Integritas: Jurnal Antikorupsi
Vol 11, No. 2, 2025, pp. 309-320

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Strengthening anti-corruption efforts for the digital native generation based on the Path analysis model

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Abstract: The results of observations on the digital native generation indicate a problem in which students generally have limited understanding of the impacts of corruption and tend to believe that corruption only occurs at the governmental level, having no direct relevance to their personal lives. Based on this issue, it is important to explore the factors that may influence anti-corruption behavior among digital natives, particularly because variables such as digital legal literacy, character education, and teacher performance have rarely been examined comprehensively in this context. Therefore, this study aims to investigate the crucial mediating role of digital legal literacy in the relationship between character education and teacher performance in shaping anti-corruption behavior among digital native students. This research employed a quantitative approach by developing a path analysis model. The population consisted of digital native students enrolled at the senior high school level in Gowa Regency. Data were collected using a Likert-scale questionnaire, and the data analysis technique used was path analysis. The findings reveal that digital legal literacy plays a significant mediating role in the influence of character education and teacher performance on shaping anti-corruption behavior among digital native students at the senior high school level.
Keywords: Digital natives; digital legal literacy; teacher performance; character education; anti-corruption behavior

How to Cite: Pusvita, D. E., Asriyani, A., Dharma, S., & Wahyudi, D. (2025). Strengthening anti-corruption efforts for the digital native generation based on the path analysis model. *Integritas: Jurnal Antikorupsi*, *11*(2), 309-320. https://doi.org/10.32697/integritas.v11i2.1621

Introduction

Corruption is a complex and deeply rooted problem that permeates various aspects of societal life, including in Indonesia (Damenta & Digdowiseiso, 2023; Pachmann, 2021). Corrupt practices not only cause significant financial losses to the state but also erode social structures and hinder national development (Nugroho, 2023; Yustia & Arifin, 2023). Therefore, efforts to strengthen anti-corruption behavior, along with preventive and eradication measures, must be initiated early through systematic and comprehensive strategies, one of which is education within the school environment.

In the current digital era, technology has become an integral part of the lives of the digital native generation (Smith et al., 2020). As individuals born and raised within a technology-driven ecosystem, they possess extensive access to information and diverse knowledge sources that shape their thinking patterns and behaviors (Agardi & Monika, 2022). However, amid rapid digital development, one of the major challenges faced is the widespread circulation of information that does not always reflect values of ethics and integrity, potentially weakening students' moral foundations (Burr et al., 2020; Wulandari et al., 2021).

In the context of anti-corruption behavior, such conduct reflects attitudes and actions that embody honesty, transparency, and the rejection of all forms of misconduct that harm the public interest (Kosasih, 2021). Instilling anti-corruption behavior from an early age among digital native students not only fosters individuals with strong integrity but also contributes to the development of a cleaner, more just, and sustainable society (Eiamnate et al., 2023; Nurlaelah et al., 2022).

Findings from reference reviews and observations of digital native students at the secondary school level indicate that they tend to have limited understanding of the real-life impacts of

corruption. Many believe that corruption occurs only within government institutions and bears no direct relevance to their personal lives. Furthermore, teachers report that despite the implementation of character education in schools, students' awareness of anti-corruption values remains low.

Previous studies have identified several factors associated with anti-corruption behavior among digital natives, particularly those in secondary education. Effective character education has been shown to foster values such as honesty, integrity, and responsibility (Asif & Barory, 2024; David et al., 2023). Meanwhile, other studies highlight that high-quality teacher performance plays a crucial role in guiding students and serving as role models in applying these values in the school environment (Helina et al., 2024; Heryanto et al., 2023; Huang et al., 2021).

In addition, existing literature demonstrates that technological development has significantly transformed how digital natives access and interpret information, including information related to corruption. Within the context of anti-corruption education, digital legal literacy functions as a key determinant in helping students understand legal principles, ethical considerations, and the legal consequences of actions that may constitute corruption (Channiago et al., 2022; Hughes, 2023; Murodullo, 2023; Yipin, 2022).

However, many previous studies focusing on the development of anti-corruption behavior among digital natives at the secondary school level predominantly emphasize family context, moral education, and social attitudes (Juwita et al., 2023; Rahmanisa et al., 2023; Rizki & Sumardjoko, 2023; Yuliasari & Pusvitasari, 2021). A common limitation of these studies is the insufficient and limited exploration of the explicit role of digital information technologies in shaping the legal awareness of digital natives.

Moreover, previous studies have tended to overlook how digital native students process information and understand legal principles within the digital environment. Considering that this generation interacts intensively with technology, there is a need for more contextually relevant approaches in anti-corruption education. This study is therefore introduced to fill this research gap by further exploring the factors associated with anti-corruption behavior among digital natives meparticularly those that have not been explicitly examined in earlier research.

In the context of this study, digital legal literacy is selected as a mediating variable because an understanding of digital legal principles enables young people to critically analyze information and make decisions that align with anti-corruption values. Furthermore, with adequate digital legal literacy, digital natives are better equipped to critically evaluate information, understand the legal implications of corrupt practices, and actively promote transparency and accountability within digital spaces (Astuti & Jannah, 2025; Demchenko et al., 2021; Farahdila et al., 2020; Sudira & Pusvita, 2024; Yasin, 2023).

Therefore, exploring digital legal literacy as a mediating variable can provide a more comprehensive analytical framework, as it mediates the relationship between character education and teacher performance. This approach offers a deeper understanding of the various factors that influence the enhancement of anti-corruption behavior among digital native generations. Moreover, it helps explain the underlying processes that may occur within these relationships.

The novelty of this study lies in its approach, which integrates character education and teacher performance into the analysis of strengthening anti-corruption behavior in schools by employing digital legal literacy as a mediating variable. This study also develops a path analysis model to explore in depth both the direct and indirect (mediated) effects—an approach that remains relatively rare and underexplored in previous research. Accordingly, this study offers a more holistic and integrative perspective, particularly in explaining the underlying processes that shape these relationships and effects. In addition, the study provides an important contribution by illuminating the dynamics of strengthening anti-corruption culture and behavior among Indonesia's younger generation.

Given these considerations, it is crucial to explore the factors that may influence the anti-corruption behavior of digital natives, especially those at the secondary school level, where variables such as digital legal literacy, character education, and teacher performance have rarely been examined comprehensively. Therefore, this study aims to investigate the mediating role of

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digital legal literacy in the relationship between character education and teacher performance in shaping the anti-corruption behavior of digital native students.

Method

This study employs a quantitative research design using a *cross-sectional survey* method with a causal approach, and applies a path analysis model. The research model is presented as follows:

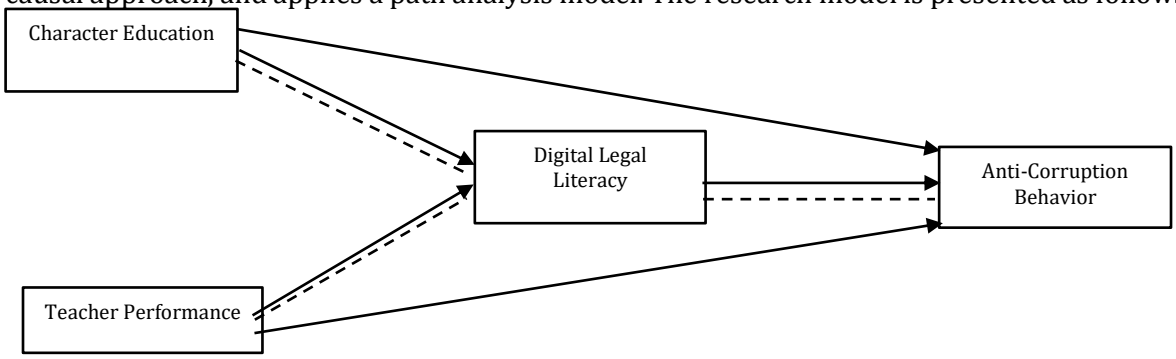


Figure 1. Research Design

The variables explored in this study include: (1) Character education, which refers to the process of developing moral and ethical values within individuals through learning that is integrated into the educational system. This variable is measured using indicators of honesty, discipline, responsibility, and fairness; (2) Teacher performance, which refers to the outcomes of teachers' work in carrying out their duties and responsibilities in accordance with established standards. This variable is measured based on indicators of pedagogical competence, personality competence, social competence, and professional competence; (3) Digital legal literacy, which refers to individuals' ability to understand, analyze, and apply legal principles in digital activities. It is measured using indicators of digital legal understanding, ethical use of technology, the ability to identify misinformation, and compliance with digital regulations; (4) Anti-corruption behavior, which refers to attitudes and actions that reflect values of honesty, transparency, and rejection of any form of misconduct that harms the public interest. In this study, it is measured using indicators of participation in anti-corruption activities, rejection of fraudulent acts, and transparency in social interactions.

