



ANALYSIS OF ANTI-BRIBERY PERCEPTIONS ON SEAFARERS' TRAINING SERVICES IN *SEKOLAH TINGGI ILMU PELAYARAN* TOWARDS THE CAMPUS WITH THE PREDICATE OF CLEAN AND SERVICE BUREAUCRACY AREA (WBBM)

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Abstract: Sekolah Tinggi Ilmu Pelayaran Jakarta (STIP), a Maritime Higher Education Institute, has a vision to become an International Standard Maritime Education Institution that produces professional Shipping Human Resources. This vision is supported by a commitment to establish, maintain and review anti-bribery policies that put forward the principles of clean, transparent, and accountable governance as an effort towards a Clean and Serving Bureaucracy Area (WBBM). The policy of realizing good institutional governance and assessing commitment to corruption prevention refers to the regulation of the Minister of State Apparatus Empowerment and Bureaucratic Reform (Men.PAN & RB) Number 10 of 2019 concerning amendments to the regulation of the Minister of State Apparatus Empowerment and Bureaucratic Reform (Men.PAN & RB) Number 52 of 2014 concerning Guidelines for the Development of an Integrity Zone Towards a Corruption-Free Area and a Clean Bureaucracy Free Area and Serving in Government Agencies. STIP's anti-bribery performance measurement on service delivery is carried out with a survey that produces the Anti-Corruption Perception Index (IPAK). Service delivery in general is 89.95 classified in category A, so the performance is declared very good. Elements that support the performance of clean, transparent, accountable service delivery, especially free from requests for money for services, brokering practices, and services in return. As for the performance of other services, the formation training and education was obtained by 91.93 obtaining a quality value of A. Meanwhile, skills training services were at 87.11, updating training at 85.89, and skills training at 84.47 obtaining a B quality score.

Keywords: Anti-Bribery, Services, Seafarers' Training, Clean dan Serving Bureaucratic Areas (WBBM)

INTRODUCTION

Bribery is a widespread phenomenon. This raises serious social, moral, economic and political concerns, undermines good governance, discourages development and distorts competition. This of course erodes justice, undermines human rights and hinders poverty alleviation. In addition, it can also increase business costs, create uncertainty in commercial

transactions, increase the cost of goods and services, reduce the quality of products and services, which leads to loss of life and property, undermines institutional trust and interferes with the fairness and efficiency of market operations. In line with the implementation of Bureaucratic Reform and the development of an Integrity Zone (ZI) towards a Corruption-Free Area and a Clean and Serving Bureaucratic Area, Government Work Units must be committed to continuously making continuous improvements in order to improve the quality of public services.

This commitment refers to the Presidential Regulation Number 55 of 2012 (Perpres) concerning the National Strategy for Long-Term Prevention and Eradication of Corruption in 2012-2025 and the Medium Term of 2012-2017 as well as the Regulation of the Minister of State Apparatus Empowerment and Bureaucratic Reform (Men.PAN & RB) Number 52 of 2014 concerning Guidelines for the Development of Integrity Zones Towards a Corruption-Free Area and Clean Bureaucratic Areas and Serve In Government Agencies. One of the manifestations of this commitment is the compilation of an anti-corruption perception index which is one of the parameters of a clean and serving government.

Sekolah Tinggi Ilmu Pelayaran Jakarta (STIP) is one of the units of public service providers in the field of education in Indonesia. Therefore, it is important to conduct a Corruption Perception Index (CPI) survey as a support and active role in corruption prevention and eradication activities. The survey results can be used as study material to improve the quality of public services and to realize the implementation of good governance. The results of the corruption perception index can be used as material for establishing policies in the context of improving service quality and realizing the implementation of corruption-free services. This is in line with the implementation of Bureaucratic Reform and the development of an Integrity Zone (ZI) towards a Corruption Free Area (WBK).

Sekolah Tinggi Ilmu Pelayaran Jakarta (STIP) has a vision that is *To Become An International Standard Maritime Education Institute* that produces professional maritime human resources in accordance with the Decree of the Principal of STIP, Number: SK.121/SM.301/STIP- 20 about the Quality Manual of STIP. Of course, this vision is supported by a commitment to establish, maintain and review anti-bribery policies, where one of the quality systems owned by STIP is ISO 37001:2016 concerning Anti-Bribery Management Systems which prioritizes the principles of clean, transparent and accountable governance.

Sekolah Tinggi Ilmu Pelayaran Jakarta (Maritime Higher Education Institute) has a proactive responsibility to contribute against bribery. This was achieved by the implementation of the ISO 37001:2016 anti-bribery quality system based on certificate number: 003/MHI-SMAP which was achieved and implemented on 09 October 2020 and through leadership commitments to establish a culture of honesty, transparency, openness and compliance.

In the implementation of education and training process STIP has several scopes of seafarer training services to the public as follow:

1. Services for Academic Certification of Competence Training Program (COC):

Education and training that systematically implements learning, guidance and training programs to help develop the potential of students regarding the moral, intellectual, emotional & socialization aspects, so that they have the required competencies for certain

- positions and/or fields of work in the transportation sector (In accordance with the Regulation of the Minister of Transportation No. KM 64 of 2009 concerning Transportation Education & Training.
2. Services for Upgrading of Competence Training Program (DKP),
Education and training from various paths, types and levels to improve skills in order to obtain seafarer expertise certification. Types of seafarers' skills training that has been approved by the Directorate General of Sea Transportation.
 3. Services for Updating of Competence Training Program,
Updating training for various pathways, types and levels to update knowledge and skills to comply with the requirements set out in the 1978 STCW and its amendments.
 4. Services for Certification of Proficiency Training Program (COP),
Training program to gain the skills and abilities to perform and/or certain functions on the ship. Type of seafarer skills training that has been approved by the Directorate General of Sea Transportation.

The services provided are in the form of services from the registration process, the teaching and learning process to the certified graduation process. This is in accordance with the demands of seafarers' training in accordance with the 2013 Maritime Labour Convention (MLC), that professional seafarers need training and education to achieve the competencies pursuant to the Standard of Training Certification and Watchkeeping for Seafarers Manila Amendments 2010 (STCW 2010). The 1978 STCW Convention was the first to establish the basic requirements for the training, certification and watchkeeping for seafarers at the international level.

