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CHARACTER COUNT

27515 Characters

PAGE COUNT

19 Pages

FILE SIZE

8.7MB

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1 Enhancing The Role of University In Building Integrity In Public Service Through Community Services and Service Learning Programs

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Abstract

According to annual report of Corruption Perception Index (CPI) issued by Transparency International, Indonesia is positioned as one of the most corrupted countries in the world. Although in some recent years the position of Indonesia is getting improved, it is undeniable that people still feel the adverse effects of corruption and corruptive behavior conducted by the employees working in public service institutions. One of the most common issues that people often complain about dealing with poor public services quality and bribery, they have to pay in order to be able to access any services. Building integrity could be one of the pre-conditions of realizing good public services in accordance to the principles of good governance.

As part of civil society, a university should not just keep silent to see such a situation. A university is obliged to participate in realizing good governance, particularly in promoting the public service quality in various fields. One of the paths that could be taken is to design some programs on public service integrity enhancement involving all the elements of the university, both the lecturers and the students.

This paper discusses the ideas and experiences possessed by Soegijapranata Catholic University in its participation efforts in the improvement and/or enhancement of public service quality and integrity through community service and service learning programs in several rural areas in Central Java. By sharing such ideas and experiences, hopefully this program will not only be studied but it will be creatively developed by other universities, both in Indonesia and in ASEAN countries.

Keywords: *Integrity, public service, community services and service learning program*

1. Introduction

Corruption is one of the crucial problems faced by the nations all over the world. In Indonesia, corruption has reached the concerning level. Massive and systemic corruption have infected, rooted and spread out to all aspects of people's life. The corruption makes our wealthy country having so many poor people. The corruption makes many young people cannot get education. The corruption makes health care and other public services very expensive. Corruption damages the environment in which we live. The corruption has made people do not trust each other. Given the very large effects caused by the corruption, as academic community, both lecturers and students have to do something. We cannot allow our prosperous and beautiful country destroyed and broken into pieces by some greedy irresponsible people (Simandjuntak, 2012, 24).

Because of its massive and systemic corruption, Indonesia is always positioned as one of the most corrupted countries in the world according to annual report of Corruption Perception Index (CPI) issued by Transparency International. Although in some recent years the position of Indonesia is getting improved, it is undeniable that people are still feeling the adverse effects of the corruption and corruptive behavior conducted by the employees working in public service institutions. One of the most common issues that people often complain about dealing with poor qualified public services and bribery they have to pay extra in order to be able to access any services. Building and enhancing integrity could be one of the pre-conditions of realizing good public services in accordance to the principles of good governance.

This paper discusses the ideas and experiences possessed by Soegijapranata Catholic University in its participation efforts of the improvement and/or enhancement of public service quality and integrity through community service and service learning programs in several rural areas in Central Java. By sharing such ideas and experiences, hopefully this program will not only be studied but it will be creatively developed by other universities, both in Indonesia and in ASEAN countries.

However, before further discussing the role of universities in building the integrity of the public service through community service and service learning programs, we will first put forward some important concepts that can lead us to discuss more about the fight against corruption.

2. The Role Of Civil Society In Combating Corruption And Building Integrity

Eradicating corruption is not easy. It needs different strategies, methods, and approaches. A statement from Huberts and Fijnaut below could be our starting point in discussing the strategy or efforts to combat corruption (Fijnaut and Huberts, 2002):

It is always necessary to relate anti-corruption strategies to characteristics of the actors involved (and the environment they operate in). There is no single concept and program of good governance for all countries and organizations, there is no 'one right way'. There are many initiatives and most are tailored to specific contexts. Societies and organizations will have to seek their own solutions.

From this statement, it is understood that there is no answer, concept or a single program to eradicate corruption in any country or organization. There are so many strategies, ways or efforts to eradicate corruption by which all must be adapted to the context, the characteristics of the target communities and organizations. Thus, as a country, we need to adjust ourselves to eradicate corruption by looking at the characteristics of the community and the real conditions that occur in our country. These conditions include the socio-political, socio-economic, socio-philosophical and socio-cultural, which in general is different from other countries.

According to Jeremy Pope, for the success of anti-corruption strategy, it is important to involve civil society. Any efforts to develop anti-corruption strategies without the involvement of civil society will be in vain because generally the state with the low civil society role, the level of corruption is high (Pope: 2003, Simandjuntak, 2011, p. 105). Pope describes civil society as one of the pillars of the

National Integrity System to be juxtaposed and balanced with the other pillars. These pillars are the clear rules governing executive authority, including conflict of interest rules, fair election for legislature/parliament, power to question senior official for public accounts committee, public report for auditor general, ethics or code of conduct for public services, independent judiciary, access to information and freedom of speech for media and civil society, records management by Ombudsman, enforceable and enforced law for anti-corruption/watchdog agencies, competition policy including public procurement rules for private sector and effective mutual legal/judicial assistance within international community (Pope, 2000, p. 37).

