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## The Influence of the "Majo" Game Media for Anti-Corruption Knowledge in Pancasila and Citizenship Education (Quasi-Experimental Study in Grade XII Social Studies at SMA Negeri 2 Majalaya, Bandung Regency)

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### ABSTRACT

Corruption remains a major issue for Indonesia. Corruption leads to poverty, inequality, injustice, poor public services, hindered investment, and other negative impacts. Therefore, preventive measures are necessary, including through school subjects. Based on this, the author conducted a study on *The Influence of the "Majo" Game Media on Anti-Corruption Knowledge in Pancasila and Citizenship Education (A Quasi-Experimental Study in Grade XII Social Studies at SMA Negeri 2 Majalaya, Bandung Regency)*. The research questions in this study are: 1) How is the "Majo" game media used to enhance anti-corruption knowledge in Pancasila and Citizenship Education? 2) What is the level of anti-corruption knowledge of students in Pancasila and Citizenship Education using the "Majo" game media? 3) How does the use of the "Majo" game media influence anti-corruption knowledge in Pancasila and Citizenship Education? This study aims to provide an overview of the implementation of the "Majo" game media, students' anti-corruption knowledge, and the influence of the "Majo" game media in Pancasila and Citizenship Education. The research method used is quantitative. Data collection techniques include primary and secondary data from literature reviews and documentation. The respondents in this study totaled 78 people. Data analysis was conducted using the T-test with SPSS 25. The results of this study show that the use of the "Majo" game media in the learning process began with explaining the rules, and groups of 5-6 members were formed. The study found that the anti-corruption knowledge of students in the experimental class using the "Majo" game media was significantly better compared to the class that did not use the "Majo" game media. The study also found a positive correlation between the use of the "Majo" game media and anti-corruption knowledge.

## 1. INTRODUCTION

Corruption has long been a persistent issue in Indonesia, deeply embedded in various sectors of the government and society. Despite numerous efforts to combat it, corruption continues to thrive, creating a vicious cycle that undermines the rule of law and impedes national development. The problem is not only one of morality or legality but also a systemic issue that affects the fabric of Indonesian society. As Transparency International highlights, corruption is a complex and multi-faceted problem that requires a holistic approach to address effectively (TI Indonesia, 2022). The education sector, often viewed as a key driver of societal change, has a significant role to play in the fight against corruption. Educating the younger generation about the dangers and implications of corrupt practices is essential to fostering a culture of integrity and accountability. The introduction of anti-corruption education in schools is a proactive measure aimed at shaping the moral and ethical values of students from an early age. This approach is not just about teaching students what corruption is but also about instilling in them the importance of honesty, transparency, and civic responsibility.

In this context, innovative educational methods and tools become crucial. Traditional teaching methods, which often rely on rote learning and memorization, may not be sufficient to engage students in meaningful discussions about corruption. Instead, interactive and participatory learning approaches, such as games and simulations, offer a promising alternative. These methods allow students to experience the consequences of corrupt actions in a controlled environment, helping them to understand the real-world implications of their decisions. Based on this background, the author is interested in conducting research titled: “The Effect of ‘Majo’ Game Media on Anti Corruption Knowledge in Pancasila and Civic Education Learning (A Quasi-Experimental Study in Class XII IPS at SMA Negeri 2 Majalaya, Bandung Regency).”

The research questions for this study are: How is the 'Majo' game media used in Pancasila and Civic Education learning? What is the level of students' anti-corruption knowledge in Pancasila and Civic Education with the use of 'Majo' game media? How does the use of 'Majo' game media influence anti-corruption knowledge in Pancasila and Civic Education learning? One such innovative tool is the "Majo" game, which stands for "Main Jodoh." This game is designed as an educational tool to teach students about various forms of corruption, including bribery, gratification, and money laundering, as well as the role of society in combating these issues. The game format, which includes both white and red cards representing different scenarios and questions, encourages students to analyze situations critically and make decisions based on their understanding of anti-corruption principles. As Conny R. Semiawan suggests, games are effective educational tools because they engage students in active learning and help them develop critical thinking skills (Islamiati, 2023).

Moreover, the "Majo" game aligns with the broader educational goals of Pancasila and Civic Education, which aim to cultivate responsible and ethical citizens. By incorporating anti-corruption education into this subject, students are not only learning about their rights

and responsibilities as citizens but are also being equipped with the knowledge and skills needed to resist corrupt practices. This is particularly important in a country like Indonesia, where corruption has become so pervasive that it often seems like an unavoidable part of life.

