



## Transforming Anti Corruption Education to Strengthen Integrity Values among University Students in the Digital Era: A Literature Review

Mohammad Hafil<sup>1</sup>, Ramadhan Arifin Mansyur<sup>2</sup>, Aditya Abdi Pratama<sup>3</sup>, Yeni Tri Nur Rahmawati<sup>4</sup>

<sup>1,2,3,4</sup> Institut Agama Islam At-Taqwa Bondowoso, Indonesia

Corresponding Author: ✉ : [mhafil876@gmail.com](mailto:mhafil876@gmail.com)

### ABSTRACT

Anti-corruption education has become a strategic instrument in strengthening integrity values among university students, particularly in the digital era characterized by rapid information flows, data transparency, and technology-based social interactions. However, existing studies indicate that the implementation of anti-corruption education in higher education institutions still faces several challenges, including the dominance of cognitive-oriented approaches, limited pedagogical innovation, and inconsistencies between taught values and social realities experienced by students. This article aims to comprehensively examine the transformation of anti-corruption education in strengthening students' integrity values in the digital era through a literature review approach. The scope of this study focuses on anti-corruption learning strategies, the utilization of digital media, the integration of local cultural values, and the influence of social environments on integrity internalization. The method employed is a literature review by identifying, reviewing, and critically analyzing selected articles from relevant national and international journals published within the last ten years. The findings indicate that effective transformation of anti-corruption education requires an integrated approach that combines digital technology utilization, character education, and contextually grounded socio-cultural values. Anti-corruption education should not merely function as knowledge transmission but as a continuous process of shaping ethical attitudes and behaviors. Therefore, strengthening literature-based anti-corruption education is expected to foster students' critical awareness, moral commitment, and strong integrity in addressing global challenges in the digital era.

### ARTICLE INFO

#### Article history:

Received

01 November 2025

Revised

05 December 2025

Accepted

20 December 2025

### Key Word

*Anti-Corruption Education, Student Integrity, Digital Era, Character Education, Literature Review*

### How to cite

<https://pusdikra-publishing.com/index.php/jsr>



This work is licensed under a  
[Creative Commons Attribution-ShareAlike 4.0 International License](https://creativecommons.org/licenses/by-sa/4.0/)

## INTRODUCTION

Corruption remains a critical social and structural problem that continues to hinder national and global development. Beyond causing economic losses and weakening governance systems, corruption has far-reaching implications for moral

degradation, declining public trust, and the normalization of unethical behavior within society. In the long term, persistent exposure to corrupt practices may erode the moral foundations of younger generations if not addressed through systematic and sustainable educational strategies (Sriartha et al., 2021). Consequently, efforts to combat corruption cannot rely solely on legal enforcement but must be complemented by educational approaches that emphasize value formation and integrity development.

Higher education institutions occupy a strategic position in corruption prevention efforts, as they serve as key spaces for the intellectual, moral, and social development of students. Universities are not only responsible for preparing students as skilled professionals but also for shaping them as ethical citizens who uphold moral responsibility in public life. Anti-corruption education in higher education is therefore regarded as a crucial instrument for instilling values such as honesty, responsibility, justice, and moral courage in resisting unethical practices (Trisiana et al., 2024). Through effective anti-corruption education, students are expected to develop critical awareness of corrupt behaviors and demonstrate a strong commitment to integrity in both personal and professional contexts.

Previous studies have indicated that anti-corruption education contributes positively to improving students' knowledge and awareness regarding the risks and consequences of corruption (Sriartha et al., 2021; Fajrina, 2024). However, the effectiveness of such education remains limited in many contexts. Anti-corruption programs often emphasize normative and conceptual knowledge, focusing primarily on cognitive understanding rather than fostering ethical attitudes and behavioral change. As a result, the internalization of integrity values among students has not been fully achieved in a deep and sustainable manner.

Furthermore, students frequently encounter value dissonance between the principles taught in academic settings and the social realities they observe in everyday life. Practices such as nepotism, minor gratification, abuse of authority, and tolerance toward ethical violations are still perceived as commonplace in certain social environments. Research suggests that this inconsistency between educational values and social practices weakens students' trust in anti-corruption education and reduces its overall effectiveness (Trisiana et al., 2024; Satria et al., 2025). This condition highlights the need for educational approaches that are not only normative but also contextual, reflective, and responsive to real-life challenges.

