

ABSTRAK

Judul penelitian ini “*Pendidikan Antikorupsi dalam Perspektif Filsafat Pendidikan dan Relevansinya bagi Pendidikan Karakter Bangsa*”. Pendidikan antikorupsi (PAK) dituangkan dalam UU No. 30 Tahun 2002 tentang Komisi Pemberantasan Tindak Pidana Korupsi, dan Instruksi Presiden No. 5 tahun 2004 tentang Percepatan Pemberantasan Korupsi. PAK dalam implementasinya membutuhkan penguatan. Penguatan penting, mengingat PAK memiliki peran strategis bagi tercapainya tujuan negara Indonesia. Salah satu penguatan dengan pengkajian PAK dari perspektif filsafat pendidikan, khususnya esensialisme. Tujuan penelitian ini adalah menemukan dan menguraikan hakikat dan makna PAK, pemikiran pokok esensialisme tentang pendidikan, PAK dalam perspektif esensialisme, dan relevansi PAK persepektif esensialisme dengan pendidikan karakter bangsa.

Model penelitian adalah penelitian kualitatif di bidang filsafat. Pengumpulan data dengan studi pustaka dan wawancara semi terstruktur. Sumber pustaka dipahami, dipaparkan dalam bentuk quotasi, paraphrase, sinoptik, dan pemadatan. Wawancara langsung dengan pimpinan dan staf Bidang Pendidikan dan Pelayanan Masyarakat Komisi Pemberantasan Korupsi Indonesia periode 2014-2018, dicatat, direkam, kemudian dideskripsikan. Hasil wawancara yang bersifat verbal, dilengkapi data nonverbal dari responden (intonasi bicara, gerak-gerik tubuh), sehingga aspek *emic* dan *etic* wawancara terpenuhi. Analisis data dengan metode hermeneutika, dengan unsur-unsur metodis deskripsi, verstehen, interpretasi, deduktif, dan heuristik.

Hasil penelitian, hakikat PAK adalah pendidikan kesadaran manusia sebagai makhluk sosial, makhluk Tuhan, makhluk berbudaya, dan pendidikan kedisiplinan diri. Filsafat pendidikan, khususnya esensialisme menyatakan pendidikan kokoh jika memiliki landasan yang kuat dan jelas, bertujuan membina kesadaran alam dan spiritual, makhluk sosial, kedisiplinan diri, mengoptimalkan seluruh kodrati manusia, kurikulumnya memiliki aspek universum, silivasi, kebudayaan, kepribadian, memuat materi yang tetap dan yang berubah, mengimplementasikan membaca, menulis, berhitung, metode mental disiplin, dan guru berperan penting dalam pendidikan. PAK berlandaskan nilai-nilai Pancasila, bertujuan membentuk watak antikorupsi, mengoptimalkan peran akal, rasa, kehendak, kurikulumnya memuat materi yang bersifat tetap dan berubah, metode pembelajaran guru (orang tua, tokoh masyarakat) melatih individu berfikir logis, kritis, dan menyenangkan, melalui membaca, menulis, dan berhitung. Relevansi PAK perspektif filsafat pendidikan khususnya esensialisme dengan pendidikan karakter bangsa terbukti dengan adanya kesesuaian aspek-aspek, nilai-nilai, prinsip-prinsip PAK dengan aspek-aspek, nilai-nilai, prinsip-prinsip pendidikan karakter bangsa. PAK mengarahkan bangsa Indonesia memiliki kesadaran religius, kesadaran humanis, kesadaran berbudaya, dan disiplin kepada akal, dan hati nuraninya.

Kata Kunci: *pendidikan antikorupsi, filsafat pendidikan, esensialisme, pendidikan karakter bangsa.*

ABSTRACT

The title of this research is "*Anti-corruption Education in the Educational Philosophy Perspective and Its Relevance for National Character Education*". Anti-corruption Education (ACE) is stated in UU No. 30 Tahun 2002 concerning the Corruption Eradication Commission and Instruksi Presiden No. 5 tahun 2004 concerning the Acceleration of Corruption Eradication. ACE in its implementation requires strengthening. Important reinforcement, considering ACE has a strategic role in achieving the goals of the Indonesian state. One of the reinforcement is ACE assessment from the perspective of educational philosophy, especially essentialism. The purpose of this study is to find and outline the nature and meaning of ACE, essentialism main thoughts about education, ACE in the perspective of essentialism, and the relevance of essentialism ACE with national character education.

The research model is qualitative research in the field of philosophy. Data collection with literature studies and semi-structured interviews. References are understood, presented in the form of quotations, paraphrases, synoptic, and compaction. Direct interviews with the leaders and staff of the Education and Community Services Division of the Indonesian Corruption Eradication Commission for the 2014-2018 period, were noted, recorded, then described. The results of the interviews were verbal, supplemented by nonverbal data from respondent (speech intonation, body movements), so that the emic and etic aspects of the interview were fulfilled. Data analysis with hermeneutic methods, with methodical elements of description, verstehen, interpretation, deductive, and heuristics.

The results of the study, the nature of ACE is the education of human consciousness as social beings, God's creatures, cultured beings, and self-discipline education. Philosophy of education, especially essentialism, states that solid education if it has a strong and clear foundation, aims at fostering natural and spiritual awareness, social beings, self-discipline, optimizing all human nature, its curriculum has aspects of universality, silivation, culture, personality, material content and change, implement reading, writing, arithmetic, mental discipline methods, and teachers play an important role in education. ACE is based on the values of Pancasila, aimed at forming an anti-corruption character, optimizing the role of reason, feeling, will, curriculum containing material that is fixed and changing, teacher learning methods (parents, community leaders) train individuals to think logically, critically, and pleasantly, through reading, writing, and counting. The relevance of the ACE perspective on the philosophy of education, especially essentialism with national character education, is proven by the compatibility of aspects, values, ACE principles with aspects, values, principles of national character education. ACE directs the Indonesian people to have religious awareness, humanist awareness, cultural awareness, and discipline to reason, and their conscience.

Keywords: *anti-corruption education, philosophy of education, essentialism, national character education.*