

The Influence of Artificial Intelligence on the Ethics of Ushuluddin Students UIN Suska Riau: A Study of Ethical Philosophy

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Abstract

The rapid development of Artificial Intelligence (AI) technology has significantly transformed academic practices, including among students in the Faculty of Ushuluddin. While AI offers convenience in accessing information and streamlining the writing process, its use without ethical awareness poses a threat to core academic values. This study aims to examine the influence of AI on students' ethical behavior, particularly regarding academic honesty, originality, integrity, and critical-thinking abilities. Using a qualitative descriptive approach, the study involved 35 purposively selected students from four study programs who were engaged with AI tools in their academic work. Data were collected through questionnaires and field observation and were analyzed thematically to identify recurring ethical patterns and attitudes. The findings indicate that most students lack adequate ethical consciousness in utilizing AI. Many tend to rely on AI as a substitute for personal thinking rather than as a tool to support scholarly creativity. This results in reduced critical reasoning, increased risk of plagiarism, and a decline in academic integrity. These challenges highlight the urgent need for clear institutional guidelines on the ethical use of AI and the integration of Islamic ethical values into digital literacy education. By doing so, the role of AI can be reframed to enhance, rather than undermine, students' intellectual and moral development.

Keywords: Artificial Intelligence; academic; ethics; originality; integrity; Ushuluddin students.

1. Introduction

The development of increasingly sophisticated AI technology has brought changes to the ethics of Ushuluddin students in writing scientific papers. Most students do not pay attention to ethics when using AI to do assignments given by lecturers. This risks ignoring the authenticity of the work and losing a deep understanding of the material being studied. Said (19 years old, R¹), a Ushuluddin student, admitted that he often uses AI when doing college assignments. However, he realized that his reliance on AI made him less aware of the material in depth. If left unchecked, this habit can weaken a student's critical thinking ability. Another informant, Lana (21 years old, R²), said that he found AI helpful in finding references and composing arguments. However, he still feels the need to re-verify the information obtained from AI so that there are no errors in the delivery of the task content. According to him, AI should be used as a tool, not as the main source of scientific papers.

Based on several studies on the use of AI, it is found that students can more easily access lecture materials, optimize assignment creation, have the flexibility to ask questions, and still receive relevant intellectual input.¹ On the other hand, students can feel the impact of AI systems negatively, and Most of those negative experiences arise from unrealistic student expectations and misconceptions about AI systems.²

This paper aims to examine how artificial intelligence influences the ethics of Ushuluddin students when writing scientific papers. The facts mentioned are based on student experience. Therefore, several questions arise: 1) To what extent do students understand the ethical limits of using AI to write scientific papers?; 2) How does AI affect students' academic honesty, as well as how to maintain originality and integrity in its use? 3) Does AI help or hinder students' critical thinking skills? The answers to these questions can be used to explain the influence of artificial intelligence (AI) on the ethics of Ushuluddin students.

With the rapid development of artificial intelligence (AI) technology, Ushuluddin students are increasingly using it to complete academic assignments. However, the uncontrolled use of AI has the potential to affect academic ethics, particularly in aspects of the originality of the work and the understanding of the material. Many students tend to rely on AI without conducting in-depth analysis, which can have an impact on their critical thinking skills. If this trend continues, it is feared that there will be a dependence on AI, which can ultimately hinder students' intellectual development in comprehensively understanding philosophical and ethical concepts.³

2. Review Literature

The effect of the use of AI on the ethics of Ushuluddin students in writing. This study shows that the use of AI does not guarantee the perfection of the written output. In the study, there are three conversations related to the use of AI by students, namely ethics in writing using AI, fraud in writing, originality and integrity in writing, and the contribution of AI to critical thinking skills. The explanation is as follows:

2.1 Ethics in Writing Using AI

The use of AI in academia has several challenges. One of the challenges is the ethics of using AI. Ethics in writing using AI is related to moral principles and responsibilities that writers must adhere to so as not to reduce academic integrity. AI is important for writers as a tool that encourages fluency in writing. However, the use of AI must also be done taking into account its limitations and advantages.⁴

Ethical issues raised by the use of AI can be divided into two overlapping groups. First, as with any other advanced device or technology (e.g., genetic

¹ Kharisma Agustya Zahra Salsabilla et al., "The Effect of the Use of Artificial Intelligence on Students in Higher Education," *Proceedings of the National Seminar on Information Technology and Systems* 3, no. 1 (2023): pp. 168–75.

