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Analysis of Artificial Intelligence Usage and Its Implications for the Academic Ethics of PAI Class of 2022 Students in Scientific Writing

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A B S T R A C T

The rapid advancement of information technology, particularly Artificial Intelligence (AI), has significantly influenced academic practices in higher education. However, studies specifically examining AI use and its academic ethics implications within Islamic Religious Education (PAI) students at Islamic higher education institutions remain limited. This study aims to analyze and describe two aspects: the forms of AI use by Islamic Religious Education (PAI) 2022 students at UIN Madura in academic writing, and the implication of AI use on their academic ethics. This research employed a qualitative descriptive approach, with data collected through structured and semi-structured interviews, participatory observation, and documentation. Data analysis was conducted through four stages. The findings reveal three forms of AI use: concept and framework generation, paraphrasing and grammar improvement, reference and citation searching. Regarding the implication on academic ethics, the dominant negative implication include a significant decline in originality, unverified references and citations, and reduced critical thinking ability and academic independence. Positive implication include time efficiency and improved digital literacy. A notable finding is that students are aware of plagiarism risks yet continue using AI excessively due to the absence of clear institutional regulations. Future research should focus on developing AI literacy programs and ethical policy frameworks for Islamic higher education institutions.

1. Introduction

Advances in information and communication technology in the era of the industrial revolution 4.0 have brought significant changes in various aspects of human life, including in the field of higher education. The world has entered the era of the digital economy, big data, robotics, which is known as disruptive innovation due to

unbridled globalization (Maghfiroh & Nurhayati, 2020). This transformation has prompted many institutions, including college institutions, to adapt to the rapid advancement of technology from one era to the next.

One of the most widely used technological innovations today is AI. AI is a computer system capable of performing tasks that normally require human intelligence, such as analyzing to make decisions and creating text automatically (Lubis, 2021). AI has been proven to be able to increase the effectiveness and efficiency of learning, research, and evaluation processes in an academic environment (Manalu et al., 2020). Various AI platforms such as ChatGPT, Perplexity AI, Gemini, Claude, Quillbolt, and Grammarly can be easily accessed by college students to help improve grammar, search for references, structure arguments and writing. Grammarly has been shown to have a positive and significant effect on student assignment independence, driven by easy access to information, real-time feedback, and personalized learning experiences(Pratama & Ekarini, 2025). Quillbolt is known to be able to assist students in paraphrasing, competency improvement, and academic writing coherence (Amara et al., 2025).

Students as a *digital native* generation have a strong tendency to use new technologies in their academic activities. In this case, students of the Islamic Religious Education Study Program (PAI) Class of 2022 UIN Madura are also not spared from this phenomenon. Based on pre-field observations conducted in May 2025, it has been found that PAI students have used various AI applications to support academic tasks, including scientific paper assignments. The use of AI technology can be said to be able to improve the writing process and improve grammar, but some students admit that they have become more dependent on AI. The findings were strengthened through pre-field interviews, where one of the students admitted to routinely using ChatGPT, Gemini AI. Claude AI, Blackbox AI, and Perplexity AI to complete a variety of lecture assignments.

The use of AI in scientific papers needs to be taken seriously. On the one hand, AI can be an alternative to time efficiency and automatic checks of tasks and scripts (Qomariyah & Fathorrozy, 2023). On the other hand, excessive reliance on using AI can hinder students' critical and creative thinking skills. Santana et al., (2025) found that most students do not use their critical thinking skills to research the answers provided by AI, which then leads to a decrease in the quality and originality of the scientific work produced.

Every scientific activity must adhere to academic ethics that uphold honesty, responsibility, originality, and respect for the scientific work of others. The principles of academic ethics include fairness, integrity, trust, generosity, and responsibility that must be consistently used in every academic process (Hafiza Sibarani & Albina, 2025). Adzan & Azhar, (2024), emphasizing that one of the main problems with the use of AI is morality. This technology must be used carefully so as not to damage academic integrity. AI that is not wise when used can allow plagiarism, data forgery, and student originality to occur.

