

“Catch The Joker” As An Innovation of Anti Corruption Education: An Action Research by Using Swot Analysis

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Abstract

An innovative game named 'Catch The Joker' is the product of action research on anti-corruption education which has filed its copyright under the code number: LY2022W06187. This game has its main character called Joker, a corruptor who can request for a card called Single Strike Energy from Officer, the game operator, to overrule this game. Joker is also able to eliminate any Villager by manipulating the game, but the Villager's vote can counter strike Joker and save them. Whilst this game verifies values of individual integrity in community, it can also assess individual's sensitivity to corruption as a crime, and develop awareness on the dangers of corruption upon individuals and community. The objective of this research is to identify strengths, weaknesses, opportunities and challenges of the 'Catch The Joker' game. Therefore, the research method used is qualitative research by using an action research design. Hence, research instruments include observations and interviews. This study begins with a pre-study stage by informing the involvement of researcher and participants, work planning and the preparation of the game's prototype. Then, research activities involve

collecting, managing and analyzing information and data. In order to confirm data reliability, the study will go through a process of triangulation, expert evaluation, reviews and consent of participants in the study, peer review and audit trail. Findings show that 'Catch The Joker' can become a medium of anti-corruption education that indirectly provides early awareness and learning on corruption; especially players will learn and gain experiences on how to combat corruption by learning the meaning of corruption, the persons involved in corruption and introducing legal punishment. In fact, the game can develop a person's mind to avoid corruption as well as at the same time rendering to a form of entertainment that stimulates fun and attraction to the younger generation.

Keywords: Anti-Corruption Education, Anti-Corruption Game, Prevention Of Corruption, Inculcate Integrity.

Introduction

Corruption, a crime that has long since been an important issue and always hold a public coverage because this issue is becoming more prevalent in Malaysia. The Malaysian Anti-Corruption Commission (MACC) has detected an increase in large-scale corruption cases involving criminal syndicates and cartels as well as civil servants' involvement. This increase is believed to have occurred due to the effects of the economic turmoil during the spread of the Covid-19 pandemic which caused many individuals to be in desperate economical situations.

Referring to the Malaysian tabloid; *Harian* (2021), this phenomenon becomes more worrying when the value system namely, integrity, among public servants is seeing a downturn which causes more people to conspire with syndicates and cartels to commit illicit acts. Besides, the hardships of daily life encourage them to commit bribery as an easy way out to pursue wealth and fulfill their personal desires.

On this awareness, corruption must be dealt with promptly and wisely. One of the approaches that can be taken to deal with the crime of corruption is through education, which is through game-based learning. According to Moncada (2014), effective game methods need to have quality features such as achieving educational objectives, being interesting, having clear and concise instructions, rules that are easy to understand, and encouraging player involvement in an interactive way. Through gamification can motivate individuals and can stimulate interest to create an interesting experience for players.

Therefore, "Catch the Joker" is introduced as an innovative game product through careful research. This game is an approach that can give exposure to every level of society about corruption crime. This is because this game is played to find the Joker who is considered a corruptor and who is allied with the Officer. This game is innovated from three (3) games namely UNO, OCHO and WEREWOLF which only uses small size cards to make it easier to carry and store anywhere.

The innovative idea and rationale in creating the "Catch the Joker" game was sparked by our research team awareness of the increasingly dangerous and serious corruption issue is developing in our Malaysian society. The product in the form of a card game combines several important elements such as knowledge, ethics, thinking skills, innovative, critical and creative skills, fun, fear, surprise, curiosity and implementing a national identity.

What makes this game more interesting is the fact this game involves cognitive aspects and prompt the player's intelligence to guess the character who had secretly committed a crime of corruption. The game will be successful if the other characters can correctly identify the Joker (corruption offender) based on observations and voting rounds. "Catch The Joker"

is not just preferable for students, but it is beneficial for the public, teachers, families and communities. This game is suitable for all ages and not just for a specific age. This game-based education has been tested to be very effective as it can attract the public interest, especially among the young generation.

Problems Statement

The Prime Minister's Department (2019) has issued a special document to deal with corruption. This special document is entitled "National Anti-Corruption Plan 2019-2023" (NACP). It is a strategic plan to fulfil the vision of the seventh Prime Minister Tun Dr. Mahathir Mohamad to make Malaysia known for its integrity and free from corruption. It is also the demand of Malaysian people who are getting heated up about the increasing corruption cases.