This study was conducted among digital native students enrolled in public senior high schools (SMA Negeri) in Gowa Regency. The population consisted of all digital native learners in these schools, totaling 39,277 students. Data were collected using a questionnaire employing a Likert scale. To ensure the validity and reliability of the research instrument, several testing procedures were conducted: content validity was assessed using Aiken's V, construct validity was examined using Confirmatory Factor Analysis (CFA), and reliability was tested using Cronbach's alpha. For data analysis, parametric statistical techniques were employed, specifically path analysis, followed by a partial t-test to examine the significance of each path. The decision criterion was: if $t_{value} \geq t_{table}$ at a 0.05 significance level, the hypothesis was accepted. Additionally, a Sobel test was used to assess mediation effects, with the criterion that if $Z_{value} < 0.05$, the mediation hypothesis was supported.

Results and Discussion

Results

To achieve the objectives of this study, data were analyzed using a path analysis model with the assistance of SPSS software. The Table 1 presents a summary of the analysis results along with the path diagram used in this study.

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Table 1. Summary of Path Analysis Results

Independent Variable	Dependent Variable	Mediating Variable	Direct Effect Value	*Sig-P*	Indirect Effect Value	*Sig-P Sobel*
Character Education	Digital Legal Literacy		0.56	0.00		
Teacher Performance	Digital Legal Literacy		0.30	0.00		
Character Education	Anti-Corruption Behavior	Digital Legal Literacy	0.30	0.00	0.13	0.00
Teacher Performance	Anti-Corruption Behavior	Digital Legal Literacy	0.42	0.00	0.07	0.00
Digital Legal Literacy	Anti-Corruption Behavior		0.24	0.00		

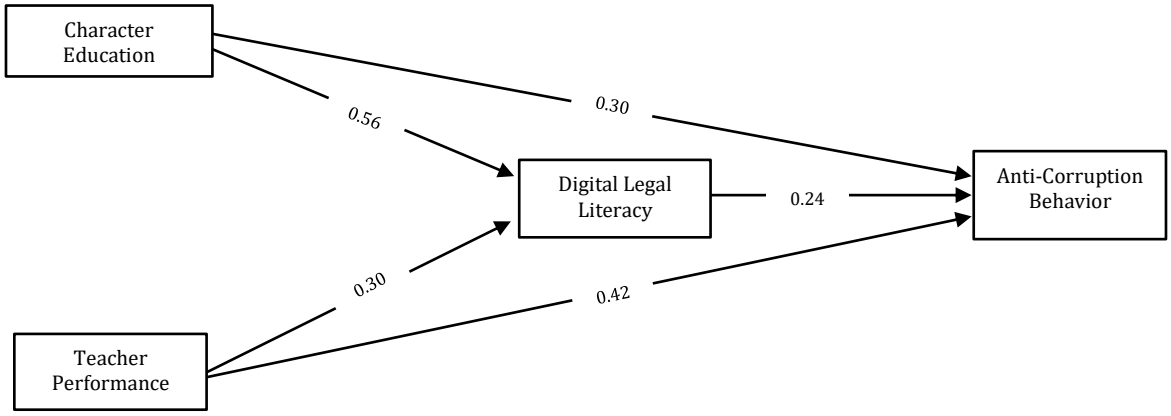


Figure 2. *Path Analysis* Model Diagram

The Influence of Character Education on the Digital Legal Literacy of Digital Native Students

The analysis results presented in Table 1 indicate that character education has a direct influence on the development of digital legal literacy among digital native students. This is evidenced by the obtained coefficient value of 0.56 (positive), which signifies that character education positively contributes to enhancing students' digital legal literacy. In other words, an increase in character education is accompanied by an increase in the level of digital legal literacy among digital native learners. Furthermore, the p-value of 0.00 < α (0.05) confirms that the null hypothesis (H_0) is rejected, and the alternative hypothesis (H_1) is accepted. Based on this statistical finding, it can be concluded that there is a significant direct effect of character education on the digital legal literacy of digital native students.

The Influence of Teacher Performance on the Digital Legal Literacy of Digital Native Students

The analysis referring to Table 1 shows that teacher performance has a direct influence on the development of digital legal literacy among digital native students. This is indicated by the obtained coefficient value of 0.30 (positive), which implies that teacher performance positively affects the formation of digital legal literacy among digital native learners. This further suggests that an improvement in teacher performance will be accompanied by an increase in students' digital legal literacy. Additionally, the obtained p-value of 0.00 < α (0.05) confirms that the null hypothesis (H_0) is rejected and the alternative hypothesis (H_2) is accepted. Based on this test, it can be concluded that there is a significant direct influence of teacher performance on the digital legal literacy of digital native students.

The Influence of Character Education on the Anti-Corruption Behavior of Digital Native Students

The results of the analysis, as presented in Table 1, indicate a direct influence of character education on the anti-corruption behavior of digital native students. This is evidenced by the coefficient value of 0.30 (positive), which signifies that character education has a positive effect

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on shaping anti-corruption behavior among digital natives. This finding implies that an improvement in character education is followed by an increase in students' anti-corruption behavior. Furthermore, the p-value of 0.00 < α (0.05) confirms the rejection of the null hypothesis (H_o) and the acceptance of the alternative hypothesis (H_3). Therefore, the results validate that character education has a significant direct effect on the anti-corruption behavior of digital native students.

Influence of Teacher Performance on the Anti-Corruption Behavior of Digital Native Students

The analysis results in Table 1 demonstrate a direct influence of teacher performance on the development of anti-corruption behavior among digital native students. This is shown by the coefficient value of 0.42 (positive), indicating that teacher performance positively contributes to the formation of students' anti-corruption behavior. In other words, improvements in teacher performance correspond to an increase in anti-corruption behavior among digital natives. The obtained p-value of 0.00 < α (0.05) confirms the rejection of the null hypothesis (H_o) and the acceptance of the alternative hypothesis (H_4). Thus, the findings conclude that teacher performance has a significant direct effect on the anti-corruption behavior of digital native students.

The Influence of Digital Legal Literacy on the Anti-Corruption Behavior of Digital Native Students

Referring to Table 1, the results indicate a direct influence of digital legal literacy on the anti-corruption behavior of digital native students. The coefficient value of 0.24 (positive) suggests that digital legal literacy positively affects the development of anti-corruption behavior. This means that higher digital legal literacy is associated with stronger anti-corruption behavior among digital natives. The p-value of 0.00 < α (0.05) leads to the rejection of the null hypothesis (H_o) and acceptance of the alternative hypothesis (H_5). Hence, it can be concluded that digital legal literacy has a significant direct effect on the anti-corruption behavior of digital native students.

The Mediating Role of Digital Legal Literacy in the Influence of Character Education on Anti-Corruption Behavior

Based on Table 1, the analysis shows an indirect effect of character education on anti-corruption behavior through digital legal literacy, which serves as the mediating variable. This indirect effect is reflected by the coefficient value of 0.13, representing the mediation effect. This finding suggests that digital legal literacy strengthens the influence of character education on the anti-corruption behavior of digital native students. The p-value of the Sobel test (0.00 < α (0.05)) supports the rejection of the null hypothesis (H_o) and acceptance of the alternative hypothesis (H_6). Therefore, the result confirms that digital legal literacy significantly mediates the relationship between character education and anti-corruption behavior. This analysis demonstrates that digital legal literacy plays a meaningful and significant role in mediating the indirect effect of character education on the development and reinforcement of anti-corruption behavior among digital native students.

The Mediating Role of Digital Legal Literacy in the Influence of Teacher Performance on Anti-Corruption Behavior

The findings presented in Table 1 reveal an indirect effect of teacher performance on anti-corruption behavior through digital legal literacy as the mediating variable. The obtained coefficient value of 0.07 indicates the presence of a mediation effect, suggesting that digital legal literacy enhances the influence of teacher performance on students' anti-corruption behavior. The Sobel test yields a p-value of 0.00 < α (0.05), leading to the rejection of the null hypothesis (H_o) and acceptance of the alternative hypothesis (H_7). Accordingly, the results confirm that digital legal literacy significantly mediates the effect of teacher performance on the anti-corruption behavior of digital native students. This analysis affirms that digital legal literacy is a significant mediating factor that strengthens the indirect influence of teacher performance on the development and reinforcement of anti-corruption behavior among digital natives.

