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Academic Ethics in the Age of AI: A case study at STKIP DDI Pinrang

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ABSTRACT
This study explores the extent of Artificial Intelligence (AI) usage among students and its implications for academic ethics, with a specific focus on STKIP DDI Pinrang. Employing a mixed-methods approach, quantitative data were collected through Likert-scale questionnaires distributed to 40 students, while qualitative insights were gathered via interviews with selected respondents. The findings indicate that students' AI usage is very high (mean score: 4.45), particularly through tools such as ChatGPT, Grammarly, and Quillbot. However, their ethical awareness remains moderate, both in terms of understanding academic ethics (3.1562) and awareness of the ethical implications of AI use (3.04). Correlation analysis reveals a negative relationship between the intensity of AI usage and students' ethical perceptions. Thematic analysis of interviews confirms that students tend to use AI as a substitute rather than a support, and lack institutional guidance on its ethical boundaries. These findings highlight a critical gap between technological proficiency and ethical literacy. The study recommends integrating digital ethics education across curricula and establishing clear institutional policies to ensure responsible AI use in academic settings.

Keywords: *Artificial Intelligence (AI); Academic Ethics; Ethical Awareness; Higher Education; Student Behavior.*

INTRODUCTION

The rapid development of digital technology has fundamentally transformed various sectors of life, particularly education. In recent years, digital transformation in education has gained momentum, with Artificial Intelligence (AI) emerging as one of the most influential innovations. Initially confined to industrial settings, AI is now deeply embedded in academic environments, supporting teaching, learning, research, and assessment activities (Chen et al., 2020; Grace et al., 2023). Its presence has reshaped how students approach knowledge, transforming academic routines through platforms such as ChatGPT, Grammarly, and Quillbot. These tools assist in summarizing readings,

restructuring essays, refining grammar, and even generating content automatically (Singh & Hiran, 2022; Crompton & Burke, 2023).

A study by Okulich-Kazarin et al. (2024) found that over half of university students in Europe routinely use AI to boost academic productivity. This phenomenon is not limited to Western academia—students globally, including in Indonesia, are becoming increasingly dependent on AI for completing their assignments. While such tools provide undeniable convenience, they also introduce complex ethical challenges. Siti Masrichah (2023) warns that students often use AI without understanding its ethical implications, potentially leading to academically irresponsible behavior, such as submitting AI-generated work with minimal personal engagement or reflection.

Academic ethics, at its core, involves upholding principles of honesty, originality, and accountability. These values form the foundation of scholarly integrity. However, in the AI-assisted academic landscape, the line between technological support and ethical compromise is becoming increasingly blurred. Ramli (2023) argues that breaching academic ethics not only tarnishes institutional reputations but also degrades the overall quality of graduates. Alarmingly, many students today prioritize speed and convenience over ethical rigor. As noted by Ali et al. (2023), a considerable number of students consider it acceptable to use AI in completing tasks, provided that the result is not flagged by plagiarism detection software—even if the content is not genuinely their own. This mindset reflects a shift toward overreliance on automation, which—if left unchecked—can gradually diminish students' critical thinking and independent learning skills, as highlighted by Mary and Joyce (2024).

A key concern highlighted by recent literature is the dissonance between students' high digital literacy and their limited ethical digital literacy. While most students possess technical proficiency in using AI tools, their moral understanding of how and when to use such technologies appropriately often lags. In response to this imbalance, universities worldwide have started drafting guidelines to regulate AI usage within academic settings (Gesk & Leyer, 2022). Yet, such initiatives remain inconsistent, and in many cases, absent altogether.

Lukman et al. (2024) emphasize the strategic importance of integrating ethical digital literacy into university curricula. The goal is not just to teach students how to operate AI tools but to foster critical awareness about their ethical consequences. Supporting this view, Haris et al. (2024) assert that students' increased knowledge of AI is strongly correlated with shifts in their ethical perception and academic behavior. Without a solid foundation in ethics, students risk normalizing practices that compromise scholarly values such as honesty and intellectual responsibility.