Before discussing the involvement of civil society and finally into the discussion about the involvement of universities, it is necessary to set out in advance the definition of civil society so that there is a common perception.

Pope defined civil society as organizations and networks which lie outside the formal state apparatus that are traditionally labeled as "interest groups" such as NGOs, labor unions, professional associations, chambers of commerce, religions, student groups, cultural societies, sports clubs and informal community groups (Pope, 2000, p. 130). Civil society, according to Pope, gains its legitimacy from promoting the public interest, hence, its concerns with human rights, the environment, health, education, and, of course, corruption. Its motivation is a special interest, not personal profit. It is characterized by a strong element of voluntary participation: thus people participate because they believe in what they are doing, and not simply for spending another day in the office (Pope, 2000, p. 132)

From the definition, it can be seen that there are different types of civil society. One of them I would say is university as an educational institution. University has a strategic role to fight against the corruption. Why? University is an institution which produces the nation's leaders in the future. Students even, in the history, are recorded as the motor and the agent of change in a country. The

elements of university, such as students and lecturers are easier to approach people than any other type of civil society because they are the parts of the community. University, despite having its own vision and mission, naturally is not a profit-oriented organization.

In addition, universities (particularly private universities) generally do not have a particular interest but implementing 'Tri Dharma Perguruan Tinggi' to provide education, research and public service. Although there is no doubt that we can find a variety of 'surrogate' ideology and 'custodian' of the research results of certain group in educational institution, particularly universities, it can be said that university is more interest 'sterile' compared with the different types of civil society. It is not co-opted so deep into economic issues, political issues and ideological issues in a community or country.

The other important things to consider with respect to combating corruption and increasing public integrity and public officials are strategies and approaches. In the resolution 54/128 of 17 December 1999, under the title "Action against Corruption", the General Assembly of the United Nations affirmed the need for the development of a global strategy against corruption. The fight against corruption should be done with multi-disciplinary approaches to emphasize the aspect and the bad impact of corruption in various levels. The corruption eradication should be done by issuing the corruption prevention policy both nationally and internationally, to develop a way or prevention practices and provides examples of effective corruption prevention in various countries. Numerous recommendations for governments, law enforcement officials, parliament (DPR), the private sector and civil society should be developed.

Since 1997, the World Bank Institute developed the Anti-Corruption Core Programme that aims to inculcate awareness about corruption and the involvement of civil society to combat corruption, including providing the facilities for developing countries to develop a national action plan to combat corruption. The programs developed by the World Bank are based on the premise that in order

to combat corruption effectively, it is necessary to build a shared responsibility among institutions in society. These institutions should be involved, such as the government, parliament, judiciary, public service institutions (including universities), watchdog institution like public-auditor and the corruption eradication commission, civil society (including universities), media and international institutions (Haarhuis : 2005).

By the World Bank, the approach to implement the anti-corruption program is divided into 2 (two); i.e. the top-down approach and the bottom-up approach (Haarhuis: 2005). Top-down approach is performed by carrying out reforms in all areas of legal, political, economic and government administration. According to Haarhuis, Corruption is a symptom of a weak state and weak institution (Haarhuis: 2005), so that it should be treated by conducting reforms in all fields. Bottom-up approach starts from some assumptions such as a) more widespread understanding or views (society and public officials) about the existing issue, it is easier to raise awareness to combat corruption; b) network or a strong network between the government and civil society will make corruption easier to handle; c) training, counselling, education given to both the society and public officials to help accelerate the eradication of corruption. The materials for the training, counselling, and education chosen must be adjusted to the conditions of each country and society.

Various efforts selected or constructed independently by the state, agency or civil society are expected to have a trickle-down effect, in the sense that people know the importance of eradicating corruption. Anti-Corruption Education (or Integrity Education) is one of the strategies or the bottom-up approach that can be developed to enhance public awareness for the dangers of corruption. However, the anti-corruption education is not only performed by teaching this course to students, but can be done by organizing community service and service learning programs. It is the one we will further share in this paper.

3. Thematic Service Learning Program

In mid-2012, funded by TIRI Integrity Action, USAid and Partnership, Soegijapranata Catholic University (SCU) got a chance to hold the 'Field Work (KKN)' or a service learning program in several villages in Sumber Subdistrict, Magelang District, Central Java Province. The village as the location of service learning program is located at Mount Merapi, which was struck by an eruption natural disaster.