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Discussion

Based on the statistical analysis and empirical evidence obtained in this study, several important findings emerge regarding the significant relationships among the variables investigated. The results confirm that each variable is interconnected and contributes to shaping anti-corruption behavior among digital native students at the senior high school level. More specifically, this study provides strong evidence of the mediating role of digital legal literacy in the relationship between character education, teacher performance, and anti-corruption behavior among digital natives, as demonstrated through the established path analysis model.

The findings derived from the path analysis indicate that character education exerts a significant effect on strengthening anti-corruption behavior among digital natives. Core moral values such as honesty, discipline, responsibility, and fairness were found to be essential foundations in developing students' moral awareness to reject various forms of dishonest conduct. This reinforces the notion that the habituation of character values in school functions as a key determinant in preventing corruptive behavior. Rather than relying on punitive or repressive measures, character education serves as a preventive and sustainable mechanism. The strong direct effect also suggests that fostering integrity during schooling years is an effective long-term strategy.

Moreover, teacher performance was found to contribute significantly to enhancing anti-corruption behavior among digital natives. Teachers who demonstrate strong pedagogical, personal, social, and professional competencies can effectively serve as moral exemplars while simultaneously monitoring student behavior. Teachers act as integrity role models whose consistent adherence to rules creates a strong psychological influence on students. The path model indicates that teacher performance helps shape a school environment that supports honest behavior. Teachers who demonstrate consistent integrity in their daily actions can activate powerful social learning mechanisms among digital natives.

The most significant finding revealed through the developed path analysis model is the mediating role of digital legal literacy in the relationship between character education and teacher performance on anti-corruption behavior. The results demonstrate that digital-native students with higher levels of digital legal literacy possess a better understanding of legal boundaries and consequences, exhibit greater compliance with technology use regulations, and are more critical of misinformation and manipulative digital practices. They are also more capable of identifying various forms of digital corruption, such as plagiarism, unauthorized access, and data manipulation. Thus, digital legal literacy strengthens the effects of character education and teacher performance by providing a more concrete understanding of the legal implications of unethical behavior. This finding aligns with recent literature emphasizing that digital legal literacy is a key 21st century competency that students as digital natives must possess in order to navigate technological advances and the risks of digital misconduct. Accordingly, digital legal literacy functions as a partial mediator that amplifies anti-corruption reinforcement among digital native learners in today's digital era. In other words, digital legal literacy fosters a heightened sense of legal awareness, enabling students not only to reject corrupt behavior on moral grounds but also to fully understand its legal consequences.

This study found that digital legal literacy has a significant influence on the anti-corruption behavior of digital native students, both directly and as a mediating variable between character education and teacher performance on students' anti-corruption behavior. This indicates that individuals who understand the rules and legal norms within the digital environment tend to be more cautious, responsible, and critical when encountering various forms of digital misconduct, such as the dissemination of hoaxes, data and information manipulation, or the misuse of personal information (Syamsuddin et al., 2024).

In this study, digital legal literacy was proven to play a significant mediating role between character education and teacher performance on anti-corruption behavior. This demonstrates that students' understanding of digital law, media ethics, the ability to recognize false information, and compliance with digital regulations strengthens the influence of character education and teacher performance in shaping anti-corruption attitudes. Digital native students who possess adequate digital legal literacy are better able to evaluate information and behave cautiously, both

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in the physical environment and within digital spaces (Nisa, 2024). In other words, without sufficient digital legal literacy, the character values taught by teachers may be less effective, as digital native learners may struggle to internalize and apply these values within the digital contexts that form an integral part of their daily lives. Therefore, integrating digital legal values into the educational process has become an essential necessity.

The findings of this study also support previous research which states that digital-native generations require educational approaches that are relevant to their era (Sharlovych et al., 2023; Yehya, 2021). Meanwhile, digital legal literacy represents an innovative approach that connects these competencies with the digital environment that students are familiar with (Bauling & Andrea, 2023). Other relevant studies also reveal that digital legal literacy not only encompasses knowledge of laws and regulations but also includes an understanding of media ethics, digital rights, information security, and the ability to identify and avoid illegal or unethical content and activities (Lu, 2022). In practice, students with strong digital legal literacy are able to distinguish between legitimate and unlawful content and are willing to reject involvement in activities that lead to dishonest or corrupt behavior, both in direct interactions and in online settings.

Furthermore, these findings are consistent with the study by Bahram (2023), which states that digital-based legal literacy plays a crucial role in shaping students' ethical behavior in the use of technology. Digital-native learners equipped with digital legal awareness are more capable of avoiding misconduct such as plagiarism, the dissemination of hoaxes, privacy violations, and information manipulation all of which constitute forms of corruption in the digital sphere (Surani et al., 2023). In addition, research by Amalia et al. (2025) demonstrates that digital legal literacy significantly contributes to fostering legal awareness among high school students, particularly in the context of social media use and personal data management. These findings reinforce the conclusion of this study that digital legal literacy strengthens the influence of character education values and teacher performance on students' anti-corruption behavior.

The most prominent finding of this research is the role of digital legal literacy as a significant mediating variable. This finding aligns with the needs of the education sector to adapt learning approaches to the characteristics of the digital-native generation. Although character education and teacher performance have been shown to contribute substantially to the formation of anti-corruption attitudes (Fahmi et al., 2021; Fatyhah et al., 2022; Putra & Santosa, 2023; Rasdi et al., 2021; Takdir et al., 2022; Zulaiha et al., 2025), the results of this study affirm that without being accompanied by digital legal literacy, efforts to cultivate integrity may be less effective within the highly complex and rapidly evolving digital landscape.

Furthermore, this study contributes novelty to the existing literature by integrating three essential dimensions within the context of digital-era education: character values, teacher performance, and digital legal competence. The model employed in this study offers a more integrative approach compared to previous research, which generally examined these variables in isolation. Therefore, this approach provides a theoretical contribution to the development of an anti-corruption education model that is relevant to the dynamics of today's digital generation.

Overall, the findings of this study broaden the understanding that fostering anti-corruption behavior requires not only the strengthening of character education values but also digital preparedness grounded in legal and ethical principles. In this regard, digital legal literacy is not merely complementary; rather, it serves as a crucial bridge between conventional education and the digital realities experienced by today's students. Hence, digital legal literacy is an essential requirement for cultivating strong and sustainable anti-corruption behavior among digital natives. The study demonstrates that the higher the level of digital legal literacy among digital-native learners, the greater the likelihood of developing a culture of integrity within schools and the wider digital community.

The results of this research indicate that character education and teacher performance have a significant influence on the formation of students' anti-corruption behavior, with digital legal literacy functioning as a mediating variable that strengthens this relationship. These findings have direct relevance to public policy in the education sector, particularly in the context of reinforcing anti-corruption education and developing 21st-century competencies in the digital era (Dobrovolska & Rozhkova, 2024; Elvrida & Aditya, 2022; Sumaryati et al., 2022). In this context,

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digital legal literacy is shown to play an important mediating role in the influence of character education and teacher performance, demonstrating that strengthening digital literacy must not be limited to technical skills but must also encompass ethical and legal dimensions.

In addition, this finding aligns with the policy direction of Indonesia's Corruption Eradication Commission (KPK), which encourages the integration of anti-corruption education into primary and secondary school curricula. The KPK has published official anti-corruption education modules and promoted the active involvement of schools in fostering a culture of integrity (Angraeni, 2024; Justiana & Priyono, 2021; Dewi, 2022; Yuliani & Muslim, 2024). The present study reinforces that such initiatives will be more effective when supported by digital legal literacy that corresponds to the characteristics of digital native learners. Overall, the results of this study advocate for an educational policy framework that is more adaptive, collaborative, and value-based, enabling the development of a generation that is not only intellectually capable but also possesses integrity, responsibility, and the ability to act as agents of change amid the challenges of the digital era.

The findings of this study reaffirm that anti-corruption approaches targeting digital native generations must be aligned with the digital ecosystem they navigate today. An anti-corruption strengthening model that incorporates digital legal literacy is proven to be more effective than traditional approaches. While character education and teacher performance remain fundamental, digital legal literacy functions as a catalyst that enhances students' understanding as digital natives of corruption risks within the digital environment. The resulting path analysis model indicates that effective corruption prevention strategies must be multidimensional, integrating moral development, educator competencies, and students' digital skills. This study contributes new insights to the existing body of knowledge by demonstrating that digital legal literacy not only enhances digital security but also plays a crucial role in shaping anti-corruption behaviors in schools.