This research is relevant because PAI students are prospective religious educators who should have high responsibility and morals. The Islamic values that have been taught emphasize honesty (*ash-Shiddiq*), responsibility, trust in all aspects of life, including in producing scientific works. It is important for students to have an understanding of academic ethics when using AI, such as knowledge of academic ethics and its violations, students' dependence on AI, and violations arising from using AI. As explained by Aziz et al., (2025) which confirms that 80% of students express ethical concerns related to plagiarism when using ChatGpt, as well as experiencing a decrease in the originality of their work. Meanwhile, Sari et al., (2025) states the philosophical framework of PAI as an adaptive ethical foundation in responding to the presence of AI in Islamic educational institutions.

Several previous studies have touched on this in a variety of perspectives (Adzan & Azhar, 2024), examined the use of AI in writing scientific papers in general and found that AI is used for ideation, skeletonization, data analysis, and grammar checking. Masrura, (2025) finding common forms of ethical violations caused by the use of AI include plagiarism from AI, over-dependence, theft of ideas, and copyright infringement, on the other hand lecturer prevention efforts include ethics education, guidance, the use of plagiarism detection tools, and academic sanctions. Rahman et al., (2025) that while AI offers advantages in grammar and neatness improvements, its weaknesses lie in the depth of analysis and the interconnectedness between ideas. The difference between this research and previous studies is that it has a specific focus, which is to examine the impact of the use of AI on the academic ethics of PAI students, taking into account the Islamic scientific background that is the foundation of this study program.

Based on the background and some of the research above, this study aims to analyze and describe two things. First, the form of use of AI by PAI students of the Class of 2022 in scientific papers. Second, the implications of the use of AI on the academic ethics of PAI students of the Class of 2022. The results of the research are expected to contribute to the development of academic policies that are responsive to the advancement of AI technology in order to improve academic integrity and scientific values within the scope of Islamic universities.

2. Methodology

This study uses a qualitative approach with a descriptive type of research. The qualitative approach was chosen because this study aims to deeply understand the phenomenon of the use of AI by PAI (Islamic Religious Education) students of the Class of 2022 and its implications for academic ethics in scientific papers. Qualitative research methods are used to investigate the state of an object in which the researcher acts as a key instrument (Sugiyono, 2016). Humayra & Albina, (2025) Explaining that the qualitative method is a research approach that aims to understand social phenomena from the perspective of participants by collecting descriptive data in the form of written and spoken words or language from the actors or objects observed. The research was conducted at the Islamic Religious Education Study Program (PAI) UIN Madura, which is located on Jl. Raya Panglegur Km. 4

Ceguk, Tlanakan District, Pamekasan Regency, East Java 69371. The subject of the study is PAI students of the Class of 2022 from class A to class E.

Instruments

Research instruments are scientific and systematic approaches used to assist researchers in collecting data according to the topic being researched (Jalinus et al., 2021). The main instrument in this study is the researcher himself as a *Human Instruments*. The researcher is part of the 2022 PAI Angaktan students, so they play the role of *participant observe* who directly observe the phenomenon of using AI in the scope of daily academic activities in the same circle. This position offers a contextual understanding of the phenomenon being researched. There are two things as supporting instruments: (1) interview guidelines for students and lecturers that include an understanding of academic ethics, the types and purposes of using AI, and its impact; and (2) definitive observation, namely observation of the phenomenon of using AI in the same academic environment.

Data Collection

Data collection is the process of collecting data or information that is relevant to the research problem (Hamali et al., 2023). Data collection in this study was carried out using three techniques: (1) interviews with students and lecturers using two types of interviews, namely structured interviews with a list of questions that have been made and semi-structured interviews that are flexible to change the order of interviews or ask additional questions based on respondents' answers; (2) observation, which is participatory observation that is carried out naturally during the time the researcher is in the same environment as the research subject; (3) Documentation in the form of analysis of students' scientific papers.

Data Analysis

Data analysis is a process of searching and systematically organizing data into categories, organizing into units, combining, searching and analyzing into patterns, determining what is important and to be studied, and making conclusions (Sugiyono, 2016). Data analysis in this study includes four stages: (1) data collection from interviews, observations, and documentation; (2) data reduction by focusing on the form of use of AI and the impact of the use of AI on students' academic ethics; (4) the presentation of data in the form of a descriptive narrative; and (4) drawing conclusions based on the findings obtained. The validity of the data in this study refers to triangulation of sources by comparing data from students and lecturers, as well as triangulation of techniques by comparing the results of interviews, observations, and documentation.

