



Academic Ethics in Students' Use of Artificial Intelligence in Islamic Higher Education

Mahdi Wahyuni Salam¹, Rahmahidayati Sari¹

¹Institut Agama Islam Negeri Takengon, Indonesia

 mahdilhokseumawe12@gmail.com *

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Abstract

The increasing use of *Artificial Intelligence* (AI) in higher education provides students with greater access to information and academic support while raising concerns about academic ethics and integrity. This study aims to examine students' academic ethics in the use of AI for learning activities, focusing on forms of AI use, ethical practices, perceived impacts, and lecturers' responses. The study employed a qualitative approach with a phenomenological design. Participants were selected through purposive sampling and consisted of university students and lecturers. Data were collected through in-depth interviews and observations and analyzed using the Miles and Huberman framework of data reduction, data display, and conclusion drawing. The findings indicate that students use AI for searching for information, preparing academic assignments, developing presentation materials, and supporting the preparation of final research projects. However, AI use was not consistently accompanied by responsible academic practices. Most interviewed students reported that they did not routinely verify AI-generated information, paraphrase or substantially edit AI-generated responses, or disclose their use of AI in academic assignments. The findings also indicate perceived dependence on AI, reduced engagement with academic reading, and difficulties in independently developing analytical responses. Lecturers responded by strengthening oral presentations, direct questioning, revision based on scholarly sources, and requirements for academic references. These findings highlight the need to strengthen AI literacy and establish clear institutional guidance that promotes transparent, responsible, and academically meaningful AI use while maintaining students' intellectual responsibility and academic integrity.

INTRODUCTION

The rapid development of information and communication technology has significantly transformed higher education, particularly through the emergence of Artificial Intelligence (AI). Generative AI applications such as ChatGPT, Gemini, Copilot, and similar platforms have become increasingly accessible to university students and are being used for various academic purposes, including searching for information, summarizing materials, translating academic texts, preparing assignments and projects, and supporting academic writing (Black & Tomlinson, 2025; Kasneci et al., 2023; Lo, 2023). The increasing accessibility of these

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technologies has created new opportunities for students to obtain immediate academic assistance and support more flexible learning practices.

The use of AI can provide several benefits for learning. Generative AI can provide immediate feedback, support academic writing, facilitate problem solving, and assist students in understanding complex concepts (Kasneci et al., 2023; Moorhouse et al., 2023). AI can also contribute to learning effectiveness and personalization by providing information and responses that can be adapted to students' academic needs (Xuesong Zhai et al., 2021). Nevertheless, these benefits do not imply that AI should replace students' cognitive engagement or the role of educators. Rather, AI should function as a learning support tool that complements students' learning processes and academic interactions.

The increasing use of AI, however, has also generated important concerns regarding academic ethics. Academic ethics refers to the principles and norms that regulate responsible academic conduct, including honesty, responsibility, originality, integrity, and respect for intellectual work. The capacity of generative AI to produce human-like texts, analyses, and other academic content creates new challenges for these principles (Alotaibi & Alshehri, 2023; Engkizar et al., 2026; Hasnah et al., 2023; Marlin et al., 2023). Students may use AI-generated content without adequate verification, submit AI-generated responses as their own work, or rely on AI without sufficiently understanding or developing the information provided. Such practices raise concerns not simply about the use of AI itself but about how students exercise academic responsibility when using the technology (Eaton, 2023; UNESCO, 2023).

The ethical dimension is particularly important because the rapid adoption of AI may not always be accompanied by adequate understanding of responsible use. Students may perceive AI as a convenient academic tool without clearly distinguishing between legitimate assistance and practices that undermine academic integrity. The issue becomes more complex when institutional policies or guidelines concerning AI use are unclear. In such circumstances, students and lecturers may have different understandings of which forms of AI use are acceptable, which require disclosure, and which may constitute academic misconduct (Alrumayh et al., 2025; Lee et al., 2018). Therefore, the central issue is not merely how frequently students use AI, but how they use it and whether their practices remain consistent with principles of academic integrity.

This issue is particularly relevant in Islamic higher education, where academic development is closely connected with the formation of ethical and moral character. Higher education in an Islamic context is expected not only to develop students' intellectual and professional competencies but also to cultivate values such as honesty, responsibility, integrity, and accountability. These values are especially significant for students preparing for professional roles in education because their academic practices may influence the ethical dispositions they bring to their future professional environments (Engkizar et al., 2023; Fasyani et al., 2024; Muslimin, 2024; Saiddaeni & Firmansyah, 2023). Consequently, the use of AI in Islamic higher education needs to be examined not only from the perspective of technological effectiveness but also from the perspective of ethical responsibility.

