



EDUCATING
ASEAN
SOCIETIES
FOR INTEGRITY

The Role of Educators & Students in Building Integrity

**The Role of Educators
& Students in Building**
INTEGRITY

Editor

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Ries Wulandari, M.Si

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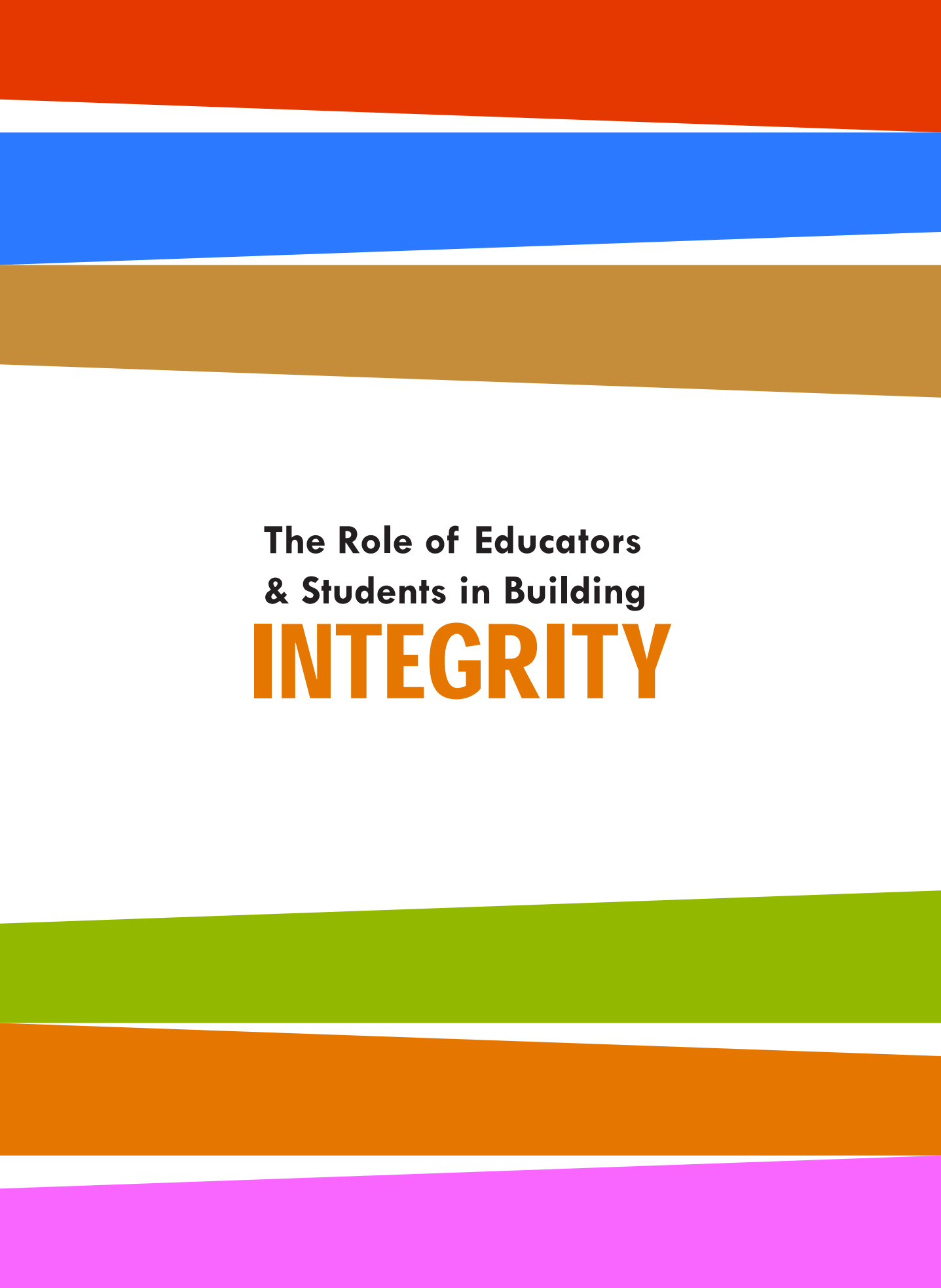
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Foreword

Corruption affects almost every aspects of human life. It's domino effect widespread on the existence of the nation and the state especially exacerbate the nation's economic condition. Corruption is not a form of ordinary crime because it was damaging the joints of life's most basic social ethic that even humanity.