3. Results and Discussion

This research involves PAI students from classes A to E as the main informant by being selected purposively, plus lecturers from the PAI Study Program as

supporting informants. Data collection was carried out through interviews, participatory observations, and documentation. First, interviews are conducted in person and via text message. Second, observation is carried out participatory in class D, because the researcher is part of class D. Observation is focused on class D by observing: (a) the type of AI application used by students in compiling scientific papers; (b) how AI is used, whether as a tool or as a substitute for the process of independent thinking; and (c) the application of academic ethics such as honesty and originality of the work. Third, documentation is collected from document analysis. The findings are organized into two main focuses: (1) the form of use of AI by PAI students of the Class of 2022 in the preparation of scientific papers, and (2) the implications of the use of AI on student academic ethics, which includes aspects of honesty, originality, responsibility, independent thinking, and ethical understanding. A list of the main questions used in the interview is presented in Table 1 below.

Table 1. List of Research Interview Key Questions

No.	Informants	Main questions
1.	PAI Students Class of 2022	What do you understand about academic ethics in writing scientific papers? What AI applications are used? What are you using AI for? Does the use of AI affect students' honesty, originality, and academic responsibility? What steps are you taking to keep the use of AI in line with academic ethics?
2.	Lecturer and Head of PAI Study Program	What is your view on the use of AI by students in writing scientific papers? Based on your experience, in what parts of scientific writing do students most often use AI? What are your suggestions for students to use AI wisely and still maintain academic ethics?

Forms of Using Artificial Intelligence in Scientific Papers

The results of the study show that the use of AI by PAI students of the Class of 2022 UIN Madura in scientific papers is massive and diverse. There are three identified forms of AI use, as presented in the following table 2.

Table 2. The Form of Use of AI by PAI Students Class of 2022 in Scientific Papers

Forms of AI Use	Description
Creation of concepts and writing frameworks	AI is used to create automatic writing and error frameworks, then copy them directly without first being revised or reviewed
Prephrasing and grammar correction	AI is used to paraphrase sentences, improve vocabulary, and improve grammar to make writing look neater and more academic.
Reference search and citation	College students use AI to search for references, but most do not verify the accuracy of the sources generated by AI.

The three forms of AI use can be explained in more detail as follows. First, the creation of a concept and writing framework. Students enter the requested topic or title into an AI platform such as ChatGPT, Claude AI or Gemini AI, then ask the AI to automatically generate problem formulations, chapter outlines, and discussion points. The results obtained are then copied directly into word without being analyzed or reviewed independently. Patterns like this are often found in the introduction and discussion, which is precisely this part that demands the most critical thinking skills of students.

Second, paraphrasing and grammar improvement. Students copy sentences or paragraphs from various sources into AI platforms such as ChatGPT and Quillbolt, then ask AI to paraphrase and correct grammar to make writing look neater and more academic. This is generally used to avoid plagiarism detection, not to deepen understanding of the content of the article. As a result, the resulting writing does look more neatly arranged, but it loses the depth of analysis and the characteristics of the author's thought. Third, search for references and citations. Students use AI platforms such as ChatGPT, Perplexity AI and Blackbox AI to search for references by typing in research topics and having AI present relevant bibliographies. However, students do not verify the accuracy and relevance of the suggested results, whether they are correct or not. Students immediately use and copy it. This has the potential to result in inaccurate citations or even references that don't actually exist, which directly violates the principle of academic responsibility.

Each AI platform used by students has a different function. ChatGPT functions to create a writing framework, structure paragraphs, improve grammar, and generate writing content automatically. Perplexity AI functions to find references and scientific sources along with their citations. Gemini AI functions to create writing concepts, translate text and develop initial ideas. Blackbox AI functions to look for additional references and understand journal text in a concise manner. And Claude AI functions to compose paragraphs, improve sentences, and help explain difficult concepts.