² Ishmatun Naila et al., "The Influence of Artificial Intelligence Tools on Motivation" :p. 1.

³ Gina Febriliant Ayuningtyas and Hamdah Khaila Fahrane, "The Influence of Using AI on Improving Critical Thinking in Educational Technology Students," no. 76 (2024). pp. 411-412.

⁴ Bambang Yulianto, "The Role of Artificial Intelligence in Academic Writing," *Journal of Technology and Education* 5, no. 2 (2022): p. 78.

engineering or nuclear power), the potential application of AI raises ethical questions about its impact on human life. Even in technology, it can be used by researchers to solve complex problems from a lot of information and data, so technology (in the form of software) is needed to analyze it, such as *R-Stat*, *SPSS*, *ANOVA*, *Vos Viewer*, and others.⁵

In the academic world, the potential of AI can also cause anxiety about the integrity of academic work related to the results of its thinking. Second, unlike other technologies, AI can make its own decisions about the actions they take by doing some "teaching," as in the Large Language Model (*Large Language Model*), which is often equated with AI. Researchers who use AI in writing their scientific papers should be able to behave ethically. This requires research on AI with the aim of understanding the function, structure, and content of ethical knowledge well enough to apply ethics to man-made "agents".⁶

2.2 Cheating, Originality, and Integrity of Writing

Cheating in scientific papers is a dishonest acts such as plagiarism, data falsification, and information manipulation that damage academic credibility and violate research ethics. In contrast, originality requires the author to present ideas and analyses that come from their own thoughts or are critically developed based on valid sources. In this case, academic integrity is the main principle that ensures that research is conducted honestly, transparently, and in accordance with scientific principles, including in listing sources and presenting data objectively. By maintaining originality and integrity, researchers not only respect the copyrights and contributions of other scientists but also build trust in the academic community. Therefore, avoiding cheating as well as upholding originality and integrity in scientific work is essential to ensure the responsible advancement of science.⁷

2.3 AI's contribution to critical thinking skills.

AI acts as a tool that enriches the student learning experience by providing relevant information quickly and in-depth. This technology can critically analyze data, present complex concepts visually and interactively, and expand students' horizons to improve critical thinking. Liu and Li (2020) state that AI can challenge students intellectually by offering unexpected solutions, encouraging evaluation from multiple perspectives. In case-based learning, AI can also analyze various possible outcomes and their impacts, so that students are more critical in considering solutions and their implications.⁸

⁵ Dian Kusuma Wardani, *Digital Ethics in the Era of Smart Technology*, (Bandung: Alfabeta, 2022), p. 67.

⁶ Khairil Anwar et al., "Management of Potential Data on Websites for Communicating Research in Education Issue," *International Journal of Engineering and Advanced Technology* 9, no. 1 (2019): 3119–22, <https://doi.org/10.35940/ijeat.F7899.109119>.

⁷ ari, N. P. "Maintaining Integrity and Originality in Writing Scientific Papers." *Journal of Research and Community Service*, vol. 8, no. 1, 2023, pp. 45-56.

⁸ Liu, Wei and Li, Zhang. "The Role of Artificial Intelligence in Improving Students' Critical Thinking Skills." *Journal of Educational and Learning Technology*, vol. 7, no. 2, 2020, pp. 88-97.

