




Analysis of the Phenomenon of Corruption in the World of Educators: A Review of Solution-Based Cases from the Perspective of Positive Law

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Article Info	ABSTRACT
<p>Keywords: Educational Corruption Policy Legitimacy Positive Law</p>	<p>This study aims to analyze the phenomenon of corruption in the educational sector in Indonesia, focusing on the relationship between the legitimacy of educational policies and the corruption practices that occur. Corruption in the education sector can undermine the integrity and transparency of policies, hinder the effectiveness of budget allocation, and degrade the quality of educational services. This research identifies several common forms of corruption, including budget misuse, non-transparent procurement of goods and services, and collusion in educational decision-making. Using a positive law perspective, the study proposes solution-oriented measures to address corruption in education, such as enhancing transparency, strengthening internal oversight, providing anti-corruption education and training, and encouraging active community participation. Moreover, strict law enforcement and collaboration between educational institutions and law enforcement agencies are deemed crucial to establishing an education system free from corruption. The study concludes that through these concrete measures, it is expected to improve the quality of education in Indonesia, strengthen the legitimacy of educational policies, and increase public trust in the existing education system.</p>
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INTRODUCTION

There is a close connection between the problem of corruption and the legal system embraced by a country. Corruption, in essence, is an act that aims to benefit a particular individual or group in a way that violates the rules, often accompanied by the intention of enriching oneself. This behavior not only violates the principle of justice, but also has a significant adverse impact on the welfare of the wider community. In 2005, Transparency International assessed Indonesia as one of the countries with a high level of corruption, with a Corruption Perception Index (GPA) score of 2.2, which placed it in 137th out of 159 countries. (Ardisasmita, 2006). Apart from these figures, one of the things that reaps the contrast is the phenomenon of corruption in the field of education. In 2009, the government began allocating 20% of the state budget for the education sector in the hope of improving

the quality of education in Indonesia. However, this policy is colored by the issue of budget leakage, which raises concerns that the funds are not used optimally or on target. In addition, the increase in the education budget has an impact on increasing the state budget deficit from 1.5% to 1.9%. To cover the need for these funds, the government was forced to issue government bonds worth Rp 112.5 trillion, which experienced a significant increase from the initial plan of Rp 94.7 trillion. This shows that there are serious challenges in the management of the education budget and its impact on the country's financial stability.(Handayani, 2009).

In addition, Indonesia's Corruption Perception Index (CPI) decreased from 38 in 2021 to 34 in 2022, placing Indonesia in 110th place out of 180 countries. Until mid-2023, the Attorney General's Office recorded state losses due to corruption reaching Rp 152 trillion. Corruption has a wide range of impacts, ranging from weakening government functions, reducing public trust, to threatening national security through weak management of defense equipment and increasing social violence. More decisive efforts to eradicate corruption are needed to overcome this problem.(Kenneth, 2024). The alignment of the impact caused by corruption has an impact on various sectors Corruption has a bad impact on various sectors, especially the economy, government, and security. (Rachmawati, 2022). This is what makes corruption called "*extraordinary crime*".(Zahara Lubis, 2017).

To bridge this problem, if a study involving the law on this issue is very necessary. The law acts as an instrument designed to neutralize and suppress corrupt practices. With the existence of strong laws, corruption can be prevented, acted upon, and reduced, thereby creating conditions that are fairer, more transparent, and conducive to community development. Therefore, harmony between law enforcement and handling corruption is an important element in maintaining stability and public benefits in a country. Many mentions of the term "law" have variations in names in several countries. For example, the Anglo-Saxon country, referred to as "*law*". in Continental Europe such as the Netherlands, known as "*Recht*". in France, the commonly used terms are "*Droit*", while in Arabic it is called "*Shari'ah*" in its singular form, and its plural is "*Appliances*" which was later translated into Indonesian as "Law". This understanding of the law is closely related to its ability to enforce coercion. On the other hand, the word "*Recht*" derived from Latin "*Rectum*", which means guidance, demands, or government. Related to "*Rectum*", There is also a term "*Rex*" which refers to a person who provides guidance or commands, and can also be interpreted as a "King" who has a *Regimen*, which means kingdom. Word "*Rectum*" also connected to "*Directum*", which indicates the person in charge of guiding or directing. Term "*Directur*" or "*rector*" have a similar meaning.(Arliman. S, 2019).

