The Influence of Learning Video and Integrity Value Card Toward the Comprehension of Anti-Corruption and the Motivation of Anti-Corruption Behavior

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Abstract--The paper aims to analyze the influence of learning media in the form of videos and anti-corruption integrity value cards toward the comprehension of anti-corruption and the motivation of anti-corruption behavior. Learning media is a supportive tool in the teaching and learning process to trigger the mind, feeling and skill of the training participants to reach the learning goal. The research is performed using a quantitative method with primary data. The respondents of the research are the participants of Latsar/ Basic Training for probationer as a civil servant (CPNS) of the Ministry of Finance in BDK Yogyakarta, Class A and C of 61 participants. The result shows that learning video directly and significantly influences the comprehension of anti-corruption, has a positive impact and indirectly influences anti-corruption behavior. The integrity card directly and significantly influences the comprehension of anti-corruption but has no influence on anti-corruption behavior, and the comprehension of anti-corruption has no direct and significant influence on the motivation of anti-corruption behavior. The implications and development of research are also discussed.

Key words--Learning Video, Integrity Value Cards, The Comprehension of Anti Corruption, The Motivation of Anti-Corruption Behavior.

I. INTRODUCTION

All countries around the world unanimously agree to the danger and impact of corruption. N. Kapeli (2015) stated that corruption destroyed international commerce and investment. [1]. J. Lestyowati (2019) pointed out that corruption in Indonesia is a big crime, occurs in many fields especially in the procurement of goods and services [2]. The efforts to fight against corruption as structural and systematic crime are delivered in many ways. KPK (2020) concluded that there are three strategies to combat corruption in Indonesia, namely repressive strategy, system improvement, and education/campaign. The anti-corruption educational strategy has its goal to awake public awareness as to the impacts of corruption, have the society to involve in anti-corruption programs as well as to build anti-corruption behavior and culture [3]. In order to effectively carried out, those three strategies shall be implemented contemporeously.

Anti-corruption programs in some countries were ineffective, such as in Myanmar [4] and Nigeria [5], so it was in China with anti-corruption campaign programs [6]. J.S.T. Quah (2017) mentioned that Singapore succeeded in its anti-corruption programs [7] as a marathon and full of diligence one. [8]

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Ear (2016) stated that in Cambodia, public officers are on the three top of corruption criminals[9]. In Indonesia, corruption mostly involves private officers, followed by the members of DPR/DPRD, then Echelon I/II/III, as further listed in Table 1.

Table 1. Corruption Based on the Profession/Position 2004 to 2019

Position	2019	2018	2017	2016	2015	2014	2013	2012	2011	2004-2010	Total
The Members of DPR and DPRD	10	103	20	23	19	9	8	16	5	44	257
Head of Institution/Ministry	2	1	0	2	3	9	4	1	0	6	28
Ambassador	0	0	0	0	0	0	0	0	0	4	4
Commissioner	0	0	0	0	0	0	0	0	0	7	7
Governor	1	2	1	1	3	3	2	0	0	8	21
Mayor/Regent and Vice-Regent	14	30	13	9	4	12	3	3	3	24	115
Echelon I / II / III	14	24	43	10	7	2	7	8	15	84	213
Judge	0	5	3	1	3	2	3	2	2	1	22
Prosecutor	3	0	1	3	0	0	0	0	2	1	10
Police	0	0	0	0	0	0	1	1	0	0	2
Attorney	1	4	0	1	2	0	0	0	0	3	12
Private Officers	49	56	28	28	18	16	24	16	10	44	287
Others	32	31	13	21	3	8	8	2	1	22	141
Corporation	1	4	1	0	0	0	0	0	0	0	6
Total	127	260	123	99	62	61	60	49	38	65	1125

Source : ACLC KPK

The measures to build anti-corruption culture have been undertaken by numerous parties. L. Li and P. Wang (2019), E. Oyamada (2015), M. Manion (2004) stated that the focus of the anti-corruption work has shifted from punishment to prevention through education in China [10], Japan [11], Hongkong [12]. A. Matei dan L. Materi (2011) mentioned that many countries have prepared some effective anti-corruption strategies in their own state. [13]. KPK has urged all of the nation's components to involve. This paper highlights one of the strategies to fight against corruption through education and counseling. These activities are carried out by training for the civil service officers.

