

# Reconstruction Of Student Integrity Culture Through Anti-Corruption Education Based On Academic Ethics And Legal Awareness In The Digital Era

## Rekonstruksi Budaya Integritas Mahasiswa Melalui Pendidikan Anti-Korupsi Berbasis Etika Akademik Dan Kesadaran Hukum Di Era Digital

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#### About Article



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### ABSTRAK

Era digital membawa perubahan besar dalam dunia pendidikan, namun juga menimbulkan tantangan baru terhadap pembentukan integritas mahasiswa, seperti plagiarisme, manipulasi data, dan lemahnya etika akademik. Kondisi ini menunjukkan pentingnya rekonstruksi pendidikan anti-korupsi yang tidak hanya berfokus pada pemahaman hukum, tetapi juga pada penguatan etika akademik dan kesadaran hukum mahasiswa. Penelitian ini bertujuan untuk menganalisis upaya membangun budaya integritas mahasiswa melalui pendidikan anti-korupsi berbasis etika akademik dan kesadaran hukum di era digital. Metode penelitian yang digunakan adalah penelitian hukum normatif dengan pendekatan konseptual dan pendekatan perundang-undangan, serta didukung studi kepustakaan dari berbagai literatur ilmiah yang relevan. Hasil penelitian menunjukkan bahwa penguatan budaya integritas mahasiswa dapat dilakukan melalui integrasi nilai anti-korupsi dalam pembelajaran, penegakan etika akademik, peningkatan literasi hukum, dan internalisasi nilai moral sebagai kontrol perilaku. Dengan demikian, pendidikan anti-korupsi di era digital menjadi langkah strategis dalam membentuk mahasiswa yang berintegritas, sadar hukum, dan bertanggung jawab secara sosial..

### ABSTRACT

The digital era has brought significant changes to the field of education, but it has also created new challenges in shaping student integrity, such as plagiarism, data manipulation, and weakened academic ethics. This condition highlights the importance of reconstructing anti-corruption education, not only by emphasizing legal understanding but also by strengthening academic ethics and students' legal awareness. This study aims to analyze efforts to build a culture of student integrity through anti-corruption education based on academic ethics and legal awareness in the digital era. The research employs a normative legal research method using a conceptual approach and a statutory approach, supported by a literature review of relevant scientific sources. The findings indicate that strengthening student integrity can be achieved through the integration of anti-corruption values in learning processes, enforcement of academic ethics, enhancement of legal literacy, and internalization of moral values as behavioral control. Therefore, anti-corruption education in the digital era serves as a strategic step in shaping students who possess integrity, legal awareness, and social responsibility.

## 1. INTRODUCTION

The development of digital technology has brought very significant changes to various aspects of life, including the world of higher education. Digitalization has facilitated access to information, accelerated the learning process, and opened opportunities for innovation in academic activities (Selwyn, 2014; Siemens, 2005). However, behind these various conveniences, the digital era also presents serious challenges to the formation of students' character and integrity. Easy access to information is often misused

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through plagiarism, academic data manipulation, the spread of invalid information, and the emergence of an instant culture that prioritizes results without considering process and ethics (McCabe, Treviño, & Butterfield, 2012). This condition indicates that technological advancement does not always go hand in hand with moral development; therefore, systematic efforts are needed to strengthen student integrity through anti-corruption education that is relevant to contemporary developments (Putri, 2024; Wibowo, 2013).

Anti-corruption education in the digital era can no longer be understood merely as education concerning the prohibition of corruption in the form of state financial abuse (Klitgaard, 1988), but must be expanded to include the development of anti-deviance character in all aspects of life, including academic activities. Practices of academic dishonesty such as digital plagiarism, falsification of references, manipulation of research results, and misuse of technology to obtain unlawful advantages are forms of integrity violations that have the potential to foster a permissive culture toward corruptive behavior in the future (Alatas, 1990; Atmasasmita, 2004). Therefore, anti-corruption education must be reconstructed through approaches that emphasize the strengthening of academic ethics, legal literacy, and students' moral responsibility in using technology wisely and responsibly (Panjaitan, 2025).

Students, as intellectual groups, hold a strategic position as agents of change in building a culture of integrity amid increasingly complex digital transformation (Suyadi, 2018). Higher education institutions are not only required to produce academically excellent graduates, but also bear the responsibility of shaping students who are honest, critical, responsible, and possess strong legal awareness (Bretag, 2016). The academic environment must become a space for habituating integrity values through the enforcement of scientific ethics, anti-plagiarism culture, academic transparency, and the strengthening of morally based digital literacy. From this perspective, anti-corruption education becomes an important instrument in building students' internal control so that they are not trapped in deviations arising from technological convenience and weak moral supervision (Panjaitan et al., 2024; Lickona, 1991).