The main factor triggering corruption is the internal aspect comes from the private consists of moral aspects, such as lack of faith, honesty, shame, attitudes or behavior of consumption and social life as a family that can drive a person to behave corrupt. While there are external factors that can be traced from the economic aspect. Such as income or salary is not sufficient, political instability, political interests, power, lack of accountability and transparency, and weak law enforcement and social aspects of the environment or the people who do not support anti-corruption behavior.

Therefore anti-corruption behavior cultivations can be done through integrity and anti-corruption education. The ASEAN Seminar & Conference: Education ASEAN Societies for Integrity, we hope can make higher education plays a great role in introducing Integrity Education. By collaboration of universities might also positively provide better impact to ASEAN Integrity for Integration.

This proceeding consist of best papers/case study from ASEAN countries by 6 (six) following topics, Integrity and Law Enforcement in Corruption Case; Integrity through Religion-Based Education; Integrity and Public Health System and Management; Integrity in Governing Public Administration; Integrity and Doing Business while Keeping ASEAN Community Green; and Integrity and Ethical Issues in Communication Media.

Through the work of academics this dish may be developed various approaches to educational integrity that enables packaged varied and the manner in which to consider important aspects in education. Hopefully publishing this proceeding could be part of efforts to prevent and eradicate corruption in Indonesia and the ASEAN regions.

Director of Puskombis

Dr. Heri Budianto, M.Si.

April 2003

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Introduction

Problems of corruption and the lack of integrity have existed probably since human beings have existed. Yet countries around the world have begun to face these problems only very recently. From the mid-1980s to the mid-1990s, the taboo not to talk about corruption was finally broken, and it became clear that governance reform was needed around the world. In the following decade, international standards related to policies and ethical codes were developed. From 2003, the focus turned to enforcement and implementation of anti-corruption activities. Thus, it is only for the last 2 years that the word 'integrity' has taken on the form of a new approach to controlling for and reducing corruption. It is a new approach that promotes all the characteristics of human behavior that demonstrate accountability for one's actions, competence in one's profession or vocation and ethical values, without corruption.

But how do people learn about and adopt such an approach, especially when the environment is rife with mismanagement, corruption and a lack of an ethical compass? How do they begin to recognize not only the damage that is caused in such a context, but the benefits of living and working with integrity? How do they begin to realize that progress could have been made in national development, or that the number of poor families could have been reduced, or that public services could have reached all those who needed them, were it not for the many instances of improper use of public resources?

That's where education steps in. It must fill in and play a role in the education of future leaders who did not grow up in an environment of integrity.

The academics whose papers are presented in this collection cover a wide range of topics that all relate to one or more aspects of integrity or anti-corruption. Whether it's Law or Religion, Public Administration or Public Health, Business or Communications...the integrity specialised topics provide a plethora of material to study, discuss, learn, and incorporate into our own lives, and the lives of their students.

The papers demonstrate the value of research, especially in a relatively new discipline, where access to data and evidence is limited. The diversity of research topics and fields of endeavour will provide valuable material for students, other academics and practitioners in the field.

These papers were submitted for presentation and subsequent publication as part of the ASEAN Conference, held in Jakarta in early April 2013, with academics (and students) from all ASEAN countries. The fact that research and practical projects are being conducted and implemented in these countries is a sign that many in Southeast Asia are ready to face their integrity challenges for the betterment of their states.

I applaud them on their work, and encourage them to continue with their research and teaching. Without the formal teaching of integrity education – supported by research - young people may miss the opportunity to acquire the attitudes, values, knowledge, skills and behaviours that will strengthen governance in their countries, increase transparency and accountability and build personal and professional integrity for a brighter future for their societies.

Ellen Goldberg
April 2013

The Strategy of Indonesian Game Developer in Introducing the Integrity Values

Ridwan Sanjaya, Ph.D

Abstract

Currently, computer game is not used for entertainment purpose only. We could find several games in the market are used for educational purposes. Their game developers believe games could be an alternative media to distribute the information and knowledge in enjoy felling. The games are also able to illustrate the situation close to the reality, even though the players can not touch the objects inside the games.