3. Method

3.1 Type and Scope of Research

The research on the influence of AI on the ethics of Ushuluddin students was qualitative, with data from scientific articles, online news, and observations selected based on the relevance of the research theme. The focus of this study is on how AI affects students' ethical awareness, especially in the overuse of AI, which has the potential to encourage plagiarism, technology dependence, and neglect of moral values and religious teachings. The data also includes student behavior, lecturer experiences, and cases of academic ethical deviations due to the use of AI. This research confirms that AI must be used as a tool, not as the main source, in order to maintain academic ethics and integrity.

3.2 Research Participants

Participants in this study are active students from the Faculty of Ushuluddin, Sultan Syarif Kasim State Islamic University, Riau. The students involved come from diverse social and economic backgrounds. The selection process of participants was carried out in a purposive manner, considering the extent to which they were involved in the use of AI technology in their daily academic activities. Participants were limited to students from four study programs, namely Aqidah and Islamic Philosophy, Qur'an and Tafsir, Hadith Science, and Religious Studies, which reflected the diversity of Islamic study approaches at the Faculty of Ushuluddin.

A total of thirty-five students were selected as respondents to fill out the survey in the form of a questionnaire. They come from various semesters, from semesters two to six, because at that level, students usually have experience in using academic support technology, including AI. Respondents were divided into groups of students who actively use AI, who use AI in a limited way, and who consciously reject the use of AI for ethical reasons or religious values. This selection aims to explore various perspectives related to the use of AI and its impact on the formation of academic ethics.

3.3 Research Instruments

The instrument used in this study was a closed questionnaire. This questionnaire was compiled to explore students' perceptions and attitudes towards the use of AI in academic contexts, especially related to ethical aspects. The questionnaire was compiled in the form of a 4-point Likert scale (always, often, sometimes, never), as well as a scale of approval (agree, disagree), which includes six main indicators:

- a. Ethical considerations in the use of AI
- b. Feelings of guilt when using AI without permission or excessively
- c. Ethical discussions with lecturers or friends
- d. Information verification efforts from AI
- e. Experience receiving ethical direction from lecturers regarding the use of AI
- f. Perception of the importance of ethical guidance in the use of AI technology

This questionnaire instrument has been tested in a limited way in preliminary studies to measure the clarity of questions and the reliability of respondents' answers. The instruments are designed to complement each other and provide a comprehensive overview of the influence of AI on the ethical awareness of Ushuluddin students.

3.4 Research Procedure

This research will be carried out in May 2025 and is located at the Faculty of Ushuluddin, Sultan Syarif Kasim State Islamic University, Riau. The research was carried out qualitatively with a descriptive approach, which aims to describe in depth the influence of the use of AI on student ethics in writing scientific papers. The procedural steps in the implementation of the research are as follows:

3.5 Determination of Informants

The informants in this study were active students from the Faculty of Ushuluddin who were purposively selected based on their level of involvement in the use of AI for academic purposes. The selection criteria include students from four study programs, namely Aqidah and Islamic Philosophy, Qur'an and Tafsir Science, Hadith Science, and Religious Studies, with a range of two to six semesters. A total of 35 students were involved as respondents. Data collection is carried out through the dissemination of questionnaires. The instrument contains closed-ended questions with a Likert scoring scale to measure students' ethical attitudes and behaviors in the use of AI.

3.6 Data Analysis

Data were analyzed using a qualitative approach with thematic analysis techniques. The analysis process begins with the grouping of data based on the main themes that emerge from the informants' narratives. The classification is carried out by considering the variation of students' experiences in utilizing AI, both in academic and non-academic contexts, as well as its influence on ethical behavior. The analysis was carried out in three stages. First, *data restatement*, which is the representation of data by referring to direct quotes from interviews, to show the subjective point of view of students. Second, data description, which is the process of identifying certain patterns that reflect the general tendency of students to respond to the use of AI from the perspective of Islamic ethics. Third, data interpretation, which is carried out by paying attention to scientific background, religious understanding, and socio-cultural influences that inform informant behavior. These three stages are the basis for the process of drawing final conclusions. The data obtained from the informant's narrative was compared triangulatively with secondary sources, such as online news and academic literature, to strengthen the validity of the findings.