Furthermore, from the perspective of Sharia values, the use of technology must also be based on the principles of amanah (trustworthiness), sidq (honesty), 'adl (justice), and mas'uliyah (responsibility) (Auda, 2008; Kamali, 2008). Technology is a means that can bring benefit, but it can also become a tool for misconduct if used without moral and spiritual foundations. Therefore, the integration of ethical, legal, and spiritual values into anti-corruption education is essential in shaping students who are not only digitally competent, but also possess integrity in thinking, acting, and taking responsibility for every academic and social activity they undertake (Panjaitan & Harahap, 2025; Tambunan, 2025; Al-Raysuni, 2005).

Based on the background above, this study examines the reconstruction of student integrity culture through anti-corruption education based on academic ethics and legal awareness in the digital era as a strategic step in shaping an intellectual generation that is committed to honesty, accountability, and social responsibility amid the dynamic development of technology (Aqli dkk., 2022).

## **Continuous Literature Review**

### **Concept Of Anti-Corruption Education In Shaping Student Integrity**

Anti-corruption education is a learning process designed to instill values of integrity, honesty, responsibility, discipline, and social awareness as a foundation in shaping the character of individuals who reject all forms of corruptive behavior (Wibowo, 2013). In higher education, anti-corruption education is not only understood as an effort to provide knowledge about corruption crimes and their legal sanctions, but also as an instrument for forming an academic culture that upholds ethics, accountability, and morality in every intellectual activity (Lubis, 2019). Essentially, anti-corruption education aims to build students' internal awareness that corruption is not merely a legal violation, but also a form of betrayal of trust, justice, and public interest. Therefore, the approach to anti-corruption education must emphasize character building, not just the mere transfer of normative knowledge (Putri, 2024). Values such as honesty, discipline, hard work, responsibility, fairness, and trustworthiness must be built through a continuous learning process to become part of the student's character. Thus, anti-corruption education serves as an ethical foundation that shapes students to be not only intellectually intelligent but also morally and socially mature (Suyadi, 2018; Panjaitan et al., 2024).

### **Academic Ethics In Building A Culture Of Honesty In The Digital Era**

Academic ethics refers to a set of moral values, norms, and principles that serve as guidelines in the implementation of scientific activities within higher education institutions (Bretag, 2016). These ethics

include honesty in the learning process, objectivity in research, respect for other people's intellectual work, responsibility in the use of information, and commitment to scientific truth. In the digital era, challenges to the implementation of academic ethics have become increasingly complex along with the ease of access to technology and information. Digitalization has opened great opportunities for the development of knowledge; however, it has also given rise to various forms of academic misconduct such as digital plagiarism, research data manipulation, falsification of references, and the unethical use of artificial intelligence-based technology (McCabe et al., 2012; Panjaitan, 2025). The enforcement of anti-plagiarism regulations, education on copyright and ethical use of digital sources, and the cultivation of a scientific culture that upholds originality are important steps in creating a healthy academic environment (Panjaitan et al., 2024).

### **Students' Legal Awareness Of Digital Academic Misconduct**

Students' legal awareness of digital academic misconduct is an essential element in building a culture of integrity within higher education institutions. Legal awareness is not only understood as students' knowledge of applicable regulations, but also includes their understanding, respect, and compliance with legal norms as well as academic ethics in digital-based learning activities (Mertokusumo, 2007). Various forms of digital misconduct such as online plagiarism, falsification of research data, citation manipulation, and the use of others' works without proper attribution represent violations of integrity that not only damage scientific values but also potentially breach legal norms related to copyright, originality of work, and academic accountability. Therefore, developing students' legal awareness is a very important preventive step in avoiding the normalization of deviant behavior in the digital academic environment (Panjaitan et al., 2024; Putri, 2024).

## **2. METHOD**

This research employs a normative legal research method with a conceptual approach and a statutory approach (Marzuki, 2017). This method is used because the study focuses on the conceptual analysis of anti-corruption education, academic ethics, legal awareness, and the reconstruction of student integrity culture in facing the challenges of the digital era. The conceptual approach is used to examine theories related to integrity, morality, academic ethics, and anti-corruption education as instruments for shaping student character. Meanwhile, the statutory approach is used to analyze legal norms related to intellectual property rights, academic ethics, and regulations relevant to the use of digital technology in higher education activities (Panjaitan et al., 2024; Putri, 2024).

The type of data used in this research is secondary data, consisting of primary legal materials, secondary legal materials, and tertiary legal materials. Primary legal materials include laws and regulations, educational policies, and legal provisions related to academic integrity, copyright, and the prevention of misconduct in the education sector. Secondary legal materials are obtained from scientific journals, books, academic articles, and previous research discussing anti-corruption education, academic ethics, students' legal awareness, and digital morality. Tertiary legal materials are derived from legal dictionaries, encyclopedias, and other relevant scientific references.