Conclusion

Based on the findings of this study, it can be concluded that digital legal literacy plays a crucial role in mediating the influence of character education and teacher performance on the development and enhancement of anti-corruption behavior among digital native students at the senior high school level. In this study, digital legal literacy was proven to serve as a significant mediating variable between character education and teacher performance and students' anti-corruption behavior. The results suggest that strengthening anti-corruption education in the digital era should take a holistic approach, which not only emphasizes character education and teacher performance but also enhances students' digital legal literacy. The integration of these three components synergistically can foster a generation of young people who are not only academically competent but also possess integrity and responsibility in both social and digital contexts.Therefore, based on the findings of this study, an implementable recommendation for policymakers is to design educational models that incorporate topics on the Electronic Information and Transactions Law (UU ITE) and digital ethics into Civic Education (PPKn) curricula at schools.

Acknowledgment

We would like to express our deepest gratitude to the Directorate General of Research and Development, Ministry of Higher Education, Science, and Technology of the Republic of Indonesia for the funding provided in support of this research.

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2615-7977 (ISSN Online) | 2477-118X (ISSN Print)

Integritas: Jurnal Antikorupsi
Vol 11, No. 2, 2025, pp. 309-320

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Penguatan antikorupsi generasi *digital native* berbasis model *Path analysis*

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Abstrak: Hasil observasi terhadap generasi digital native teridentifikasi masalah yaitu umumnya siswa memiliki pemahaman yang terbatas mengenai dampak korupsi serta berpendapat bahwa korupsi hanya terjadi di level pemerintahan dan tidak memiliki kaitan langsung dengan mereka. Berdasarkan hal tersebut penting untuk mengeksplorasi faktor-faktor yang dapat mempengaruhi perilaku anti korupsi generasi digital native dimana faktor literasi hukum digital, pendidikan karakter dan kinerja guru masih jarang dieksplorasi secara menyeluruh dalam konteks ini. Olehnya itu, penelitian ini bertujuan untuk mengeksplorasi peran penting literasi hukum digital memediasi pengaruh pendidikan karakter dan kinerja guru dalam membentuk perilaku anti korupsi generasi digital native. Penelitian ini menggunakan pendekatan kuantitatif dengan membangun model path analys. Populasinya ialah generasi digital native yang berstatus peserta didik pada jenjang SMA yang terdapat di Kabupaten Gowa. Instrumen pengumpulan data menggunakan kuesioner skala likeart dan teknik analisis data yang digunakan ialah patch analys. Hasil penelitian mengungkapkan bahwa terdapat peran penting literasi hukum digital dalam memediasi pengaruh pendidikan karakter dan kinerja guru dalam membentuk perilaku anti korupsi generasi digital native yang berada dijenjang SMA.
Kata Kunci: Generasi Digital Native; Literasi Hukum Digital; Kinerja Guru; Pendidikan Karakter; Penguatan anti korupsi

How to Cite: Pusvita, D. E., Asriyani, A., Dharma, S., & Wahyudi, D. (2025). Strengthening anti-corruption efforts for the digital native generation based on the path analysis model. *Integritas: Jurnal Antikorupsi*, *11*(2), 309-320. https://doi.org/10.32697/integritas.v11i2.1621

Pendahuluan

Korupsi merupakan masalah kompleks yang mengakar dalam berbagai aspek kehidupan masyarakat, termasuk di Indonesia (Damenta & Digdowiseiso, 2023; Pachmann, 2021). Praktik korupsi tidak hanya merugikan negara secara finansial, tetapi juga merusak tatanan sosial dan menghambat pembangunan (Nugroho, 2023; Yustia & Arifin, 2023). Oleh karena itu, upaya penguatan perilaku antikorupsi, pencegahan dan pemberantasan korupsi harus dimulai sejak dini secara sistematis dan menyeluruh dimana salah satunya melalui pendidikan di sekolah.

Disisi lain dalam era digital saat ini, teknologi telah menjadi bagian integral dalam kehidupan generasi *digital native* (Smith et al., 2020). Sebagai individu yang lahir dan tumbuh dalam ekosistem teknologi, mereka memiliki akses luas terhadap informasi dan berbagai sumber pengetahuan yang dapat membentuk pola pikir serta perilaku mereka (Agardi & Monika, 2022). Namun di tengah pesatnya perkembangan digital, tantangan besar yang dihadapi adalah maraknya penyebaran informasi yang tidak selalu mengandung nilai-nilai etika dan kejujuran (Burr et al., 2020; Wulandari et al., 2021)

Berkenaan dengan perilaku antikorupsi menunjukan sikap dan tindakan yang mencerminkan nilai-nilai kejujuran, transparansi serta penolakan terhadap segala bentuk penyimpangan yang merugikan kepentingan publik (Kosasih, 2021). Membangun perilaku antikorupsi sejak dini pada generasi *digital native* tidak hanya akan menciptakan individu yang berintegritas, tetapi juga akan berkontribusi pada pembangunan masyarakat yang lebih bersih dan berkeadilanserta berkelanjutan (Eiamnate et al., 2023; Nurlaelah et al., 2022).

Hasil penelusuran referensi dan observasi terhadap generasi *digital native* di jenjang sekolah menengah teridentifikasi masalah yaitu mereka cenderung memiliki pemahaman yang terbatas

mengenai dampak korupsi dalam kehidupan sehari-hari. Umumnya berpendapat bahwa korupsi hanya terjadi di level pemerintahan dan tidak memiliki kaitan langsung dengan kehidupan mereka. Lebih lanjut guru mengungkapkan bahwa meskipun pendidikan karakter telah diterapkan di sekolah, kesadaran siswa terhadap nilai-nilai antikorupsi masih rendah.

Penelitian sebelumnya telah menyoroti berbagai faktor yang berhubungan dengan perilaku antikorupsi generasi *digital native* khususnya yang berada pada jenjang pendidikan sekolah menengah, yaitu dengan pendidikan karakter yang baik dapat menumbuhkan nilai-nilai kejujuran, integritas dan tanggung jawab (Asif & Barory, 2024; David et al., 2023). Selanjutnya penelitian lainnya mengungkapkan bahwa faktor kinerja guru yang berkualitas akan berkontribusi dalam membimbing dan memberikan teladan kepada siswa disekolah dalam menerapkan nilai-nilai tersebut (Helina et al., 2024; Heryanto et al., 2023; Huang et al., 2021).

Memperhatikan berbagai penelitian sebelumnya juga menunjukan bahwa perkembangan teknologi telah mengubah cara siswa dalam hal ini generasi *digital native* dalam mengakses dan memahami informasi khususnya terkait korupsi. Dalam konteks pendidikan antikorupsi, literasi hukum digital berperan sebagai faktor penentu dalam membantu siswa disekolah memahami aspek legal, etika serta konsekuensi hukum dari berbagai tindakan yang dapat dikategorikan sebagai korupsi (Channiago et al., 2022; Hughes, 2023; Murodullo, 2023; Yipin, 2022).

Memperhatikan berbagai penelitian sebelumnya khususnya mengenai penguatan perilaku antikorupsi di kalangam generasi *digital native* yang berada di jenjang sekolah menengah umumnya hanya berfokus pada konteks keluarga, pendidikan moral dan sikap sosial (Juwita et al., 2023; Rahmanisa et al., 2023; Rizki & Sumardjoko, 2023; Yuliasari & Pusvitasari, 2021). Umumnya kelemahan yang ditemukan dari penelitian-penelitian tersebut ialah masih terbatasnya dan minimnya ekplorasi secara eksplisit mempertimbangkan peran informasi teknologi digital dalam membentuk kesadaran hukum generasi *digital native*.

Selain itu, penelitian terdahulu cenderung mengabaikan bagaimana generasi *digital native* memproses informasi dan memahami hukum di dunia digital. Dalam konteks inilah penelitian ini diperkenalkan dimana ada kebutuhan untuk lebih mengeksplorasi faktor-faktor tersebut terutama dikonteks generasi *digital native* yang belum diinvestigasi oleh para peneliti sebelumnya.