Sekolah Tinggi Ilmu Pelayaran Jakarta (STIP) as a training and education organization has purposes according to its Statute based on the Regulation of the Minister of Transportation of the Republic of Indonesia, Number PM: 67 of 2014:

1. To produce graduates in the shipping field who have international competence,
2. To produce scientific research and community service that is beneficial for the development of the shipping industry,
3. To produce graduates with industrial character, integrity and love for the homeland,
4. To possess modern educational facilities and infrastructure and always following the development of the shipping industry,
5. To implement a transparent and accountable education administration and financial governance system.

Therefore it can produce service products as described above, namely: 1. Services for Academic Certification of Competence Training Program (COC); 2. Services for Upgrading of Competence Training Program (DKP), 3. Services for Updating of Competence Training Program, 4. Services for Certification of Proficiency Training Program (COP).

Meanwhile, the management of the above services, of course, should be according to the relevant working unit within the STIP Organisations. The service for Academic Certification of Competence Training Program is part of the duties and work functions of the Study Program Departments; namely Nautical, Technical, and Port and Shipping Management (Nautika, Teknik and KALK), and for the service of Seafaring Upgrading, Updating, and Proficiency Training Program, is the task and work function of the Business Development Division (Divisi Pengembangan Unit - DPU).

The implementation of training is, of course, in accordance with international and national standards. International standards based on STCW (Standard of Training Certification and Watchkeeping for Seafarers) Manila Amendments 2010 and National standards based on National Higher Education Standards, Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 13 Year 2015. This will certainly be a benchmark for the level of satisfaction of training participants. In serving the community for the implementation of the education above, of course the application of ISO 37001: 2016 is very instrumental in maintaining or improving service performance.

The risk of bribery in an organization depends on various factors such as the size of the organization, the location and sector in which the organization operates and the nature, scale and complexity of the organization's activities. Sekolah Tinggi Ilmu Pelayaran Jakarta (Maritime Higher Education Institute) has a Registration Counter as the main gate of the service having 11 (eleven) service counters, consisting of: Counters 1 & 2 (registration services for seafarer's skills training), Counter 3 (revalidation registration services), Counter 4 (Services management of school certificates and legalization), Counters 5&6 (Endorsment Registration), Counter 7 (Customer Service). Counter 8 (Registration for Seafarers' Skills Training), Counter 9 (Special Complaint Service for Seafarers Skills Training Participants) and Counters 10 & 11 (Certificate Retrieval Service). The initial service for registration of seafarers training participants has been carried out on-line in order to reduce the bribery process by reducing face-to-face contact between participants and officers so as to cut down several registration stages that are too long, as was done during manual registration. Even if there is contact between officers and seafarers training participants in public services, this is only limited to providing information as is done by customer service. Even if there is contact between officers and citizens in public services, it is only limited to providing information as is done by customer service or customer service. Not in the context of making licensing decisions.

The measure of the success of service providers is determined by the level of perception of service recipients, where service recipients receive services according to or more than expected. Service fulfillment is measured by the extent to which anti-bribery socialization is carried out by STIP, how service procedures are implemented without being violated by the inducement of certain rewards, whether or not there is a withdrawal of funds outside of the rates set by STIP, the attitude of the education and training service officers, the presence or absence of brokering practices, how is the protection of the whistleblower related to bribery carried out by STIP. So that the perception figures obtained from service users can measure the level of service delivery of STIP Jakarta based on the principles of clean, transparent and accountable governance.

LITERATURE REVIEW

Legal Basis

- a) Law Number 28 of 1999 concerning the implementation of a clean and free state from collusion, corruption and nepotism.
- b) Law No. 31 of 1999 in conjunction with Law No. 20 of 2001 concerning the Eradication of Criminal Acts of Corruption.
- c) Law Number 14 of 2008 concerning Public Information Disclosure.

- d) Law Number 25 of 2009 concerning Public Services.
- e) Regulation of the Minister for Empowerment of State Apparatus and Bureaucratic Reform Number 52 of 2014 concerning Guidelines for the Development of Integrity Zones Towards a Corruption-Free Area and a Clean and Serving Bureaucratic Area.
- f) Presidential Regulation of the Republic of Indonesia Number 55 of 2012 concerning National Strategy for Long-Term Prevention and Eradication of Corruption in 2012-2025 and Medium-Term in 2012-2014.
- g) Presidential Regulation of the Republic of Indonesia Number 2 of 2015 concerning the 2015-2019 National Medium-Term Development Plan.

According to Law no. 20 of 2001 concerning Amendments to Law No. 31 of 1999 concerning the Eradication of Criminal Acts of Corruption, that corruption is an act against the law with the intention of enriching oneself or another person or a corporation that can harm state finances or the state economy. 9 acts of corruption consist of:

- a. Misuse of position and authority as well as state facilities;
- b. Bribes;
- c. Illegal profit;
- d. Secret transactions;
- e. Present;
- f. Grant;
- g. Embezzlement;
- h. Collusion;
- i. Nepotism.

Definition of Anti-Bribery

Corruption according to the Big Indonesian Language Dictionary (Balai Pustaka, 2001: 597) is the misappropriation or misuse of state money for personal gain or others. The definition of corruption in the General Indonesian Dictionary is as a fraudulent act, can be bribed, and immoral.

In article 435 of the Criminal Code, corruption means rotten, bad, depraved and can be bribed, likes to be bribed. Corruption is a criminal act that enriches oneself or another person or an entity that directly or indirectly harms state finances (Evi Hartanti, 2005: 7).

In theory (Handoyo, 2009: 55) states that corruption is a human behavior caused by social pressure. Meanwhile, according to Frey and Black (1934), corruption is an act carried out with the intention of providing an unofficial advantage by using the rights of another party, who wrongly uses his position or character in obtaining an advantage for himself or others. another, which is contrary to the obligations and rights of the other party.