Data collection techniques are conducted through library research, while data analysis uses descriptive qualitative analysis, namely by describing, interpreting, and connecting various theories and legal norms systematically in order to obtain a comprehensive understanding of the reconstruction of student integrity culture based on academic ethics and legal awareness in the digital era (Soekanto & Mamudji, 2001; Tambunan, Panjaitan, & Harahap, 2025).

## **3. RESULT AND DISCUSSION**

### **Implementation of Anti-Corruption Education in Building Student Integrity in the Digital Era**

The implementation of anti-corruption education in building student integrity in the digital era is a strategic step in responding to changes in academic behavior influenced by the development of information technology. The digital era has provided easy access to various sources of knowledge, accelerated the learning process, and opened wider opportunities for academic innovation (Selwyn, 2014; Siemens, 2005). However, this convenience also brings consequences in the form of increased potential for academic misconduct, such as digital plagiarism, data manipulation, falsification of references, dissemination of invalid information, and the unethical use of artificial intelligence-based technology in completing academic assignments (McCabe, Treviño, & Butterfield, 2012).

This condition shows that the integrity challenges faced by students in the digital era are no longer limited to conventional forms of corruption (such as state financial abuse), but also include various forms of academic dishonesty that can damage scientific culture and weaken student character (Alatas, 1990; Klitgaard, 1988). Therefore, anti-corruption education must be implemented contextually in order to build moral awareness, academic responsibility, and commitment to honesty in the use of technology (Putri, 2024; Wibowo, 2013).

One form of implementing anti-corruption education in the digital era is through the integration of integrity values into technology-based learning systems. Higher education institutions must develop learning models that not only emphasize academic achievement but also instill values of honesty, responsibility, discipline, and accountability in every learning process (Lickona, 1991). The use of digital platforms in learning must be accompanied by education on the ethics of information use and an understanding of the moral and legal consequences of plagiarism or academic manipulation.

Table 1. Forms of Implementation of Anti-Corruption Education in Building Student Integrity in the Digital Era.

No	Form of Implementation	Implementation	Objective	Expected Output
1	Integration of Anti-Corruption Digital Curriculum	Incorporating materials on digital integrity, ethical use of technology, anti-plagiarism, and digital legal literacy.	To build students' understanding of integrity in digital spaces.	Students understand digital academic ethics and avoid misconduct.
2	Strengthening Digital Academic Ethics	Socialization of academic codes of ethics, training in scientific citation, education on ethical AI use.	To develop an honest and responsible academic culture.	Formation of academic habits that uphold originality of work.
3	Use of Plagiarism Detection Systems	Utilization of text similarity checking tools for assignments, theses, and scientific papers.	To prevent plagiarism and manipulation of academic work.	Reduction in academic violations.
4	Exemplary Conduct of Academic Community	Lecturers and university leaders applying transparency, objectivity, and professionalism.	To provide real examples of integrity culture.	More effective internalization of anti-corruption values.
5	Internalization of Sharia Values	Instilling the values of <i>amanah</i> , <i>sidq</i> , <i>'adl</i> , and <i>mas'uliyah</i> in campus culture.	To form internal moral and spiritual control.	Development of strong internal moral and spiritual self-regulation.

Based on the table above, the implementation of anti-corruption education must be carried out through a systematic, adaptive, and character-oriented approach (Bretag, 2016). The integration of an anti-corruption digital curriculum represents a crucial foundational step in equipping students with an understanding of ethical technology use, the risks of plagiarism, and digital legal literacy. The success of this

implementation also heavily depends on the exemplary conduct of the academic community. Lecturers and university leaders play a central role as role models in demonstrating honesty, professionalism, and transparency, enabling students to observe and internalize a real culture of integrity in academic practice (Panjaitan et al., 2024; Lickona, 1991).

### **Strengthening Academic Ethics in the Digital Era**

Scientific work is a representation of intellectual integrity that must be maintained in its originality. Practices such as copy-paste without proper attribution, the use of applications or artificial intelligence to produce academic work without independent analytical processes, as well as the manipulation of research results, constitute ethical violations that can damage academic quality and at the same time foster a permissive attitude toward dishonesty (Bretag, 2016). Therefore, the strengthening of academic ethics must be directed toward building awareness that scientific honesty is part of moral and academic responsibility that cannot be replaced by technological convenience (Panjaitan, 2025).

Higher education institutions have a central role in strengthening academic ethics through clear policies, consistent supervision systems, and the cultivation of honesty values in all academic activities. A consistently ethical academic environment will foster a collective culture in which honesty is not merely a formal obligation, but an intellectual identity of students in producing high-quality and accountable scientific work (Suyadi, 2018).