This document also reported that the NACP is a comprehensive anti-corruption plan as well as to achieve the Sustainable Development Goals (SDGs) including Goal 16: Peace, Justice and Strong Institutions, focusing on substantially reduce corruption and bribery in all forms in achieving the SDGs' Goal 16.5. The Goal 16.5 includes a commitment to fight corruption, increase transparency and tackle illicit financial flows (Prime Minister's Department, 2019).

NACP also reported that corrupt practices are occurring at an early age among young generation at school level. Thus, a comprehensive Education System is needed for human governance that is developed through a national education curriculum focused on Human Governance and Continuous Leadership Programs. Therefore, based on Strategic Objective 2.4: Increasing the Effectiveness of Education and Continuous Professional Development among Public Officials through Programs based on Human Governance, has been an important action to fight against corruption in five (5) years started from January 2019 until December 2023 (Prime Minister's Department, 2019).

In fact, the Malaysian Ministry of Education (MoE) has agreed to strengthen this strategic collaboration to nurture the element of integrity and anti-corruption in the national education system. The purpose is to form the identity of students starting at the school level up to a higher level (Astro Awani, 2019) 03. The MoE's recommendation has long been spoken by Tan Sri Lee Lam Thye who called on the MoE to strengthen MACC's efforts to fight corruption. He also suggested the value of integrity as a way of life for future leaders (Harian, 2019).

However, existing campaign was not well received due to the campaign focusing on pamphlet distribution or poster exhibition. Furthermore, society is now less exposed to know how to deal with and report corruption. This situation has been mentioned by Abu Kassim Mohamed who stated, "This is something that the people do not know (about corruption) and should be told" (Mohd, 2019). With the existence of "Catch The Joker", the community is not only exposed to information related to corruption, but the community also has the opportunity to play the game provided and have the opportunity to feel for themselves and experience if the corruptor failed to recognize and be caught.

Objectives

There are a number of questions regarding the ability of "Catch The Joker" to deal with corruption, especially from the point of view of the game information presented. Moreover, the game should empower and attract public interest to learn more on integrity and how to deal with corruption in all age group level especially for the young generation. Therefore, the research questions are; what are the strengths and weaknesses of CtJ in dealing with

corruption?, Does CtJ have the chance to deal with the issue of corruption? How can CtJ deal with threats in combating corruption?

Therefore, several research objectives regarding "Catch The Joker" have been assigned which identify the strength of CtJ in dealing with corruption, identify the weakness of CtJ in dealing with corruption, analyze the game "Catch The Joker" as an opportunity to combat the corruption crime, and assume forms of threats against CtJ to deal with corruption.

Methodology

The research method used is qualitative research by using an action research design. Therefore, collecting data involves observation, focus group interviews and document analysis (Bogdan & Biklen, 2005). In order to determine selected study participants, purposive sampling method will be used in this study. The purposive sampling will lead to chosen participants who meet characteristics that are suitable for this study. Among the participants characteristics are educators, students and public who have an understanding in anti-corruption education.

According to Taufiki (2014), the selection of study participants or respondents on purpose can help researcher get the best study participants and be able to help researcher understand research problems and questions. A total of twenty-one (21) respondents from three cycles, seven (7) respondents for the first cycle are from teachers, seven (7) for the second cycle from UPSI students, and seven (7) for the third cycle from the public to represent public opinion. This selection is based on the recommendation of Krueger (1994) who suggests a focus group of participants not exceeding seven people, because it is sufficient for the purpose of data collection through focused interviews.

Data management is a necessary research activity through the process of updating, understanding, storing, preparing and indexing data (Creswell, 2008). Similarly, the method of storing information is systematic and organized to make it easier for researchers to retrieve existing information for analysis purposes (Olsen, 2012). Therefore, the collected data has been restored in the physical and digital storage. And also, all observations, interviews and reflection data will be retyped for review and audit trail.