Existing studies have extensively examined the role of AI in education. Previous research has addressed its potential to improve learning effectiveness, facilitate access to information, support personalized learning, enhance academic productivity, and assist students' writing processes (Kasneci et al., 2023; Moorhouse et al., 2023; Zawacki-Richter et al., 2019). Other studies have discussed the challenges associated with generative AI, including concerns about academic integrity, plagiarism, authorship, and responsible use (Cotton et al., 2024; Eaton, 2023; UNESCO, 2023). Although these studies provide an important foundation for understanding AI in higher education, much of the existing literature has emphasized

the technological, pedagogical, and productivity-related dimensions of AI use.

A further gap concerns the limited empirical understanding of how students actually practice academic ethics when using AI in their academic activities, particularly within Islamic higher education. The distinction between AI as a learning support tool and AI as a substitute for students' own cognitive work requires closer empirical examination. Issues such as verification of AI-generated information, paraphrasing and editing, understanding of AI-generated content, disclosure of AI use, and students' dependence on AI remain important areas for investigation. Moreover, lecturers' perspectives and responses are also relevant because lecturers play a central role in monitoring academic practices, designing assessments, and establishing expectations concerning responsible AI use.

The gap is therefore not simply the absence of research on AI in higher education, but the limited exploration of the intersection between AI use, academic ethics, student practices, and lecturer responses within Islamic higher education. Understanding this intersection is important because the increasing availability of AI may change not only how students complete academic tasks but also how they approach reading, writing, analysis, and independent thinking. At the same time, institutional responses need to move beyond simply restricting AI use toward establishing practices that encourage responsible, transparent, and academically meaningful use.

Based on this context, this study investigates academic ethics among university students in the use of Artificial Intelligence in learning. The study focuses on four interconnected aspects: the forms of AI use in academic activities, students' academic ethics practices when using AI, the perceived impacts of AI use, and lecturers' roles and responses in addressing AI-assisted academic work. By examining these dimensions through the experiences and perspectives of students and lecturers, the study seeks to provide a more comprehensive understanding of responsible AI use in Islamic higher education. The findings are expected to contribute to discussions on academic integrity and AI in higher education and provide an empirical basis for developing learning practices and institutional guidance that encourage the productive use of AI while maintaining students' intellectual responsibility and academic integrity.

METHODS

Research Design

This study employed a qualitative approach with a phenomenological design to explore students' experiences and perceptions of academic ethics in the use of Artificial Intelligence (AI) in learning activities. A phenomenological approach was selected because the study sought to understand how students experience, interpret, and assign meaning to the use of AI in completing academic tasks, while also examining lecturers' perspectives on ethical boundaries and academic supervision (Elizabeth, 2016; Engkizar et al., 2025; Renjith et al., 2021).

Participants and Data Sources

Participants were selected using purposive sampling based on their direct involvement in academic activities involving AI. The participants consisted of students and lecturers. Students were selected because they were direct users of AI in learning and academic tasks, while lecturers were included to provide perspectives on academic ethics, instructional practices, and supervision of AI use. Data collection continued until data saturation was reached, indicated by the point at which additional interviews and observations no longer generated substantially new information relevant to the research questions (Kasheem et al., 2025; Kassymova et al., 2025).

Data Collection

Data were collected through in-depth interviews and observations. In-depth interviews were conducted with students and lecturers to explore the forms of AI use, students' understanding and practices of academic ethics, perceived benefits and risks of AI use, and lecturers' responses to AI-assisted academic work. Observations were conducted to examine learning activities and academic practices related to the use of AI. The observations complemented the interview data by providing contextual information about how AI was incorporated into students' academic activities.

Data Analysis

The data were analyzed using the Miles and Huberman data analysis framework, which involves three interconnected stages: data reduction, data display, and conclusion drawing. During data reduction, interview and observation data were selected, organized, and coded according to their relevance to the research focus (Bingham, 2023; Miles, 2015; Thalib, 2022). The reduced data were then displayed in narrative and thematic forms to identify patterns related to AI use, academic ethics, perceived impacts, and lecturers' responses. Conclusions were subsequently drawn by interpreting recurring patterns, themes, and meanings across the collected data.