Ridwan (2014) mentioned that the role of the society in the prevention of corruption was urgently and importantly needed as a form of social control. The greater social control will narrow down the possibility of corruption and widen anti-corruption. [14]. Meanwhile, Wijayanti (2016) said that there were three main elements in corruption eradication strategy, namely prevention, action and the role of the society. [15]

Latsar CPNS in combating corruption framework aims to build professional and characteristic civil servants and to improve their competence in an integrated manner.[16], [17]. Through Latsar CPNS, it is expected that the society will take part since the participants of Latsar will be the part of the executors of public policy and become the civil servants. The learning in Latsar will influence its goal achievement.

One of the subjects for Latsar CPNS is anti-corruption. The subject is taught for 12 training hours with 9 classical and 3 e-learning. The contents of the subject comprise for anti-corruption awareness, avoiding corruption and integrity system building, the customization of anti-corruption and case study. Anti-corruption learning is part of characteristic building. Mulyasa (2014) explained that characteristic building was deliberate and planned effort to

create conditions, as well as potential empowering, and the habituation for training participants to build good-unique personal/group characteristics as citizens, for them to have greater meaning than moral education as it does not merely relate to right or wrong issues but to set in good deed in life. [18].

According to Arikunto (2017), the appropriate learning model is the joyful one, both for the students and the teachers. In learning process, the subjects are the students. Learning involves media, method, and lessons to deliver. The suitable learning media will activate the students in learning process which in turn will improve their study results.[19]

The paper analyzes the influence of learning media on the subject of anti-corruption in latsar through learning video and integrity value cards toward anti-corruption comprehension and the motivation of anti-corruption behavior of the training participants.

Base on the aforementioned above, the researcher makes following problem identifications:

   a.   What is the influence of learning video toward anti-corruption comprehension?
   b.   What is the influence of integrity value cards toward anti-corruption comprehension?
   c.   What is the influence of learning video toward the motivation of anti-corruption behavior?
   d.   What is the influence of integrity value card toward the motivation of anti-corruption behavior?
   e.   What is the influence of anti-corruption comprehension toward the motivation of anti-corruption behavior?

II. METHODOLOGY

Data is obtained from the respondents who are the participants of Latsar IV of 2018 Class A and C. During anti-corruption subject, Class A and C use integrity value cards and learning video. Questionnaires are distributed to the respondents to measure the influence of the video and the card toward anti-corruption comprehension and the motivation of anti-corruption behavior. Questionnaires are prepared with statement instrument which relates to the variable of the research. There are four variables of the research, namely learning video, integrity value card, anti-corruption comprehension, and anti-corruption behavioral motivation.

The instrument of the research is Likert scale questionnaire with five optional answers, which are Greatly Disagree(GD), Disagree (D), Neutral (N), Agree (A) and Greatly Agree (GA) representing the respondents' perception on each question.

The data analysis is done using the model construct measurement and the relation between the variables by Structural Equation Modelling (SEM) – Partial Least Square (PLS) multivariate technique. The variables involved including exogenous variables (X) which consist of Learning Video (X1) and Integrity value Card (X2), and endogenous variables (Y) which comprise for anti-corruption comprehension (Y1) and anti-corruption behavioral motivation (Y2).

The Hypothesis of the research are as follows:

H1: Learning video has a positive influence on anti-corruption comprehension
H2: Integrity value card has a positive influence on anti-corruption comprehension

H3: Learning video has a positive influence on the motivation of anti-corruption behavior

H4: Integrity value card has a positive influence on the motivation of anti-corruption behavior

H5: Anti-corruption comprehension has a positive influence on the motivation of anti-corruption behavior

The whole set of variables, dimensions and hypotheses are encapsulated on the conceptual framework in figure 1 below.
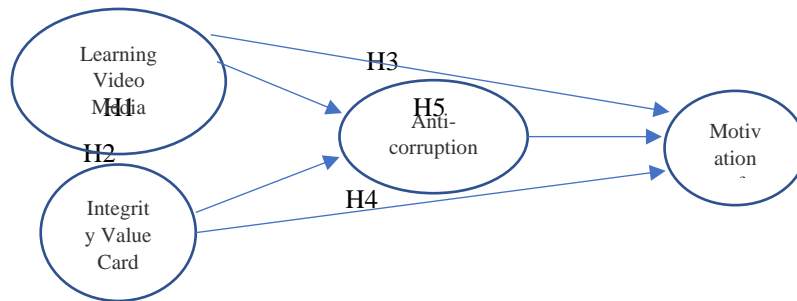