In order to complete the data analysis, this study used SWOT analysis which was initiated by Albert Humprey in the 1960s to 1970s. SWOT is an acronym for the words Strengths, Weaknesses, Opportunities and Threats, where SWOT is used as a model used in analysing a profit-oriented and non-profit organization that aims to find out the situation an organization more comprehensively. According to Sulistiani & Malik (2008), SWOT analysis is one of the methods in preparing a strategy by studying related environment either internally or externally. SWOT analysis emphasizes how the company's strengths and weaknesses are in facing the opportunities and threats that exist.

This analysis is based on the relationship or interaction between internal elements that are strengths and weaknesses, and external ones that are opportunities and threats. Besides, the SWOT analysis provides in-depth information about the internal situation and the external environment, so that the research material has an overview of the strategic decisions to be taken. SWOT analysis is the main factor that determines the continuity of an innovative product. The results of this analysis can suggest recommendations to improve strengths, reduce weaknesses, maintain opportunities and avoid potential threats. Therefore, this SWOT analysis is important to discover the extent of market potential, market interest and exploitable opportunities as well as the high level of market competition for products and innovations.

The Framework

“Catch The Joker” game has four main types of cards which are character cards, number cards, power cards and question cards as shown in figures below. The character card is the role card of each player whether it is the Joker who give bribes, the Officer who take the bribe, the Ninja Seer who is responsible for giving clues to the whereabouts of the Joker, and the Villager who is responsible for finding the Joker. The following are the cards of this game:



Figure 1: Catch the Joker’s Character Card



Figure 2: Catch the Joker’s Number Card



Figure 3: Catch the Joker’s Power Card



Figure 4: Catch the Joker’s Question Cards

How To Play

The game requires at least five (5) players to receive a randomly selected character card. Here's how the game works

A. ROLE PLAY DEALING WITH THE JOKER

1. Beginning: A representative will distribute character cards to each players.
2. Player who holds the role of Officer will distribute seven (7) cards to each player randomly.
3. Officer will surround players to find out the character of the player.
4. The game will start clockwise and the next player must distribute a card that has the same colour or number as the card placed by the previous player.
5. In the first round, power card cannot be distributed or revealed.
6. The Officer will observe players while the game is being played, the Officer can also act to give the Joker a Single Strike Energy power card or any card without the other players' knowledge.
7. Joker needs to be smart in hiding his identity from other players and Joker also needs to secretly and creatively ask for Single Strike Energy cards from the Officer. This card can only be obtained once in each even round of the game.
8. If the player does not have a suitable card to place or misplaced the appropriate card, the player will answer the question asked by the Officer (using question cards). If the player successfully answers, the player will get one extra card. But, if the player fails to answer, the player will hand over two (2) cards to the Officer.

B. POWER CARD FUNCTIONS

9. Power cards cannot be used in the first round.
10. Player who do not have a card will be removed from the game unless the player has a power card.
11. If the player also does not have a power card, then the player has to reveal his character and exit the game.
12. Player can use Shield power cards to exclude himself from revealing his character in the game, but he can use once per game.
13. If a player places a Skip card, then the player will skip the next game.
14. While the Seer can expose player's character randomly if the Seer has the Skip power card.
15. The game will be played anti-clockwise if any player places a Reverse card.

C. ENDING THE GAME

16. Player who do not have number card or power card anymore, is counted as losing the game and have to reveal his character card to others.
17. If Joker uses all three Single Strike Energy cards at once, then Joker will be called the winner in the game.
18. On the other hand, if Villagers and Seer can guess the Joker, then the game will end with the defeat of the Joker and the Officer. Joker and Officer will receive consequences.
19. Every anti-clockwise round is night time and the players have to close their eyes to do the voting session to guess the Joker, but if the player votes wrongly the player has to add two (2) cards and the accused player will reveal the character and be out of the game.

Findings

The results of Catch the Joker (CtJ) show significant strengths compared to its weaknesses which means CtJ has internal advantages. Likewise, CtJ's potential is greater than its challenges which shows CtJ has also external advantages. Based on CtJ's internal and external advantages, this anti-corruption game seems to have a stronger position to promote an attitude of avoiding corruption and strengthening integrity.

CTJ'S Strength

Strength refers to the internal advantages that the CtJ has. Through careful study, CtJ can be an effective anti-corruption education by two factors. The first factor is CtJ's internal factor which contains anti-corruption information. The information includes early, easy, entertaining and creative learning without having to read. Besides, the game enhance knowledge on MACC and legal punishments for corruption crimes. Moreover, this game gives each player perform their respective roles, and attract youngsters to play continuously.

