STUDENTS' ACADEMIC INTEGRITY INDEX IN USING GENERATIVE ARTIFICIAL INTELLIGENT AMONG ISLAMIC EDUCATION MAJOR STUDENTS IN ISLAMIC HIGHER EDUCATION

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Abstract

This study examines the academic integrity of Islamic education students in their utilization of generative artificial intelligence (GenAI) techniques. Data were gathered from 385 students utilizing a survey study methodology at three Islamic higher education institutions in Riau Province, Indonesia: Islamic University of Riau, Al-Kifayah Riau Islamic College, and Diniyyah Riau Islamic Institute. These institutions serve as pivotal centers for the amalgamation of Islamic beliefs with modern academic procedures. Data were collected utilizing a standardized questionnaire derived from the Jisc Digital Capability Framework, concentrating on students' ethical awareness, plagiarism, citation practices, and responsible AI utilization. An incidental sampling method was utilized, and the survey was conducted using Google Forms. The results indicate a diverse comprehension of the facets of academic honesty. Students exhibited elevated levels of comprehension of academic ethics (40% high) and Islamic values (50% medium). Nevertheless, diminished levels were noted in domains such as plagiarism (45% deficient), adherence to regulations (40% deficient), and prudent AI utilization (35% deficient), signifying deficiencies in ethical digital literacy. These findings underscore the necessity for educational approaches that amalgamate AI knowledge with Islamic ethical principles. Enhancing academic integrity necessitates specific policies and instruction in digital ethics to guarantee that AI facilitates learning instead of compromising academic honesty.

Keywords: *Academic Integrity, Generative Artificial Intelligence, Islamic Education, Higher Education, Students*.

Abstrak

Penelitian ini bertujuan untuk mengevaluasi integritas akademik mahasiswa pendidikan Islam dalam penggunaan alat kecerdasan buatan generatif (GenAI). Menggunakan pendekatan deskriptif kuantitatif, data dikumpulkan dari 385 mahasiswa di tiga perguruan tinggi Islam di Provinsi Riau, yaitu Universitas Islam Riau, STAI Al-Kifayah Riau, dan Institut Islam Diniyyah Riau. Ketiga institusi ini merupakan pusat penting pendidikan tinggi Islam yang menggabungkan nilai-nilai keislaman dengan perkembangan akademik kontemporer. Pengumpulan data dilakukan melalui kuesioner terstruktur berbasis kerangka Jisc Digital Capability Framework, yang mencakup indikator etika

penggunaan AI, kesadaran terhadap plagiarisme, teknik sitasi yang benar, dan tanggung jawab pribadi dalam penggunaan teknologi. Teknik pengambilan sampel yang digunakan adalah incidental sampling, dengan distribusi kuesioner secara daring melalui Google Forms. Hasil penelitian menunjukkan variasi tingkat integritas akademik mahasiswa. Pemahaman terhadap etika akademik (40% tinggi) dan nilai-nilai Islam (50% sedang) tergolong baik. Namun, pada aspek plagiarisme (45% rendah), kepatuhan terhadap aturan (40% rendah), dan penggunaan AI secara bijak (35% rendah) masih tergolong lemah. Temuan ini menegaskan perlunya strategi pendidikan yang mengintegrasikan literasi digital etis dengan nilai-nilai keislaman untuk mendorong penggunaan AI yang bertanggung jawab dan menjaga kejujuran akademik.

Kata kunci: Integritas Akademik, Kecerdasan Buatan Generatif, Pendidikan Islam, Pendidikan Tinggi, Siswa.

Introduction

The use of Generative Artificial Intelligence (GenAI) in educational environments has ignited much discourse concerning its influence on academic integrity. Although systems like ChatGPT have numerous advantages for improving learning and student engagement, their utilization also prompts concerns over academic integrity and the genuineness of student submissions. The Academic Integrity Index denotes the degree to which students uphold ethical principles in the utilization of GenAI tools. This measure is affected by various aspects, including as student motivation, educational setting, and policies governing GenAI utilization. Studies demonstrate that students utilizing GenAI generally achieve poorer evaluation scores than non-users, with an average reduction of 6.71 points out of 100. This indicates that dependence on GenAI could impede learning, especially for pupils with significant learning capacity (Wecks et al., 2024). The author sees this finding as a warning that excessive use of genai, without active involvement in the learning process, can inhibit the mastery of concepts in depth and has the potential to reduce the critical thinking skills of students. Research revealed that 23.8% of assessments done with GenAI received passing grades from academic personnel, underscoring GenAI's potential to disrupt conventional assessment procedures (Duane 2024). According to the author, this shows the need for adjustments in the assessment method in order to be able to distinguish the original work of students from AI output, so that the quality of the evaluation is maintained.