Figure 1. The Model of Anti-Corruption Comprehension and the Motivation of Anti-Corruption Behavior

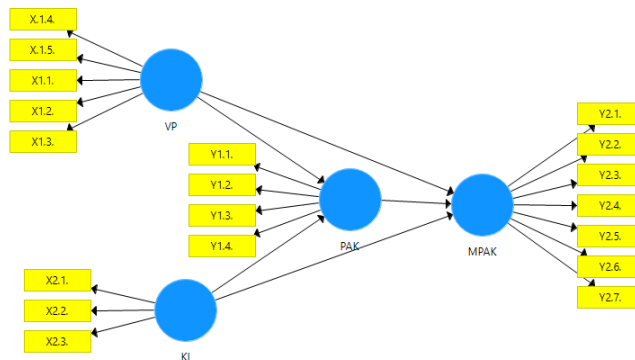The model construct of this SEM-PLS is outlined in figure 2 below.

Figure 2. The Construct of the Research Model

The data processing is carried out using Partial Least Square (PLS) method and the hypothesis test is done through measurement model evaluation (outer model) to evaluate the relation of the construct variables and their indicators. Measurement model evaluation is executed by assessing model validity and reliability. The outer model with reflective indicator is evaluated through convergent validity and discriminant validity of the indicator latent construct and composite reliability as well as Cronbach alpha for their indicators. Next, structural model evaluation (inner model) is undertaken to evaluate the estimation results of path coefficiency parameters and their significance. The evaluation is performed by observing R^2 value and path coefficient value or t-values of each path for significance test among the model variables.

Primary data is processed using SEM-PLS method to analyze the relationship and the influence between the variables of learning video and integrity card toward anti-corruption comprehension and the motivation of anti-corruption behavior, in the following stages:

1. Data processing using Smart PLS software

2. Outer model design

3. Inner model design

4. The analysis of outer model results, which consist of convergent validity, discriminant validity, AVE, and composite reliability

5. The analysis of inner model (R-Square) results

There are 61 respondents in this research who are the participants of Latsar, Class A and C. In this research, a hypothesis test is carried out using Partial Least Square (PLS) method and SmartPLS 3.2.9 software.

III. RESULTS AND DISCUSSION

Learning Media

Arsyad (2017) and Daryanto (2016) mentioned that learning media was physical supportive tool (hardware) which included those that could be seen, heard or felt with our five senses or those of non-physical ones (software) which were the message contents to stimulate the attention, passion, mind, and feeling of the students in teaching and learning process to reach the objectives of the study. [20] [21]. Kemp and Dayton (1985) in Arsyad (2017) stated that three main functions of learning media were (1) to motivate passion and action, (2) to present information, and (3) to give instruction. The expected result was to bring forth the passion and to stimulate the students to take action.[20]

Arsyad (2017) said that the reference commonly used as the fundamental theory of media usages in the learning process was Dale's Cone Experience.[20] The result of one's study was obtained started from direct (concrete) experiences, the reality on one's surrounding life, then from artificial objects to verbal (abstract) signs. Nana Sudjana and Ahmad Rivai (2017) mentioned that the use of learning media greatly depended on the objectives of the learning, teaching material, the ease to get the necessary media, and the competence of the teacher to utilize them in teaching and learning process. [22]. Learning media vary depending on the method and lesson to share. The use of human-based media, hard copy, visual, audiovisual or computer-based media is expected to achieve the objectives of the learning itself.

Huda (2014) elaborated that each individual had his/her own preferential style in studying which was used for learning, processing and communication, namely visual, auditory and kinesthetic ones. A teacher shall encourage the students to combine all of these styles to strive for the wider competence and to cover their flaws.[23]. Meanwhile, Rusman (2018) explained that the selection of learning media was determined whether the media was classical or individual-oriented, needed graphic presentation, visual moving or static media, the manner and the tools to use. [24].