The most frequent form of using AI is the automatic creation of concepts and writing frameworks. Based on the results of interviews with PAI Class of 2022 students, it shows that all informants use AI in working on scientific papers. The most dominant platform used is ChatGPT, followed by various other AI platforms. Most students admitted that they often to use AI very often, especially in deadline situations and when it is difficult to string together ideas. This pattern suggests that time pressure can be a factor that pushes students beyond the ethical boundaries of using AI. Some students firmly admitted to using AI results without an analysis process first. This was expressed directly by Mr. Abd. Mannan, as the head of the PAI study program, is as follows:

> *"Actually, it can be seen if students use AI or not. For example, the word 'other than that' is a repetitive word, and it can be seen that it is AI, and AI is rigid language, while students have their own characteristics per person. So it is impossible for every student to have the same grammar. It was very visible."* (Interview, March 9, 2026)

The above statement confirms that the full use of AI in scientific papers cannot be justified. Basically it is not prohibited, it is even considered necessary. However, its use is the problem, where the student's understanding of the limits and ethics of its use. From the observation results, the most obvious use of AI is the discontinuity between paragraphs and the level of perfection of the writing that is not comparable to the ability of the students themselves. This is an important finding, students not only use AI in certain parts, but also in important parts such as problem formulation and discussion that actually require high analytical skills. Mr. Suwantoro added:

> "*I think for example, in terms of authorship, for example, almost all papers are the same, one paper is all AI. Usually it does not connect between paragraphs and paragraph one, with what is discussed and what the title is sometimes not connected. Or it could be that at the student level, the discussion is very perfect, this is a very clear indicator that the use of AI is very clear."* (Interview, January 26, 2026)

In the introduction. discussions and literature that use AI the most, while the abstract and conclusion sections are still relatively done by students themselves. The main motivation for students to use AI is efficiency and ease of completing tasks. Especially for students who already understand what material will be discussed, but it is difficult to string together sentences. Most students use AI in doing assignments, especially when approaching deadlines, making AI not just a tool but a lifesaver at the end of collection. AI has become a time-efficient alternative as well as an automatic checker of assignments and manuscripts, which makes it highly desirable among college students (Bukhori et al., 2024; Qomariyah & Fathorrozy, 2023). From the student side, Shinta, a PAI student of the class of 2022, revealed that the use of AI has become commonplace, even some lecturers recommend it as a tool. It uses AI primarily to create a framework for the preparation of scientific papers and paraphrasing purposes:

> *"AI can actually be used, and there are even some lecturers who propose to use AI as a tool in writing. To create a framework for compiling scientific deaf works, also to paraphrase."* (Interview, January 21, 2026)

The observational findings show that the use of AI is different in each individual student. The pattern seen by the majority of students in doing academic assignments comes from AI. This is relevant to (Salsabila & Sohidin, 2024) which states that students' understanding of academic ethics in the use of AI includes, students' knowledge of academic ethics and its violations, students' dependence on AI in terms of academic ethics, and violations of the use of AI in academic ethics. However, this study found a more worrying pattern, namely that PAI students of the Class of 2022 do not just use AI as a tool, but make AI the main source as well as the final result of their papers. Different from the findings Adzan & Azhar, (2024) where AI is positioned as a support for the thought process, in this study the results of AI are copied directly without being analyzed, so that the resulting work does not reflect the author's thinking ability. This shows that the form of use of AI by PAI students of the 2022 batch is not just a problem of using technology, but a

more fundamental problem related to the understanding of academic ethics. When AI is used as a shortcut, not as a thinking tool, the main function of scientific writing as a medium for developing students' analytical and thinking skills is lost.

This is also in line with (Masrura, 2025) who found that the most common forms of ethical infringement that occur as a result of the use of AI include plagiarism from AI, over-dependence, idea theft, and copyright infringement. This condition is similar to this study, where PAI students of the 2022 class understand the risk of plagiarism but continue to use AI excessively due to the absence of clear written rules from the institution. This suggests that academic ethics in the use of AI requires a more systematic approach, not only at the individual student level but also at the institutional level.

Implications of the Use of Artificial Intelligence on Academic Ethics

The massive use of AI used by PAI students of the Class of 2022 has significant consequences for academic ethics. The resulting implications consist of two different sides, positive and negative. Based on five aspects of academic ethics, namely honesty, responsibility, ethical understanding, originality of work, and independence of thinking. From the overall interview, it was admitted that the use of AI had an effect on their academic ethics, although the degree and manner of its influence varied. Table 3 follows the findings of the implications of its use.