Ombudsman Regulation of the Republic of Indonesia Number 21 of 2016 concerning gratification control within the Ombudsman of the Republic of Indonesia. This regulation is in the context of realizing a maladministration-free state within the Ombudsman of the Republic of Indonesia, it is necessary to control the offer, acceptance, and granting of gratuities as a form of upholding the integrity of the ombudsman leadership and employees in carrying out their functions and duties. In general provisions, it is explained that the meaning of gratification is a gift in a broad sense, which includes the provision of money, goods, rebates (discounts), commissions, interest-free loans, travel tickets, lodging facilities, tourist trips, free medical treatment and other facilities.

In accordance with circular letter number: SE 30 of 2017 concerning the gratification control program within the ministry of transportation. This circular letter in the context of improving gratification control and increasing compliance with gratification reporting, is ordered to all state administrators and civil servants/ASN within the Ministry of Transportation.

In addition to the Regulation of the Minister of Transportation Number PM 87 of 2014 concerning Gratification Control in the Ministry of Transportation, gratuities may be accepted by civil servants.

Alatas (1983) suggests that based on the type, corruption is grouped into seven types of corruption as follows:

1. Transactive corruption, namely showing a reciprocal agreement between the buyer and the receiving party, for the benefit of both parties and actively prioritizing the achievement of this advantage by both.
2. Extortive corruption is a type of corruption in which the giver is forced to bribe to prevent losses that are threatening him, his interests or people and things he values.
3. Inventive corruption (inventive corruption) is a gift or service without any direct connection with certain benefits, other than the profits that are imagined to be obtained in the future.
4. Nepotistic corruption is the illegal appointment of friends or relatives to hold positions in the government, or actions that give them preferential treatment in the form of money or other forms, contrary to applicable norms and regulations.
5. Defensive corruption is the behavior of victims of corruption by extortion, the corruption is in the context of enriching themselves, and the aggrieved party is forced to become involved or trapped to become a victim of corruption.
6. Autogenic corruption is corruption that is carried out by oneself.
7. Supportive corruption, namely corruption that does not directly involve money or other forms of direct compensation.

The principle of implementing the Anti-Bribery Survey uses the following principles:

1. Transparent, survey results are published openly and can be easily accessed by the whole community,
2. Participatory, there is community involvement in the implementation of the survey, including as respondents in research,
3. Accountable, the implementation of the survey must be properly accounted for and subject to the principles of accountability,
4. On an ongoing basis, the survey must be carried out on an ongoing basis, so that progress can be seen from between periods.
5. Fair, the survey implementation must provide equal opportunities or opportunities to all service users to become research respondents in accordance with the sampling method used.
6. Neutral, the survey must be free from influence or interference from any party and in any form.

Definition of Clean and Serving Bureaucratic Areas (WBBM)

Towards a Clean and Serving Bureaucratic Region, hereinafter abbreviated Towards WBBM, is a predicate given to a work unit/area that fulfills most of the change management,

management structuring, structuring the HR management system, strengthening supervision, strengthening performance accountability, and strengthening the quality of public services based on regulations. Minister for Empowerment of State Apparatus and Bureaucratic Reform Number 10 of 2019 concerning Amendment to Regulation of the Minister of Empowerment of State Apparatus and Bureaucratic Reform Number 52 of 2014 concerning Guidelines for Development of Integrity Zones Towards Corruption-Free Areas and Clean and Serving Bureaucratic Areas in Government Agencies.

Definition of Seafarers' Training Service

The definition of service quality according to Lewis and booms (1983), in Tjiptono (2005:121) which defines service quality as a measure of how well the level of service provided is able to match customer expectations. Tjiptono also added that service quality can be realized through fulfilling customer needs and desires as well as delivery accuracy to balance customer expectations. So that the quality of service is influenced by two factors, namely customer expectation (customer expectations) and customer perceived (perceived by customers) for a service.

As a process of activities to help meet the needs and interests of others, service quality can be seen from two sides, namely internal service quality and external service quality. Internal service quality is related to the interaction between service providers, various facilities and infrastructure used to support the service process. The quality of external services is more interactive with the results of the service itself.

Definition of Seafaring Training Program

According to the 2013 Maritime Labor Convention (MLC), it is stated that what is meant by a seafarer is any person who is employed or bound or working in any capacity on board a ship in accordance with applicable regulations. To become a professional seafarer, training and education are needed to achieve the appropriate competencies applied in STCW. A seafarer must be trained or certified as competent or qualified to carry out his duties. A seafarer should not work on a ship unless he has successfully completed training for personal safety on board (MLC, 2013).

STCW Convention 1978 Amendment to Manila 2010 is a Convention that establishes the basic requirements on training, certification and watchkeeping for seafarers at the international level. Previously standards for training, certifying and supervising officers and ratings were set by individual governments, usually without reference to practice in other countries. As a result, standards and procedures are highly varies, so the quality standards also vary in all shipping industries. The Convention establishes minimum standards relating to training, certification, and watchkeeping for seafarers that states are required to comply with or exceed.

STCW stands for Standard Training Certification and Watchkeeping for Seafarers. STCW is produced and issued by IMO (International Maritime Organization), one of the United Nation's Technical Agencies in charge of Maritime affairs in the world. STCW concerns three domains of international standardization:

- a. Training refers to standard education and training for seafarers.
- b. Certification refers to legality and system of examination and assessment for seafarers.
- c. Watchkeeping refers to the arrangement of officers' watchkeeping duties on board.

As described above, STCW regulates minimum international standards for 3 aspects of the domain, namely Training, Certification, and Guard Service for all seafarers for international shipping vessels (Pasyah; 2021, 86-87). (*Pasyah, A. Chalid, English for Shipping Business, KPN STIP, Jakarta, 2021*).