Explicitly, Indonesia itself adheres to the concept of *Continental European Rechtstaats*. The term "state of law" in Indonesia is often translated as *Rechtstaats* or Rule of Law, which refers to the same concept. This is reflected in the 1945 Constitution of the Republic of Indonesia (UUD NRI) Fourth Amendment Article 1 paragraph (3) which states, "The State of Indonesia is a State of Law." In addition, Indonesia is also known as a democratic country, as stipulated in the 1945 Constitution of the Fourth Amendment Article 1 paragraph (2), which states that "Sovereignty is in the hands of the people and is implemented in accordance with the Constitution." Consequently, as a country of law, the highest power in Indonesia is the law, which is a legacy of Dutch colonialism.(Hamzani,

2019). Law is a series of social phenomena whose existence is mandatory. This is accompanied by the provision that violations of these norms, or against social phenomena that are contrary to these obligations, can be subject to sanctions.(Sulaiman, 2019).

According to Utrecht, a law is a set of rules that contain orders and prohibitions that regulate order in society and must be obeyed by all its members. In addition to regulating individual behavior, the law also ensures that interactions between citizens run in an orderly and harmonious manner.(Sulaiman, 2019) Furthermore, Van Kan, described the law as a number of rules that have a coercive character and are made to secure the interests of individuals in society. These rules serve as protection of individual rights and freedoms, as well as a tool to maintain a balance between the various interests of citizens. By its binding nature, the law ensures that every individual complies with the rules that have been established to create justice and order in society.(Sulaiman, 2019).

Hamzah, stated that the law is the entire rule or norm that governs the life of the community with the aim of achieving peace. The law aims to create a state in which society can live in harmony and tranquility. By establishing clear and fair rules, the law seeks to prevent conflicts and resolve disputes that may arise so that peace and order are achieved in community life.(Sulaiman, 2019) Rahardjo, described law as a human work in the form of norms that contain behavioral guidelines. Law reflects the human will on how society should be shaped and directed, and records the ideas of justice chosen by the society in which it was created.(Sulaiman, 2019).

Other views such as Mr. Bellefroid in his work entitled "*Inleiding tot de Rechtswetenschap in Nederland*" explained that the law that applies in a society regulates the order of the society based on the power that exists in the society. The law functions as an instrument used by society to enforce order and stability. The power possessed by legal authorities provides legitimacy for the application and enforcement of the law, so that society can function properly and harmoniously.(Sulaiman, 2019). Likewise with Philip S. James, in his work entitled "*Introduction to English Law*" Law as a set of rules that direct human behavior that is enforced and enforced among members of a country. Laws serve as guidelines for the behavior of individuals in society, determine what is considered legitimate and illegitimate, and provide mechanisms for enforcing those rules.(Sulaiman, 2019) Immanuel Kant, defined law as the whole of conditions under which a person's free will can coexist with the free will of others, in accordance with the legal regulations on freedom.(Arliman. S, 2019).

Regardless of what the huku itself is, of course it also has characteristics and legal ideals as well. Legal characteristics are attributes or characteristics that describe the nature and function of law in a system or society. These characteristics include the existence of rules or norms that govern individual behavior, the obligation for everyone to obey these norms, and the role of law in maintaining social order and justice. There are two main aspects that distinguish the characteristics of law: First, the law contains commands and prohibitions that set standards of behavior in society. Second, all individuals are expected to obey these commandments as part of their responsibility to maintain a fundamental social order. This shows that everyone's behavior is expected to be in accordance with the established norms to maintain harmony and fairness in their interactions with others.(Sulaiman, 2019).

Meanwhile, legal elements refer to the basic components that form the structure or substance of the law itself. The elements of the law include; first, regulations that regulate human behavior in people's lives; second, this regulation is made by official institutions that have authority; Third, the nature of this regulation is coercive, meaning that it must be obeyed by all members of society; and fourth, the sanctions applied to violations of these regulations are strict. Thus, these elements become the foundation in the formation and application of laws to maintain order and justice in common life.(Sulaiman, 2019).