Dalam konteks penelitian ini, faktor literasi hukum digital dipilih sebagai variabel mediasi karena dengan pemahaman hukum digital akan membantu generasi muda dalam menganalisis suatu informasi secara kritis dan mengambil keputusan yang sesuai dengan prinsip antikorupsi. Lebih lanjut dengan literasi hukum digital yang baik, generasi *digital native* dapat lebih kritis terhadap informasi, memahami implikasi hukum dari tindakan korupsi dan lebih aktif dalam mengawal transparansi serta akuntabilitas di ruang digital (Astuti & Jannah, 2025; Demchenko et al., 2021; Farahdila et al., 2020; Sudira & Pusvita, 2024; Yasin, 2023).

Olehnya itu, mengeksplorasi literasi hukum digital sebagai variabel mediasi dapat memberikan kerangka analisis yang lebih komperehensif termasuk memediasi hubungan antar pengaruh pendidikan karakter dan kinerja guru dimana hal tersebut akan menunjukan pemahaman yang lebih mendalam terkait berbagai faktor dalam meningkatkan perilaku antikorupsi generasi *digital native* serta dapat menjelaskan proses yang mungkin terjadi dibalik hubungan tersebut.

Kebaharuan penelitian ini terletak pada pendekatan yang mengintegrasikan pendidikan karakter dan kinerja guru dalam analisis penguatan perilaku antikorupsi disekolah dengan penerapan literasi hukum digital sebagai mediasi serta membangun model *path analysis* untuk mengekplorasi secara mendalam pengaruh langsung dan pengaruh tidak langsung (mediasi) yang masih jarang ditemukan dan di bahas pada penelitian lainnya. Dengan demikian, penelitian ini memiliki keunggulan dengan pendekatan yang lebih holistik dan integratif termasuk menjelaskan proses yang mungkin terjadi dibalik hubungan dan pengaruh tersebut. Selain itu penelitian ini memberikan kontribusi penting dalam menjelaskan dinamika penguatan budaya dan perilaku antikorupsi dikalangan generasi muda Indonesia.

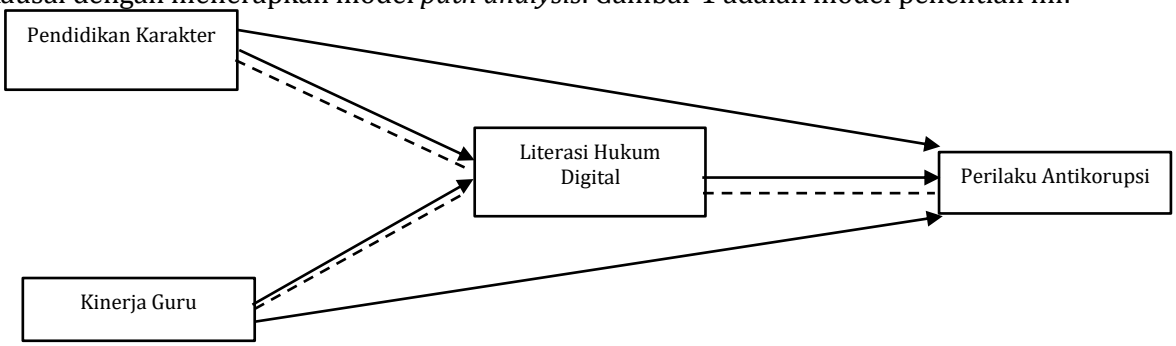
Berdasarkan hal tersebut penting untuk mengeksplorasi faktor-faktor yang dapat mempengaruhi perilaku antikorupsi generasi *digital native* khususnya yang berada di jenjang sekolah menengah, dimana faktor seperti literasi hukum digital, pendidikan karakter dan kinerja guru masih jarang dieksplorasi secara menyeluruh dalam konteks ini. Oleh karena itu, dilakukanlah penelitian yang bertujuan untuk mengeksplorasi peran penting literasi hukum digital memediasi

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pengaruh pendidikan karakter dan kinerja guru dalam membentuk perilaku antikorupsi generasi *digital native.*

Metode

Studi ini ialah penelitian kuantitatif menggunakan metode *survey cross-sectional* yang bersifat kausal dengan menerapkan model *path analysis*. Gambar 1 adalah model penelitian ini:



Gambar 1. Desain Penelitian

Adapun variabel yang di eksplorasi dalam penelitian ini meliputi: (1) pendidikan karakter yang mengacu pada proses pembentukan nilai-nilai moral dan etika dalam diri individu dalam pembelajaran yang terintegrasi dalam sistem pendidikan yang diukur berdasarkan indikator kejujuran, disiplin, tanggung jawab dan keadilan; (2) kinerja guru yang mengacu pada hasil kerja guru dalam menjalankan tugas dan tanggungjawabnya sesuai standar yang ditetapkan yang diukur berdasarkan indikator kompetensi pedagogi, kompetensi kepribadian, kompetensi sosial dan kompetensi profesional; (3) literasi hukum digital yang mengacu pada kemampuan individu dalam memahami, menganalisis dan menerapkan prinsip-prinsip hukum dalam aktivitas digital yang diukur berdasarkan indikator pemahaman hukum digital, etika penggunaan teknologi, kemampuan mengenali informasi palsu dan kepatuhan terhadap regulasi digital; (4) perilaku antikorupsi yang mengacu pada sikap dan tindakan yang mencerminkan nilai-nilai kejujuran, transparansi, serta penolakan terhadap segala bentuk penyimpangan yang merugikan kepentingan publik yang dalam penelitian ini diukur berdasarkan indikator partisipasi dalam kegiatan anti korupsi, penolakan terhadap tindakan kecurangan dan transparansi dalam interaksi sosial.

Penelitian ini dilaksanakan pada generasi *digital native* yang berada pada jenjang Sekolah Menengah Atas Negeri di Kabupaten Gowa. Populasi dalam penelitian ini ialah seluruh generasi *digital native* yang berstatus peserta didik pada jenjang SMA Negeri di Kabupaten Gowa berjumlah 39.277 siswa. Untuk memperoleh sampel yang representatif, peneliti menentukan jumlah sampel menggunakan rumus *slovin* sehinggan menghasilkan jumlah sampel sebanyak 396 dimana pengambilan sampel menerapkan teknik *proportional random sampling* untuk memperoleh sampel. Untuk instrumen pengumpulan data penelitian menggunakan kuesioner dengan menggunakan skala *likeart*. Selanjutnya untuk memperoleh instrumen yang sahih dalam penelitian ini, maka instrumen yang dikembangkan diproses melalui uji validitas isi menggunakan formula *Aiken V*, uji validitas konstruk menggunakan *confirmatory factor analysis* dan uji reliabilitas menggunakan *alpha cronbach*. Selanjutnya teknik analisis data yang digunakan ialah statistik parametrik yakni analisis jalur (*patch analysis*) yang selanjutnya dilakukan uji t secara parsial dengan kriteria, Jika t hitung ≥ t tabel pada taraf signifikansi 0,05 maka hipotesis diterima dan dilakukan pula uji sobel dengan kriteria jika z < 0,05 maka hipotesis diterima.

Hasil dan Pembahasan

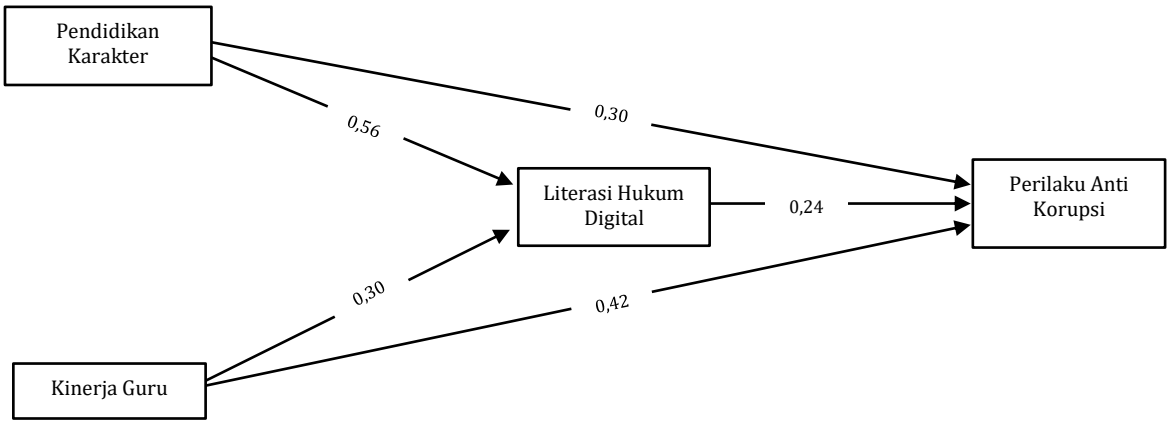
Hasil

Untuk mencapai tujuan penelitian ini dilakukan analisis menggunakan model *path analiysis* menggunakan bantuan program SPSS. Tabel 1 disajikan rangkuman hasil analisis dan diagram jalur dalam penelitian ini.