Trustworthiness

The trustworthiness of the findings was established through source triangulation and technique triangulation. Source triangulation was conducted by comparing information obtained from students and lecturers. Technique triangulation involved comparing findings from interviews and observations. The comparison of information across different participants and data collection techniques was used to identify consistencies and discrepancies and to strengthen the credibility of the findings.

RESULT AND DISCUSSION

The findings reveal four major themes concerning students' use of artificial intelligence in academic activities: i) forms of artificial intelligence use, ii) academic ethics practices, iii) perceived impacts of artificial intelligence use, and iv) lecturers' responses and strategies. These themes were identified from interviews with students and lecturers concerning the use of artificial intelligence in completing academic tasks, preparing presentations, developing final assignments, and managing academic information.

Forms of Artificial Intelligence Use by Students

The findings indicate that students use artificial intelligence for various academic purposes, ranging from searching for references and completing course assignments to preparing presentations and supporting the development of final research projects. Students reported having multiple courses each semester, with assignments that included written papers, presentations, observation reports, interview reports, and research projects. The volume and time constraints associated with these assignments encouraged students to use artificial intelligence as an accessible source of assistance.

Students primarily used freely accessible generative artificial intelligence applications, including ChatGPT, Gemini, and other similar applications. The most common use was to obtain information and identify references relevant to particular assignments. Rather than spending considerable time searching through books and academic databases, students could enter questions or keywords and receive responses almost immediately. One student explained:

"I usually use AI when I have difficulty finding references. I just enter the topic or question, and it gives me information that I can use to start working on the assignment." (Student 2)

Artificial intelligence was also used directly to prepare course assignments. Interviews with five students showed that artificial intelligence had become part of their routine when completing assignments, particularly when assignments had to be completed within a limited period. Several students perceived artificial intelligence not merely as an additional resource but as a practical tool that facilitated the completion of academic work. As one student stated:

"Almost every time I have an assignment, I use AI because it makes the work faster. Especially when the lecturer gives us only a short time, AI helps me finish the assignment."
(Student 2)

Another form of use involved preparing presentation slides. Interviews with three students indicated that they used artificial intelligence to transform written assignments, research reports, or thesis materials into presentation structures. Students perceived this function as particularly useful when preparing presentations for academic seminars and final examinations. A student described this practice as follows:

"After I finish my paper or thesis in Word, I use AI to help make the presentation slides. It gives me the points that I should put on the slides, so I do not have to arrange everything from the beginning." (Student 3)

Artificial intelligence was also frequently used by final-year students in developing their theses. Interviews with two final-year students showed that AI was used in several stages of thesis preparation, including generating ideas, developing explanations, organizing sections, and producing written content. The students perceived this practice as common among their peers. One final-year student explained:

"I use AI when working on my thesis, especially when I do not know how to develop an idea or explain something. Sometimes I ask AI to help write the section, and then I use the answer in my thesis." (Final-year Student 1)

The lecturers' accounts reinforced this finding. Three thesis supervisors reported that many students increasingly relied on artificial intelligence during the preparation of their final projects. According to the lecturers, the use of AI was particularly visible when students experienced difficulties in developing arguments, explaining research findings, or organizing academic writing. One lecturer stated:

"We can see that students increasingly depend on AI when writing their theses. The problem is not simply that they use AI, but that sometimes AI replaces the students' own process of thinking and analysis." (Lecturer 1)

Overall, the findings demonstrate that artificial intelligence has been incorporated into multiple stages of students' academic activities, with its primary functions involving information retrieval, assignment completion, presentation preparation, and thesis development.

Ethics Practices in the Use of Artificial Intelligence

The second theme concerns students' academic practices when using artificial intelligence. The findings indicate weaknesses in information verification, paraphrasing, editing, comprehension, and transparency regarding AI use.