Institutional policy also plays a pivotal role in shaping students' ethical attitudes toward technology. Yustiasari Liriwati (2023) underscores the need for clearly articulated rules that define the boundaries of acceptable AI usage. These policies are essential not to restrict creativity but to ensure that academic innovation remains aligned with integrity and intellectual merit. In the absence of such regulations, the unmonitored use of AI can result in widespread plagiarism, decreased engagement in higher-order thinking, and excessive reliance on machine-generated outputs.

Lecturers, too, bear responsibility in this evolving academic landscape. According to Yusuf et al. (2024), educators must act not only as technology users but also as ethical role models. Their approach to integrating AI into learning should be intentional,

transparent, and guided by pedagogical ethics. Ethical education should move beyond the classroom lecture; it should be embedded into authentic learning experiences that challenge students to reflect on their role as knowledge creators, not just consumers.

In building a robust conceptual foundation for this study, the Technology Acceptance Model (TAM) is utilized to explore students' patterns of AI adoption. TAM posits that perceived usefulness and ease of use determine whether a technology is embraced. Complementing this, the Theory of Planned Behavior (TPB) is applied to examine students' ethical behavior in relation to AI. TPB explains that behavior is shaped by attitudes, subjective norms, and perceived behavioral control. The synthesis of these two models offers a comprehensive lens for understanding how technological engagement intersects with ethical awareness.

Given these dynamics, an empirical investigation is needed to examine the actual practices and perceptions of students regarding AI usage in academic settings. This study focuses on students at STKIP DDI Pinrang and aims to measure both the intensity of AI use and the extent of ethical awareness tied to such usage. A mixed-method approach is employed: quantitative surveys measure trends and perceptions, while qualitative interviews uncover the social and cognitive dimensions that influence behavior.

By revealing the ethical dimensions of AI in academia, this research aspires to provide evidence-based insights for educational stakeholders. The findings can serve as a foundation for formulating digital ethics policies, developing curriculum reforms, and fostering an academic culture that not only embraces technological advancements but also safeguards the values of integrity, originality, and responsibility in the digital era.

METHOD

This study employed a descriptive quantitative approach combined with a qualitative approach (mixed methods) to examine the extent of Artificial Intelligence (AI) usage and its implications for the academic ethics of students at STKIP DDI Pinrang. The strategy adopted was an explanatory sequential design, in which quantitative data collection was conducted first, followed by qualitative exploration for deeper insight.

Quantitative data were collected through the distribution of close-ended questionnaires using a 5-point Likert scale to 40 students of the Physics Education Study Program at STKIP DDI Pinrang. The questionnaire instrument covered three main aspects: (1) the use of AI in academic activities, (2) perceptions of academic ethics, and (3) understanding of the ethical implications of AI use.

Prior to the main data collection, a pilot test was conducted on 15 respondents outside the research sample to ensure the instrument's empirical validity and reliability. Construct validity was tested using item-total correlation through Pearson correlation analysis, where all items showed significant correlation values (r calculated > r table), indicating that they were valid. Reliability testing was conducted using Cronbach's Alpha coefficient, which yielded a value of 0.861, indicating high internal consistency and that the instrument was suitable for research use.

The quantitative data were analyzed using descriptive statistics to obtain the mean and standard deviation for each measured dimension. Furthermore, to identify

relationships between variables, Pearson Product Moment correlation analysis was employed to determine the direction and strength of the relationship between the intensity of AI use and students' perceptions of academic ethics, as well as their understanding of its ethical implications.

To complement the quantitative data, a qualitative approach was applied through semi-structured interviews with five purposively selected students, chosen based on their high level of AI usage. These interviews aimed to gain deeper insights into students' perceptions, experiences, and motivations behind using AI in academic contexts, as well as their interpretation of ethical considerations.