4. Research Results

Based on a survey conducted on students in the Ushuluddin environment, data were obtained on the frequency and tendency of their attitudes towards the use of AI from various ethical perspectives. The following table presents the percentage of student responses to six key indicators related to the ethics of using AI.

Ethical Aspects of AI Use	Never	At time	Frequent	Always	Agree	Disagree
Ethical Considerations	0.0%	40.0%	25.0%	30.0%	0.0%	0.0%
Feeling guilty	10.0%	30.0%	40.0%	15.0%	0.0%	0.0%
Ethics Discussion	15.0%	40.0%	10.0%	0.0%	0.0%	0.0%
AI Information Verification	0.0%	45.0%	30.0%	20.0%	0.0%	0.0%
Have Received Instructions from Lecturers	20.0%	20.0%	35.0%	10.0%	0.0%	0.0%
Important Ethical Guidelines	0.0%	0.0%	0.0%	0.0%	80.0%	5.0%

5. Discussion

The development of AI technology has brought great changes in the world of higher education, including in the academic practice of Ushuluddin students. The results of the study show that although AI provides ease of access and processing information, its presence also poses a serious challenge to the dimension of academic ethics.⁹ This discussion elaborates on three main dimensions that are analyzed conceptually and empirically: (1) ethical awareness of the use of AI, (2) originality and academic integrity, and (3) impact on critical thinking skills.

5.1 Ethical Awareness in the Use of AI

Field findings show that the majority of students have not fully understood or considered the ethics of using AI in academic activities. Only a small percentage show an awareness that AI should be used wisely and limited as an aid, not a substitute for the process of thinking and writing independently. This raises a crucial question: to what extent has digital ethics education been embedded in the learning system at the Faculty of Ushuluddin?

The fact that 40% of college students do not have the habit of verifying the results of AI indicates a tendency to passively accept technological outputs. In fact, according to Dubber et al. (2020), the use of AI must be accompanied by moral responsibility, because AI is not just a technical tool, but an entity that can generate decisions (*outputs*) autonomously based on big data (*Big Data*) and complex algorithms. In this context, students as users must be able to position themselves as ethical subjects who still have control over the results of AI, not become objects that depend entirely on the system.¹⁰

⁹ Stephen P. Whelan, *Academic Integrity and the Challenges of AI: Ethical Considerations in Higher Education* (New York: Academic Press, 2023), 57.

¹⁰ Muhammad Iqbal, *Philosophy of Technology: An Ethical Study in the Digital Age*, (Yogyakarta: Pustaka Siswa, 2019), p. 112.

Furthermore, Ushuluddin's values, based on Islamic principles such as trust, honesty, and fairness, should be the moral foundation in the use of technology. Without the integration of these values into the curriculum and character building, the risk of academic ethical deviations due to AI will continue to increase.¹¹

5.2 Academic Originality and Integrity

The excessive use of AI without restrictions risks undermining the value of the originality of scientific works. In the academic context, integrity is the main pillar that ensures the validity of science. Works generated from AI without the process of understanding, reflection, and reinterpretation can be considered a form of disguised plagiarism. This is not just a technical issue, but concerns the essence of scientific honesty and intellectual responsibility.¹²

As stated in the literature, academic integrity does not simply avoid plagiarism, but includes the ability to construct arguments independently, cite sources honestly, and display scientifically accountable thought processes. However, surveys show that the majority of students do not have the habit of verifying or reviewing the results of AI work. This indicates an unwillingness to process independently, which ultimately undermines the authenticity of the work.