The rapid advancement of digital technology has further transformed students' learning patterns and social interactions, particularly among Millennials and Generation Z. As digital natives, these generations are accustomed to accessing information quickly, visually, and interactively through various digital platforms. On one hand, digitalization offers significant opportunities for anti-corruption education through innovative learning media, access to public data, and expanded spaces for

digital civic participation. Several studies have demonstrated that digital-based learning, case-based instruction using real corruption issues, and integrity campaigns via social media can enhance student engagement and critical awareness of corruption-related issues (Fajrina, 2024; Sriartha et al., 2021).

On the other hand, the digital environment also presents new challenges, including information overload, misinformation, and an instant culture that may undermine ethical reflection. Without adequate value-based guidance, the integration of digital technology into anti-corruption education risks producing superficial understanding without meaningful changes in attitudes or behavior. Therefore, the transformation of anti-corruption education in the digital era must be strategically designed by integrating pedagogical approaches, technological innovation, and moral as well as social value reinforcement.

Several studies emphasize the importance of incorporating local cultural values as a moral foundation in anti-corruption education. Values such as honesty, trustworthiness, responsibility, and mutual cooperation are deeply embedded in local social contexts and can strengthen the internalization of integrity among students (Satria et al., 2025). The integration of local wisdom with digital learning approaches is considered effective in bridging the gap between theory and practice, while making anti-corruption education more contextual and meaningful for younger generations.

Despite the growing body of literature on anti-corruption education, there remains a significant limitation in studies that comprehensively examine the transformation of anti-corruption education in the digital era by integrating pedagogical, technological, and socio-cultural dimensions. Many existing studies address these aspects in isolation, resulting in fragmented insights that fail to capture a holistic strategy for strengthening student integrity.

Based on these considerations, this article aims to conduct a literature review of national and international studies that explore the transformation of anti-corruption education in strengthening integrity values among university students in the digital era. This study seeks to synthesize research findings related to educational approaches, digital learning innovations, and the integration of socio-cultural values in anti-corruption education. Through this literature review, the article is expected to contribute conceptually by offering a more comprehensive framework for understanding anti-corruption education, as well as providing references for policy development and educational practices that promote sustainable integrity and character formation among university students.

## RESEARCH METHODE

This study employed a qualitative approach using a literature review method, aimed at systematically analyzing and synthesizing findings from previous scholarly

studies. A literature review enables researchers to identify patterns, trends, and research gaps within a particular field through critical examination of relevant academic publications (Sugiyono, 2022; Miles, Huberman & Sandala, 2014). This method was selected to develop a comprehensive conceptual understanding of the transformation of anti-corruption education in strengthening integrity values among university students in the digital era.

The population of this study consisted of academic publications addressing anti-corruption education, integrity reinforcement, and digital-based learning within the context of higher education. Source selection was conducted using purposive sampling by applying specific inclusion criteria, namely articles published in accredited national journals and reputable international journals within the last ten years and demonstrating strong relevance to the research focus. Based on this selection process, nine core articles were identified as the primary sources for in-depth analysis.

The research instrument comprised a document analysis matrix used to systematically record and organize essential information from each selected article, including research focus, contextual background, methodological approach, and key findings related to anti-corruption education and integrity development among students. The use of this instrument ensured analytical consistency and methodological rigor throughout the review process (Creswell, 2018).

The research procedure began with a systematic search for articles through national and international journal databases using keywords such as anti-corruption education, integrity education, digital learning, and higher education. The retrieved articles were subsequently screened based on topical relevance, methodological quality, and completeness of information. Articles that were not aligned with the research objectives or identified as duplicates were excluded. The selected articles were then examined using descriptive and thematic analysis techniques by closely reviewing their discussions and conclusions.

Data analysis involved two main stages: descriptive analysis and thematic synthesis. Descriptive analysis was used to map the general characteristics of the reviewed studies, while thematic synthesis was conducted by categorizing research findings into major thematic patterns. This synthesis process involved comparing and integrating findings across studies to develop a coherent and comprehensive conceptual framework, consistent with qualitative analysis procedures (Miles, Huberman & Sandala, 2014).