The effectiveness of the "Majo" game in enhancing students' anti-corruption knowledge has been the subject of recent studies. Research has shown that students who engage in interactive learning activities, such as games, are more likely to retain information and apply it in real-life situations. For example, Nababan (2023) argues that learning media that are both informative and engaging can significantly improve students' understanding and retention of complex concepts. This is particularly relevant in the context of anti-corruption education, where the goal is not just to impart knowledge but to change attitudes and behaviors. Furthermore, the "Majo" game encourages collaboration and teamwork, as students must work together to analyze scenarios and come up with solutions. This collaborative aspect of the game mirrors the real-world need for collective action in the fight against corruption. Corruption is not an issue that can be tackled by individuals alone; it requires a coordinated effort from all sectors of society, including the government, civil society, and the private sector. By simulating this collaborative approach in the classroom, the "Majo" game helps to reinforce the idea that combating corruption is a shared responsibility.

The "Majo" game represents a valuable addition to the arsenal of tools available for anti-corruption education in Indonesia. Its interactive and participatory nature makes it an effective means of engaging students in discussions about corruption and its impacts. By fostering critical thinking and encouraging teamwork, the game not only enhances students' understanding of anti-corruption principles but also helps to instill the values of integrity and civic responsibility that are essential for building a just and equitable society. As Ubaedillah (2022) emphasizes, the fight against corruption must involve all levels of society, and education is a crucial component of this effort. The "Majo" game is a step in the right direction, offering a practical and engaging way to teach the next generation about the importance of integrity and transparency.

## **2. RESEARCH METHODS**

The study utilizes a quantitative research approach, specifically a quasi-experimental methodology. Quasi-experimental research designs are widely used in educational research, especially when random assignment of participants to experimental and control groups is not feasible. This method allows for the comparison of outcomes between groups that are similar but not identical, thereby providing insights into the effectiveness of an intervention or treatment. In this study, the quasi-experimental design involves two distinct groups: an experimental group that is exposed to the "Majo" game media, and a control group that continues with conventional learning methods without the intervention. The research follows the pretest-posttest control group design, which is a common structure in

quasi-experimental research. This design includes measurements of the dependent variable (in this case, students' anti-corruption knowledge) before and after the intervention in both groups. The pretest serves as a baseline measure, enabling researchers to assess the initial equivalence of the groups and to control for any pre-existing differences. After the intervention, the posttest provides data to evaluate the impact of the "Majo" game media on the experimental group's anti-corruption knowledge, compared to the control group (Indrawan et al., 2022: 58).

The study employs a combination of primary and secondary data collection methods. The primary data collection methods include pretests, posttests, and questionnaires administered to both the experimental and control groups. These tools are designed to quantitatively assess the changes in students' knowledge and understanding of anti-corruption concepts as a result of the intervention. The pretest and posttest scores are used to calculate the N-gain, which measures the effectiveness of the intervention in improving students' knowledge. Additionally, questionnaires are used to gather data on students' perceptions and experiences with the "Majo" game media. The questionnaires are structured with both closed and open-ended questions, allowing for a comprehensive understanding of the students' attitudes toward the game and its impact on their learning. The data collected from these questionnaires provide valuable insights into the subjective experiences of the students, complementing the objective data obtained from the pretests and posttests.

Secondary data collection methods include literature reviews and documentation. The literature review involves a systematic examination of existing research related to anti-corruption education, game-based learning, and the use of educational media in Pancasila and Civic Education. This review provides a theoretical framework for the study and helps to contextualize the findings within the broader body of educational research. Documentation involves the collection of existing records and materials, such as curriculum guidelines, teaching materials, and reports on the implementation of the "Majo" game media. These documents are analyzed to understand the integration of the game into the curriculum and to assess its alignment with educational objectives. According to Sugiyono (2019:38), research variables are anything that is determined by researchers to study so that information can be obtained about it, from which conclusions are drawn. In this study, the independent variable (X) is the game media "Majo," while the dependent variable (Y) is anti-corruption knowledge in Pancasila and Civic Education Learning.

The population of this study, according to Sugiyono (2019:80), is all students at SMAN 2 Majalaya. The sample taken is a nonprobability sample with purposive sampling method, in which the researcher selects respondents based on certain objectives. Class XII IPS 4 was designated as the experimental group using the game media "Majo," while class XII IPS 5 as the control group without the game media "Majo." The total number of samples was 74 learners. The total number of samples was 74 students. This research was conducted at SMAN 2 Majalaya, located at Jl. Wangisagara, Majalaya District, Bandung Regency, West Java Province, is the research location. During the second semester of the 2023–2024 academic year, specifically from January 15-30 2024. The research methodology outlined

in this study is carefully designed to assess the impact of the "Majo" game media on students' anti-corruption knowledge. By employing a quasi-experimental design, combined with robust data collection methods and a clear focus on relevant variables, the study aims to provide empirical evidence on the effectiveness of game-based learning in enhancing civic education. This research contributes to the broader discourse on innovative educational strategies for promoting integrity and civic responsibility among young learners.