This condition shows the urgency of the role of lecturers in providing more intensive guidance on academic ethics. In addition, educational institutions need to formulate official guidelines on the use of AI in academic assignments so that there is no assessment bias between original results and machine-generated results.¹³

5.3 Impact on Critical Thinking Skills

One of the important findings in this study is that reliance on AI can have an impact on the decline of students' critical thinking skills. While AI presents information quickly and accurately, it is often not accompanied by an in-depth reflective process from the user.¹⁴

From the perspective of educational philosophy, the ability to think critically is the essence of the learning process, especially in the science of Ushuluddin, which requires reasoning, analysis of classical texts, and synthesis of theological and philosophical thoughts. When students prefer instant solutions from AI over structuring arguments analytically, the process of intellectual maturity will be hampered.¹⁵

As stated by Liu and Li (2020), AI should be used to challenge and stimulate students' reasoning, not replace it. But in reality, AI often tempts students to take shortcuts in completing assignments. This shows that without strong digital

¹¹Ahmad Fauzi, *Islamic Ethics in Information Technology: An Examination of the Value of Trust, Honesty, and Justice in the Digital World*, (Bandung: Alfabeta, 2020), p. 65.

¹² Luthfi Aziz, *Building Academic Integrity in Islamic Universities*, (Jakarta: Kencana, 2020), p. 75.

¹³Luthfi Aziz, *Building Academic Integrity in Islamic Universities*, (Jakarta: Kencana, 2020), p. 102.

¹⁴ Dwi Handayani, "The Impact of Smart Technology on Students' Thinking Ability," *Journal of Educational Technology* 7, no. 3 (2022): p. 102.

¹⁵ Muhammad Iqbal, *Philosophy of Technology: An Ethical Study in the Digital Age*, (Yogyakarta: Pustaka Siswa, 2019), p. 115.

literacy, students tend to become passive and consumptive users of technology, instead of being critical and reflective learners.¹⁶

5.4 Ethical and Educational Implications

From the results and discussion above, it appears that the use of AI is not only about technology, but also about character formation and ethical understanding. Ushuluddin students as prospective Muslim scholars are required not only to master tools, but also to internalize moral and spiritual values in each of their academic activities.

The implication is that ethical education can no longer be purely normative-theoretical. There is a need for curriculum reform that integrates digital technology with the study of Islamic ethics in an applicable and contextual manner. Students need to be guided to understand how principles such as *maslahah*, moral responsibility, and epistemic justice are applied in the face of technological challenges such as AI.¹⁷

6. Conclusion

Based on the results of this study, it can be concluded that the use of Artificial Intelligence (AI) among Ushuluddin UIN Suska Riau students has a significant influence on their academic ethics, especially in the aspects of honesty, originality, integrity, and critical thinking skills. The majority of students tend to use AI practically and instantly without adequate ethical awareness, so that it has the potential to cause degradation of academic values, such as increased risk of plagiarism, weak critical reasoning, and decreased moral responsibility for the authenticity of the scientific work produced.

These findings also show that there is still a lack of role for lecturers and institutions in providing an in-depth understanding of the ethics of using AI. Most students are not used to verifying data from AI or questioning the validity of the information generated by the technology. In fact, in the context of Ushuluddin's education, Islamic values such as honesty (*shidq*), responsibility (*trust*), and epistemic justice are essential to be internalized in every academic process, including the utilization of cutting-edge technologies such as AI.

In addition, this study also confirms that excessive reliance on AI can reduce students' critical thinking skills, which should be the foundation for the formation of analytical, reflective, and creative Muslim scholars. Therefore, it is necessary to integrate Islamic ethical values in campus digital literacy as well as the preparation of official guidelines that can be a reference for students and lecturers in utilizing AI proportionately, ethically, and responsibly.

However, this study has limitations because it only focuses on student perceptions without involving the perspective of lecturers or managers of educational institutions. Therefore, in the future, it is necessary to conduct more comprehensive research involving various campus elements to gain a complete understanding of the impact of AI in the academic world based on Ushuluddin values. With this step, it is hoped that the use of AI in the academic environment will

¹⁶ Putri Andayani, "Ethics of the Use of AI in the Preparation of Scientific Papers," *Journal of Islamic Ethics and Philosophy* 5, no. 2 (2023): p. 60.

¹⁷ Asep Saepudin Jahar, "Integration of Ethics and Technology in Islamic Higher Education," *Journal of Islamic Education* 8, no. 1 (2020): p. 21.

not only encourage technological advancement but also strengthen the moral and spiritual integrity of the academic community.

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