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Tabel 1. Rangkuman Hasil *Path Analysis*

Variabel independen	Variable dependen	Variabel Mediasi	Nilai pengaruh langsung	*Sig-P*	Nilai pengaruh tidak langsung	*Sig-P Sobel*
Pendidikan Karakter	Literasi Hukum Digital		0,56	0,00		
Kinerja Guru	Literasi Hukum Digital		0,30	0,00		
Pendidikan Karakter	Perilaku Antikorupsi	Literasi Hukum Digital	0,30	0,00	0,13	0,00
Kinerja Guru	Perilaku Antikorupsi	Literasi Hukum Digital	0,42	0,00	0,07	0,00
Literasi Hukum Digital	Perilaku Antikorupsi		0,24	0,00		



Gambar 2. Diagram Model *Path Analysis*

Pengaruh pendidikan karakter terhadap literasi hukum digital *generasi digital native*

Hasil analisis dengan merujuk pada Tabel 1 menunjukan bahwa terjadi pengaruh langsung faktor pendidikan karakter terhadap pembentukan literasi hukum digital generasi *digital native*, hal tersebut ditunjukan dengan perolehan nilai *koefisien* sebesar 0,56 (positif), dimana perolehan nilai tersebut dapat dimaknai bahwa pendidikan karakter memiliki pengaruh yang positif terhadap literasi hukum digital generasi *digital native*. Kemudian dapat pula dimaknai bahwa untuk peningkatan faktor pendidikan karakter akan diikuti oleh peningkatan literasi hukum digital generasi *digital native*. Lebih lanjut diperoleh nilai *p-sig* 0,00 < α (0,05) yang membuktikan bahwa hipotesis nol (Ho) dalam penelitian ini ditolak dan hipotesis kerja (H1) diterima, sehingga berdasarkan pengujian tersebut dapat dikemukakan bahwa terdapat pengaruh langsung pendidikan karakter terhadap literasi hukum digital generasi *digital native.*

Pengaruh kinerja guru terhadap literasi hukum digital *generasi digital native*

Hasil analisis dengan merujuk pada Tabel 1 menunjukan bahwa terjadi pengaruh langsung faktor kinerja guru terhadap pembentukan literasi hukum digital generasi *digital native,* hal tersebut ditunjukan dengan perolehan nilai *koefisien* sebesar 0,30 (positif), dimana perolehan nilai tersebut dapat dimaknai bahwa kinerja guru memiliki pengaruh yang positif terhadap pembentukan literasi hukum digital generasi *digital native*. Kemudian dapat pula dimaknai bahwa untuk peningkatan faktor kinerja guru akan diikuti oleh peningkatan literasi hukum digital generasi *digital native*. Lebih lanjut diperoleh nilai *p-sig* 0,00 < α (0,05) yang membuktikan bahwa hipotesis nol (Ho) dalam penelitian ini ditolak dan hipotesis kerja (H2) diterima, sehingga berdasarkan pengujian tersebut dapat dikemukakan bahwa terdapat terdapat pengaruh langsung kinerja guru terhadap literasi hukum digital generasi *digital native.*

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Pengaruh pendidikan karakter terhadap perilaku antikorupsi generasi *digital native*

Hasil analisis dengan merujuk pada Tabel 1 menunjukan bahwa terjadi pengaruh langsung faktor pendidikan karakter terhadap perilaku antikorupsi generasi *digital native*, hal tersebut ditunjukan dengan perolehan nilai *koefisien* sebesar 0,30 (positif), dimana perolehan nilai tersebut dapat dimaknai bahwa pendidikan karakter memiliki pengaruh yang positif terhadap pembentukan perilaku antikorupsi generasi *digital native*. Kemudian dapat pula dimaknai bahwa untuk peningkatan faktor pendidikan karakter akan diikuti oleh peningkatan perilaku antikorupsi generasi *digital native*. Lebih lanjut diperoleh nilai *p-sig* 0,00 < α (0,05) yang membuktikan bahwa hipotesis nol (Ho) dalam penelitian ini ditolak dan hipotesis kerja (H3) diterima, sehingga berdasarkan pengujian tersebut dapat dikemukakan bahwa terdapat terdapat pengaruh langsung pendidikan karakter terhadap perilaku antikorupsi generasi *digital native.*

Pengaruh kinerja guru terhadap perilaku antikorupsi generasi *digital native*

Hasil analisis dengan merujuk pada Tabel 1 menunjukan bahwa terjadi pengaruh langsung faktor kinerja guru terhadap pembentukan perilaku antikorupsi generasi *digital native*, hal tersebut ditunjukan dengan perolehan nilai *koefisien* sebesar 0,42 (positif), dimana perolehan nilai tersebut dapat dimaknai bahwa kinerja guru memiliki pengaruh yang positif terhadap pembentukan perilaku antikorupsi generasi *digital native*. Kemudian dapat pula dimaknai bahwa untuk peningkatan faktor kinerja guru akan diikuti oleh peningkatan perilaku antikorupsi generasi *digital native*. Lebih lanjut diperoleh nilai *p-sig* 0,00 < α (0,05) yang membuktikan bahwa hipotesis nol (Ho) dalam penelitian ini ditolak dan hipotesis kerja (H4) diterima, sehingga berdasarkan pengujian tersebut dapat dikemukakan bahwa terdapat pengaruh langsung kinerja guru terhadap perilaku antikorupsi generasi *digital native.*

Pengaruh literasi hukum digital terhadap perilaku antikorupsi generasi *digital native*

Hasil analisis dengan merujuk pada Tabel 1 menunjukan bahwa terjadi pengaruh langsung faktor literasi hukum digital terhadap pembentukan perilaku antikorupsi generasi *digital native*, hal tersebut ditunjukan dengan perolehan nilai koefisien sebesar 0,24 (positif), dimana perolehan nilai tersebut dapat dimaknai bahwa literasi hukum digital memiliki pengaruh yang positif terhadap pembentukan perilaku antikorupsi generasi *digital native*. Kemudian dapat pula dimaknai bahwa untuk peningkatan faktor literasi hukum digital akan diikuti oleh peningkatan perilaku antikorupsi generasi *digital native*. Analisis tersebut diperoleh nilai *p-sig* 0,00 < α (0,05) yang membuktikan bahwa hipotesis nol (Ho) dalam penelitian ini ditolak dan hipotesis kerja (H5) diterima, sehingga berdasarkan pengujian tersebut dapat dikemukakan bahwa terdapat pengaruh langsung literasi hukum digital terhadap perilaku antikorupsi generasi *digital native.*

Literasi hukum digital memediasi pengaruh pendidikan karakter terhadap perilaku antikorupsi generasi *digital native*

Hasil analisis dengan merujuk pada Tabel 1 menunjukan bahwa terjadi pengaruh tidak langsung faktor pendidikan karakter terhadap perilaku antikorupsi melalui faktor literasi hukum digital sebagai mediasi, hal tersebut ditunjukan dengan peroleh nilai *koefisien* sebesar 0,13 yang merupakan nilai pengaruh tidak langsung atau mediasi, dimana perolehan nilai tersebut dapat dimaknai bahwa literasi hukum digital memperkuat pengaruh faktor pendidikan karakter terhadap perilaku antikorupsi generasi *digital native*. Dapat pula dimaknai bahwa terdapat pengaruh pendidikan karakter terhadap perilaku antikorupsi yang dimediasi oleh literasi hukum digital pada generasi *digita native*. Lebih lanjut diperoleh nilai *p-sig zobel* 0,00 < α (0,05) yang membuktikan bahwa hipotesis nol (Ho) dalam penelitian ini ditolak dan hipotesis kerja (H6) diterima, sehingga berdasarkan pengujian tersebut dapat dikemukakan bahwa terdapat pengaruh tidak langsung pendidikan karakter terhadap perilaku antikorupsi melalui literasi hukum digital generasi *digital native*. Analisis ini menunjukan bahwa faktor lliterasi hukum digital signifikan dan bersifat nyata dalam memediasi pengaruh pendidikan karakter terhadap perilaku antikorupsi generasi *digital native* atau literasi hukum digital secara signifikan berperan sebagai faktor yang memediasi pengaruh tidak langsung pendidikan karakter terhadap pengembangan serta penguatan pengembangan perilaku antikorupsi pada generasi *digital native*.