Early Exposure of Corruption

The CtJ has its own strengths, especially as it is an early exposure of corruption issues. This was mentioned by respondent G2R4 who said "There is an initial exposure given before playing". In fact, some aspects of knowledge that players need to understand when they want to play CtJ games. The aspects of knowledge expressed by the respondents are the meaning of corruption (G1R1) and who is involved in corruption (G1R3). The game also shows this early exposure through rules (G1R4, G1R5), the game objectives (G1R4, G1R7), and the player's role in characters (G1R6).

CtJ can also stimulate someone to avoid corruption by knowing corruption (G1R1, G1R5, G2R6), consequences of corruption that are highlighted in the game (G1R3, G2R2, G3R1, G3R3, G3R5), fear of corruption because of being fined and jailed (G2R3, G1R2, G1R7, G2R1, G2R2, G2R5, G2R7, G3R7), the disadvantages of corruption (G2R1, G2R2, G3R6), through game objectives (G1R4), MACC's ways and duties in dealing with corruption (G1R6, G2R4), examples of cases are mentioned in the game (G3R2), and this game makes a person be more honest and uphold integrity (G3R4). The respondent's statements below can explain this matter in depth:

"Through the game, we can encourage ourselves to avoid corruption because the punishment imposed in the game causes us to feel ashamed of the people around us and having bad feeling on corruption" (G2R1).

"Through the game, you can stimulate yourself from avoiding corruption because there are elements and info on the disadvantages of corruption, punishment for corruption offenders and also the effect on yourself" (G2R2).

"Because the game has a lot of information that indirectly serves as a warning to corruptor and gives knowledge about the dangers of corruption" (G2R6).

"Using this game makes me an honest person and I have (implement) integrity whilst playing the game" (G3R4).

In addition, the respondents stated several aspects of legislation that can be highlighted in CtJ, which are severe punishment for corruption (G1R1, G1R2, G1R3, G2R1, G2R2, G3R3, G3R5 and G3R7), fine (G1R5, G2R1, G2R2, G2R3 and G3R7), imprisonment (G1R6 and G2R3), corruption act (G1R2, G3R1, G3R4 and G3R7), law enforcement (G1R4 and G1R7), and also MACC's responsibility in combating the crime of corruption (G3R6).

Entertaining Game

All respondents from circle 1, 2 and 3 said they enjoyed playing this CtJ game. The respondents have given several reasons which are, the game is interesting (G1R2, G1R5, G1R5, G3R4, G3R5), each player has a character (G1R7, G3R1), this game gives knowledge (G1R2, G1R7), being able to get knowledge with friends (G1R5), the game is easy to understand (G3R2), and the game is simple (G3R3). However, G3R6 on the other hand stated that this game is not fun if it makes young people become addicted to corruption activity. G3R7 also stated that the game is focused on corruption that tarnishes the country's dignity.

Based on researchers observations, players feel excited and enjoy playing the game, especially because it is a new game for them. In fact, the players still want to play even though the set time is over. G1R1 had mentioned, "It is very entertaining because at the same time students can understand what corruption is all about."

Provide a simple understanding of corruption issues

A total of four (4) respondents from circle 1 stated that the CtJ game can give awareness about the meaning of corruption. While three (3) people stated "maybe" without denying that the CtJ can raise awareness about the meaning of corruption. In fact, when asked to the respondents of circle 2 and 3, they showed an understanding of the causes of corruption, which are desire for a luxurious life (G2R1, G2R5, G2R6, G2R7, G3R5), materialistic attitude (G3R2), greed (G3R6), life stress (G2R3, G3R3, G3R4), desire to be promoted (G2R2, G3R6), leadership weakness and selfishness (G3R1), and lack of religious education (G3R7).