Table 1: STCW 78 Manila Amendment 2010

Chapter	<i>Revised Chapters</i>
I	General Provisions
II	Master and Deck Department
III	Engine Department
IV	Radio Communications and Radio Operators
V	Special Training Requirements For Personnel On Certain Types Of Ships
VI	Emergency, Occupational Safety, Security, Medical Care and Survival Functions
VII	Alternative Certification
VIII	Watchkeeping

Regulation I/6*Training and assessment*

Each Party shall ensure that:

1. the training and assessment of seafarers, as required under the Convention, are administered, supervised and monitored in accordance with the provisions of section AI/6 of the STCW Code; and
2. those responsible for the training and assessment of competence of seafarers, as required under the Convention, are appropriately qualified in accordance with the provisions of section AI/6 of the STCW Code for the type and level of training or assessment involved.

The description above also explains that each party / member country must ensure that the training and testing for seafarers is in accordance with the international standard STCW Code AI/6. (STCW; 2010, 10). (*IMO, International Convention on Standards of Training, Certification and Watchkeeping for Seafarers, 1978, Manila Amendments 2010, London, 2010*).

Through the standards of the STCW Chapter and the STCW Code, each party/member country around the world can apply it as a standard for training and education activities for seafarers' competence in their respective places, so that the quality of training graduates is expected to meet international standards.

RESEARCH METHODS

Research Time and Place

Research with Corruption perception index survey carried out at the public service of the Jakarta Merchant Marine Higher Education (STIP), namely the registration counter for the period of December 2021. The corruption perception index survey was conducted to all respondents who received STIP seafarer training services, both participants of the upgrading training program and participants of the short course training program. The sampling method used in this study is a simple random sampling method. The sample in this survey is respondents who entered during September 2020, so the data processed is data collected during that period. The procedures carried out in conducting this survey are as follows:

1. Make a list of questions related to the perception of corruption.

2. Make a survey form on a list of questions that have been prepared.
3. Distribute survey forms. The survey was conducted by accessing the following link:

<https://.....surveyPersepsiKorupsiInternal2020>

Approach Method

The survey implementation refers to the Regulation of the Minister for Administrative Reform and Bureaucratic Reform (PAN and RB) no. 52 of 2014 concerning guidelines for the development of an interaction zone towards an area free from corruption and a clean bureaucratic area and serving within government agencies. The survey was conducted with a qualitative approach to measure the opinions or opinions of service users. The measurement scale uses a Likert Scale. The Likert scale is used to measure attitudes, opinions, and perceptions of a person or group of people towards a type of public service. The survey results will obtain the Anti-Corruption Perception Index (IPAK) which shows the performance of service delivery related to anti-bribery.

Data Collection Techniques

The data obtained are primary data, namely data obtained directly by researchers from the first source. With data collection techniques using indirect communication techniques (questionnaires). Questionnaires in the form of structured questions as a tool in collecting opinion data or opinions of STIP seafarer training participants regarding training services, namely services for academic competence training, services for upgrading competence training (DKP), services for updating competence training, and services for proficiency skills training.

The implementation of data collection was carried out both physically (paper forms) and online via google forms to respondents. Data collection was carried out on December 1-14, 2021. In addition to the questionnaires, the researchers also verified the data related to the distribution of the questionnaires and the results from the person in charge of distributing the questionnaires so as to increase the validity of the data obtained.

Population and Sample

The population in this study were all participants of STIP education and training programs who were active users of services recorded in the period November – December 2021. Taking into account the number of training participants spread across several types of training, namely formation training, seafarer expertise training, updating training and seafarer skills training, during the period of December 2021, referring to Morgan and Krecjie's sampling theory, the number of samples taken was 717 respondents divided from

Table 2. Distribution of Respondents

Category	Number of Respondents
Academic Competence Training (Cadets)	470
Upgrading Competence Training (Seafarers)	138
Updating Competence Training (Seafarers)	36
Proficiency Skills Training (Seafarers)	73

Data Analysis Technique

Processing of data from the results of respondents using statistical software STATA. STATA is one type of program that is used in quantitative research and has advantages over similar calculating tools because it has more features and is complex. Data analysis to

determine the corruption perception index using descriptive statistical techniques. Perception data was measured using a rating scale between 1-4. A value of 1 is the lowest score of 4 perceptions, and a value of 4 is the highest perception score and reflects the quality of a clean and good bureaucracy in serving. Data on perceptions of corruption are presented in the form of scoring/absolute numbers in order to know the increase/decrease in the public corruption perception index for the services provided every year. The analysis technique for calculating the Corruption Perception Index on the questionnaire is carried out in the following way:

- a) Respondents choose the answer Yes or No to measure each indicator of perception of corruption.
- b) The answer is converted into a percentage, and then converted into a corruption perception index with an interval scale of 1-4. The corruption perception index scale is close to a value of 4 reflecting the assessment of corruption as getting CLEAN FROM CORRUPTION. The final result will bring up the corruption perception index with reference to Table 1 Corruption Perception Values as follows:

Table 2. Interpretation of IPAK values

Mark Perceived	Value Interval	Value Conversion Interval	Service Quality	Service Unit Performance
1	1,000 – 2,599	25,00 – 64,99	D	Not Clean from Corruption
2	2,600 – 3,064	65,00 – 76,60	C	Less Clean from Corruption
3	3,065 – 3,532	76,61 – 88,30	B	Fairly Clean from Corruption
4	3,532 – 4,000	88,31 – 100,00	A	Free from Corruption

Respondents can fill out a survey through the google form on perceptions of corruption in the management of services either through computers/laptops/smartphones. To find out the IPAK value of academic and non-academic services within the Maritime Sciences College, which is aimed at training participants and other external parties, such as partners, it is hoped that they can provide an objective assessment of the various indicators in the survey. This survey study uses references that have been carried out by other institutions and concludes that several indicators that reflect perceptions of corruption are as follows:

1. Brokering / Brokerage Practices
2. Illegal levies
3. Officers indicated that they wanted bribery
4. Giving more rates than it should be
5. Gifts
6. General KKN practice
7. The practice of KKN in service management
8. Anti-corruption activities/media