Media of Learning Video

Video is one of the most effective media to support learning process, non-teaching material which has abundant and complete information as it can be sent directly to the students, add a new dimension in learning as its characteristic to present motion pictures to the students in addition to its sound. Through a video, students may feel

to be at the same location as the aired program. The comprehension and memory (retention level) of the students toward learning material may increase significantly if the information reception process is initially greater through hearing and seeing senses. Daryanto (2016) said that video was anything which enabled audio signal to combine with motion pictures in sequence. The media could be used in learning as it gave unexpected experiences to the students. [21]. Arsyad (2017) stated that video could be used in various locations and for many learning objectives which involved pictures to inform and trigger emotional responses.[20]

In anti-corruption learning, the researcher use learning video of "Rumah Perkara", "Realitas Kemiskinan di Indonesia" and "Tunas Integritas" videos. Rumah perkara video is a video depicts "us vs corruption" uploaded in KPK's website about a head of village and the corruption in his village. The video of "Realitas Kemiskinan di Indonesia" tells us about the poverty condition, hard life of the surrounding. Meanwhile "Tunas Integritas" video is a learning video uploaded on the website of klc.kemenkeu.go.id which contains the explanation of integrity bud, their role and campaign to be integrity bud.

Indonesian Ministry of Education and Culture (2011) stated that learning media in form of movies was also delivered in anti-corruption subject in college through movie discussion. The purpose is to use movies as learning media by airing documentary movies about corruption or anti-corruption, then discuss them with the students.[25]

Ariani (2017) concluded that watching educational movies was proven to increase the achievement of students' growth, innovative teachers, and the spirit to direct the students by creating learning model and media of anti-corruption characteristic building and there shall be acknowledgment and support of the society to participate in the implementation of school programs.[26]. Sari (2017) mentioned that the use of video could improve learning results.[27] Meyer (2019) said that learning through video had a positive effect on knowledge, transfer, and self-efficacy directly following the intervention; and on self-efficacy. [28]. Likewise, Forbes (2016) mentions that the use of videos seems to be a promising, relevant and increasingly used instructional strategy that could enhance the quality of clinical skills education under contemporary conditions. [29].

Integrity Value Cards Media

Daryanto (2016) and Sudjana and Rivai (2017) conveyed that cards were two dimensional media to support the learning process. [21] [22]. Arsyad (2017) mentioned that flashcard media were mini cards containing pictures, text, or symbol which reminded or led the students to anything related to those picture, text or symbol. [20]. Humaini (2018), Herlina dan Dewi (2017), Solichin (2017), Saputri (2018), Nisa (2017), Zulfikar dan Azizah (2017), said that card media can increase the passion of the students and their learning results.[30] [31] [32] [33] [34] [35]. Kemendikbud (2011) stated that cards were parts of educational tools to make creative learning media for a formal educational institution or public in the anti-corruption movement.[25]. Turkay (2012) mentioned card encourages its players to develop various skills, including analytical thinking, empathy, social manipulation, iterative design, and communication.[36]

Integrity value cards consist of nine cards which therein written integrity values, namely honest, care, independent, discipline, responsible, hard work, modest, brave and righteous. The cards are used to learn anti-corruption values using card media and the learning method of discussion and window-shopping.

The Comprehension of Anti-corruption

Suyono dan Hariyanto (2017) stated that comprehension is the second stage of learning after remembering, before implementation and invention [37]. Based on Bloom's taxonomy learning domain – cognitive domain, comprehension was at the second level after knowledge, had behavioral exposure to understand the meaning, represented data in their own words, extrapolation and translated. Proof/the learning results included explaining or interpreting the meaning of certain scenarios or statements, suggested treatment, reaction or certain problems solution, gave examples or methapors. [37] Vahid (2019) in his review stated that comprehension is the result of construction (bottom-up) and integration (top-down) of the process, comprehension as Immersed Experience.[38]

Kemendikbud (2011) stated that corruption and anti-corruption were complex phenomena, could be seen in various perspectives which substantially complemented each other. [25] Anti-corruption concept is expected to build anti-corruption identity in each individual (responsible and honest behaviors) so that to take part in the prevention of corruption in his/her surrounding, aware of the impact of corruption for him/herself, his/her family, society, nation, and life can explain the ways to avoid corruption and to internalize and build integrity system to prevent corruption in his environment.