Introducing the values of integrity to the children and adult can be designed as a part of education by using games. The storyline should drive the game-players to find the values of integrity by deciding the action should be taken in certain situation. The score will be increased when they choose the right decision related to the integrity spirit.

This paper will discuss the strategy for game developer to develop the games for integrity in Indonesian context. It should not just drive the players to play and enjoy the game, but also compete to do the right thing, both in quantity and quality. Internet and latest gadgets could be used in order to maximize the result in introducing the values of integrity to the people.

Keywords: *consequence, education, game, integrity values, score, storyline*

1. Introduction

Computer games are often avoided by teachers because a lot of cases of addiction that often estrange students from the educational process itself. Even though the perspective of computer games now has been changed to be positive, this is not entirely wrong because there are many games that are made solely to satisfy the pleasure and heroism of the players. However, the game is actually like a knife that can hurt or help humans. In its implementation, the game can also be made for a positive purpose, like educational purposes (Janarthanan, 2012).

Games for education are become the common thing because a lot of the edu-games products are found in bookstores display and spread for free on the internet. The characteristics of the products are usually have purpose to learn something that is written on the cover of products. It works for the parents who want their children learn something or for the children who have more motivation to learn something.

But if the game developers have a purpose to share the knowledge for broader scope of players, the game must be made not just to learn something, such as games software commonly sold in bookstores. It should provide challenges for the players like popular games that are favored by children and young people currently. Spirit to share the knowledge must be embedded and integrated within the flow of the game itself. Players will absorb the value of education which is embedded in the game.

This is required especially for moral education such as ethics, anti-corruption values or other integrity values. The possibility for someone intentionally playing for moral learning objectives is very small since those values are often delivered by his/her parents or elders when he/she does not in the pleasant position because of doing mistakes.

In this paper, it will be discussed the strategy to transform the values of integrity as the spirit of the game. This strategy could be an alternative to make the young generation is willing to accept the lesson of integrity with glad and challenged.

2. Literature Review

These types of games that will be used as examples are categorized in the Role-Playing Game (RPG). Players can select their role in the game and play the activity by using the power or the ability of character (Hamami, 2011). Players will explore the map that have been designed and face several events inside the map. For example, the player has the task to complete each mission on the map by collaborating with several people who he/she met. Each person may hold the key or the answer to do or finish the mission.

Players will answer any questions or choose an activity that is most likely to do when they met the characters during the mission. The results of the selected answer will determine the score, collections, or the next activity to be performed by the players. If a question or answer choices provided customized with the spirit to learn the integrity values, the result will be the consequences that will be accepted by the players. The examples of the consequences of a positive response are increasing score, adding the player's collections, or gaining an access to the next level like a map, a card, or a key to go to another location. While the consequences of a negative answer could be a reduction in the score, failure to get a collection, or cancellation in gaining the access key to go to another location.

Commonly, game development requires programming skills or constructs the computer codes into processes that will be the solution to a particular job (Bills & Biles, 2005; Blackwell, 2002). If game development requires programming capability, the teacher as the content developer of integrity learning will be very dependent on programmers because not all of educators have a programming skill or computer educational background. To make the educators easier in game development, it needs a tool to help them in games creation without expertise in the programming or background in computer skills.

RPG Maker is a software tool that makes educators possible to develop games without having to learn programming (Duggan, 2012). Educators do not need to master any programming

language, but they still need to know how to use the software for implementing the designed scenarios in the computer game. By using that software, educators are not bothered with the technical aspects but rather on the development of creativity to incorporate the values of integrity to the game.

3. Concepts

It needs a few steps to stimulate the educators for making the game and integrating the spirit of integrity into the game. These steps are explained below:

(1) RPG Maker Tool Workshop

This activity is a training to introduce the functions and operational of the RPG game development tools. The tool for the experiment can be downloaded via www.rpgmakerweb.com/download. The training is required to make educators feel familiar and comfortable in using the tool to make the game. It will keep away from their fear on the difficulty of making games.