While G3R1, G3R2, G3R3 and G3R4 mentioned that this game only provide general knowledge on causes of corruption. Compared to G2R4, G2R5, G2R6 and G2R7 mentioned this game has simple, compact and easy to understand corruption information. G2R6 asserted, "Yes. The corruption information found (in this game) can provide awareness about the meaning of corruption, because the information is compact and easy to understand". And also, G2R4 shows depth of understanding. He mentioned:

"Yes, from an individual point of view, the cause is due to greed and lack of religious and moral education. Second, administrative failure, third conflict of interest, fourth internal control weakness and non-compliance, as well as lack of sincerity". (G2R4)

Inspiring to Play

This game with anti-corruption elements has its own charm. This was confirmed by respondents as the followings below:

"Interesting through games" (G1R2).

"In my opinion, the use of games or materials about corruption is suitable because every game and activity created attracts attention" (G1R5).

"Suitable. More fun and exciting" (G2R3).

"The use of game-based learning is suitable because it is able to attract many people to play and then get information related to corruption" (G2R4).

"Suitable. Because it is able to attract interest and get a lot of information" (G2R5).

Giving Knowledge about Corruption Without having to Read

CtJ should be highlighted because learning in CtJ gives knowledge about corruption without having to read. This matter was clearly expressed by the respondents as below

“You can play while studying” (G2R6).

“Yes (this game is fun) because the young generation prefers playing more to reading.” (G2R3).

“Yes, because young people are more interested in games than having to read corruption pamphlets” (G2R1).

Strengthening Knowledge about Punishment and Macc Information

Among the knowledge highlighted in this game is knowledge on legal punishment. G1R2, G1R5 and G1R7 mentioned fines are mentioned in the game. G1R3 mentions a prison term of not more than twenty (20) years. G1R4 mentions both imprisonment not exceeding twenty (20) years, and a fine not exceeding five (5) times the value of the bribe or a minimum of rm10,000.

A total of five respondents from circle 1 stated that the punishment in the CtJ can give awareness to avoid corruption. While two respondents from circle 1 stated that it is possible. All of the respondents from circle 2 and 3 agreed that the punishment stated in the CtJ was effective. Among the reasons for this game’s effectiveness are as follows: the game has an explanation of corruption (G2R4, G2R5, G3R2, G3R3, G3R6), this game brings awareness about corruption (G3R2, G3R3), corruptors will be afraid of corrupt practices (G3R5), explain the corruption offense (G1R2, G2R2, G3R1), describe the penalty of a fine not exceeding RM100,000 and imprisonment not exceeding ten (10) years or both (G2R6, G3R1, G3R7), actions taken against corrupt people are displayed through electronic media and print media (G3R4), and this game makes Joker's main mission to arrest corruptor (G2R3).

Similarly, knowledge about MACC is also explained. G2R1 and G2R3 had mentioned various MACC information is embedded in this game. Even mentioning that this game has information from the MACC that is simple, compact and easy to understand (G2R4, G2R5, G2R6, G2R7). The informations about MACC are MACC's roles (G1R4, G1R6, G1R7, G2R2, G3R7) and MACC’s website (G3R4).

Information from MACC was also mentioned by respondents. The forms of information mentioned by respondents are consequences, punishments and acts regarding corruption (G1R2, G2R7, G3R1, G3R2, G3R3, G3R5), prioritizing corruption prevention (G1R3, G1R1, G1R7), prioritize sincerity in working (G1R3), value of integrity (G1R4), corruption features (G1R5) and awareness of the youth (G1R6).

Each Person can Play their Own Role and can Encourage Teamwork

The specialty of the CtJ game is to give each player a character. It is a roleplay game that every player needs to play his role. In fact, each person can play their own role and can encourage teamwork and strengthen the relationship between players. At the same time, the players are given knowledge and experience in dealing with corruption. This was explained by respondent G2R2:

“Through this Catch The Joker game, information about corruption can be seen based on the character of the Joker and the Officer, which is giving and receiving bribes involving various groups including civil servants. So, Joker the bribe giver can be defeated then he will be punished together with the Officer who has accepted his bribe who is considered the recipient of the bribe” (G2R2).

Creative Delivery Methods

A creative delivery method that can involve creativity and interesting graphics. G1R6 said, "Yes, because the material used is creative and interesting" and G1R3 explained, "It's interesting because of the diversity used to convey the bribe".

CTJ'S Weakness

Weakness refers to lack of CtJ. This means, CtJ should avoid aspects such as lack of facts or input on corruption and related legal acts, as well as the lack of fear factor.