The interview data were analyzed using thematic analysis, which involved transcription, data coding, identification of key themes, and interpretation of meanings. The qualitative findings served to enrich the quantitative results and provide context for the observed gap between students' technological competence and their ethical awareness in academic practices.

Through the combination of quantitative and qualitative approaches, this study is expected to provide a comprehensive understanding of the intensity of AI usage and how it affects student behavior and adherence to academic ethical values within the environment of STKIP DDI Pinrang.

RESULT

This study was conducted with the aim of evaluating the intensity of Artificial Intelligence (AI) usage among students at STKIP DDI Pinrang and the ethical implications arising from their academic activities. To obtain comprehensive data, a mixed-methods approach was employed, involving quantitative data collection through questionnaires and qualitative data collection through semi-structured interviews with selected student informants.

The quantitative results from the Likert-scale questionnaire distributed to 40 students revealed that the level of AI usage in academic activities was very high. The average score for this dimension was 4.45 on a scale of 1 to 5, indicating that AI has been widely utilized by students in various academic activities such as writing papers, searching for references, grammar editing, paraphrasing and rephrasing, and structuring academic texts. The most commonly used applications included ChatGPT, Gemini, Grammarly, and Quillbot. In interviews, more than 80% of respondents reported using at least two of these platforms for every academic task. The highest frequency of usage occurred close to assignment deadlines, suggesting a reliance on AI to complete work quickly.

The second dimension of the questionnaire measured students' perception of academic ethics, which included understanding the values of honesty, responsibility, and originality in scholarly work. The average score for this dimension was 3.1562, which falls into the moderate category. This indicates that while students are proficient in using AI, their understanding of academic ethical principles remains relatively limited. Indicators measured included awareness of plagiarism, understanding of originality, and attitudes toward AI use as either assistance or violation. Most students stated that using AI was acceptable as long as it was not detected as plagiarism by tools

such as Turnitin. Only a small proportion explicitly stated that AI should be limited to a supporting role.

The third dimension measured students' understanding of the ethical implications of AI usage. The average score in this dimension was 3.04, also within the moderate category. Indicators included awareness of academic consequences of full AI reliance, attitudes toward personal responsibility for assignment content, and perceptions of personal intellectual contribution. Most students had not yet realized that fully depending on AI without personal input could be considered a breach of academic integrity. Some respondents even expressed greater trust in the quality of AI-generated answers than in their own thinking.

Table 1. Average Scores of the Three Measured Dimensions

Measured Dimension	Average Score	Category
Intensity of AI Usage	4.45	Very High
Perception of Academic Ethics	3.1562	Moderate
Understanding of the Ethical Implications of AI Usage	3.04	Moderate

To deepen the quantitative findings, semi-structured interviews were conducted with five student informants selected based on their high intensity of AI usage. The interviews revealed several key findings, including: most informants used AI as the initial step in task preparation; AI was viewed as a "personal assistant" for outlining and language refinement; there were no ethical concerns as long as the output was not flagged for plagiarism; and there were no official guidelines from lecturers or institutions regarding AI usage boundaries. Representative quotes from informants included: "I usually start with ChatGPT to find structure and arguments. Grammarly helps with grammar, Quillbot helps with paraphrasing," and "If the lecturer doesn't prohibit it, I think it's okay."

Correlation analysis between dimensions showed a negative relationship between the intensity of AI usage and perception of academic ethics ($r = -0.42$), as well as a stronger negative correlation with understanding of ethical implications ($r = -0.57$). This indicates that the higher the use of AI, the lower the ethical awareness tends to be. Although these correlations do not imply causation, they highlight a significant imbalance.

Overall, the findings show that students at STKIP DDI Pinrang are highly active in using AI for academic purposes, but this usage is not always accompanied by adequate ethical awareness. The moderate scores in perceptions of academic ethics and understanding of ethical implications highlight the need to improve digital ethics literacy among students. The high score in AI usage underscores the urgency for educational interventions that can balance digital proficiency with academic integrity.