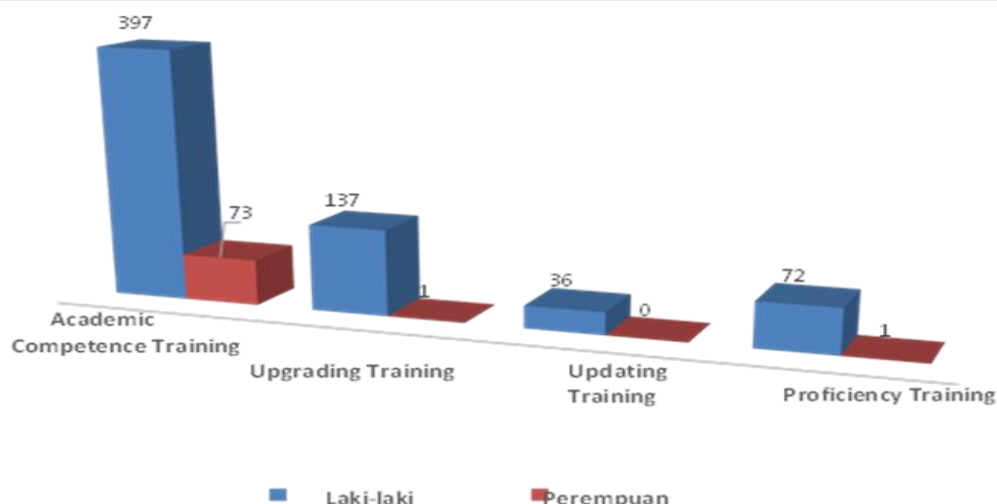
FINDINGS AND DISCUSSION

Respondent Profile

1. Profile of Respondents by Gender

Generally, the respondent's profile based on gender is dominated by men. This applies to all types of training programs carried out. In the Academic Competence Training group, from 470 respondents, 397 respondents were male, then the remaining 73 respondents were female.

Then, in the Upgrading Training group, there were 137 male respondents and 1 female respondent. In the Updating Training group, all 36 respondents were male. The last, Proficiency Training group, 72 male respondents and 1 female respondent.



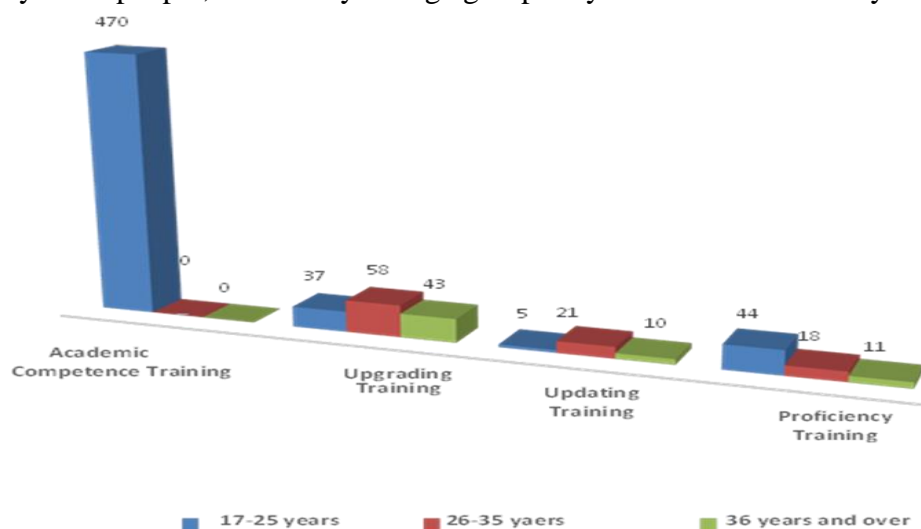
Picture 1: Distribution of Respondents by Training Group and Gender

2. Respondents by Age Group

The profiles of respondents based on age groups in the academic competence training are all from the 17-25 year age group. Meanwhile, the profile of age groups in upgrading competence training, updating competence training, and proficiency skills training generally varies.

In the upgrading competence training group, there were 37 respondents aged 17-25 years, then 58 people aged 26-35 years, and 43 years old and over. Meanwhile, in the updating competence training, the majority of respondents came from the 26-35 year age group, which was 21 people, followed by 10 respondents from the 36 year old age group and over, and 5 respondents from the 17-25 year age group.

Then, in the proficiency skills training, the number of respondents from the age group 17-25 years is the largest, namely 44 people, followed by the 26-35 year age group, as many as 18 people, and finally the age group 36 years and over as many as 11 people.

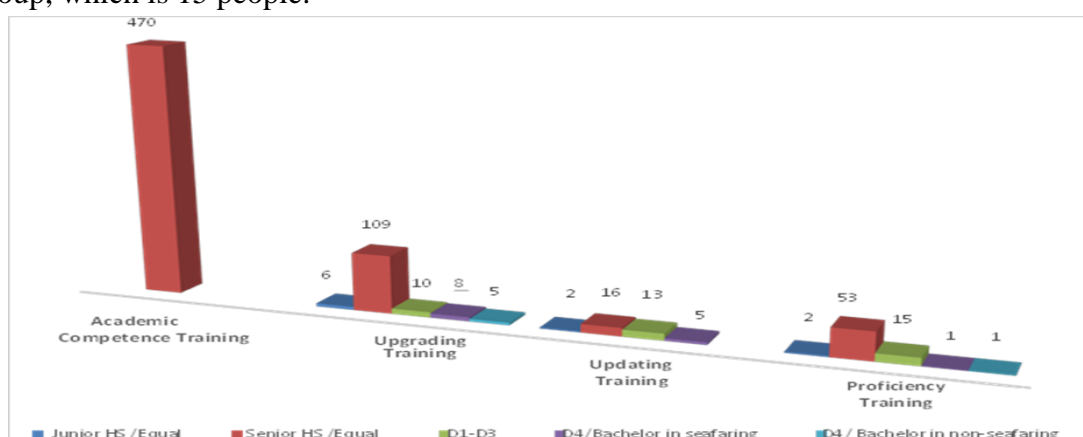


Picture 2: Distribution of Respondents by Training Group and Age

3. Profile of Respondents by Education Group

In general, the respondent's profile based on the education group is generally dominated by the high school education group or its equivalent. Specifically for the academic competence training group, all 470 respondents had a senior high school education or the equivalent. In the upgrading competence training group, respondents with the most recent education in high school or equivalent were the most (107 people), followed by respondents with the latest education D1-D3 (10 people). Meanwhile, in the updating competence training group, there were 16 respondents with the latest education in high school or equivalent, followed by 13 respondents with D1-D3 education.