Interviews with eight students showed that seven did not cross-check information generated by artificial intelligence against other academic sources, while one student reported verifying AI-generated information using journal articles and electronic books. A student who did not routinely verify AI-generated information explained:

"Usually, if the answer from AI already seems suitable for the assignment, I use it directly. I do not always check it with journals or books because that takes more time." (Student 4)

In contrast, another student reported a different practice:

"I do not immediately use the answer from AI. I compare it with journal articles or books first because I am worried that the information may not be accurate." (Student 5)

The findings further indicate that direct copying of AI-generated responses was relatively common among the interviewed students. Seven of the eight students stated that they sometimes copied AI-generated responses directly into their assignments without substantial editing or paraphrasing. Some students also acknowledged that they did not fully understand the information they submitted. One student stated:

"Sometimes I copy the answer directly because I think it is already well written. I may understand the general idea, but I do not always understand every part of the explanation." (Student 6)

This practice was also identified by three lecturers who supervised or assessed students' academic assignments. The lecturers reported that some students appeared unable to explain the content of their own written assignments when asked to elaborate on them orally. One lecturer explained:

"There are assignments that look very good in written form, but when I ask the student to explain the argument in their own words, they have difficulty answering. This suggests that the student may not fully understand the content of the assignment." (Lecturer 2)

Another ethical issue concerned transparency in the use of artificial intelligence. All eight interviewed students reported that they did not disclose their use of AI in their assignments. Two main reasons emerged from the interviews. First, some students were concerned that lecturers might reduce their grades if they knew that AI had been used. Second, some students reported that they did not know that AI use should be disclosed.

One student stated:

"I do not mention that I used AI because I am afraid the lecturer will think that I did not do the assignment myself and that my grade will be reduced." (Student 7)

Another student explained:

"I did not know that we were supposed to mention the use of AI in an assignment. I thought that using it was just like using another source." (Student 8)

These findings indicate that students' use of artificial intelligence is not accompanied consistently by practices of verification, paraphrasing, critical evaluation, or disclosure.

Perceived Impacts of Artificial Intelligence Use

The third theme concerns the perceived positive and negative impacts of artificial intelligence use. The findings show two contrasting dimensions: increased efficiency and convenience on the one hand, and dependency, reduced reading engagement, and weakened critical engagement on the other.

Efficiency and Time Saving

Eight students identified speed and convenience as the main benefits of using artificial intelligence. Students reported that AI could provide responses within a short period, allowing them to begin or complete assignments more quickly. One student explained:

"The biggest benefit is that it is fast. I can ask a question and get an answer in less than a minute. It helps especially when I have several assignments at the same time." (Student 1)

Students also reported that AI reduced the time required to search for information. Conventional searches through books, libraries, and other academic sources were perceived as more time-consuming, particularly when the required materials were not readily available. A student stated:

"If I search for everything by myself, sometimes I have to spend a whole day looking for references. With AI, I can get an initial explanation much faster, and then I can decide what information I need." (Student 3)

Thus, efficiency and time saving emerged as the most consistently reported benefits of AI use.

Dependency on Artificial Intelligence

Despite these benefits, the findings indicate the emergence of dependency on AI. Interviews with eight students showed that students used AI not only for written assignments but also to obtain ideas for classroom discussions and responses to academic questions. One student associated this dependency with a lack of confidence in their own answers:

"Sometimes I already have an answer in my mind, but I am not confident. I ask AI first because I want to see whether my answer is correct." (Student 4)

Seven other students reported that they tended to use AI when they could not immediately generate ideas for an assignment or academic question. One student explained:

"When I have no idea what to write, the first thing I do is ask AI. It gives me several ideas, and then I choose one that I think fits the assignment." (Student 5)

These accounts suggest that AI has gradually moved beyond a supplementary source of information and, for some students, has become a primary source for generating ideas and constructing responses.

Reduced Reading Engagement

Another negative impact identified in the interviews was reduced engagement with academic reading. Eight students acknowledged that the availability of immediate AI-generated responses reduced their motivation to search for and read books or journal articles. One student stated:

"Sometimes I do not read the whole reference anymore because AI has already summarized the information. I only read the source when I need more detail." (Student 6)

The lecturers also observed a similar pattern. According to the lecturers, students who frequently relied on AI appeared less inclined to read references in depth before completing assignments. One lecturer explained:

"Students can find an answer quickly, but some of them no longer have the habit of reading the reference carefully. They tend to rely on the explanation provided by AI." (Lecturer 3)

Critical Thinking and Analytical Engagement

The findings also indicate concerns regarding students' analytical and critical thinking processes. Lecturers reported differences between the quality of students' written responses and their ability to explain or develop those responses independently. According to the lecturers, some students produced academically structured written answers but experienced difficulty when asked to explain the argument orally or respond to follow-up questions without access to written materials. One lecturer stated:

"The written answer can look very good, but when I ask a follow-up question, the student sometimes cannot develop the answer. The difficulty becomes visible when they have to explain the reasoning themselves." (Lecturer 2)

The lecturers further reported that students sometimes had difficulty developing arguments from available data, interpreting cases, and providing deeper explanations. These observations suggest that extensive reliance on AI may affect students' opportunities to independently practice analysis and argumentation.