To facilitate a clearer understanding of the quantitative findings, particularly the contrast between students' frequent reliance on AI and their relatively modest ethical awareness, a visual representation of the average scores across the three measured dimensions is provided. This chart is intended to complement the numerical summary in Table 1 and to help illustrate the significant gap between technical proficiency and ethical consciousness among students.

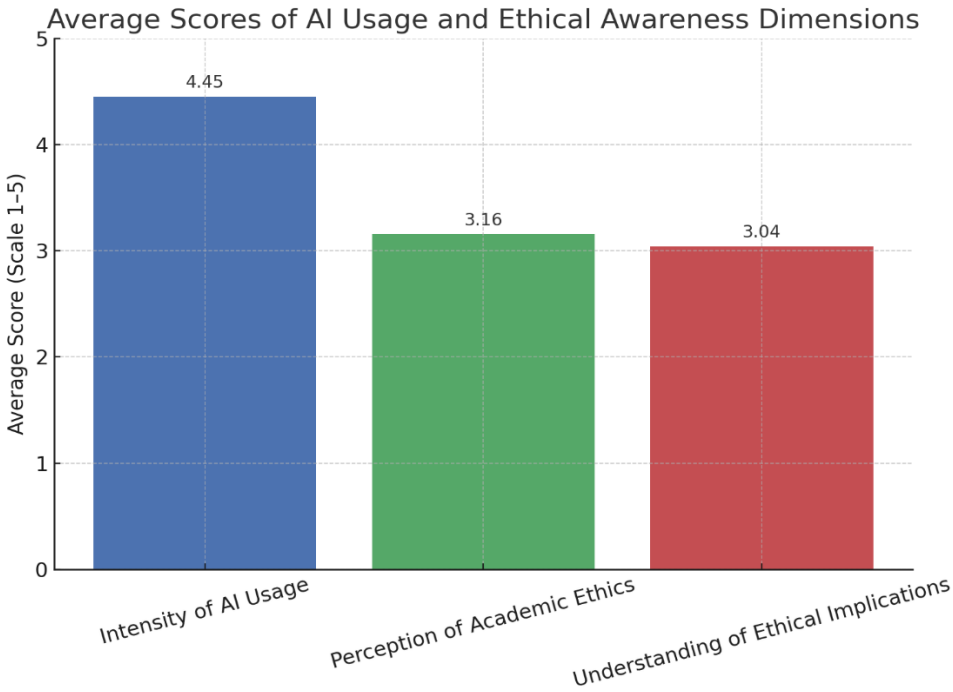

Figure 1. Average Scores of AI Usage, Academic Ethics, and Ethical Understanding

Figure 1 provides a visual representation of the disparity among the three dimensions measured in this study. While the intensity of AI usage among students is strikingly high, their perceptions of academic ethics and understanding of its ethical implications remain moderate. This imbalance highlights a significant challenge in aligning technological proficiency with ethical awareness. However, to gain a deeper understanding of the contextual factors underlying these scores, particularly the students' motivations, assumptions, and interpretations regarding AI usage, qualitative data from in-depth interviews were further analyzed. The interview responses were then categorized thematically to capture recurring patterns and meaningful insights into students' ethical reasoning and academic behavior in the digital era. These themes are summarized in Table 2 below.

Table 2. Thematic Categories of Students' AI Usage and Ethical Perceptions

No.	Main Theme	Description of Findings
1	AI as a Personal Academic Assistant	Students used AI tools (ChatGPT, Grammarly, Quillbot) as the first step in preparing assignments, mainly to structure arguments and improve language quality.
2	Normalization of Use Without Ethical Reflection	Most students perceived AI usage as acceptable if it was not flagged by plagiarism detectors like Turnitin.
3	Absence of Institutional Ethical Guidelines	The lack of official rules from lecturers or institutions led students to interpret ethical boundaries subjectively.
4	Greater Trust in AI-Generated Content	Some respondents expressed more confidence in AI-generated answers than in their own ideas, believing the AI output was more efficient and accurate.