The same thing also happened to the proficiency skills training group, where respondents with the same high school education dominated with a total of 53 people. The second largest education group for respondents from this training group is the D1-D3 group, which is 15 people.

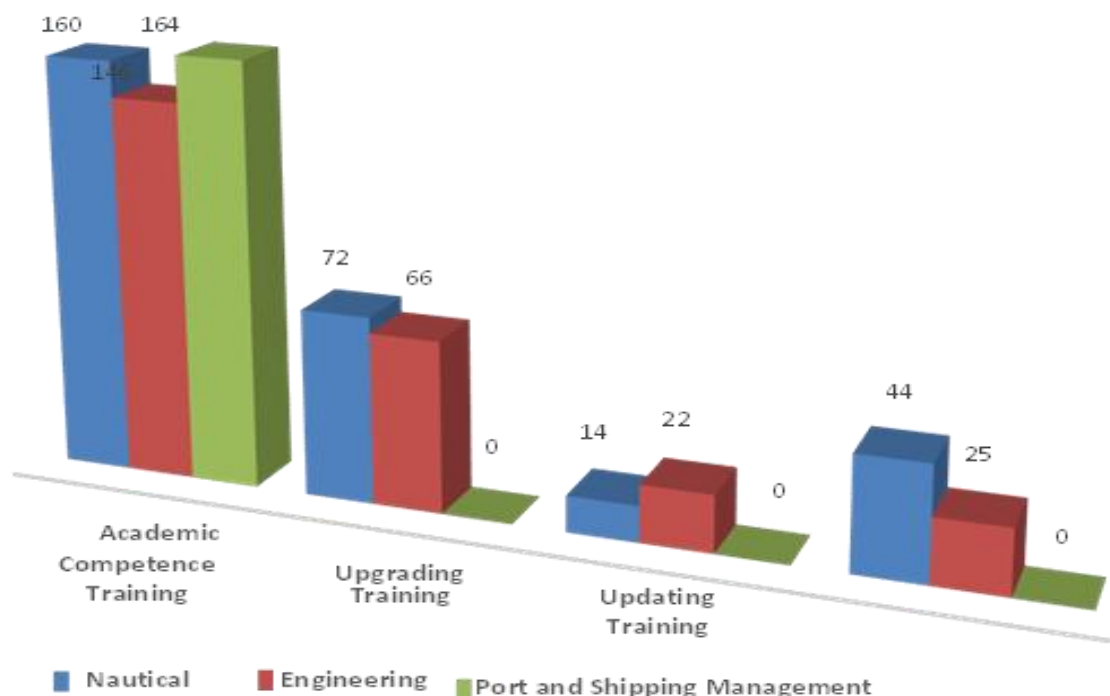


Picture 3: Distribution of Respondents by Training Group and Education

4. Profile of Respondents Based on Maritime Education Department

The general profile of respondents based on maritime education majors is generally evenly distributed, especially in the academic competence training group. In this academic competence training group, there were 160 respondents from the nautical department, 146 respondents from the engineering department, and 164 respondents from the port and shipping management department.

Meanwhile, in other training groups, maritime education majors generally include nautical or engineering. For example, in the upgrading training group, there were 72 respondents from the nautical department and 66 respondents from the engineering department. Then, in the updating training group, the number of respondents from the nautical and engineering majors was recorded as 14 and 22 people, respectively. Meanwhile, in the proficiency skills training group, respondents from the nautical department were 44 people, while from engineering there were 25 people.



Picture 4: Distribution of Respondents by Training Group and Maritime Education Majors

Data Processing and Analysis

The Anti-Corruption Perception Index (IPAK) value is calculated using the "weighted average value" with the following formulation:

$$IKMd = \sum_{i=1}^n b_i x_i \quad \forall i = 1, \dots, n$$

$$x_i = \sum_{j=1}^n \frac{y_j}{n} \quad \forall j = 1, \dots, n$$

Di mana:

IKMd = Indeks Kepuasan Masyarakat dasar

X_i = hasil penilaian responden pada konstruk i

y_j = nilai variabel j

b_i = bobot konstruk i, dimana seluruh konstruk memiliki bobot rata-rata tertimbang 0,11

Note of Formula:

- IKMd = basic community satisfaction index
- X_i = the results of the respondents' assessment on the construct i
- Y_j = variable value j
- b_i = construct weight i where all constructs have a weighted average of 0.11

The results of the interpretation of the results of the Anti-Corruption Perception Index (IPAK) is a measure of service performance from each unit which is described as in the table below:

IPAK Value Interpretation Table

Mark Perceived	Value Interval	Value Conversion Interval	Service Quality	Service Unit Performance
1	1,000 – 2,599	25,00 – 64,99	D	Not Clean from Corruption
2	2,600 – 3,064	65,00 – 76,60	C	Less Clean from Corruption

3	3,065 – 3,532	76,61 – 88,30	B	Fairly Clean from Corruption
4	3,532 – 4,000	88,31 – 100,00	A	Free from Corruption

Furthermore, the basic values obtained are converted into standard sizes with the following formula:

$$\text{IPAK Conversion} = \text{IPAKd} \times 25$$

So that the general value of the conversion Anti-Corruption Perception Index (IPAK) is obtained which is in the range of 25 – 100. As presented in the table, the number 25 represents the low value (performance), while the number 100 represents the highest value (performance).

Anti-Corruption Perception Index

1. Anti-Corruption Perception Index of General Education and Training Services

The Anti-Corruption Perception Index (IPAK) value represents the achievement of public service delivery that prioritizes the principles of clean, transparent, and accountable services. This principle is translated into anti-bribery behaviors in the process of providing public services.

Based on the calculation of IPAK for the implementation services, of STIP Jakarta, the elements of demand for money for services, elements of brokering practices, and elements of services with rewards are the elements with the highest value, which are 3,902 each; 3,867; and 3,866. The higher the index value, the closer the implementation of public services carried out by STIP Jakarta to a condition that is free from requests for money for services, brokering practices, and requests for compensation for services provided.