Tunardy provides a definition of Legal characteristics that can be identified from various perspectives that focus on their properties and elements. This means that the law is characterized by the existence of regulations or norms that govern the behavior of individuals in society. These norms not only describe what is expected of a person's behavior, but also establish certain prohibitions that should be avoided. Furthermore, the nature of law is its ability to coerce. The meaning is that legal rules must be obeyed by everyone in society as an obligation. This coercion applies not only in the form of sanctions or punishments for violations, but also includes the arrangement of structures and procedures to enforce compliance with the law. Furthermore, the elements of law include aspects such as rule-making by authorized official institutions, which aim to regulate social behavior and interaction. The law-making process involves legislative bodies or legal authorities appointed by the community to represent the common good and maintain justice.(Tunardy, 2021).

Legal ideals are concepts that refer to the basic goals or principles that a legal system wants to achieve. According to Gustaf Radbruch's theory, the "ideal of law" involves three main elements that must be realized proportionally and inseparably: legal certainty (*Rechtssicherheit*), justice (*Gerechtigkeit*), and benefits (*Zweckmässigkeit*). Legal certainty ensures a clear and stable legal framework, which allows people to plan their actions with legal predictability. Justice focuses on the fair and equal application of the law, ensuring fair treatment for each individual. Utility, on the other hand, aims to optimize social benefits and community welfare through effective and efficient application of the law. These three elements must support each other and be integrated in every rule of law to create an ideal and well-functioning legal system.(Wantu, 2019). The legal mind plays an effort to provide protection and certainty in the legal system. As a basic principle, the legal mind ensures that the law not only regulates and assesses justice but also provides a solid foundation to ensure stability and protection of individual rights and the interests of society. With the existence of the ideal of law, positive law gets direction and meaning, and ensures that the legal rules applied remain relevant and effective in protecting rights and providing legal certainty for all parties. Without the mind of law, the law will lose its function as a tool to ensure justice and social stability.(Pawestri, 2019)

Explicitly, the basic values of the legal ideals of the Indonesian nation can be formulated as follows: first, national law is built by paying attention to rational criteria and spiritual, ethical, and moral values to maintain human ethics and people's moral ideals. Second, national law is based on respect for human dignity and dignity, by providing guarantees of human rights and social rights in a balanced manner to prevent injustice. Third, national law protects the entire Indonesian nation, strengthening unity and unity with one law that serves the national interest. Fourth, national laws are formed based on the principle

of people's sovereignty, through the consent of the people in representative deliberations, in order to be in accordance with the aspirations of the people and support the development and dynamics of the nation's life. Fifth, national law emphasizes social justice, paving the way for equality and social justice for all Indonesian people.(Nazriyah, 2002).

Interestingly, what is discontinued about the meaning of law and the ideals of law as an instrument of justice is often contrary to the reality that occurs. The phenomenon of corruption has actually penetrated into various agencies, including institutions that should be moral and legal pillars. Ironically, this practice is often carried out by individuals with authority, who should be the vanguard in maintaining public integrity and trust. One of the aspects that is very concerning is corruption in the world of education, a sector that should be the foundation for producing the next generation with morality and integrity. Corruption in the world of education can manifest itself in various forms, such as misappropriation of school operational assistance (BOS) funds, manipulation of the budget for the construction of educational facilities, to buying and selling positions in educational institutions. The impact of this kind of action is very destructive, because it not only hinders the teaching and learning process, but also deprives students and teachers of the right to obtain proper educational facilities and environment. Furthermore, corruption in the world of education creates a domino effect, weakens the quality of human resources produced by the education system itself, and indirectly hinders the progress of the nation. Therefore, eradicating corruption in the education sector must be a top priority, because education is the key to social transformation and sustainable development. Strong laws and strict enforcement must be present to eradicate corrupt practices that pollute the world of education and protect the future of the younger generation. The purpose of this study is to analyze the phenomenon of corruption in the world of education with a case-based approach, in order to identify patterns, causes, and impacts on the education system. This research also aims to provide a solution review based on a positive legal perspective, so that concrete steps can be formulated in preventing and handling corruption in the education sector. With this approach, the research is expected to be able to bridge the gap between legal theory and practice, as well as produce applicable recommendations to strengthen regulations, improve supervision, and create a cleaner, more transparent, and integrity education system.