The Motivation of Anti-corruption Behavior

Robbin (2011) defined motivation as the willingness to exert high levels of effort toward organizational goals, upon the conditions of the effort capacity in meeting some individual needs. The expectancy theory of Victor Vroom stated that the strong tendency to act in a certain way depend on the strength of an expectation that the act would result in a certain outcome and the attractiveness of the result to the individual. The theory better explained why there were so many workers who are under-motivated for their jobs and merely gave the minimum to save themselves.[39]

Motivation is defined as the internal condition to lead one to act, to encourage himself to reach certain goals, and to make him keep excited in certain activities. Motivation can be interpreted as an internal and external stimulant in oneself indicated by desire and passion; desire and needs; expectancy and ambition; appreciation and respect [40]

Many experts define motivation base on different approaches. Maslow said that human basic needs had five levels pyramid, which was known as Maslow's Hierarchy of Needs, which were physiological needs, safety, love and belonging, esteem and self-actualization. On the other hand, Herzberg (Robin, 2011) mentioned that there are two factors to drive someone to achieve the satisfaction and avoid himself from dissatisfaction, they were Hygiene factor (extrinsic factor) and motivator factor (intrinsic factor). Hygiene factor motivated one to avoid dissatisfaction, including relationships, remuneration, work conditions, and so forth (extrinsic factor) meanwhile motivator factor motivated one to reach satisfaction, including achievement, recognition, advancement, et cetera (intrinsic

factor).[39]. Abidin (2015) stated that motivation was the inner human being's energy to drive, lead and determine the behavior [41].   Therefore, motivation is incitement in one's heart to do something or to reach their objectives. Suryani (2015) mentioned that the active role in the anti-corruption movement in society needed knowledge on corruption and its combating efforts.[42]

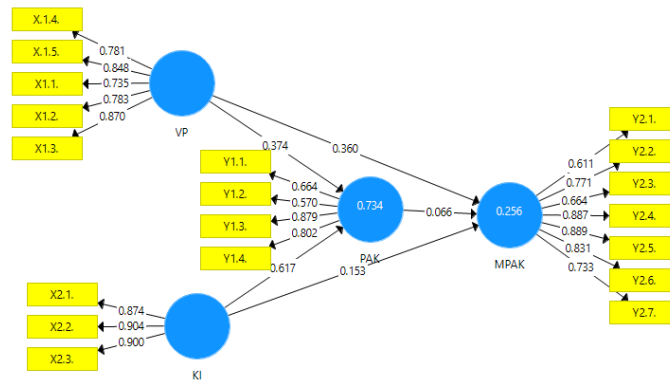Path Diagram of the research model is as shown in Figure 3.

Figure 3. Path Diagram

In Figure 3, there are 4 constructs and their indicators. The relationship to observe (hypothesis) is symbolized with an arrow among the constructs. The description of the construct and its indicators can be seen in Table 2.

Table 2. The Construct and Its Indicators

No	Name of the Construct	Nams of the Indicators
1	Learning Video (LV)	X1.1. , X1.2., X1.3., X1.4., X1.5.
2	Integrity Value Card (IVC)	X2.1., X2.2., X2.3.
3	Anti-corruption Comprehension (ACC)	Y1.1., Y1.2., Y1.3., Y1.4.
4	Anti-corruption Behavioral Motivation (ACBM)	Y2.1., Y2.2., Y2.3., Y2.4., Y2.5., Y2.6., Y2.7.

Source: processed data

The result of measurement model of the constructs can be seen in Table 3.

Table 3. Overview of Measurement Model Evaluation

Construct	Cronbach's Alpha	Composite Reliability	AVE
VP	0,864	0,901	0,647
KI	0,873	0,922	0,797
PAK	0,796	0,907	0,831
MPAK	0,891	0,922	0,704

Source: processed data

All constructs have AVE points above 0.5. It shows that those constructs have good Convergent Validity. Validity discriminant value is cross loading factor value which is meaningful to find out whether a construct has an adequate discriminant by comparing loading value of the construct of interest which shall be greater than loading value of another construct that bears good point.

Composite Reliability Value obtained by all constructs is quite good, which is above 0.7. Hence, it can be concluded that all of the construct indicators are reliable or meet the reliability test criteria. This is enhanced with the value of Cronbach's alpha which is above 0,7 which means that the constructs have good reliability. Once the convergent validity and discriminant validity tests are fullfilled, it is inner model test comes next in Path Coefficient Table below.