Lack of facts/inputs on corruption especially regarding legal acts

There was concern when G2R4, G2R5, G2R6 and G2R7 mentioned that the information of punishment against corruptors was explained too briefly. This creates doubts on CtJ capability to combat corruption. Therefore, questions about the MACC Act 2009 were presented to the respondents. All respondents in circle 2 and 3 confirmed that the MACC Act 2009 was stated in the game, which is about the act of asking or accepting a bribe under section 16 and 17(a), offering or giving a bribe under section 17(b), making a false claim under section 18 and using position to give bribes under section 23.

Lack of Fear Factor

A total of five (5) respondents from circle 1 stated that this game does not stimulate fearsome factor to avoid corruption. While two (2) respondents stated that this game can stimulate fear factor to avoid corruption. Similarly, two (2) respondents from circle 2 stated that this game does not create a feeling of fear. G2R1 and G2R2 explained that CtJ is not scary enough because there is no element of horror but only punishment for corruption offenders. Besides, the game is meant to entertain the participants.

But, G2R3, G2R5, G2R6 and G2R7 stated that this game is capable of causing fear factor, with punishments. G2R3 said, "The fear of being involved in corruption because you will be fined and imprisoned". G2R4 also said, "Yes, because in the game we learn what corruption is and its effects more easily. So individuals get an early picture and easily know that corruption is a very bad act".

Otherwise respondents of circle 3 solely agree that this game can cause fear factor. Because fear factors encourage them several aspect such as challenges players' mind (G3R1), desire to continue the game (G3R2), play without feeling bored (G3R3), can encourage this game to be played (G3R4), the game stuff is fun (G3R5, G3R6), and encourage the community to learn in depth into the issue of corruption (G3R7).

CTJ'S Opportunity

Opportunities are external factors that can transform strengths and weaknesses into advantages. This opportunity is used by combining strengths to enhancing innovation material. In addition, opportunities can be used to overcome weaknesses in innovation (Fahmi, 2014). Therefore, CtJ has huge potential to be a medium of corruption prevention that can attract youngsters and can raise public awareness.

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Anti-Corruption Educational Medium

When respondents were asked, "Is the usage of the game appropriate for a medium to receive anti-corruption education?". All respondents of circle 1, 2 and 3 agreed that this game is very suitable for educational medium. Except G2R2 who said, "Not necessarily because many people prefer to have fun". Among significant views of respondents who praised CtJ as an anti-corruption education medium are as follows

"In my view, the use of the game on corruption is very appropriate because it can provide exposure to anti-corruption. The material/game is entertaining because it can provide fun while I learn about corruption prevention" (G1R4).

"Suitable. The materials used are suitable for use as educational materials" (G2R7).

"Yes, it's appropriate because by playing the game, it can test whether a person is sincere or not while playing" (G3R4).

Attracting Youngsters' Interest

Respondents were asked, "Are you able to use this game that can attract the interest of youngsters?". All respondents of circle 1, 2 and 3 confirm it. Except for G2R2 for no apparent reason. In fact, all respondents are interested in using it and playing it. G2R5 comments on CtJ which impress youngsters

"(This game) has potential to (attract public interest), because young people like to try new things that interest them. Besides, playing game is one of the activities that they like to do, so indirectly they can implement the games based on the object they want to achieve" (G2R5).

There are reasons that make the game more attractive to young people, such as young people like to try new things (G2R4, G2R5, G2R7, G3R2, G3R3, G3R4), young people like to play than reading corrupt pamphlets (G2R1, G2R3, G2R4, G3R1 and G3R6), activities in CtJ that encourage players to achieve victory (G3R1), young people are influenced by social media and the game is calculated on time (G3R5, G3R7).