Table 3. Implications of the Use of AI on the Academic Ethics of PAI Students Class of 2022

Aspects of Academic Ethics	Positive Implications	Negative Implications
Honesty	Some students use AI only as an aid. The results obtained from AI are reviewed and combined with the results of their own thinking.	More than 80% of written works are the result of AI that is not reviewed
Responsibilities	Students are able to complete assignments on time; AI is used as a tool	References and citations obtained from AI are not verified for authenticity; tasks are done carelessly because they rely too much on AI
Understanding Ethics	Students have a basic awareness of the risks of plagiarism; there are also students who study and verify the results of AI before using it	Students continue to use AI massively, even though they know the risks; there are no written rules on campus in the use of AI, which exacerbates this condition.
Originality of the Work	AI is used to help design initial ideas that are then independently developed by students.	The majority of students use AI results without reviewing or adding personal results; The originality of the work has decreased drastically
Independence of Thinking	Students consciously use AI as an aid, not a substitute for thinking.	Students tend to be lazy to think critically and analyze independently because they feel they can be done by AI.

Positive Implications

The positive implications of the use of AI also need to be considered and acknowledged, although the negatives are more dominant. First, AI can help students in terms of time efficiency. With AI, students are able to complete academic tasks in a shorter time. Interestingly, this time efficiency does not automatically mean a decrease in quality. Students who use AI as a starting point, then develop and study the results independently, are actually able to produce more structured work than before they knew AI. This suggests that the positive or negative implications of AI largely depend on the usage patterns and awareness of students, rather than solely on the technology. That way, it can be said that AI is neutral, which determines the quality of the results is how students position it in their thinking process. Second, for students who are critical in using AI, they can use AI as a starting foothold that helps in starting the writing process which can then be developed independently. As admitted by some informants who stated that AI helps them get started in the writing process without completely replacing their thinking.

Third, AI can encourage students to develop their digital literacy. With many AI platforms, it can help students understand how technology works, such as collecting relevant information. Technological advances are inevitable and cannot close their eyes to the importance of applying technology to improve the quality of teaching (Zulkarnayan & Thoha, 2021). This is relevant to Magvira et al., (2025) which proves that the use of AI-based media significantly enhances students' critical thinking skills, demonstrating the positive potential of AI. The ability of students to use AI wisely is part of the adaptation of the progress of the industrial revolution era 4.0. Fourth, students are also aware of using AI only as a complementary tool, not as a substitute for thinking or top priorities. This positive thing was also confirmed through interviews. From the lecturer's side, Mr. Suwantoto stated that the use of AI is basically reasonable and even necessary, as long as it is accompanied by a correct understanding of the ethics of its use:

> *"The use of AI is natural and even mandatory as part of the progress of the current digital era. But more important than that it needs to be underlined is an understanding of the use of AI itself, which is needed in order to reduce errors in the use of AI so that it does not violate ethics."* (Interview, January 26, 2026)

A similar view was conveyed by Abd. Mannan as the Head of the PAI Study Program, who emphasized that AI can function as a student assistant as long as its use still pays attention to ethics:

> "*There are negative impacts and positive impacts. The positive impact can help students like assistants. But in its use, students also need to pay attention to its ethics.* (Interview, March 9, 2026)

From the student side, Siti Mudhawwamatul, a PAI student of the class of 2022, uses AI as a facilitator in the writing process, not as a tool to produce the desired writing directly.

> *"I personally use AI myself as a friend when writing scientific papers. I asked AI something that I was confused about the scientific paper I was writing and asked for advice on what it should look like. So my scientific work is 100% of mine, but I ask the AI again whether it is in accordance with the provisions or not."* (Interview, January 21, 2026)

Through interviews, it was also confirmed, where most of the informants stated that AI helps speed up the writing process and provide an initial overview which facilitates the development of further ideas. Based on the observation results, it was found that a small percentage of students who use AI show a different pattern than the majority of students. Students in this particular group first develop their own frame of mind. Then use AI to verify or tidy up the writing. Observations also found that students who are critical of AI results, such as studying and verifying information obtained before use, produce more structured and original works. Also, in courses that require AI checks on the collected assignments, students are proven to be more thorough and independent in doing their assignments. This shows that the rules and awareness of the proper use of AI can drive real positive impacts.