### 3. RESULTS & DISCUSSION

This research was conducted in Civics learning, where the experimental class received treatment in the form of using the game media "Majo," while the control class did not receive this treatment. The "Majo" game was held on Tuesday, January 24, 2024. Initially, researchers divided the experimental class into seven groups and the game was conducted in two rounds. In the first round, four groups were randomly selected, namely groups 2, 3, 4, and 7. The researcher read out the situation from the White Card, starting from group 2, which was judged to be true or false by the group on its right, namely group 7. If the group could not answer, they would be given a Red Card to answer another question, but would not get any points. In the first round, group 3 was the winner, while in the second round, group 5 came out on top. Learning that incorporates games creates an atmosphere free from pressure and coercion. This method is particularly effective for explaining concepts that are abstract and difficult to understand with words.

Research shows that play has great benefits for student development, as play is an important learning experience for children. In this research, stimulus and response are the main focus. Stimulus is anything that can trigger learning activities, such as thoughts, feelings, or other sensory stimuli. According to the stimulus-response theory proposed by B.F. Skinner, learning is a process of behavior change in response to a given stimulus (Wulandari, 2023) In this context, the use of the "Majo" game media serves as a stimulus given to students, while their response is measured through an increase in anti-corruption knowledge reflected in their learning outcomes. The "Majo" game aims to introduce various acts of corruption and the role of society in combating them through an easy and fun way. The game is conducted in groups, so cooperation is required to achieve the goal. Students are asked to analyze the cases on the White Card and classify the cases into acts of corruption or the role of society in combating corruption. Thus, the "Majo" game requires cooperation and active participation of students, making learning student-centered, not teacher-centered. This stimulus-response theory supports the game-based learning approach, where appropriate stimuli can trigger positive responses that strengthen students' understanding of the material taught (Jufri, 2023; Gage & Berliner, 1992).

Students' anti-corruption knowledge was measured through tests starting with a pretest. Based on the research results, the pretest score for the experimental class was 59,08, while the control class was 58,75. After the pretest, the experimental class received treatment in the form of the "Majo" game, while the control class underwent conventional learning without the game. The posttest was conducted afterward, with the average result of the experimental class at 78,29, while the control class was 66,53. The average N-gain for the experimental class using the "Majo" game was 51.61, included in the medium category,

with a minimum N-gain score of 14.29 and a maximum of 80.00. Meanwhile, the average N-gain for the control class that did not use the “Majo” game was 18.38, which fell into the less effective category, with a minimum N-gain score of 0.00 and a maximum of 60.00. Thus, the “Majo” game proved to be quite effective in increasing students' anti-corruption knowledge in Civics learning, while the class that did not use this game was less effective. The increase in anti-corruption knowledge was more significant in the experimental class compared to the control class.

To understand this effectiveness, constructivism learning theory proposed by Jean Piaget can be applied. This theory emphasizes that students construct their knowledge through active experience and interaction with their environment (Irawani, 2023). In this case, the “Majo” game provides direct and interactive experiences that encourage students to actively process information about anti-corruption, which then strengthens their understanding through group practice. In addition, social learning proposed by Albert Bandura is also relevant. This theory states that learning occurs through observation, imitation, and effective role modeling (Warini, 2023) The “Majo” game allows students to learn about anti-corruption concepts by observing and interacting with their peers during the game, reinforcing learning through cooperation and healthy competition. The results showed a significant effect of using the “Majo” game media on anti-corruption knowledge in Civics learning. Hypothesis testing confirmed that there was a significant difference in learning outcomes between the experimental class that used the “Majo” game and the control class that did not use this game. Therefore, it can be concluded that the use of “Majo” game media is effective for instilling anti-corruption knowledge as part of efforts to prevent corruption through Civics learning at school.

#### **4. CONCLUSION & SUGGESTION**

Based on the results of the study, it can be concluded that the use of the “Majo” game media is conducted in a group format, where participants play white cards and red cards. White cards contain certain scenarios, while red cards contain questions. Each group is asked to determine whether the scenario on the white card belongs to an act of corruption or a preventive measure, which is then judged by the group to their right. If their answer was wrong, the group had to answer the question from the red card.

The results of this study showed a difference in anti-corruption knowledge between the two classes studied. The experimental class that used “Majo” game media in learning Pancasila and Civic Education showed a significant increase in anti-corruption knowledge compared to the control class that did not use the game media. In addition, there was a significant effect of using the “Majo” game media on increasing students' anti-corruption knowledge, with a correlation coefficient value indicating a fairly strong or moderate relationship.

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