METHODS

This research method uses normative legal research which aims to analyze legal phenomena by focusing on the study of relevant laws and regulations and in-depth literature. This research will explore and evaluate the application of positive law in the education sector, especially in relation to efforts to prevent and handle corruption. This research prioritizes understanding how existing regulations can overcome problems that arise in the management of the education sector and how the supervision and management of education funds can run transparently and free from corrupt practices. The approach used in this study is a descriptive qualitative approach, which allows the researcher to comprehensively explore and analyze various legal and literary sources related to the topic being studied. This approach focuses on understanding how the law is applied in the context of the education sector and how these regulations can be improved to be more effective in dealing with corruption problems.

This study collected primary and secondary data that are relevant to the topic being studied. Primary data comes from official documents related to laws and regulations governing the education sector and the management of public funds, such as laws on governance, regulations governing the supervision and use of education funds, and policies implemented by the government to overcome corruption. Secondary data is obtained from scientific literature that includes books, journals, articles, and reports that discuss legal aspects in education, education budget management, and corruption prevention measures. Secondary data also includes relevant case studies as well as analyses of policies that have been implemented in other countries that have experience in tackling corruption in the education sector. By utilizing these two types of data, the research is expected to provide a more complete picture of the legal phenomena that occur in the education sector, as well as suggest more effective solutions for system improvement. Until finally, this study reduced the data to draw a conclusion so that the research had validity. According to Sugiyono, data reduction is a stage where researchers select valid data and eliminate ambiguous data so that it is easier to focus on the problem to be addressed.(Sahi, Kamuli, & Djaafar, 2023).

RESULTS AND DISCUSSION

Efforts to Legitimacy and Portrait of Corruption Cases in the World of Education

The legitimacy of education policies, related to corruption is very significant because corruption can damage the integrity, transparency, and validity of policies. Involvement of croupi in the education policy process can create injustice, take sides with certain parties, and harm society as a whole. The following is the relationship between the process of legitimacy of education policy and croupis: Emblematic and Croupis: (1) Emblematic Aspect: That is, creating a decent image and public trust involves symbols such as state activities and celebrations of school events. The involvement of croupsi in the management of these events can create doubts about the integrity of the education system. (2) Procedural and Contract: In this position, strategies are needed to encourage government material assistance, job opening, and improvement of school facilities are practical steps that play a role in the legitimacy process. However, crooked processes that occur in the distribution of aid or job openings can lead to injustice and harm the community. (3) Materials and Roution: The general decision to appoint an individual agent or chief administrator involves a political process that must be free from the practice of croupi. If the croupi is present in decision-making, it can undermine the legitimacy and authority of education policy.

It is important to create an education system that is free from croupsi so that the resulting policies can be widely accepted by the community. Anti-corruption measures, transparency in resource allocation, and active community participation in decision-making can strengthen the legitimacy of education policy processes and prevent distortions or inequalities in policy implementation. Corruption refers to dishonest actions, abuse of trust, and abuse of power by individuals or groups in positions of authority to obtain personal or group gains, often to the detriment of the public interest. Acts of corruption involve accepting or giving bribes, extortion, nepotism, collusion, and other unethical practices aimed at obtaining personal gain or the interests of certain groups. Corruption can harm the integrity of a country's social, economic, and political systems. Corrupt practices can harm justice, transparency, and efficiency in the administration of government, and can hinder economic

and social development. Therefore, the eradication of corruption is a priority in many countries to ensure good governance, justice, and public welfare. Many countries and international organizations have established anti-corruption laws and policies and supported efforts to combat corruption at various levels. The anti-corruption non-governmental organization (NGO) Indonesia Corruption Watch (ICW) has released a Corruption Case Enforcement Trend Report covering the period from semester 1 of 2018 to semester 1 of 2021. Based on data collected by ICW, there was an increase in the number of corruption cases prosecuted during the first six months of 2021, reaching 209 cases.