Overall, the positive implications of using AI are highly dependent on students' academic awareness in positioning AI. In fact, AI is neutral, it does not directly improve and decrease academic quality. What determines it is how students use it, whether as a thinking tool that is part of the process, or as a substitute for thinking that cuts the process. This shows that the positive implications of AI can only be achieved if students have a strong understanding of academic ethics, critical thinking skills that are not entirely dependent on the technology used, and an awareness that the responsibility for scientific work created lies entirely in the hands of the author, not the AI.

Negative Implications

The negative implications of the use of AI on students' academic ethics are much more dominant. This negative implication is most striking in the honesty and originality aspects of the work. Interview data shows that more than 80% of students' writing is the result of AI that is not reviewed, even in some assignments it reaches 95-100%. All informants in the interview admitted that the use of AI has an effect on the honesty and originality of their work. Honest character teaches a person to be responsible for the trust and work given to them (Nasywa Nur Zhafira et al., 2024). This is worrying, in line with the statement from Abd. Mannan as the head of the PAI study program, as follows.

> *"The results like the paper can be said to be 80% AI, 20% human. Some are even 95% AI. That is why the students' honesty needs to be carefully examined. plagiarism from AI results is not re-examined."* (Interview, March 9, 2026)

From the student side, a similar recognition was conveyed by Yuniar Puspita Ayuningtyas, a student of the class of 2022, who honestly revealed the implications of using AI on his academic ability and honesty:

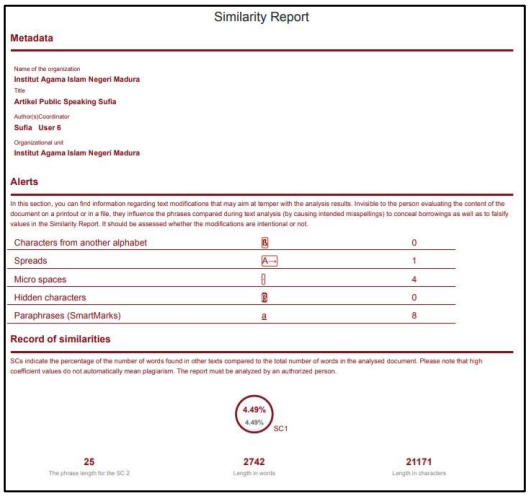
> *"I myself feel that I am so close to AI that I can sometimes be called dongo because I am lazy to read. I've used AI results directly in deadline situations."* (Interview, January 28, 2026)

This condition reflects a shift in the way students understand the function of scientific writing itself. Written works are no longer treated as a space to train and prove thinking skills, but simply a product that must be handed over to lecturers. As a result, the process that is the most valuable in scientific writing, namely collecting data, building arguments, and drawing one's own conclusions, does not happen at all. This study found that PAI students of the Class of 2022 do not only use AI as an auxiliary tool, but have made it the main source as well as the final result of the paper, a pattern that fundamentally contradicts the purpose of academic education.

In terms of originality, students very rarely include personal analysis in the written work they make. In one sub-discussion, only one paragraph is the result of one's own thoughts. This condition is also confirmed by the results of observations where most of the works produced still use AI output in its entirety, unless the lecturer requires a percentage check, then the students actually do it themselves. Rahman et al., (2025) argues that while AI offers ease in improving language structure and neatness, its weaknesses lie in the depth of analysis, the authenticity of ideas, and the interconnectedness between intact ideas. This shows that the use of AI in the writing process does not significantly improve the quality of writing.

This is strengthened by the results of checking the similarity report on two papers of PAI students of the Class of 2022 in the public speaking course which showed significant differences. Sufia's work shows a similarity rate of 4.49% (Figure 1), indicating high originality and wise use of AI. On the other hand, Zainor Rahman's work showed a similarity rate of 96.84% (Figure 2), which indicates the low originality of the work. Interestingly, in Zainor Rahman's report, there are 10 Paraphrases (SmartMarks) indicators, which show that there are attempts to paraphrase using AI to disguise similarities, but the level of similarity is still very high. This distinction underscores that the implications of the use of AI on the originality of works depend heavily on how students use them.