To enhance the validity and reliability of the findings, source triangulation was applied by cross-examining insights from multiple studies. Additionally, the analysis was conducted iteratively and reflexively to ensure interpretative consistency and minimize researcher bias (Creswell & Poth, 2018). Given the qualitative and literature-

based nature of this study, statistical testing was not employed; instead, emphasis was placed on analytical depth and interpretive accuracy.

The scope of this study was limited to the examination of anti-corruption education within higher education institutions, with university students as the primary focus. A key limitation of the study lies in its reliance on secondary data derived from previous research. Nevertheless, through a systematic literature review grounded in established qualitative research frameworks, this study is expected to provide a robust and relevant conceptual contribution to understanding the transformation of anti-corruption education in strengthening integrity values among university students in the digital era.

RESULT AND DISCUSSION

Descriptive Analysis

The literature review in this study is based on nine scholarly articles systematically selected from accredited national journals and reputable international journals that are relevant to anti-corruption education, student integrity, and learning contexts in the digital era. Overall, the reviewed studies indicate that anti-corruption education has received increasing scholarly attention within higher education discourse, particularly as a response to the growing moral and ethical challenges faced by university students amid rapid digital transformation (OECD, 2018; Transparency International, 2024).

Table 1.

Descriptive Overview of Reviewed Articles

Author	Article Title	Journal	Research Focus
Sriartha (2021)	The Implementation of Anti-Corruption Character Education Through Bali Local Wisdom in Junior High Schools	Jurnal Pendidikan Indonesia (JPI)	Implementation of anti-corruption character education based on local wisdom in secondary education
Jajuli & Robby (2025)	The Role of University Students in Preventing Corruption in the Digital Era	Jurnal Ilmu Hukum	Role of university students in corruption prevention within digital contexts
Trisiana (2024)	Analysis of Developing Anti-Corruption Education in Indonesia through Media-Based Citizenship Education Learning Smart Mobile Civic	Cakrawala Pendidikan: Jurnal Ilmiah Pendidikan	Media-based civic education as a strategy for anti-corruption education
Wibowo et al.	Digital Multiliteracy-Based Anticorruption Education	Jurnal Pendidikan Indonesia	Digital multiliteracy framework for anti-

(2024)	Model: A Framework for Innovation in Pancasila and Civic Education		corruption education
Satria (2025)	Anti-Corruption Education Based on Local Wisdom: An Analysis of Anti-Corruption Management Values in the Local Wisdom of the Pasemah and Serawai Communities of Bengkulu	Tadbir: Jurnal Studi Manajemen Pendidikan	Integration of local wisdom values in anti-corruption education
Aksinudin (2024)	Instilling Anti-Corruption Characters in Civic Education for College Students	Jurnal Civics: Media Kajian Kewarganegaraan	Character education for anti-corruption values in higher education
Fajrina (2024)	Implementation of Digital-Based Anti-Corruption Education to Strengthen Civic Civility in Elementary Schools	Asian Journal of Multidisciplinary Research and Analysis	Digital-based anti-corruption education in elementary education
Mita (2025)	Peran Pendidikan Anti Korupsi dalam Membangun Integritas Generasi Muda Indonesia	Journal of the Research Center for Digital Democracy	Anti-corruption education in strengthening youth integrity
Satria et al. (2025)	Membangun Generasi Anti-Korupsi: Peran dan Tantangan Edukasi Antikorupsi pada Gen Z di Era Digital	Jurnal Akuntansi, Bisnis dan Ekonomi Indonesia	Challenges and roles of anti-corruption education for Generation Z

Based on Table 1, the reviewed articles demonstrate diversity in authorship backgrounds, research focus, and educational contexts, while sharing a common concern regarding the role of education in fostering integrity and ethical awareness. Chronologically, the publications span from 2021 to 2025, indicating that anti-corruption education is a relatively recent and continuously evolving field of study. This trend reflects heightened academic concern over the urgency of embedding integrity values within higher education systems in response to increasingly complex social, political, and technological dynamics (Sriartha, 2021; Trisiana, 2024).

From a contextual perspective, most of the reviewed studies position higher education institutions as strategic spaces for character formation and the internalization of integrity values. Universities are viewed not merely as centers of knowledge production but also as moral institutions responsible for shaping ethical awareness, civic responsibility, and social accountability among students as future leaders. Several

studies emphasize that university students are in a critical developmental phase, making anti-corruption education at this level particularly impactful for fostering sustainable anti-corruption attitudes and behaviors (Aksinudin, 2022; Fajrina, 2024).