Meanwhile, the element of refusing to give money, the element of explaining the prohibition of bribery, and the element of anti-bribery socialization are the three elements with the lowest scores, each with a value of 3.022; 3,254; and 3,448.

Table 3: IPAK Values for General Education and Training Services

No.	Anti Bribery Elements	Value of Anti Bribery Elements
1	Anti-Bribery Socialization	3.448
2	Service With Rewards	3.866
3	Request for Money for Services	3.902
4	Receive a Thank You	3.800
5	Asking for a Thank You	3.845
6	Attitude in Service	3.485
7	Refusing to give money	3.022
8	Brokering Practice	3.867
9	Explanation of the Prohibition of Bribery	3.254
10	Protection Against Bribery Reporting	3.491

The IPAK value can be obtained by multiplying the value of each anti-bribery element by the weighted average. The calculation of the average anti-bribery value can be formulated as follows:

Anti-Corruption Perception Index Value =

$$(3,448 \times 0,10) + (3,866 \times 0,10) + (3,902 \times 0,10) + (3,800 \times 0,10) + (3,845 \times 0,10) +$$

$$(3,485 \times 0,10) + (3,022 \times 0,10) + (3,867 \times 0,10) + (3,254 \times 0,10) + (3,491 \times 0,10) = \mathbf{3,598}$$

Thus, the value of the anti-corruption perception index is **3.598**

Furthermore, to get the IPAK value after conversion, it is done with the following formula:

$$\text{IPAK value after conversion} = 3.598 \times 25 = \mathbf{89.95}$$

Based on the categorization of the assessment, the quality of anti-bribery behavior in service delivery carried out by STIP Jakarta in December 2021 is classified into category **A**, which means that the anti-bribery performance is **VERY GOOD**.

2. Anti-Corruption Perception Index of Academic Competence Training

Based on the calculation of the Anti-Corruption Perception Index (IPAK) for the provision of the Academic Competence Training service, it can be identified that the elements with the highest value are the demand for money for services, the elements of brokering practices, and the elements of services with compensation, which are 3,911 each; 3,904; and 3,887. Meanwhile, the element of refusing to give money, the element of explaining the prohibition of bribery, and the element of anti-bribery socialization are the three elements with the lowest scores, namely 3.270 each; 3,451; and 3,540.

Table 4: IPAK Values for Provision of Academic Competence Training Services

No.	Anti Bribery Elements	Value of Anti Bribery Elements
1	Anti-Bribery Socialization	3.540
2	Service With Rewards	3.887
3	Request for Money for Services	3.911
4	Receive a Thank You	3.768
5	Asking for a Thank You	3.849
6	Attitude in Service	3.600
7	Refusing to give money	3.270
8	Brokering Practice	3.904
9	Explanation of the Prohibition of Bribery	3.451
10	Protection Against Bribery Reporting	3.589

The IPAK value can be obtained by multiplying the value of each anti-bribery element by the weighted average. The calculation of the average anti-bribery value can be formulated as follows:

The Anti-Corruption Perception Index Value of Academic Competence Training =

$$(3,540 \times 0,10) + (3,887 \times 0,10) + (3,911 \times 0,10) + (3,768 \times 0,10) + (3,849 \times 0,10) + (3,600 \times 0,10) + (3,270 \times 0,10) + (3,904 \times 0,10) + (3,451 \times 0,10) + (3,589 \times 0,10) = \mathbf{3,677}$$

Thus, the value of the perception index of the anti-corruption Academic Competence Training is **3.677**.

Furthermore, to get the IPAK value after conversion, it is done with the following formula:

$$\text{Value of IPAK for Academic Competence Training after conversion} = 3.677 \times 25 = \mathbf{91.93}$$

Based on the categorization of the assessment, the quality of anti-bribery behavior in the Academic Competence Training services in December 2021 is classified into category **A**, which indicates the anti-bribery performance is **VERY GOOD**.

3. Anti-Corruption Perception Index of Upgrading Competence Training

Based on the calculation of the Anti-Corruption Perception Index (IPAK) for the provision of Upgrading Competence Training services, it can be identified three elements with the highest value, namely the element of requesting money for services, the element of receiving a token of gratitude, and the element of service in return, with a value of 3.935 each; 3,891; and 3,884. Meanwhile, the element of refusing to give money, the element of explaining the prohibition of bribery, as well as the element of attitude in service, are the three elements with the lowest scores, each of 2.507; 2,964; and 3.225.

Table 5: IPAK Value of Upgrading Competence Training Services

No.	Anti Bribery Elements	Value of Anti Bribery Elements
1	Anti-Bribery Socialization	3.362
2	Service With Rewards	3.884
3	Request for Money for Services	3.935
4	Receive a Thank You	3.891
5	Asking for a Thank You	3.855
6	Attitude in Service	3.225
7	Refusing to give money	2.507
8	Brokering Practice	3.876
9	Explanation of the Prohibition of Bribery	2.964
10	Protection Against Bribery Reporting	3.343

The IPAK value can be obtained by multiplying the value of each anti-bribery element by the weighted average. The calculation of the average anti-bribery value can be formulated as follows:

The Anti-Corruption Perception Index Value of Upgrading Competence Training =
 $(3,362 \times 0,10) + (3,884 \times 0,10) + (3,935 \times 0,10) + (3,891 \times 0,10) + (3,855 \times 0,10) + (3,225 \times 0,10) + (2,507 \times 0,10) + (3,876 \times 0,10) + (2,964 \times 0,10) + (3,343 \times 0,10) = \mathbf{3,484}$

Thus, the value of the perception index of the anti-corruption Upgrading Competence Training is **3,484**. Furthermore, to get the IPAK value after conversion, it is done with the following formula:

Value of IPAK for Upgrading Competence Training after conversion = $3,484 \times 25 = \mathbf{87,11}$

Based on the assessment categorization, the quality of anti-bribery behavior in the provision of Skills Education and Training services in December 2021 is classified into category **B**, which indicates the anti-bribery performance is **GOOD**.