In terms of academic responsibility, even if students collect assignments on time, the resulting quality does not reflect full responsibility. Observations show that students mostly work on assignments close to deadlines, so there is no time to double-check the results of AI. The references and citations used are not verified, so the references used are irrelevant and inaccurate. This study found that AI as a tool of efficiency is pseudo-because the quality of work does not reflect true academic responsibility.


Similarity Report

Metadata

Name of the organization
Institut Agama Islam Negeri Madura
Title
Artikel Public Speaking Sufia
Author(s)Coordinator
Sufia User 6
Organizational unit
Institut Agama Islam Negeri Madura

Alerts

In this section, you can find information regarding text modifications that may aim at temper with the analysis results. Invisible to the person evaluating the content of the document on a printout or in a file, they influence the phrases compared during text analysis (by causing intended misspellings) to conceal borrowings as well as to falsify values in the Similarity Report. It should be assessed whether the modifications are intentional or not.

Characters from another alphabet	R	0
Spreads	A→	1
Micro spaces	!	4
Hidden characters	2	0
Paraphrases (SmartMarks)	a	8

Record of similarities

SCs indicate the percentage of the number of words found in other texts compared to the total number of words in the analysed document. Please note that high coefficient values do not automatically mean plagiarism. The report must be analyzed by an authorized person.

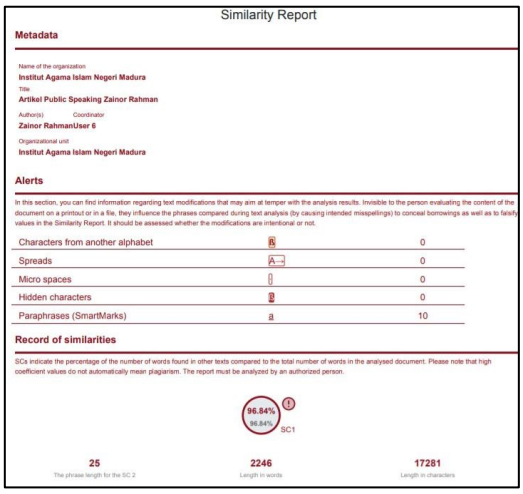
4.49%
4.49%
SC1

25
The phrase length for the SC 2

2742
Length in words

21171
Length in characters

Figure 1. Similarity Report Results of Sufia Articles (4.49%)


Similarity Report

Metadata

Name of the organization
Institut Agama Islam Negeri Madura
Title
Artikel Public Speaking Zainor Rahman
Author(s) Coordinator
Zainor RahmanUser 6
Organizational unit
Institut Agama Islam Negeri Madura

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Characters from another alphabet	R	0
Spreads	A→	0
Micro spaces	!	0
Hidden characters	2	0
Paraphrases (SmartMarks)	a	10

Record of similarities

SCs indicate the percentage of the number of words found in other texts compared to the total number of words in the analysed document. Please note that high coefficient values do not automatically mean plagiarism. The report must be analyzed by an authorized person.

96.84%
96.84%
SC1

25
The phrase length for the SC 2

2246
Length in words

17281
Length in characters

Figure 2. Similarity Report Results of Zainor Rahman Article (96.84%

From an interview with lecturer Mr. Elman Duro as a lecturer of the PAI study program, he revealed:

> *"Citations like ChatGPT are no longer seen as true or not, they are directly copied. But there are also many students who really research or study the results of AI, including citations."* (Interview, February 14, 2026)

The most worrying thing about the study's findings is not how much AI is being used, but rather the fact that college students are overusing it even though they know the risks. PAI students of the Class of 2022 actually have awareness about the risk of plagiarism from AI, but that awareness does not result in any behavioral changes at all. In line with what is explained (Luthfiah & Dahlan, 2024). Although students are aware of the risk of plagiarism from the use of AI, this awareness has not encouraged a change in responsible student behavior. It's not a matter of ignorance, but it's a matter of not having a compelling enough reason to change. As long as there are no written rules, no percentage limits, and no real consequences, students will continue to choose the most efficient path even if it is contrary to ethical principles. This is in line with Suwantoro et al., (2025)that the use of AI can lead to various violations of academic ethics, one of which is plagiarism. This condition shows that the ethical issue of AI in Islamic universities is not solely a moral issue of individuals, but also the failure of the institutional system to provide clear and unambiguous normative guidance.