DISCUSSION

Based on the research findings, this discussion delves deeper into the meaning, interpretation, and implications of the data. The discussion is focused on three main aspects: the intensity of AI usage in academic contexts, students' awareness of academic ethics, and the imbalance between digital literacy and ethical literacy, which poses potential threats to academic integrity.

The high intensity of AI usage, with an average score of 4.45, indicates that students heavily rely on artificial intelligence to complete their academic tasks. This suggests that AI has shifted from merely being a tool to becoming an intellectual partner that replaces a significant portion of the students' cognitive processes. This finding supports Wiredu et al. (2024), who found that although 72% of students felt their understanding of course material improved with the help of AI, 75% also expressed concerns about its impact on academic honesty. This highlights a clear dilemma: on one hand, AI supports learning, yet on the other, it risks fostering excessive dependency. It also reveals that although students perceive benefits in using generative AI for academic tasks, many are aware that using AI without a deep understanding may undermine academic honesty and diminish the true value of learning.

Such dependency raises concerns about weakening students' capacity for independent critical thinking. Generative technology has fundamentally altered how students engage with the learning process. However, when AI is used not as a supplement but as a substitute for thinking, it introduces serious academic risks. Students who overly depend on AI may lose opportunities to develop critical thinking, reflective insight, and synthesis skills—essential elements in academic character building. This concern aligns with the findings of Sullivan, Kelly, and McLaughlan (2023), who emphasize that over-reliance on AI tools can hinder students' development of higher-order thinking skills and diminish their long-term academic resilience.

The moderate score of 3.1562 in students' perception of academic ethics reflects a value of ambiguity among students. Most students did not view the use of AI as an ethical issue as long as it was not detected as plagiarism. This view suggests that academic ethics is perceived more as a detection mechanism rather than a set of moral values to be internalized. This mindset aligns with the notion of situational ethics as proposed by Ali et al. (2023), where standards of right or wrong are determined by context rather than by stable moral principles. If students avoid violations solely due to fear of detection, academic ethics lose their meaning as the foundation of scientific integrity.

This study also shows that while students' digital literacy is relatively high, it is not matched by ethical literacy. Students are capable of using AI tools technically, but they lack a moral understanding of their implications. This imbalance represents a form of cognitive dissonance that must be addressed through systematic digital ethics education. As Isave (2022) stated, the success of technology in education must be supported by students' reflective ability to understand when and why technology should be used—not merely how. This is consistent with Quintos (2024), who emphasized that without such awareness, AI risks becoming a tool that legitimizes intellectual dishonesty.

Interview findings revealed that no official institutional guidelines exist concerning AI usage in academic activities. This has led students to form ethical

interpretations based on personal perceptions, which are highly vulnerable to self-justification. This finding aligns with the study of Gesk & Leyer (2022), which states that ambiguous regulations increase the risk of deviation. Higher education institutions have a responsibility to explicitly define boundaries and regulations for technology use. Without clear policies, students will rely on informal norms, which may not align with academic integrity. Therefore, institutions must establish digital ethics policies clearly defining acceptable AI use, boundaries in academic tasks, and consequences for misuse.

Lecturers hold a strategic role in bridging technology use with ethical values. As suggested by Mauti & Song (2025), lecturers should not merely act as supervisors, but also as ethical mentors. This is also supported by the qualitative study of Salsabila et al. (2024), which argues that lecturers must guide students in using AI responsibly. For example, they can encourage students to disclose their AI usage, design assignments that require personal reflection, and foster critical thinking.

Some interviewed students indicated that their lecturers did not explicitly set boundaries for AI usage. This creates a perceptual gap, where students assume AI use is justified as long as they are not explicitly warned. By modeling ethical technology use, lecturers can integrate values of academic honesty into every learning activity. One effective strategy is assigning reflective tasks where students must explain their personal contributions and the role of AI in the writing process.