Table 4. Path Coefficient

	Original Sample	**T statistics**	**P value**
KI -> MPAK	0,153	0,632	0,528
KI -> PAK	0,617	8,095	0,000
PAK -> MPAK	0,066	0,255	0,799
VP -> MPAK	0,360	2,236	0,026
VP -> PAK	0,374	4,539	0,000

Source : processed data

Table 4 shows that integrity value card variable influences anti-corruption comprehension (0,617, T-statistics = 8,095 > T-Table 1,96), but has no direct influence on the motivation of anti-corruption behaviour (0,153, T-statistics 0,632 < T-Table 1,96). Learning media variable influences anti-corruption comprehension (0,374, T-statistics 4,539 > T-Table 1,96) and has direct influence on the motivation of anti-corruption behaviour (0,360, Tstatistics 2,236 > T-Table 1,96). Anti-corruption comprehension has no influence on the motivation of anti-corruption behaviour (0,066, T-statistics 0,255< T-Table 1,96).

Hypothesis number 1,2,3 are accepted. These are in accordance with research by Turkay (2012) and Solichin (2017) which focuses on aspects of analytical thinking, empathy, social manipulation, iterative design, and communication and learning outcomes. The result difference lies in the variables used, namely learning videos and integrity value cards that influence the variable comprehension and motivation behavior.

Results of data processing as well as shows that hypothesis 4 (H4) is denied since learning media stated herein has a positive impact but has no direct influence on the motivation of anti-corruption behavior. Similarly, Hypothesis 5 (H5) is denied as anti-corruption comprehension has a positive impact but has no direct relationship with the motivation of anti-corruption behavior.

Comprehension can be formed from the process of construction and integration. Through video and integrity cards, participants of Latsar can get a good understanding. This is in accordance with the journal Vahid (2019), obtained after the remembrance, before application. (Suyono and Hariyanto, 2017). But to achieve high motivation, learning video and integrity value cards are still not reliable. As stated by Robin (2011) and Abidin (2015), it still requires a lot of treatment to realize high motivation towards anti-corruption behavior.

The analysis of R-Square inner model is a goodness-fit test of the same, as shown in Table 5 below.

Table 5. R-square

Anti-corruption comprehension	0,734
Anti-corruption behavioural motivation	0,256

Source : processed data

Base on Table 5, the variable of anti-corruption comprehension can be explained through learning video and integrity value card of 73,4%, while 26,6% of it is described by the other factors. Further, the variable of anti-corruption behavioural motivation is explained by the variable of learning video and integrity value card of 25,6%, while the remaining 74,4% is explained by the other factors.

IV. CONCLUSION

Based on the analysis of path coefficients the results show that hypotheses 1, 2, and 3 are be proven while hypotheses 4 and 5 are not be proven that the motivation of anti-corruption behavior is not merely influenced by the comprehension of anti-corruption. Many other factors determine one to have the motivation to avoid corruption, such as exemplary, environmental factor, prevention system factor and many more.

Here are some implications and development findings for future research: (1) It shall be identified for another variable of learning media of which the influence is greater toward the improvement of anti-corruption comprehension. (2) Other than through learning media, it can be identified another learning method which influences anti-corruption comprehension and motivation anti corruption behavior. This corresponds to Meyer (2019) and Sari (2017) that an interaction between media and methods, indicating that pretraining had a positive effect on knowledge, transfer, and self-efficacy directly following the intervention; and on self-efficacy to improve learning outcomes, so teachers must look at the condition of students as Huda (2014) mentioned.

Further research may be done with different approach models so as to yield more varied and relevant results to the actual conditions. For example, the use of game-based learning through interactive media such as Chang's (2017) research that significantly created more flow experiences than the non-game based learning group because it is more interested, concentrated and able to control over their learning, [43] and Routarinnea (2012) that video card game serves to promote learning, bridging the gap between theory and practice in teacher education.[44]. (3). For an anti-corruption instructor/trainer, the combination of various media and methods can be implemented to activate all learning styles of the training participants. In addition, it is desirable to observe more appropriate media and methods to improve anti-corruption comprehension and behavior of the same.

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