Furthermore, the reviewed literature highlights a growing tendency to integrate anti-corruption education with contemporary issues such as digital learning environments, technological media utilization, and the incorporation of local cultural values. Digital technology is not only framed as a challenge but also as a strategic opportunity to deliver integrity education through contextual, participatory, and student-centered learning approaches aligned with the characteristics of Millennial and Generation Z learners (Wibowo, 2024; Mita et al., 2025). In addition, the reinforcement of local cultural values such as honesty, responsibility, mutual cooperation, and moral restraint is considered effective in strengthening anti-corruption education, as these values are closely embedded in students' social realities (Satria et al., 2025).

In general, this descriptive analysis demonstrates that the body of literature on anti-corruption education has developed in a multidimensional manner, integrating perspectives from character education, public ethics, digital pedagogy, and socio-cultural contexts. However, despite the diversity of themes and approaches, there remains a need for integrative analyses that synthesize these perspectives into a coherent conceptual framework. Such synthesis is essential to provide a more comprehensive understanding of how anti-corruption education is transforming to strengthen student integrity in the digital era. Accordingly, the subsequent section focuses on a thematic analysis to identify dominant patterns, conceptual trends, and analytical emphases emerging from the reviewed literature.

### **Thematic Analysis of Anti-Corruption Education in Strengthening Student Integrity**

The thematic analysis in this study aims to identify recurring patterns, dominant orientations, and conceptual emphases emerging from the nine scholarly articles reviewed. This approach enables a systematic synthesis of key ideas developed within the discourse on anti-corruption education, particularly in relation to strengthening student integrity in the digital era. The synthesis indicates that anti-corruption education is no longer understood merely as the transmission of normative legal knowledge, but rather as a multidimensional process encompassing character formation, ethical awareness, and the internalization of values through contextualized learning experiences (Sriartha, 2021; Mita et al., 2025).

The first prominent theme concerns anti-corruption education as an instrument for character and integrity development among university students. Several studies emphasize that integrity constitutes a fundamental pillar in fostering anti-corruptive behavior within higher education environments. Anti-corruption education is positioned as a strategic medium for cultivating honesty, responsibility, justice, and social awareness, enabling students not only to cognitively comprehend corruption-

related issues but also to internalize ethical values in their daily attitudes and behaviors (Sriartha, 2021; Aksinudin, 2022). In this context, integrity is conceptualized as the alignment between values, attitudes, and actions, serving as a key indicator of the effectiveness of anti-corruption education in higher education institutions.

The second theme highlights the transformation of anti-corruption education in the digital era. Advances in information and communication technology have significantly reshaped students' learning patterns, characterized by rapid access to information, visual engagement, and interactive media. Previous studies reveal that the utilization of digital learning tools such as online modules, educational videos, interactive simulations, and integrity campaigns through social media can enhance student engagement and critical awareness regarding corruption-related issues (Trisiana, 2024; Wibowo, 2024; Fajrina, 2024). Nevertheless, digitalization also presents new challenges, including the risk of superficial learning, exposure to misinformation, and insufficient value reflection if learning designs are not pedagogically structured and oriented toward character development (Fajrina, 2024).

The third theme emerging from the literature is the importance of contextual and culturally grounded approaches in anti-corruption education. Several studies argue that anti-corruption education becomes more effective when integrated with local values and students' social realities. Cultural values such as honesty, mutual cooperation, moral responsibility, and social accountability are regarded as cultural capital that can reinforce integrity internalization when embedded within anti-corruption learning processes (Satria et al., 2025). This contextual approach enables students to perceive anti-corruption values not as abstract concepts, but as lived practices embedded within their social and cultural environments.

The fourth theme concerns the institutional role of higher education in fostering an integrity-based ecosystem. The reviewed literature suggests that the success of anti-corruption education is not solely determined by curriculum content or instructional methods, but also by institutional commitment to cultivating an academic culture grounded in integrity. Institutional policies, ethical leadership, fair evaluation systems, and opportunities for student participation are identified as crucial elements in reinforcing the values conveyed through anti-corruption education (Aksinudin, 2022; Sriartha, 2021). Without consistent institutional support, anti-corruption education risks remaining at a normative and rhetorical level.