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Raising Public Awareness

All respondents from circle 1, 2 and 3 confirmed that this game raises public awareness on corruption. This awareness is a result from the display and rules of the game itself. Furthermore, information on corruption is sufficient. Reasons that make this game able to raise awareness about corruption are the game's display can stimulate this awareness (G1R4), this game provides early exposure to corruption before playing (G2R4), the rules of the game can stimulate anti-corruption awareness (G1R6), this game explains the meaning of corruption in a compact and easy to understand (G2R6), various types of bribes mentioned in the game can provide anti-corruption awareness (G1R3), bad effects on the giver and receiver of bribes can avoid corruption (G1R5, G3R3, G3R5, G3R6), the punishment in the game can bring awareness (G1R2, G1R7, G3R1), corruption can destroys the nation and the country causes this awareness (G1R1), this game raises awareness of the evils of corruption (G2R1, G2R3), this game has a narrative of corruption especially on issues and factors (G2R5, G3R2 and G3R7), and this game mentions MACC's role in dealing with corruption (G3R4 and G3R6).

CTJ'S Threat

There is almost no significant challenge to the CtJ. Only a few findings were obtained, such as player prefer pleasure than taking lessons in the game. This was mentioned by G2R2, "It is not necessary (that CtJ is effective enough in combating corruption) because many people are preferring to just have fun".

Discussion

The education sector has undergone many changes and reformations in the 21st century. Innovations in teaching and learning are forms of creative methods or ways that can ensure the teaching objectives can be achieved (Buntat & Ahamad, 2012). As a result, game-based learning is a significant innovation in the teaching and learning process. Game-based learning is a form of student-centered learning.

In other words, games that keep up with the changes of the current era need to be used as a teaching medium for anti-corruption education for all levels of society, especially for youngsters. Therefore, strength and opportunity in the "Catch The Joker" card game will be well received by society, but moreover it should also be upgraded according to our current times.

This kind of teaching method is to avoid teaching that is focused on traditional methods, which are one-way, boring and marginalize several students who have problems within understanding the content of the teaching (Jasni et.al, 2019). Therefore, through the education game approach, CtJ can give early exposure to students not only focused on presentation in class but can be self-learning in a more interesting and fun way.

This CtJ game can also be played physically or hands-on, whereby CtJ is prepared to play the cards manually. It is one of the smartest ideas compared to digital and online games such as Mobile Legends, Dota, PUBG, Free Fire and so on. Such games only cause various difficulties for the community, especially the elders or communities that do not have any electronic devices.

CtJ can indirectly provide early learning on corruption; especially the meaning of corruption and who is involved in corruption. In fact, the game can stimulate a person to avoid corruption, as well as introducing punishment for corruption. Besides, the games can provide understanding on a specific criminal offence, provide fun that can attract interest to play as entertainment, and attract youngsters.

In fact, the information included in the CtJ is very useful for anti-corruption education. According to Baharin (2019), nowadays society does not care about existing anti-corruption campaigns. Therefore, an innovative and creative approach is expected in order to produce a good impact in the anti-corruption campaign.

Therefore, our intention in this is vividly clear which is to have public understanding on the punishments that will be imposed on those involved in corruption. When the community has been nurtured and learnt well, they will be afraid to commit the wrongdoings. Moreover, this also can indirectly motivate our community to avoid themselves from getting involved in corruption. Hence, this game is recommended to all level of ages and all types of group and community to develop a sense of integrity and awareness of corruption crime.

Conclusion

The evil side of corruption should be taken into consideration and corrective actions seriously because this matter involves our country's dignity, as well as it will effect individuals who practise or had practised corruption. Therefore, the government and the community should work hand in hand in solving this problem.

In this "Catch The Joker" game, the player holds the Citizens' character is an observer and looks for the bribe giver namely Joker. Citizens' who join hands to suppress the activities of the Joker will bring victory to this game. In addition, the player who holds the Officer character will act as an observer during the game but shamelessly abuses his power by giving the Single Strike Power Card for Joker's survival.

So this is where the Citizens' role begins to find out who the corruptor who gives and takes bribes. Meanwhile, the Ninja Seer character who can see the character or uncover the identity of the Joker, and the Ninja Seer will help the Citizens into winning this game. Meanwhile, the reality amidst our real life is more complicated. To date, in every day situations, community should play the Citizens role as an intelligent and alert observer to the every moves and behaviour of characters around them especially in transactions and dealings of businesses or favours in order to combat corruption. Moreover, everyone has their own role more than the characters in the game "Catch The Joker" to eradicate and eliminate individuals involved in corruption. Thus, CtJ gives us experience to trap the corruptor, for the sake of the country's dignity and the harmony of community. Above all, it is a way for law and order and impartiality for the human breed.

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