(2) Workshop in making scenario

This training works for the development of creativity in making scenario to instill the values of integrity into the game. This activity is necessary to create a game which is not merely require players to learn the values of integrity, but also makes the game interesting especially when the spirit of integrity is inserted in the game.

(3) Workshop in making games

From the results of the scenario development for the values of integrity, educators are trained to transform the scenario into a game using RPG Maker software. This training is required to provide real illustrations in translating the scenarios into a game that can be enjoyed by many people.

(4) Implementation in the targeted schools

The results of game development should to be tested by students at the targeted schools to learn the response and interest in playing the game. The responses will be reviewed and used as a

base for game improvement.

(5) Reviews and Improvements

If the game is considered to have fulfilled the requirements as an attractive game and contains the values of integrity, then the game can be used as an alternative to learning the values of integrity in a broader scope. Use of the Internet is needed for the dissemination of coverage and impact of educational integrity using the game. But if the requirement does not meet, then a review of the game will be used as the basis of the game improvement (Hamami, 2011). The implementation in the targeted schools still needs to be done in order to get other feedbacks of the new improvements.

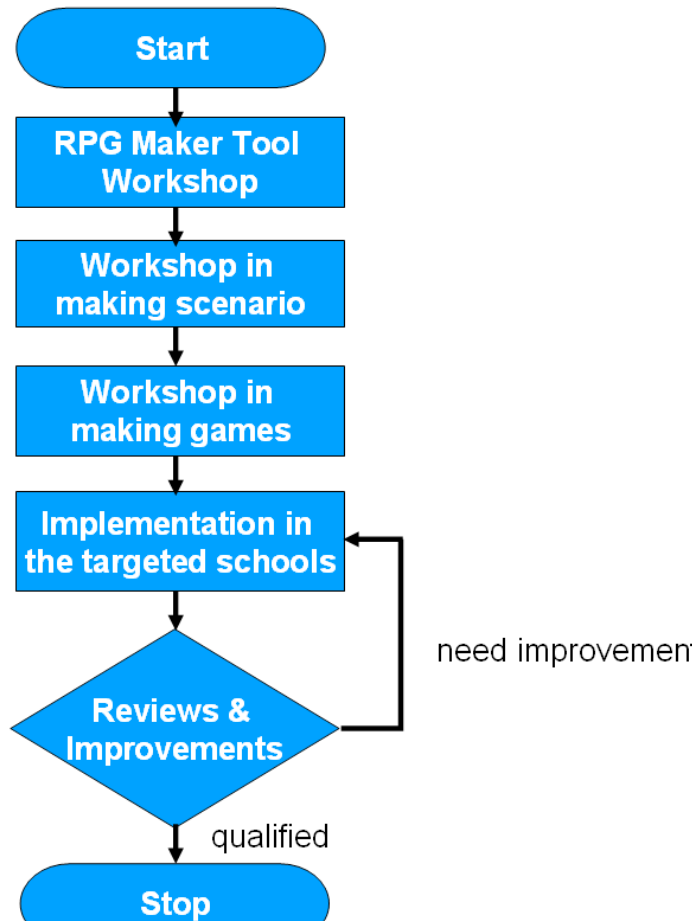


Figure 1. Phases to stimulate the educators in game development of integrity values

The need for competition in creating game based on integrity values is necessary to produce the better quality and more widespread impact. It will be important as a strategy to stimulate educators to produce the integrity educational content which is more attractive and more qualified for players. The other side effect, the competition can produce integrity-based game with different levels of integrity in the form of a game. This level does not always represent the educational level of the players, but more related to someone's level of understanding of the values of integrity.

4. Implementation

In order to unify the values of integrity into the spirit of the game without diminishing interest of the player to play the game, then the scenario should have some of the following elements:

- (1) Game-play should have an interesting story and a clear ending (Chen & Shen, 2010). It should not be burdened with the mission to promote values of integrity that can lead to the story does not develop freely. The values of integrity should be the spirit in the game, not as the theme of game. The game stories can be represented the everyday life that exists around or the imaginative situation using imaginary characters.
- (2) Game characters can be movie actress, young favorite musicians or local leaders, but not solely linked to ethical cases, corruption, or integrity which is happening in this country. The game should not be created for a negative campaign that can lead the resentment and reduce the widespread impact of the game. To spread the integrity values which have more impact, the game players should not be limited only for the partisan of one person but more people around the world.
- (3) The interesting collections for the game players can be several icons which are able to stimulate the player to do the good things as part of the values of integrity. However, these collections in the game should have the relation with the game story and do not seem to force to be inserted in the game.