Overall, the thematic analysis demonstrates that effective anti-corruption education for university students in the digital era must adopt an integrative, contextual, and character-oriented approach. Anti-corruption education cannot rely solely on knowledge transfer; rather, it should combine digital learning strategies, integrity value reinforcement, and institutional ecosystem support to foster sustainable attitudinal and behavioral change. These findings provide a critical foundation for



developing anti-corruption education models that are more responsive to the characteristics and challenges of contemporary university students.

### **Synthesis of Findings and Research Position**

Based on the literature review and thematic analysis of the nine selected scholarly articles, it can be synthesized that anti-corruption education plays a strategic role in strengthening students' integrity, particularly within the context of higher education in the digital era. In general, the reviewed studies share a common perspective that anti-corruption education should no longer be understood merely as the transmission of normative knowledge, but rather as a multidimensional and continuous process of character formation (Sriartha, 2021; Trisiana, 2024).

The synthesis of findings indicates that effective anti-corruption education must integrate three main dimensions: cognitive, affective, and behavioral. The cognitive dimension relates to students' understanding of the concept, forms, and systemic impacts of corruption on social, political, and economic life. The affective dimension emphasizes the development of moral attitudes, ethical awareness, and commitment to integrity values. Meanwhile, the behavioral dimension focuses on the habituation of honest, responsible, and value-consistent actions in both academic and social contexts (Aksinudin, 2022; Sriartha, 2021).

In the context of the digital era, the synthesized findings also highlight the importance of digital technology in enhancing the effectiveness of anti-corruption education. Several studies emphasize that digital media can expand access to information, increase student participation, and foster critical thinking regarding corruption issues and governance practices (Wibowo, 2024; Fajrina, 2024). Nevertheless, the literature also underlines that the digitalization of learning does not automatically guarantee the internalization of integrity values. Without reflective and character-oriented instructional design, the use of digital technology may result in superficial and instrumental learning outcomes (Fajrina, 2024).

Beyond the digital dimension, the reviewed studies also stress the significance of contextual and culturally based approaches in anti-corruption education. The integration of local values such as honesty, mutual cooperation, responsibility, and a sense of shame toward unethical behavior has been shown to strengthen the internalization of integrity, as these values are closely aligned with students' social realities and lived experiences (Satria et al., 2025). This approach serves as a bridge between the normative values taught in higher education institutions and the social practices encountered by students in their everyday environments.

Based on this synthesis, the position of this study is defined as a literature-based analysis that integrates diverse research findings into a comprehensive framework for understanding the transformation of anti-corruption education in the digital era. Unlike previous studies that tend to focus on specific aspects in isolation such as curriculum

design, learning media, or cultural values this study adopts a systemic perspective that views anti-corruption education as an interaction among pedagogical approaches, digital technology, cultural values, and the institutional ecosystem of higher education.

Accordingly, the primary contribution of this study lies in formulating an integrative conceptual understanding of anti-corruption education as a strategy for strengthening students' integrity. This synthesis is expected to serve as a theoretical foundation for the development of more adaptive, contextual, and relevant models of anti-corruption education aligned with the characteristics of contemporary university students in the digital era, as well as a reference for future research and policy formulation in higher education.

## **CONCLUSION**

This literature review demonstrates that anti-corruption education plays a crucial role in strengthening students' integrity in the context of higher education, particularly amid the challenges and opportunities presented by the digital era. The synthesis of selected studies indicates that effective anti-corruption education requires an integrative approach that combines value-based learning, digital pedagogical strategies, and contextual cultural perspectives to ensure meaningful internalization of integrity values among students. Digital transformation has expanded access to information and learning media, enabling greater student engagement and critical awareness; however, without reflective and character-oriented instructional design, digital learning risks remaining superficial. Therefore, anti-corruption education should be positioned not merely as cognitive instruction but as a holistic process of character formation supported by institutional commitment, ethical academic culture, and culturally grounded values. Although this study is limited to a literature-based analysis, the findings provide a conceptual foundation for the development of adaptive and contextually relevant anti-corruption education models and offer insights for educators, policymakers, and higher education institutions seeking to foster integrity-oriented learning in the digital age.