The lack of AI literacy makes students use technology without understanding ethical boundaries (Nurhaswinda et al., 2025). This is in line with Haris et al., (2024) which states that low AI literacy has a direct impact on students' academic ethics. However, the study found something different: the problem is not just literacy, but the absence of written institutional rules that creates a gray zone where ethical violations have no clear consequences. This condition warns that one of the

main problems with the use of AI is morality (Adzan & Azhar, 2024). In order not to damage academic integrity, the use of AI must be carefully considered and responsibly. With the lack of clear rules at the institution, it is a gap that can be used by students, so that ethical violations will continue to recur without any clear consequences.

The long-term thing that is worrying is the decline in students' critical thinking skills and hindering their ability to put forward their own ideas or ideas (Devy, F. A. dan Utomo, 2021). Observations show that students tend to be unable to collect, analyze, and process information independently. This is in line with what is explained by Santana et al., (2025) students' tendency to develop their own arguments is less when using AI. As a result, students' creative and critical thinking skills are lower. This is also supported by the statement from the lecturer, as follows.

> *"Another impact is the laziness and independence of students in critical thinking, because they no longer want to think, because it has been presented. It's a lazy person who wants to think, who wants to summarize. Just use AI and don't use it. That's why it again depends on the extent to which the use of AI is used properly."* (Interview, January 26, 2026)

Mulyadi et al., (2023) Reminding that the use of technology-based media must be balanced with in-depth knowledge so that it is not misused, the use of technology-based media must still control learning activities directly as an effort to anticipate the negative influence of technology. For PAI students, this condition has a far-reaching impact than just academic grades. As prospective religious educators, they will be required to be able to analyze the problems of the people, produce contextual thinking, and provide responsible guidance. If critical thinking skills are not trained since their education because they are always replaced by AI, then these basic competencies will not be formed, and the impact will not only be felt by the students themselves, but also by the students they will mentor. Islamic values that emphasize honesty (*ash-shiddiq*), responsibility, and trust should be the foundation that encourages PAI students to be more critical and responsible in using technology, including AI, in academic activities.

Overall, this study emphasizes that the use of AI in scientific papers by PAI students needs to be handled involving three parties, namely students, lecturers, and institutions. Students need to be equipped with adequate AI literacy and understanding, lecturers need to develop adaptive evaluation methods, and institutions need to immediately formulate clear written rules about the limits and ethics of using AI. Therefore, without these three efforts being carried out simultaneously, violations of academic ethics due to the use of AI will continue to be repeated.

4. Conclusion

Three forms of use of AI in PAI students of the Class of 2022 in scientific writing, including the creation of writing concepts and frameworks, paraphrasing and grammar improvement, as well as reference search and citations. The most common form of AI use is the creation of concepts and writing frameworks through platforms such as ChatGPT, Perplexity AI, Gemini AI, Blackbox AI, and Claude AI. The findings in this research are that the use of AI by students is not only a tool, but has become the main source as well as the final result of the paper. The AI results were not reviewed. This pattern is most noticeable in the introduction, discussion, and literature sections, while the abstract and conclusion sections are still relatively independent.

The implications of the use of AI on scientific papers on students consist of positive and negative impacts. Positive implications include helping students save time, as a starting point for writing, encouraging digital literacy understanding and being used as a tool. While the negatives are more dominant, namely in honesty and originality. Most of them are the result of AI without being critically examined, unverified reference sources, and students who show a decline in critical and independent thinking skills. The risk of plagiarism is actually realized by students, but due to the absence of written rules regarding the use of AI, students still use it excessively. Based on this, the institution, in this case UIN Madura, needs to immediately prepare clear written regulations regarding the limits and ethics of use in scientific papers. Further research is recommended to examine the effectiveness of AI literacy programs and the development of an ethical policy framework for the use of AI based on Islamic values in Islamic universities.

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