Generally, the service learning program organized by SCU is more general, without any particular theme in consideration it is followed by students from various disciplines. On that occasion, 20 students from different disciplines were deployed to join thematic service learning program under the title of Integrity of Public Service and Business Ethics Development.

For those who teach at universities in Indonesia, this program might not sound unfamiliar. Some universities actually require students to attend service learning programs. However, as in SCU, general the service learning programs do not have a specific theme as it has been conducted in the mid-2012. But for those who are not from Indonesia, this may be a new thing.

Before going any further, we will first describe what is defined by 'Field Work (KKN)' or a service learning program. In Universities in Indonesia, service learning program is one part of the implementation of the 'Tri Dharma Perguruan Tinggi' (three university services) which includes *dharma* (the service) of teaching, research and community service. These tri *dharmas* is obtained and performed by students through courses, conducted research for their thesis or final assignment, carried out a program known as the service learning program or field work (or KKN) (Hardiyarso, 2012, p. 6).

Hardiyarso stated that KKN is an activity carried out by placing students of certain grade from various disciplines of knowledge in certain areas (it can include a number of villages or parts of cities) for a certain time. When they will perform KKN, students are initially equipped with various skill (in addition to expertise in the field of

science that they have been learned in university), so that they can help solve the problems faced by the community under the coordination of Field Supervisor. Thus, according to Hardiyarso, KKN can be a mean of community's non-formal education which is 'efficient and effective'. Based on the definition, then KKN is an integrated activity between education and community service, even KKN is the integration of *tri dharma perguruan tinggi* namely education, research and community service. The implementation of KKN is inseparable from the goals and mission of education because KKN is an integral part of the educational curriculum for Bachelor Degree (S1). Through service learning, students are introduced directly to the problems of society and how the intersectoral and/or interdisciplinary working process. KKN begins by inviting students to examine, investigate, formulate the problem, analyze and ultimately provide solutions to the problems faced by society (Hardiyarso, 2012, p. 7-8).

One of the characteristics of KKN program is in the 'target community' as partners. The partnership of KKN programs is conducted between SCU with the local governments, districts and villages. In this case, the service activities are aimed at the community group in general. Students' activities in KKN program are implemented based on monitoring/observation results of the students on the need of assistance found from the communication between the student and the community. However, sometimes the need is also based on the input/suggestions from the government officials (Hardiyarso, 2012, p. 6). In addition, according to the writers, KKN can also be carried out with the specific aim initiated by University, as performed by SCU with the theme of KKN Program; "Public Service Integrity and Business Ethics Development".

With this particular theme, then one of the issues that should be the focus of KKN is the issue of improving the quality and the provision of public services in accordance with the general principles of good governance and corporate. Improving the quality of public services is aimed at the protection of every citizen from the abuse of power in order to realize the responsibility of the state and the

clean, transparent and accountable civil servants.

Due to lack of KKN time, before leaving for the location of KKN, students are given the understanding that one of the thematic KKN goals is to improve the public service. They can do this by, for example, providing a variety of information such as oral, written and images presented manually or electronically in some public services intended. In addition to the availability of information, another target to concern is developing good public service standards. This standard is the benchmark used to guide public service to achieve quality, fast, easy, affordable, and scalable public services (Hardiyarso, 2012, p. 12). In addition to assisting the public service, one of the important things that can be built through KKN activities is to build business ethics in the community. This is done by giving knowledge to the community about the types of companies and businesses that can be developed, entrepreneurship training and counselling on business ethics. Thus, through this Thematic KKN, SCU students can participate and bring in the theories they have acquired while they are in the university.

There are several steps to be followed when implementing KKN. These stages were carried out when SCU students left for KKN in 2012. The stages can be distinguished into:

1) Preparation stage

In the preparation stage there are a few things to prepare consisting of:

- a. The stage of the survey by the institution and the arrangements for permits.

Firstly, the Institute of Research and Community Service (LPPM) conducts a survey to determine the location of KKN. After that, LPPM arranges for the permit to the sub-district and to the district. This is essential, because in reality, when administering permit and location, it was found that the local officials were not willing to accept KKN students because the target of KKN is the improvement of public services 'integrity'.

- b. The stage of surveys and observations by the student.