## **ACKNOWLEDGEMENT**

The author would like to express sincere appreciation to all parties who have contributed to the completion of this literature review study. Special gratitude is extended to scholars and researchers whose academic works served as the primary references and provided valuable insights for the analysis and synthesis of discussions on anti-corruption education and the strengthening of integrity values among university students in the digital era. Appreciation is also conveyed to academic institutions and scholarly environments that facilitated access to credible and relevant scientific resources, enabling a systematic and comprehensive literature exploration

process. It is hoped that this study may offer a meaningful conceptual contribution to the development of anti-corruption education discourse in higher education and serve as a reference for future research in related fields.

## REFERENCES

- Aksinudin, S., Wiyono, S., & Nariswari, A. F. (2022). Instilling anti-corruption characters in civic education for college students. *Jurnal Civics: Media Kajian Kewarganegaraan*, 19(1), 53–64. <https://doi.org/10.21831/jc.v19i1.45981>
- Creswell, J. W., & Poth, C. N. (2018). *Qualitative inquiry and research design: Choosing among five approaches* (4th ed.). Thousand Oaks, CA: SAGE Publications.
- Fajrina, S. (2024). Implementation of digital-based anti-corruption education to strengthen civic civility in elementary schools. *Asian Journal of Multidisciplinary Research and Analysis*, 2(2), 363–365.
- Jajuli, A., & Nurtresna, R. (2025). The role of university students in preventing corruption in the digital era. *Jurnal Ilmu Hukum*, 15(3), 743–750. <https://ejournal.seaninstitute.or.id/index.php/Justi>
- Miles, M. B., Huberman, A. M., & Saldaña, J. (2014). *Qualitative data analysis: A methods sourcebook* (3rd ed.). Thousand Oaks, CA: SAGE Publications. (Terjemahan oleh Tjetjep Rohindi Rohidi). Jakarta: UI-Press.
- Mita, N. M., Lia, L., Fadillah, A., Sugandi, M. I. H., & Wahyiah, I. R. (2025). Peran pendidikan anti korupsi dalam membangun integritas generasi muda Indonesia. *Journal of the Research Center for Digital Democracy*, 1(1), 6–11.
- Organisation for Economic Co-operation and Development (OECD). (2018). *PISA 2015 results in focus*. Paris: OECD Publishing.
- Satria, I., Akbarjono, A., Budrianto, & Syaputra, E. (2025). Anti-corruption education based on local wisdom: An analysis of anti-corruption management values in the local wisdom of the Pasemah and Serawai communities of Bengkulu. *Tadbir: Jurnal Studi Manajemen Pendidikan*, 9(1), 183–196. <http://dx.doi.org/10.29240/jsmp.v9i1.13084>
- Satria, R. W., Isadora, K., Angraini, R., Hikmah, S. N., & Lestari, R. (2025). Membangun generasi anti-korupsi: Peran dan tantangan edukasi antikorupsi pada Gen Z di era digital. *Jurnal Akuntansi, Bisnis dan Ekonomi Indonesia*, 4(1), 59–65. <https://akuntansi.pnp.ac.id/jabei>
- Sriartha, I. P., Yasmiati, N. L. W., & Lasmawan, I. W. (2021). The implementation of anti-corruption character education through Bali local wisdom in junior high schools. *Jurnal Pendidikan Indonesia*, 10(4), 606–621. <http://dx.doi.org/10.23887/jpi-undiksha.v10i4.36732>
- Sugiyono. (2022). *Metode penelitian kualitatif, kuantitatif, dan R&D*. Bandung: Alfabeta.

- Transparency International. (2024). *Corruption perceptions index 2024*. Retrieved December 25, 2025, from <https://www.transparency.org/en/cpi/2024>
- Trisiana, A., Priyanto, A., & Sutoyo. (2024). Analysis of developing anti-corruption education in Indonesia through media-based citizenship education learning smart mobile civic. *Cakrawala Pendidikan*, 43(1), 166-175. <https://doi.org/10.21831/cp.v43i1.60261>
- Wibowo, G. A., Panda, F. M., Farikiansyah, I. M., Paotonan, N., Judijanto, L., & Asparill, T. A. (2024). Digital multiliteracy-based anticorruption education model: A framework for innovation in Pancasila and civic education. *Jurnal Pendidikan Indonesia*, 13(4), 746-755. <https://doi.org/10.23887/jpiundiksha.v13i4.83289>