Lecturers' Roles and Responses

The fourth theme concerns lecturers' strategies for responding to students' use of artificial intelligence. Interviews with five lecturers indicate that lecturers have begun to identify patterns that they associate with AI-assisted writing. These include highly general responses, standardized structures, limited contextual analysis, and writing patterns that appear inconsistent with students' previous work. One lecturer explained:

"We cannot determine AI use only from the writing style, but there are certain patterns that make us want to ask the student further questions, especially when the answer is very general and does not relate closely to the specific case discussed in class." (Lecturer 4)

Another lecturer observed:

"Sometimes the assignment looks polished, but the analysis is very general. When I ask the student to explain why they reached that conclusion, the explanation does not always match the quality of the written answer." (Lecturer 5)

Rather than relying solely on the appearance of written assignments, the lecturers reported using oral presentations and direct questioning to assess students' understanding. Students were asked to explain the arguments, concepts, and conclusions contained in their assignments. One lecturer stated:

"If I suspect that a student does not fully understand the assignment, I ask them to present it or explain it directly. From their explanation, we can see whether they actually understand what they have submitted." (Lecturer 1)

When lecturers identified assignments that required substantial revision, students were asked to revise them using their own understanding and relevant academic sources. Lecturers also required students to include journal articles or books as supporting references. A lecturer explained:

"We ask students to revise the assignment using academic references. They have to read the journals or books and then explain the material in their own words rather than simply submitting the AI-generated response." (Lecturer 3)

The lecturers' responses therefore focused on three main strategies: verifying students' understanding through oral explanation, requiring revision based on academic sources, and strengthening the use of scholarly references.

The findings demonstrate that artificial intelligence has become an integral part of students' academic practices. Students use AI to search for information, develop assignments, prepare presentation slides, and support the preparation of final research projects. The primary reasons reported by students are speed, convenience, accessibility, and time efficiency (Alrumayh et al., 2025; Baroud et al., 2025; Engkizar et al., 2025). At the same time, the findings reveal several academic and ethical concerns. Most interviewed students did not consistently verify AI-generated information, paraphrase AI-generated responses, or disclose their use of AI in academic assignments. Several students also acknowledged using AI-generated content without fully understanding it.

The findings further indicate that extensive reliance on AI is associated, in the participants' accounts, with dependency, reduced engagement with academic reading, and difficulties in independently developing analytical responses. Lecturers similarly observed a discrepancy in some cases between the quality of students' written assignments and their ability to explain the content independently. In response, lecturers have adopted strategies that emphasize students' accountability for their academic work (Saiddaeni & Firmansyah, 2023; Salim & Habibi, 2025). These strategies include oral presentations, direct questioning, revision based on academic literature, and requirements to use scholarly references. Rather than focusing exclusively on whether AI has been used, these practices shift attention toward students' understanding, verification, and responsibility for the content they submit.

CONCLUSION

This study concludes that the use of Artificial Intelligence has become an increasingly integrated part of students' academic activities in Islamic higher education, particularly in supporting information searching, assignment preparation, presentation development, and final research projects. However, its use is not consistently accompanied by adequate academic ethical practices. Limited verification of AI-generated information, direct use of AI-generated content, and insufficient

transparency in reporting AI use indicate that students' academic responsibility has not fully developed alongside the growing use of the technology.

The findings further suggest that excessive reliance on Artificial Intelligence may reduce students' engagement with academic reading and independent analytical processes. In this context, lecturers have an important role in maintaining academic integrity through closer supervision, assessments that require conceptual understanding and oral explanation, revision based on credible scholarly sources, and explicit expectations regarding responsible AI use.

Therefore, the integration of Artificial Intelligence into Islamic higher education requires clear institutional guidance, strengthened Artificial Intelligence literacy, and the consistent integration of academic integrity into learning practices. Such measures are important to ensure that Artificial Intelligence functions as a learning support tool rather than a substitute for students' intellectual engagement, while preserving academic honesty, scholarly responsibility, and the professional development of future educators.

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