4. Anti-Corruption Perception Index of Updating Training

Based on the calculation of the Anti-Corruption Perception Index (IPAK) for the provision of Updating Competence Training services, it can be identified that the three elements with the highest scores are the element of asking for a token of gratitude, the element of service in return, and the request for money for services, with a value of 3,889 each; 3.886, and 3.886. Meanwhile, the element of refusing to give money, the element of explaining the prohibition of bribery, and the element of anti-bribery socialization are the three elements with the lowest scores, namely 2.333 each; 2,833; and 3.143.

Table 6: IPAK Value of Updating Competence Training Services

No.	Anti Bribery Elements	Value of Anti Bribery Elements
1	Anti-Bribery Socialization	3.143
2	Service With Rewards	3.886
3	Request for Money for Services	3.886
4	Receive a Thank You	3.857
5	Asking for a Thank You	3.889
6	Attitude in Service	3.361
7	Refusing to give money	2.333
8	Brokering Practice	3.806
9	Explanation of the Prohibition of Bribery	2.833
10	Protection Against Bribery Reporting	3.361

The IPAK value can be obtained by multiplying the value of each anti-bribery element by the weighted average. The calculation of the average anti-bribery value can be formulated as follows:

The Anti-Corruption Perception Index Value of Updating Competence Training =
 $(3,143 \times 0,10) + (3,886 \times 0,10) + (3,886 \times 0,10) + (3,857 \times 0,10) + (3,889 \times 0,10) + (3,361 \times 0,10) + (2,333 \times 0,10) + (3,806 \times 0,10) + (2,833 \times 0,10) + (3,361 \times 0,10) = \mathbf{3,435}$

Thus, the value of the perception index of the anti-corruption Upgrading Competence Training is **3.435**.

Furthermore, to get the IPAK value after conversion, it is done with the following formula:

IPAK Value of Updating Competence Training after conversion = $3,435 \times 25 = \mathbf{85.89}$

Based on the categorization of the assessment, the quality of anti-bribery behavior in the provision of Updating Competence Training services in December 2021 is classified into category **B**, which shows the anti-bribery performance is **GOOD**.

5. Anti-Corruption Perception Index of Proficiency Skills Training

Based on the calculation of the Anti-Corruption Perception Index (IPAK) for the provision of Proficiency Skills Training services, it can be identified that the elements with the highest scores are the element of receiving a token of gratitude, the element of asking for money for services, and the element of asking for a token of gratitude, each of which has a value of 3,808; 3,795; and 3,778. Meanwhile, the elements of explaining the prohibition of bribery, elements of refusing to give money, elements of anti-bribery socialization, as well as, are the three elements with the lowest scores, which are 2.714 each; 2,732; and 3,164.

Table 7: IPAK Value of Proficiency Skills Training Services

No.	Anti Bribery Elements	Value of Anti Bribery Elements
1	Anti-Bribery Socialization	3.164
2	Service With Rewards	3.685
3	Request for Money for Services	3.795
4	Receive a Thank You	3.808
5	Asking for a Thank You	3.778
6	Attitude in Service	3.292

7	Refusing to give money	2.732
8	Brokering Practice	3.634
9	Explanation of the Prohibition of Bribery	2.714
10	Protection Against Bribery Reporting	3.186

The IPAK value can be obtained by multiplying the value of each anti-bribery element by the weighted average. The calculation of the average anti-bribery value can be formulated as follows:

The Anti-Corruption Perception Index Value of Proficiency Skills Training = $(3,164 \times 0,10) + (3,685 \times 0,10) + (3,795 \times 0,10) + (3,808 \times 0,10) + (3,778 \times 0,10) + (3,292 \times 0,10) + (2,732 \times 0,10) + (3,634 \times 0,10) + (2,714 \times 0,10) + (3,186 \times 0,10) = \mathbf{3,379}$

Thus, the value of the anti-corruption perception index of Proficiency Skills Training is **3.379**.

Furthermore, to get the IPAK value after conversion, it is done with the following formula:
IPAK Value of Proficiency Skills Training after conversion = $3.379 \times 25 = \mathbf{84.47}$

Based on the categorization of the assessment, the quality of anti-bribery behavior in the provision of Proficiency Skills Training services in December 2021 is classified into category **B**, which indicates the anti-bribery performance is **GOOD**.

CONCLUSIONS AND SUGGESTIONS

Conclusion:

Based on the perception of anti-bribery on seafarers' training services at STIP Jakarta in December 2021, the following conclusions can be drawn:

1. The quality of service delivery related to anti-bribery STIP Jakarta is generally in category A, which is indicated by the value of the Anti-Corruption Perception Index (IPAK) after conversion of 89.95. Based on these quality values, the performance of clean, transparent, and accountable service delivery carried out by STIP Jakarta can be declared VERY GOOD.
2. The anti-bribery element that supports the performance of clean, transparent and accountable service delivery is free from requests for money for services, brokering practices, and services in exchange for services.
3. The elements of anti-bribery that are considered low are elements of refusing to give money, an explanation of the prohibition of bribery, and socialization of anti-bribery.
4. Among the four types of training, the highest IPAK value was obtained by formation training, which was 91.93. Meanwhile, the lowest value of the Anti-Corruption Perception Index (IPAK) is in skills training, which is 84.47.

In general, the results of the survey on perceptions of corruption at Sekolah Tinggi Ilmu Pelayaran Jakarta (Maritime Higher Education Institute) obtained an Anti-Corruption Perception Index (IPAK) of 89.95 or categorized as clean from corruption (range 3.5324 – 4,000). Thus, the officers in the Education and Training Service Section in providing services have been carried out properly, transparently, cleanly and accountably.

Suggestion:

Based on the conclusions obtained, there are several suggestions as follows:

1. Improving the performance of clean, transparent and accountable service delivery can be

- done through education and socialization, particularly regarding the attitude of refusing to give money from the public or service users, prohibiting bribery and anti-bribery behavior.
2. Strengthening anti-bribery behavior that is synergized with the protection mechanism for reporting acts of bribery that occurred at STIP Jakarta.

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