This figure shows an increase compared to the same period in the previous year, which recorded 169 cases (Tempo, 2021). It should be noted that the high achievement of the Monitoring Center for Prevention (MCP) in an area does not guarantee that corruption crimes (TIPIKOR) do not occur in that area. The existence of corruption at the regional level is still considered worrying, with the majority of cases related to corruption crimes mainly occurring in goods and services procurement projects. (Theodoridis & Kraemer, 2014). Data shows that the number of corruption cases prosecuted in Indonesia fluctuated during the Semester 1 period from 2018 to 2021. In Semester 1 of 2018, there were 150 cases, which then decreased to 100 cases in Semester 1 of 2019. However, in Semester 1 of 2020, the number of cases increased again to reach the same number as in 2018, namely 150 cases. This upward trend continued significantly in Semester 1 of 2021, with the number of cases acted upon reaching 200, making it the highest number during the observed period. This shows that there is a dynamic in the enforcement of corruption cases, with a sharp increase in the last two years. (Indonesian Corruption Watch (ICW)).

In response to this, bureaucratic reform is implemented as an effort by the government of the Republic of Indonesia to achieve good governance and make fundamental updates and changes to the system of government administration, especially in terms of institutional aspects (organization), administration, and human resources of the apparatus. Through bureaucratic reform, the government administration system is structured with the aim of achieving effectiveness and efficiency in carrying out government duties and functions.

Regarding corruption in the world of education, the release of Tempo data also shows that

The data in the graph shows the number of corruption cases prosecuted in Indonesia based on the Indonesia Corruption Watch (ICW) report during Semester 1 from 2017 to 2021. In Semester 1 of 2017, there were 266 cases, which is the highest number in this period. The number of cases then decreased drastically to 139 cases in Semester 1 of 2018, and continued to decrease until it reached 122 cases in Semester 1 of 2019. However, in Semester 1 of 2020, the number of cases increased to 169 cases, and this increasing trend continued in Semester 1 of 2021 with a total of 209 cases. This period shows significant fluctuations, with the peak of case enforcement in 2017 and the increase again in the last two years. For this reason, for several elaborations that have been constructed, optimizing the handling of corruption cases in the education sector requires a series of comprehensive and coordinated steps.

Policy Efforts in Countering Corruption Cases in the World of Education

In principle, policies are born along with the growth of the population and the complexity of desires. The concept of legitimacy is related to the public's perception of the granting of authority, where legitimacy includes the receipt of authority to take and implement decisions as a form of approval from the community. In the context of education policy, the validity of the policy is determined by the recognition of the community and related agencies. This recognition can be in the form of approval, and after the policy is valid, it can be implemented. (Kumala, Setiawan, Munauwarah, Wulandari, & Tramidzi, 2021). Scientifically, the connection between policy, legitimacy, and public acceptance reflects the complex dynamics in the evolution of public policy, which can be the subject of study to understand the interaction between government and society in the context of social development. However, when viewed empirically, the quality of education services in Indonesia is still far from the desired standard. Release of survey results *Program for International Student Assessment (PISA)* in 2018, Indonesia again ranked low, namely 72nd position out of 77 countries surveyed.

PISA data shows that Indonesian students' ability in reading, mathematics, and science is still weak. In detail, the average PISA score for Indonesia is 382, which shows its lack of progress when compared to the score in 2003. Education, as an individual human right regulated by various laws, has been given special attention by the government by allocating 20% of the budget for education development. Although the financial support is expected to improve the quality of education in Indonesia, the reality still shows the impossibility of this hopeful reality. Some community groups, especially those who are underprivileged, still face obstacles in accessing education. Budget leakage in the education sector is one of the causes of low educational services to the poor. (Handayani, 2009). The implementation of the legitimacy of education policies is faced with several challenges that need to be overcome. *First* There is a rejection from the previous plan implementers who are considered no longer performing, where the idea that what has been done can be accumulated into the past. *Second* The emergence of obstacles from moderate meetings to newly created systems, where the demands described in detail are considered something new and synonymous with traditional approaches that are difficult to change. *Third* There is resistance to conservative social events and past approaches from former actors who were no longer active, but still have followers.

