti-corruption Training Make Any Difference? *Journal of Business Ethics*, 159:281–299, [doi.org/10.1007/s10551-018-3808-3](https://doi.org/10.1007/s10551-018-3808-3)
- Hauser, C. & Berenbeim, RE. (2020). Anti-corruption Education in Responsible Management Learning and Education (Ed.) Moosmayaer, Dick C, et.al. Sage Publication Ltd.
- Huang, C.H. Hsiao, L.H.C., Ko, S.L. (2021). Effect of Applying Case Method to Anti-Corruption Education on Learning Motivation and Learning Effectiveness. *Revista de Cercetare si Interventie Sociala*, 73, 276-287, doi: 10.33788/rcis.73.17
- Ignatavicius, D. (2001). Critical thinking skills for at-the bedside success. *Nursing Management* 32 (1), 37–39.

- Kadir, Y. (2018). Anti Corruption Attitude Of Students As A Corruption Measure Of Criminal Measures. *Substantive Justice International Journal of Law*, 1(2), 114. <https://doi.org/10.33096/substantivejustice.v1i2.19>
- Kamil Dairabi, et.al (2018). Fighting Corruption Through Education in Indonesia and Hongkong: Comparisons of Policies, Strategies, and Practices. *Al-Shajarah Journal of Islamic Thought and Civilization of The International Islamic University Malaysia (IIUM)*, 155-190
- Kravchuk O. (2017). Anti-corruption education at technical university. *Advanced Education*. (8), 78-83. doi: 10.20535/2410-8286.10505; O. Blinova,
- Komalasari, K., & Saripudin, D. (2015). Integration of anti-corruption education in school's activities. *American Journal of Applied Sciences*. 12 (6) 445-451. [doi.org/10.3844/ajassp.2015.445.451](https://doi.org/10.3844/ajassp.2015.445.451)
- Komalasari, K. & Saripudin, D. (2018). The Influence of Living Values Education-Based Civic Education Textbook on Students' Character Formation. *International Journal of Instruction*, 11(1), 395-410.
- Kristiono, Natal, et.al. (2020). The Implementation of Anti-Corruption Education in Texmaco Vocational High School Pemalang. Atlantiss Press. *Advances in Social Science, Education and Humanities Research*, (418), 203-208.
- Manalo, Emmanuel (Ed.). (2020). Deeper learning, Dialogic learning, and Critical thinking, Research-based Strategies for the Classroom. Routledge
- Montessori, M. (2021). Anti-Corruption as Value Learning in Senior High School. *Jurnal Pendidikan Indonesia (JPI)* 10 (2) 314-324.
- Mercer, N., Hennessy, S., Warwick, P. (2019). Dialogue, thinking together and digital technology in the classroom: Some educational implications of a continuing line of inquiry, *International Journal of Educational Research*, (97), 187-199. <https://doi.org/10.1016/j.ijer.2017.08.007>
- Musofiana, I. (2017). Anti-Corruption Education at an Early Age as a Strategic Move to Prevent Corruption in Indonesia, The 2nd Proceeding "Indonesia Clean of Corruption, Unnisula Press
- Najih, M. & Wiryani, F. (2020). Learning the Social Impact of Corruption: A Study of Legal Policy and Corruption Prevention in Indonesia and Malaysia. *Journal of Social Studies Education Research*. 11(4), 175-189. Retrieved from <https://jsser.org/index.php/jsser/article/view/2877>
- Ohlin , C. (2019). Information and Communication Technology in a Global World: Teachers' Perceptions of Continuing Professional Development, *Research in Social Sciences and Technology*, 4(2), 41-57

- Obiagu, A. (2019). Influence of Teacher's Characteristics on Civic Education Implementation in Nigeria. *Journal of Culture and Values in Education*, 2(2), 1-20. <https://doi.org/10.46303/jcve.02.02.1>
- Polat, S. (2020). Multidimensional Analysis of the Teaching Process of the Critical Thinking Skills. *Research in Social Sciences and Technology*, 5(2), 134-157. <https://doi.org/10.46303/ressat.05.02.8>
- Popil, I. (2011). Promotion of critical thinking by using case studies as teaching method. *Nurse Educ Today*, 31 (2) 204-207. doi: 10.1016/j.nedt.2010.06.002
- Purnama, S. & Sundawa, D. (2017). The Development of Anti-Corruption Education Model to Support Students Integrity Character in Schools through Civic Education. – Indonesia. University of Education. <https://papers.iafor.org/submission35745>
- Rahmadi, I., Hayati, E., & Nursyifa, A. (2020). Comparing Pre-service Civic Education Teachers' TPACK Confidence Across Course Modes. *Research in Social Sciences and Technology*, 5(2), 113-133. <https://doi.org/10.46303/ressat.05.02.7>
- Riduan. (2013). *Dasar-Dasar Statistik [Statistical Basics]*. Alfa Beta.
- Rombout, F; Schuitema, J.A; Volman M.L.L. (2021). Teachers' implementation and evaluation of design principles for value-loaded critical thinking. *International Journal of Educational Research*, (106).
- Sarmini., Swanda, I. M. & Nadiroh, U. (2017). The importance of anti corruption education teaching materials for the young generation, The 2nd International Joint Conference on Science and Technology (IJCST): *Journal of Physics: Conf. Series 953*, doi :10.1088/1742-6596/953/1/012167
- Stanny, C. J. (2016). Reevaluating Bloom's Taxonomy: What measurable verbs can and cannot say about student learning. *Education Sciences*, 6(4). <https://doi.org/10.3390/educsci6040037>
- Transparency International. (2020). Corruption Perceptions Index. [www.transparency.org/cpi](http://www.transparency.org/cpi)
- Victoria Pitt, David Powis, Tracy Levett-Jones, Sharyn Hunter (2015). The influence of critical thinking skills on performance and progression in a pre-registration nursing program. *Nurse Education Today*, 35,125-131
- Wilberding, Erick. (2019). *Socratic Methods in the Classroom. Encouraging Critical Thinking and Problem Solving Through Dialogue*. Routledge.
- Wilcox, S. (2020). Policy Storms at the Central Office: Conflicting Narratives of Racial Equity and Segregation at School Committee Meetings. *Research in Educational Policy and Management*, 2(1), 40-56. <https://doi.org/10.46303/repam.02.01.3>

Willemse, T. M., ten Dam, G., Geijsel, F., van Wessum, L., & Volman, M. (2015). Fostering teachers' professional development for citizenship education. *Teaching and Teacher Education*, 49, 118-127. <https://doi.org/10.1016/j.tate.2015.03.008>

Yin, Robert. K. (2018). *Case Study Research and Applications: Design and Methods*. SAGE Publications, Inc.

Zamaletdinov, Radif R., et.al. (2016). Practical Recommendations on the Improvement of the Effectiveness of Anti-corruption Policy in Universities, *International Review of Management and Marketing*, 6(2), 390-396