After knowing the village of KKN location, students are asked to survey and observe the problem faced by or in the village. The observation by the students is intended to allow students to recognize and locate the problem and the fact that will be faced in the workplace in detail and complete. To facilitate the implementation of observation and to standardize the form of data collected by the student, a list of questions and a list of issues are compiled so that the observation and data collection can be easier and faster. After observation, the students make a program divided into the Main Program and the Supporting Program that must be approved by the Field Supervisor. The success of the program developed by the students will be assessed at the final stage of KKN. The main KKN program is the program aimed at resolving the question of public service integrity, while supporting programs are the programs that support major programs and can contribute to the development of society and for the development of the sub village/ village officials.

- c. Debriefing stage. Students who will perform KKN are required to attend the entire debriefing lecture and exam. Students who do not participate in all of the debriefing stage covering 75% of the meeting and do not pass the debriefing test are not allowed to join KKN.

In the debriefing stage, students are given briefing materials that have been prepared ahead of time by designated lecturers. The debriefing materials given are compiled in the Thematic KKN module that has been prepared in advance by the lecturer and the institution. The debriefing materials given are adjusted with the theme of KKN, i.e. Public Integrity and Business Ethics Development. These materials are provided by using several methods of teaching such as with films, discussions and so on. The complete debriefing materials provided are as follows:

- a) Living Together with Village Community
- b) KKN is a Learning Activity

- c) Mainstreaming Integrity Values in Public Service Sector
- d) Community Rights and Responsibilities for Good Public Services
- e) Taxpayer's Rights and Obligations
- f) The Legal Aspects of Population Documents
- g) Building Public Integrity through E-Service
- h) Alternative Dispute Resolution
- i) The Establishment of Businesses
- j) Doing Business with Ethics

2) Implementation stage

Implementation stage is the stage in which the students live in the village for 1 (one) month. At this stage, all the programs that have been compiled by the students are performed. The KKN programs implemented include:

- a. campaigning and counseling about public service integrity and the development of business ethics for village officials and the community;
- b. train village officials and repair the existing electronic information systems in the village;
- c. training village officials and the community to carry out simple accounting;
- d. making teaching aids in the form of images, flowchart and the costs when the community will arrange for the letters/ documents at public service institutions;
- e. Assisting the management of population documents such as ID cards, birth certificates, etc;
- f. providing information on establishing a business and running a business with ethics etc.

3) Completion stage

Completion stage is the stage in which the students give the report on the working program implemented during the KKN. The report includes the details of the problems encountered in the village, contributing factors, and the solutions offered by the

students. The report must also describe the programs which are not realized and why the programs cannot be realized. The report will become a study material which will be followed up by the Institute for Research and Community Service of Soegijapranata Catholic University to continue in the next KKN. From the debriefing test results, students get the mark from the implementation and reporting of KKN.

At the time of the evaluation by the Institute, there are some disadvantages encountered during the implementation of this Thematic KKN. The measurement of the success of KKN program is difficult because:

- 1) It is difficult to measure the success of the program which is only conducted in the period of 1 (one) month;
- 2) It is hard to measure the changes in the behavior of 'integrity' to officials/civil servants and the community with a quantitative measure in such minimum time. The success measurement is ultimately done only based on the realization and assessment to the programs conducted qualitatively.
- 3) When the next KKN will be dispatched, the sub-district refused to put students in the same village, with the reason for even distribution of KKN location to other villages and the reason that the village is already bored because of constantly visited by the KKN students.

Despite of the disadvantages, from interviewing the students, they felt that the goal of the KKN is clear. They are satisfied as they could minimally do and leave some important message, both to the community and to the local authorities.

Here are some pictures of student activities doing service learning program 2012 in 3 (three) villages in Magelang Central Java (LPPM SCU, 2012):



Poster and/or Backdrop and/or Standing Banner made by SCU Students in Integrity Service Learning Program 2012