This resistance can weaken the legitimacy association or take a long time to rebuild support. The main difficulty lies in dealing with disapproval of the changes, both from previous plan implementers and from former actors, which can be a serious obstacle to the legitimacy of education policy. Cf. Hallak (2003) stated that corruption is often an endemic problem in developing countries, including Indonesia, and the education sector is vulnerable to corruption due to the large education budget, providing opportunities for corrupt practices. Deep (Kumala et al., 2021). Corruption cases in Indonesia are increasingly worrying, with various mass media routinely reporting corruption crimes involving public officials and related parties. The Indonesian government has taken concrete steps to combat corruption since the reform era, as mandated in the TAP MPR-RI Number XI/MPR/1998. This effort was developed through the approach of the Three Pillars of the National Corruption Eradication Strategy (SPKN), namely the Preventive Strategy, the Investigative Strategy, and the

Educational Strategy. However, efforts to eradicate corruption committed by the Indonesian government have not yielded the expected results. The complexity of the corruption problem in Indonesia shows that relying on investigative strategies alone is not enough. Corruption eradication requires a multi-disciplinary and strategic approach that is preventive, which can be implemented properly. Therefore, the focus of our national education aims to guide Indonesian individuals to become people who have faith and piety, as well as noble character.

Education is directed as a conscious and planned effort to create a learning environment and learning process that allows students to actively develop their potential. The main goal is for them to have the religious spiritual strength, self-control, personality, intelligence, noble character, and skills necessary for themselves, society, nation, and state. In fact, Article 3 of Law Number 20 of 2003 concerning the National Education System emphasizes that national education has the function of developing abilities, shaping character, and building a dignified national civilization. This is done with the aim of educating the life of the nation, developing the potential of students to become individuals who have faith, fear God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens. Thus, education can be considered as a means of preventive and anticipatory efforts in efforts to eradicate corruption. Through education, individuals can acquire the values of truth, faith, noble morals, as well as competence and professionalism as responsible citizens. However, there are challenges in educational institutions, including the Education Office at the regional and central levels, which should play a role in fighting corruption.

Unfortunately, several educational institutions have actually experienced budget leakage cases that result in reduced education funds, increased cost burdens for the community, and decreased quality of education services. In fact, in some cases, corruption in the field of education can endanger the safety of students, such as the collapse of school buildings. One of the crucial demands includes the enforcement of the rule of law, respect for human rights, and efforts to eradicate corruption, collusion, and nepotism (KKN). The recognition of human rights in the 1945 Constitution through the amendment process is considered a significant step in Indonesia's transformation. The reform is a concrete effort by the Indonesian nation to make the 1945 Constitution more modern and democratic. The existence of human rights within the framework of the 1945 Constitution constitutionally guarantees every citizen's price. Based on the problems that have been raised, this paper aims to *First* to analyze the legal framework that governs education in Indonesia and how these regulations are or are not adequate in preventing and cracking down on corruption cases in the world of education. *Second* identifying Forms of Corruption in the World of Education.

Legitimacy is defined through the individual's perspective on power, showing the extent to which a region recognizes and respects the rights of innovators to make and implement policies that bind the territory. If the local area recognizes and respects the right of innovators to make and implement policies that apply in the area, then the power is considered legitimate or legitimate. In other words, legitimacy refers to the recognition and support of the community for the privileges of pioneers in determining and implementing political decisions. The word legitimacy comes from the Latin "Lex," which means legal. The

term "legitimacy" cannot be separated from concepts such as authenticity, halal, and reality. Therefore, the obvious reality is to show conformity with applicable laws or existing rules, whether it is legitimate formal rules, applicable standards, or social norms that have long been legally established. According to Zimmerman and Zeitz, legitimacy can be interpreted as a social assessment of acceptance, conformity, and/or desire. On the other hand, Nor Hadi stated that legitimacy is the psychological state of partiality of people who are very sensitive to the symptoms of the surrounding environment, both physical and non-physical. deep (Kumala et al., 2021).

Legitimacy is a step taken between the process of formulating and implementing policies. Before an education policy is implemented, it is necessary to carry out legitimacy. This is necessary because the results of policy formulation need to be recognized by the public, which is generally carried out through people's representative institutions. This recognition is important so that the implementation of the policy does not face rejection from the community, considering that the implementation of education policies involves various parties from the community. Public recognition of the policy can be in the form of endorsement, and after the formulation of the policy is valid, the policy can be enforced. Authorization of education policies is also a form of legitimacy, where the authority to implement the policy is given. With the existence of authority, the party with authority can carry out the policy legally.