### **Students' Legal Awareness of Digital Academic Misconduct**

The development of students' legal awareness regarding digital academic misconduct is an important step in building an academic culture that upholds integrity. Digitalization has significantly transformed student learning patterns, but these practices may fall into legal violations when they breach regulations governing intellectual property rights (IPR), originality of work, and scientific accountability (Atmasasmita, 2004; Mertokusumo, 2007).

Students must develop legal awareness in order to understand the boundaries of technology use. This can be carried out through strengthening digital legal literacy integrated into the higher education system. Legal awareness built through this substantive understanding will shape students who are not only afraid of sanctions, but also possess internal awareness to obey rules as a form of intellectual and social responsibility (Putri, 2024; Soekanto & Mamudji, 2001). Furthermore, the implementation of anti-plagiarism policies and applying objective academic sanctions are concrete forms of legal enforcement within the campus environment that prevent the normalization of misconduct (Hasibuan & Panjaitan, 2025).

### **Strategies for Reconstructing Student Integrity Culture Based on Morality and Sharia Values**

The strategy for reconstructing student integrity culture based on morality and sharia values is an effort to build academic character that is not only intellectually intelligent but also ethically, spiritually, and socially strong in facing the dynamics of the digital era. The reconstruction of integrity culture must be directed toward strengthening morality as an internal control (Auda, 2008; Kamali, 2008).

The reconstruction of integrity culture can be developed through the internalization of the values of amanah (trustworthiness), sidq (honesty), 'adl (justice), and mas'uliyah (responsibility) as ethical foundations in academic life, which aligns with the principles of Maqashid Shariah (Al-Raysuni, 2005; Tambunan, Panjaitan, & Harahap, 2025).

The value of amanah instills the understanding that knowledge and every academic task are responsibilities that must be carried out with honesty.

- a. The principle of sidq encourages students to always uphold truth in producing original scientific work.
- b. The value of 'adl guides students to act fairly toward the intellectual rights of others.
- c. Mas'uliyah builds awareness that every academic action carries moral, social, and spiritual consequences.

Table 2. Strategies for Reconstructing Student Integrity Culture Based on Morality and Sharia Values

No	Strategy	Implementation	Expected Outcome
1	Internalization of Sharia Values in Academic Life	Integration of the values of <i>amanah</i> , <i>sidq</i> , <i>'adl</i> , and <i>mas'uliyah</i> in learning and campus culture.	Formation of honest, trustworthy, and responsible student character.
2	Strengthening Integrity-Based Character Education	Integrity seminars, moral guidance, and character development programs.	Students develop strong commitment to honesty and ethics.
3	Consistent Enforcement of Academic Ethics	Implementation of codes of ethics, academic sanctions, and plagiarism monitoring.	Reduction in digital academic misconduct.
4	Creation of Transparent and Accountable Academic Culture	Open academic systems and accountable student organization management.	A well-integrated, healthy academic ecosystem is established.
5	Synergy of Education, Morality, and Spirituality	Collaboration between anti-corruption education, academic ethics, sharia values, and legal awareness.	Sustainable anti-corruption culture is established.

The strategy for reconstructing a culture of integrity must be supported by a healthy academic ecosystem through the exemplary conduct of the academic community, the enforcement of academic ethics, and transparent and accountable institutional policies (Lubis, 2019). The synergy between morality, sharia values, legal awareness, and good academic governance will give rise to a sustainable student integrity culture. In this way, anti-corruption education does not remain merely a normative discourse, but is truly implemented in students' academic and social life (Panjaitan et al., 2024; Hasibuan & Panjaitan, 2025).

#### 4. CONCLUSION

It can be concluded that the reconstruction of student integrity culture through anti-corruption education based on academic ethics and legal awareness in the digital era is a strategic step in shaping students who are honest, responsible, and strongly committed to anti-corruption values. The development of digital technology, on the one hand, provides convenience in academic activities, but on the other hand also presents challenges such as digital plagiarism, data manipulation, misuse of artificial intelligence, and various other forms of academic misconduct that may weaken student integrity.

Therefore, anti-corruption education must be implemented comprehensively through strengthening academic ethics, developing legal awareness, internalizing moral values, and establishing an academic culture that upholds honesty, accountability, and responsibility in the use of technology. The integration of sharia values such as *amanah* (trustworthiness), *sidq* (honesty), *'adl* (justice), and *mas'uliyah* (responsibility) serves as an essential foundation in strengthening students' internal control against various forms of digital academic misconduct. Support from transparent campus governance, consistent enforcement of academic ethics, exemplary conduct of the academic community, and empowerment of integrity-based student organizations are important factors in creating a healthy and sustainable academic ecosystem.

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