The integration of AI into education marks the rise of academic automation, challenging the boundary between human and machine-produced work. As Fowler (2023) points out, this shift presents a unique tension between technological efficiency and academic integrity. Students now face a complex environment where they are expected to be productive yet constrained by unclear ethical norms (Perkins, 2023). In response, rethinking curriculum design becomes essential—particularly through the incorporation of digital ethics literacy across disciplines. Rather than focusing solely on the mechanics of AI usage, students should be encouraged to critically examine the ethical dilemmas surrounding such technologies. Chen and Liu (2024) argue that embedding ethical scenarios into instructional content can help students reflect on their responsibilities as knowledge producers. Case studies, such as those on the use of ChatGPT in academic writing, have also been proposed as effective discussion tools for building ethical awareness (Lund et al., 2023).

If the trend of ethics-free AI use continues, it could result in a long-term degradation of academic culture. Scientific works may gradually lose their intellectual depth and become mere formalities. Miao et al. (2024) emphasize that while AI tools improve writing efficiency, excessive reliance on them can erode critical thinking and weaken ethical awareness. In line with this, Slimi and Villarejo-Carballido (2023) warn that without strong human oversight and normative frameworks, AI adoption in academia risks promoting intellectual complacency and blurring the boundaries of academic responsibility.

Without oversight, there is a real risk of losing integrity, creativity, and originality in scholarly work. Salsabila & Sohidin (2024) found that despite knowing about academic ethics, many students are still tempted to use AI for plagiarism. This suggests that academic assignments are often completed as formalities, without genuine comprehension or reflection. This contradicts the core purpose of higher education, which is to shape individuals who are intellectually honest, original, and responsible.

Therefore, both structural and cultural interventions are needed. Structurally, institutions should provide clear policies, training, and fair evaluation systems. Culturally, there must be a paradigm shift among students: technology should not replace thinking, but rather enrich the thinking process.

Based on these findings and discussions, several recommendations can be made. Universities must immediately develop written guidelines regulating AI usage in academic activities. Digital ethics courses should be integrated into the core curriculum to ensure students gain a comprehensive understanding of responsible technology use. Lecturers should be empowered to assign tasks that foster personal reflection and original student contributions. Additionally, AI based content detection systems can be used as evaluation tools. Students must also be trained to assess the validity and reliability of AI generated outputs to avoid blindly accepting the results.

This discussion confirms that technological advancement must be matched by ethical awareness. AI in education is not merely a technical matter, but also a moral and cultural issue. Thus, students, lecturers, and institutions must collaboratively build an academic ecosystem that is adaptive to technological changes while firmly grounded in noble scientific integrity values.

CONCLUSION

This study concludes that students at STKIP DDI Pinrang demonstrate a very high level of Artificial Intelligence (AI) usage in their academic activities, with an average score of 4.45. However, this extensive use is not matched by adequate ethical awareness. Both the perception of academic ethics (3.1562) and understanding of ethical implications (3.04) fall into the moderate category, indicating a significant gap between students' digital proficiency and their ethical literacy.

The visual representation of the data further reinforces this disparity, showing a clear imbalance between students' ability to operate AI tools and their reflection on ethical responsibilities. Additionally, thematic analysis of qualitative interviews revealed key patterns: AI is often seen as a personal assistant, its use is normalized without ethical consideration, institutional guidelines are absent, and students show greater trust in AI-generated content than in their own work.

These findings emphasize the urgent need for comprehensive digital ethics interventions in higher education. Institutions must develop clear and written policies outlining acceptable AI usage in academic contexts, supported by appropriate sanctions for violations. Ethical digital literacy should be integrated across the curriculum—not only teaching students how to use AI tools but also why and when they should be used responsibly. Lecturers should serve as ethical mentors, promoting critical thinking and encouraging transparency in how AI is incorporated into student assignments.

By addressing both structural and cultural dimensions—through institutional policies, curriculum reforms, and lecturer involvement—higher education can cultivate an academic environment that embraces innovation while remaining grounded in integrity, originality, and scholarly responsibility in the age of artificial intelligence.

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