- (4) RPG has a power in the communication between the game and player. The communication with the player is important as the power in providing answers or consequences of the actions taken by the player (Changqing & Xiaoming, 2010). Educator should smart to give the questions, next activities, and consequences in sharing the values of integrity. Those should be related to the game and does not merely related with the integrity values in order to instill those values as the spirit of game.



Figure 2. Communication between game and player

By bringing together the values of integrity into the game with an attractive scenario, people can learn the values without realizing it when they enjoy the thrill of the game. If the game is connected to the internet, then score of the game can be a stimulant to compete with other players around the world.

5. Conclusion

In order to inculcate the values of integrity into the game with the maximum result, the making of the game should not be left to the game developer only. Educator as a manager of educational content values of integrity should be a game developer who

delivers the values to the player in the maximum result. But the game development should not bother educators in delivering the educational contents. It needs a tool that can assist the educators in making the game easily. A variety of software can be used for this purpose; one of them is by using RPG Maker. With the software, educators can build a story about the integrity and let their students learn the values while playing the game. Each answer and choice can be directed to provide a closer illustration of the consequences that will be received by the players. The consequences of a positive response will make the players get more score, more game collections, and more access such maps, cards, or keys to the next challenges. If the players give negative responses, then the game score will be reduced, a particular collection will be failed to be obtained, or the access to continue the next stage will be cancelled. If the story built is quite interesting, the players do not only enjoy the game but also will compete with other players in doing good things via the game.

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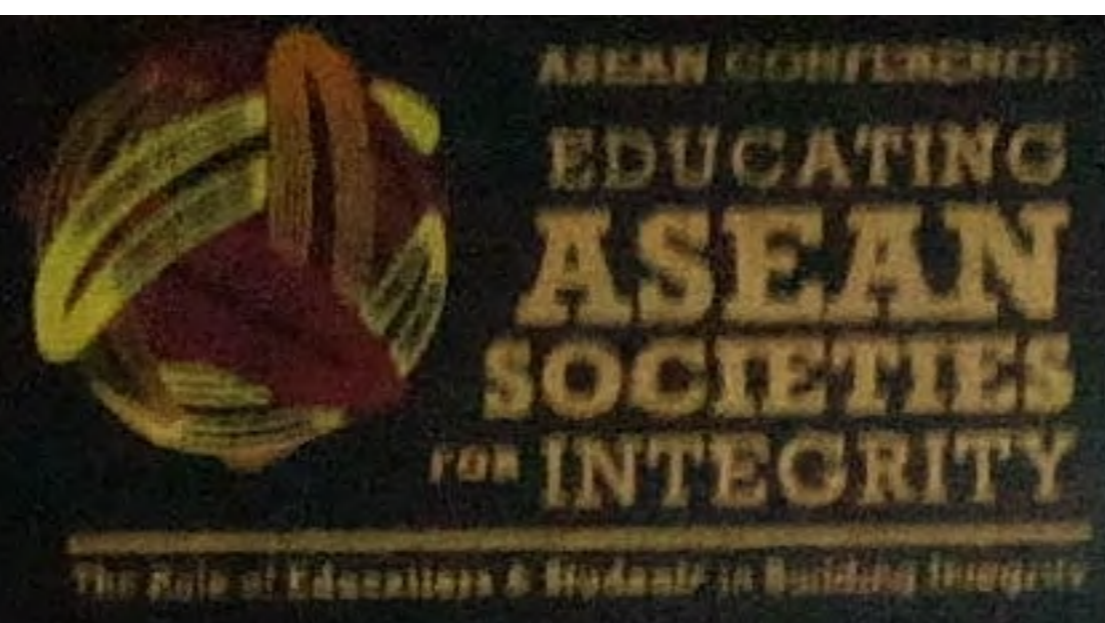


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