For this reason, the legal legitimacy of the phenomenon of corruption in the world of education in Indonesia, here are some steps that can be taken:

1. Increased Transparency:
Increase transparency in the use of the education budget and the procurement process of goods and services. Information related to finance and education policies should be easily accessible to the public to encourage active participation in monitoring.
2. Strengthening Internal Controls:
Strengthening internal supervision mechanisms in educational institutions. This involves the implementation of rigorous internal audits and periodic reviews of administrative practices to detect and prevent potential acts of corruption.
3. Anti-Corruption Education and Training:
Involve relevant parties in anti-corruption education and training programs. Teachers, administrative staff, and other stakeholders should be provided with a deep understanding of the negative impacts of corruption and how to identify and report suspicious practices.
4. The Active Role of the Community:
Encourage the active role of the community in supervising and reporting corruption in the educational environment. The public, including parents of students, can be an effective eye and ear in detecting corrupt practices and providing encouragement for law enforcement.
5. Strict Punishment:
Ensure strict punishment for perpetrators of corruption in the education sector. The legal process must be transparent, fast, and fair to ensure effectiveness in sanctioning those involved in corrupt practices.

6. **Strengthening Law Enforcement Institutions:**
Strengthen the role and capacity of law enforcement agencies, such as the Corruption Eradication Commission (KPK) and the police, in handling corruption cases in the education sector.
7. **Collaboration between Educational Agencies and Law Enforcement:**
Encourage close cooperation between educational institutions, the government, and law enforcement agencies to ensure that the handling of corruption cases runs efficiently and effectively.
8. **Performance Monitoring:**
Implement a continuous performance monitoring system to assess the effectiveness of anti-corruption measures taken and identify areas of improvement that need to be made.
9. **Media Participation:**
Encourage media participation in voicing and investigating corruption cases in the education sector. The media can be a powerful tool in providing exposure and suppressing corrupt practices.
10. **Development of Reporting Systems:**
Build and strengthen a safe anonymous reporting system for individuals who want to report corruption without fear of repression.

These measures are expected to create an educational environment that is free from corruption, increase public trust in the education system, and ensure the effective use of the education budget for the common good. Therefore, it can be concluded that through understanding the concept of legitimacy as the key to receiving government authority, this paper details the challenges and obstacles faced in the implementation of legitimate education policies. The results of the 2018 PISA survey highlight the inability of the Indonesian education system to achieve the desired standards. The importance of the preventive role of education in efforts to eradicate corruption is emphasized, and data on the increase in state losses provide in-depth context. Through concrete measures such as increased transparency, strengthening supervision, anti-corruption education, active community participation, strict punishment, and inter-agency collaboration, this paper presents a comprehensive view of how to overcome the challenges of corruption in the world of education. Thus, the urgency of creating an educational environment that is clean from corruption is to increase public trust, ensure the effectiveness of the use of the education budget, and maintain the integrity of the Indonesian education system. These steps are expected to make a positive contribution to efforts to eradicate corruption in the education sector and lead to an overall improvement in the implementation of education in Indonesia.

CONCLUSION

This study concludes that the phenomenon of corruption in the world of education in Indonesia is closely related to the low legitimacy of education policies. Corruption can damage the integrity, transparency, and validity of education policies, thereby creating injustice and harming society. Corrupt practices often occur in the management of education budgets, procurement of goods and services, and decision-making processes involving certain individuals or parties with personal interests. Corruption in the education sector not

only harms the quality of education services, but also affects policies and the overall government system. Despite efforts from the government to combat corruption, through the Three Pillars of the National Corruption Eradication Strategy (SPKN) approach, there are still many challenges that must be faced, such as the lack of effective supervision and budget leakages that occur at the regional level. To overcome this corruption phenomenon, this study proposes solution measures, including increasing transparency in the use of the education budget, strengthening internal supervision in educational institutions, anti-corruption training for related parties, and encouraging the active role of the public and the media in supervising corrupt practices. In addition, the importance of strict punishment and collaboration between educational institutions and law enforcement is also part of the strategy to combat corruption in this sector. The importance of education as a preventive means in eradicating corruption is also emphasized, with the aim of creating individuals with noble character, integrity, and ready to take responsibility as citizens. Therefore, to achieve an effective and corruption-free education system, strong collaboration is needed between the government, educational institutions, law enforcement agencies, and the wider community in maintaining integrity and transparency.

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