Poster 1 : Family Document Card Making Procedures



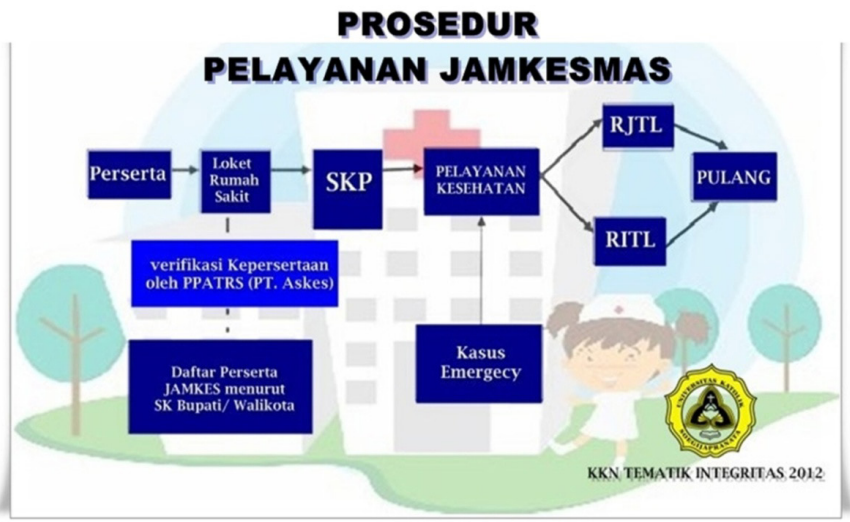
Poster 2 : ID Card Making Procedures



Poster 3 : Police Record Making Procedures
(for those who have no criminal records)



Poster 4 : Application for Health Insurance Service Procedures For the Poor



4. Thematic Community Service

KKN or service learning programs presented before is implemented by the students, while the thematic of 'anti-corruption and integrity education' community services are performed by several faculties/lecturers/professors from SCU.

Since 2005, some professors from SCU have been attempting to develop the making of Anti-Corruption education curriculum for Secondary School and Elementary School.

The program was started by proposing a tailor-made training to Nuffic, the Netherlands with the theme of 'The Role of Civil Society in Combating Corruption in Indonesia'. After more than a year, with a few revisions, the proposal was finally accepted to be funded by Nuffic. A total of 16 SCU lecturers and 2 staffs of the Corruption Eradication Commission (KPK) and 2 Junior High School Principals from Semarang took part in training for one (1) full month at the Institute of Social Studies, The Hague, Netherlands.

Upon their return from the Netherlands, 2 staffs or trainers of the Institute of Social Studies came to Indonesia to assist and

facilitate the creation of Anti-Corruption Education curriculum and modules for Junior High School. The making of the module was implemented firstly by establishing a team consisting of some secondary school teachers, KPK, and SCU lecturers. For about two weeks, we worked together to make the module until we launched it in the National Seminar on Anti-Corruption Education in our Campus in December 2005. When launching the module in a national seminar, our university signed a memorandum of understanding with the Corruption Eradication Commission (KPK) to cooperate in the development of Anti-Corruption education. It is noticed by the Corruption Eradication Commission (KPK) that SCU is the first university in Indonesia to sign MoU with this institution.

After it was launched with the 'joint' costs, we printed the module and approached some of the junior high schools in Semarang to apply the module in the schools. Some schools accepted and until recently they still use this module as one of the compulsory subjects as well as extra-curricular activities there. The modules that we made, I believe, is the first anti-corruption education modules taught in Indonesia.

Concerning the success story of the module making for junior high school, in 2007, KPK asked our university to create a module for elementary school. Almost similar to the module for junior high schools, the module was designed by elementary school teachers invited to help us. From the beginning, our consideration to invite teachers (both Junior High and Elementary School) is caused by our lack of understanding in the educational curriculum for Secondary and Elementary school. Thus, SCU is only to facilitate and assist the making of the modules.

In the same year, the module for Elementary school was completed and tested in several elementary schools who were our partners when we made it. The Corruption Eradication Commission (KPK) attempted to try the module out of Semarang. Until now, the module is still being used in many elementary schools, not just in Semarang, but also in Indonesia.

Here are the figures of Anti-Corruption Education Module

we've been working with our partners; the Corruption Eradication Commission (KPK) and the teachers of junior high and elementary school.

Anti Corruption Education Module for Elementary and Secondary School



We gained a lot of valuable experiences while developing the Anti-Corruption Education curriculum and modules, including rejected and suspected by the Department of Education in Semarang and Central Java. But we did not give up. Their rejection never stopped our desire to keep on moving.

After the second module was completed, in 2011, one of us was also involved in the making of Anti-Corruption Education curriculum and module for Universities, led by the Directorate General of Higher Education, Ministry of Education and Cultural the Republic of Indonesia. This module is put in the national curriculum, and currently is used in more than 500 universities in Indonesia.

Here is the sharing we can provide with respect to community service that has been done by SCU students and lecturers in service learning and community service programs. Hopefully this sharing can encourage the other colleagues to continue the anti-corruption movement in Indonesia and in ASEAN. Since we are lecturers, one of the ways is to educate, examine, and conduct community services. In fact, performing community services can be done by sharing the expertise we have with our fellow partners from elementary school through university.

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Module:

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- Pendidikan Anti Korupsi untuk Sekolah Menengah Pertama (2006), Semarang, UNIKA Soegijapranata, KPK dan GTZ



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