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Literasi Hukum digital memediasi pengaruh kinerja guru terhadap perilaku antikorupsi generasi *digital native*

Hasil analisis dengan merujuk pada Tabel 1 menunjukan bahwa terjadi pengaruh tidak langsung faktor kinerja guru terhadap perilaku antikorupsi melalui faktor literasi hukum digital sebagai mediasi, hal tersebut ditunjukan dengan peroleh nilai *koefisien* sebesar 0,07 yang merupakan nilai pengaruh tidak langsung atau mediasi, dimana perolehan nilai tersebut dapat dimaknai bahwa literasi hukum digital memperkuat pengaruh faktor kinerja guru terhadap perilaku antikorupsi generasi *digital native*. Dapat pula dimaknai bahwa terdapat pengaruh kinerja guru terhadap perilaku antikorupsi yang dimediasi oleh literasi hukum digital pada generasi *digita native*. Lebih lanjut diperoleh nilai *p-sig zobel* 0,00 < α (0,05) yang membuktikan bahwa hipotesis nol (Ho) dalam penelitian ini ditolak dan hipotesis kerja (H7) diterima, sehingga berdasarkan pengujian tersebut dapat dikemukakan bahwa terdapat pengaruh tidak langsung kinerja guru terhadap perilaku antikorupsi melalui literasi hukum digital generasi *digital native*. Analisis ini menunjukan bahwa faktor lliterasi hukum digital signifikan dan bersifat nyata dalam memediasi pengaruh kinerja guru terhadap perilaku antikorupsi generasi *digital native* atau literasi hukum digital secara signifikan berperan sebagai faktor yang memediasi pengaruh tidak langsung kinerja terhadap pengembangan serta penguatan pengembangan perilaku antikorupsi pada generasi *digital native*.

Pembahasan

Memperhatikan analisis dan hasil pengujian secara statistik dalam penelitian yang telah dilakukan ini diperoleh sejumlah temuan penting berbasis bukti empirik yang menunjukan adanya pengaruh signifikan antara variabel atau faktor yang diteliti dimana setiap variabel saling berhubungan dan berpengaruh dalam membentuk perilaku antikorupsi pada generasi *digital native* yang berada dijenjang sekolah menengah atas. Kemudian secara khusus dalam penelitian ini dapat dikemukakan bahwa terdapat peran penting dan pengaruh literasi hukum digital memediasi faktor pendidikan karakter dan kinerja guru dalam membentuk perilaku antikorupsi diantara generasi *digital native* yang berada dijenjang pendidikan sekolah menengah atas (SMA) berdasarkan model *path analys* yang dibangun.

Berdasarkan model *path analysis* yang dibangun dari penelitian yang dilakuan diperoleh hasil yang menunjukan bahwa pendidikan karakter memberikan pengaruh yang signifikan dalam penguatan perilaku antikorupsi generasi *digital native* dimana nilai-nilai seperti kejujuran, disiplin, tanggung jawab dan keadilan terbukti menjadi fondasi utama dalam membentuk kesadaran moral generasi *digital native* untuk menolak segala bentuk kecurangan. Hal ini menegaskan bahwa pembiasaan nilai di sekolah berperan sebagai determinan utama dalam pencegahan perilaku koruptif. Tidak seperti pendekatan represif atau hukuman, pendidikan karakter terbukti menjadi mekanisme preventif yang melekat dan berkelanjutan. Dampak langsung yang kuat ini juga mengindikasikan bahwa penguatan integritas pada usia sekolah merupakan strategi yang paling efektif dalam jangka panjang.

Tidak hanya itu, kinerja guru disekolah menunjukan kontribusi yang signifikan terhadap penguatan perilaku antikorupsi generas*i digital native* dimana guru dengan kompetensi pedagogi, kepribadian, sosial dan profesional yang baik mampu menjadi teladan sekaligus pengontrol perilaku siswa di sekolah. Guru berperan sebagai role model integritas, sehingga konsistensi perilaku guru dalam menegakkan aturan memberikan dampak psikologis yang kuat kepada siswa. Model jalur dalam penelitian ini menunjukkan bahwa kinerja guru dapat membentuk lingkungan yang mendukung perilaku jujur Dimana guru yang konsisten menampilkan integritas dalam tindakan sehari-hari dapat memicu mekanisme pembelajaran sosial yang kuat pada generasi *digital native* di sekolah.

Kemudian hasil yang paling penting berdasarkan model *path analysis* yang dibangun ditemukan peran mediasi literasi hukum digital yang signifikan dalam hubungan pendidikan karakter dan kinerja guru terhadap perilaku antikorupsi. Hasil penelitian membuktikan bahwa *generasi digital native* yang memeliki literasi hukum digital yang tinggi lebih memahami batasan dan konsekuensi hukum, lebih patuh pada aturan penggunaan teknologi, lebih kritis terhadap infor-

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masi palsu dan praktik manipulatif, termasuk lebih mampu mengidentifikasi bentuk-bentuk korupsi digital seperti plagiarisme, akses ilegal atau manipulasi data. Dengan demikian, literasi hukum digital memperkuat efek pendidikan karakter dan kinerja guru melalui pemahaman yang lebih konkret mengenai implikasi hukum dari perilaku tidak etis. Temuan ini mengonfirmasi literatur terbaru yang menekankan bahwa literasi hukum digital merupakan kompetensi kunci abad 21 yang wajib dimiliki siswa sebagai generasi *digital native* dalam menghadapi perkembangan teknologi dan risiko penyimpangan digital. Dengan demikian, literasi hukum digital berfungsi sebagai *partial mediator* yang memperkuat penguatan antikorupsi generasi *digital native* di sekolah pada era digital saat ini. Dengan kata lain, literasi hukum digital dapat menciptakan mekanisme kesadaran hukum yang membuat siswa sebagai generasi generasi *digital native* tidak hanya menolak tindakan korupsi karena alasan moral, tetapi juga memahami konsekuensi hukum secara baik.

Studi ini menemukan bahwa literasi hukum digital memiliki pengaruh signifikan terhadap perilaku antikorupsi generasi *digital native* dalam hal ini siswa, baik secara langsung maupun sebagai variabel mediasi antara pendidikan karakter dan kinerja guru terhadap perilaku antikorupsi siswa generasi *digital native*. Hal ini menunjukkan bahwa seseorang yang memahami aturan dan norma hukum dalam ruang digital cenderung lebih berhati-hati, bertanggung jawab dan kritis dalam menghadapi berbagai bentuk penyimpangan, seperti penyebaran hoaks, manipulasi data dan informasi atau penyalahgunaan informasi pribadi (Syamsuddin et al., 2024).

Dalam penelitian ini literasi hukum digital terbukti memiliki peran mediasi yang signifikan antara pendidikan karakter dan kinerja guru terhadap perilaku antikorupsi. Hal ini menunjukkan bahwa pemahaman siswa terhadap hukum digital, etika bermedia serta kemampuan mengenali informasi palsu dan kepatuhan terhadap regulasi digital memperkuat pengaruh pendidikan karakter dan kinerja guru dalam membentuk sikap antikorupsi. Generasi *digital native* yang memiliki literasi hukum digital dapat menyikapi informasi serta lebih berhati-hati dalam berperilaku, baik di dunia nyata maupun di ruang digital (Nisa, 2024). Dengan kata lain, tanpa literasi hukum digital yang memadai, nilai-nilai karakter yang diajarkan dari guru dapat kurang efektif karena siswa yang juga merupakan generasi *digital native* tidak mampu menginternalisasi dan menerapkannya dalam konteks digital yang menjadi bagian dari kehidupan mereka sehari-hari. Oleh karena itu, integrasi nilai-nilai hukum digital dalam proses pendidikan menjadi kebutuhan yang penting.

Hasil penelitian ini juga mendukung penelitian terdahulu yang menyatakan bahwa generasi digital membutuhkan pendekatan pendidikan yang relevan dengan zaman mereka (Sharlovych et al., 2023; Yehya, 2021). Sementara itu, literasi hukum digital merupakan pendekatan inovatif yang menghubungkan kompetensi ini dengan dunia digital yang akrab bagi siswa (Bauling & Andrea, 2023). Kemudian dalam penelitian relevan lainnya juga mengungkapkan bahwa literasi hukum digital tidak hanya mencakup pengetahuan tentang peraturan perundang-undangan, tetapi juga mencakup pemahaman etika bermedia, hak digital, keamanan informasi serta kemampuan untuk mengenali dan menghindari konten atau aktivitas yang bersifat ilegal atau tidak bermoral (Lu, 2022). Dalam praktiknya, siswa yang memiliki literasi hukum digital yang baik mampu membedakan antara konten yang sah dan yang melanggar hukum serta berani menolak keterlibatan dalam aktivitas yang mengarah pada tindakan curang atau koruptif, baik dalam interaksi langsung maupun daring.

Lebih lanjut, hasil ini sejalan dengan penelitian (Bahram, 2023) yang menyatakan bahwa literasi hukum berbasis digital memainkan peran penting dalam membentuk perilaku etis siswa dalam penggunaan teknologi dimana generasi *digital native* yang dibekali dengan pemahaman hukum digital lebih mampu menghindari penyimpangan, seperti plagiarisme, penyebaran hoaks, pelanggaran privasi dan manipulasi informasi dimana semuanya merupakan bentuk-bentuk korupsi dalam ruang digital (Surani et al., 2023). Selain itu, penelitian oleh (Amalia et al., 2025) menunjukkan bahwa literasi hukum digital berkontribusi besar dalam menumbuhkan kesadaran hukum pada siswa SMA, terutama dalam konteks penggunaan media sosial dan pengelolaan data pribadi. Hasil ini mendukung kesimpulan penelitian ini bahwa literasi hukum digital memperkuat pengaruh nilai pendidikan karakter dan kinerja guru terhadap perilaku antikorupsi siswa.

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Temuan yang paling menonjol dari penelitian ini adalah peran literasi hukum digital sebagai variabel mediasi yang signifikan dimana temuan ini sejalan dengan kebutuhan dunia pendidikan untuk menyesuaikan pendekatan pembelajaran dengan karakteristik generasi digital. Meskipun pendidikan karakter dan kinerja guru telah berkontribusi besar dalam pembentukan sikap antikorupsi (Fahmi et al., 2021; Fatyhah et al., 2022; Putra & Santosa, 2023; Rasdi et al., 2021; Takdir et al., 2022; Zulaiha et al., 2025), hasil penelitian ini menegaskan bahwa tanpa diiringi literasi hukum digital, upaya pembentukan integritas bisa kurang maksimal dalam konteks dunia digital yang sangat kompleks dan cepat berubah.

Lebih jauh, penelitian ini menambah kebaruan terhadap literatur dengan memadukan tiga aspek penting dalam konteks pendidikan era digital yaitu nilai karakter, peran guru dan kompetensi digital hukum. Model yang digunakan dalam penelitian ini memberikan pendekatan yang lebih integratif dibanding penelitian terdahulu yang cenderung melihat variabel-variabel tersebut secara terpisah. Dengan demikian, pendekatan ini menawarkan kontribusi teoritis dalam pengembangan model pendidikan antikorupsi yang relevan dengan dinamika generasi digital saat ini.

Secara keseluruhan, hasil penelitian ini memperluas pemahaman bahwa pembentukan perilaku antikorupsi tidak hanya membutuhkan penguatan nilai pendidikan karakter tetapi juga kesiapan digital yang berlandaskan hukum dan etika. Literasi hukum digital dalam hal ini bukan hanya pelengkap, tetapi menjadi jembatan penting antara pendidikan konvensional dan realitas digital siswa masa kini. Dengan demikian, literasi hukum digital merupakan kebutuhan esensial dalam membentuk perilaku antikorupsi yang kokoh dan berkelanjutan di kalangan generasi *digital native*. Penelitian ini menunjukkan bahwa semakin baik literasi hukum generasi *digital native*, semakin besar peluang terciptanya budaya integritas di lingkungan sekolah dan masyarakat digital secara luas.

Hasil penelitian ini menunjukkan bahwa pendidikan karakter dan kinerja guru berpengaruh signifikan terhadap pembentukan perilaku antikorupsi siswa dengan literasi hukum digital sebagai variabel mediasi yang memperkuat hubungan tersebut. Temuan ini memiliki relevansi langsung terhadap kebijakan publik di bidang pendidikan, khususnya dalam konteks penguatan pendidikan antikorupsi dan pengembangan kompetensi abad ke-21 di era digital (Dobrovolska & Rozhkova, 2024; Elvrida & Aditya, 2022; Sumaryati et al., 2022). Dalam konteks ini, literasi hukum digital terbukti memiliki peran penting dalam memediasi pengaruh pendidikan karakter dan kinerja guru dan menunjukkan bahwa penguatan literasi digital tidak cukup hanya berfokus pada aspek teknis, tetapi juga harus mencakup dimensi etika dan hukum.

Selain itu, temuan ini juga sejalan dengan kebijakan Komisi Pemberantasan Korupsi (KPK) yang mendorong integrasi pendidikan antikorupsi ke dalam kurikulum pendidikan dasar dan menengah dimana KPK telah menerbitkan modul pendidikan antikorupsi dan mendorong keterlibatan sekolah dalam membangun budaya integritas (Angraeni, 2024; Justiana & Priyono, 2021; Dewi, 2022; Yuliani & Muslim, 2024). Penelitian ini menegaskan bahwa pendekatan tersebut akan lebih efektif apabila didukung oleh literasi hukum digital yang relevan dengan karakteristik generasi *digital native*. Secara keseluruhan, hasil penelitian ini mendorong kebijakan pendidikan yang lebih adaptif, kolaboratif dan berbasis nilai sehingga mampu mencetak generasi yang tidak hanya cerdas secara intelektual, tetapi juga berintegritas, bertanggung jawab dan mampu menjadi agen perubahan di tengah tantangan era digital.

Hasil penelitian ini menegaskan bahwa pendekatan antikorupsi pada generasi generasi *digital native* harus menyesuaikan dengan ekosistem digital yang dihadapi saat ini. Model penguatan antikorupsi yang mengintegrasikan literasi hukum digital terbukti lebih efektif dibandingkan pendekatan tradisional. pendidikan karakter dan kinerja guru tetap menjadi fondasi, tetapi literasi hukum digital menjadi katalis yang dapat memfasilitasi pemahaman siswa sebagai *generasi digital native* terhadap risiko korupsi dalam dunia digital. Model *path analysis* yang dihasilkan menunjukkan bahwa strategi pencegahan korupsi yang efektif harus bersifat multidimensi, melibatkan aspek moral, kompetensi pendidik, dan kecakapan digital siswa. Hasil penelitian ini menambah body of knowledge baru mengenai bagaimana literasi hukum digital tidak hanya meningkatkan keamanan digital, tetapi juga membentuk perilaku antikorupsi di sekolah.

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Simpulan

Berdasarkan penelitian yang telah dilakukan maka dalam penelitian ini disimpulkan bahwa terdapat peran penting literasi hukum digital dalam memediasi pengaruh pendidikan karakter dan kinerja guru dalam meningkatkan serta membentuk perilaku antikorupsi generasi *digital native* yang berada dijenjang sekolah menengah atas. Dalam penelitian ini literasi hukum digital terbukti memiliki peran mediasi yang signifikan antara pendidikan karakter dan kinerja guru terhadap perilaku antikorupsi generasi *digital native*. Hasil penelitian ini memberikan gambaran bahwa penguatan pendidikan antikorupsi di era digital harus bersifat holistik yang tidak hanya menekankan aspek karakter dan kinerja guru, tetapi juga memperkuat kapasitas literasi hukum digital siswa dimana integrasi ketiga komponen ini secara sinergis dapat menciptakan generasi muda yang tidak hanya cerdas secara akademik tetapi juga berintegritas dan bertanggung jawab dalam kehidupan sosial dan digital. Olehnya itu, berdasarkan penelitian yang telah dilakukan maka diberikan rekomendasi implementatif terhadap pemangku kebijakan dimana perlunya merancang model pembelajaran dengan bentuk implementasi menyisipkan topik UU ITE dan etika digital pada mata pelajaran PPKn disekolah.

Ucapan Terima Kasih

Kami hanturkan ucapan terimakasih yang sebesar-besarnya kepada Direktorat Jenderal Riset dan Pengembangan Kementerian Pendidikan Tinggi, Sains, dan Teknologi Republik Indonesia atas pendanaan yang diberikan dalam pelaksanaan penelitian ini.

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