A survey of computing students indicated that, although many invest in GenAI tools, they primarily utilize them to comprehend intricate terminology rather

than to produce code, reflecting a commitment to academic honesty (Lyons et al.,l 2024). In Saudi Arabia, pupils often utilize GenAI for elucidating concepts and creating thoughts, nevertheless they voice apprehensions about plagiarism and diminished autonomy in their studying (Almassaad et al, 2024). The author considers that the use of genai as a tool to understand concepts, not as a substitute for creative or thinking processes, can be a positive practice as long as students continue to maintain the authenticity of their work and learning autonomy.

Ethical considerations and policy ramifications are paramount in this discourse. A dual perspective exists, with certain students recognizing GenAI's capacity to improve learning, while others express concerns that its misuse may compromise ethical standards (Barrientos et al. 2024). Therefore, formulating ethical norms and explicit policies is crucial to reconcile the advantages of GenAI with the imperative of maintaining academic integrity. This encompasses instructing students on the responsible utilization of AI and employing frameworks like the AI Assessment Scale to successfully incorporate GenAI into educational evaluations (Furze et al. 2024). The author views that clear policies and structured ethical guidelines are the key to balance the positive potential of genai with the risk of violations of academic integrity, so that technology can be used productively and responsibly in the educational environment.

Notwithstanding persistent apprehensions regarding academic integrity, several researchers contend that GenAI, when utilized judiciously, might really foster academic honesty by enhancing digital literacy and facilitating genuine knowledge production. This viewpoint posits that GenAI can be ethically incorporated into education to enhance intrinsic motivation and facilitate voluntary behavioral change in students (Tan and Maravilla 2024). Consequently, the primary task is to formulate effective policies and educational methods that optimize the advantages of GenAI while mitigating its hazards(Anon 2024). Accomplishing this necessitates a sophisticated comprehension of students' utilization of GenAI, their motivations, and a robust dedication to promoting ethical values in the digital era.

Despite the growing utilization of generative AI technologies by Islamic Education students in Riau, there exists a significant deficiency in ethical awareness and academic accountability in their usage (Ramasamy 2024). Students frequently utilize AI-generated content indiscriminately, presenting it as their original work without

acknowledgment or validation. This misuse engenders significant apprehensions regarding academic dishonesty, encompassing plagiarism, intellectual negligence, and the deterioration of autonomous critical thinking(Gosling, Ybarra, and Angulo 2024). Moreover, it underscores a disjunction between students' academic conduct and the moral-ethical principles prioritized in Islamic education. This paper addresses the fundamental issue of academic integrity among Islamic Education students, highlighted by their frequent, uncritical, and undeclared use on generative AI tools.

Despite the growing scholarly discourse on AI ethics and academic integrity (Koren and Anders 2024) , there is a paucity of empirical research examining students' perceptions and utilization of generative AI within religious education contexts(Alier at al, 2024). Even fewer have examined this issue within the framework of Islamic higher education in Southeast Asia, specifically in Indonesia. Most current research has investigated AI's influence on academic dishonesty in general, neglecting the intricacies of religious and moral beliefs that inform students' perceptions of integrity within educational contexts. This study aims to address the gap by examining the behaviors, perspectives, and ethical awareness of Islamic Education major students in Riau concerning their utilization of generative AI in academic endeavors.

These issues are particularly salient in religiously affiliated academic environments, such as Islamic higher education institutions, where students are required to uphold both academic integrity and spiritual and moral rectitude(Mahmud 2024). There is an increasing trend among students in Islamic Education programs to utilize generative AI technologies for academic assignments(Alier et al. 2024). This practice is frequently uncritical and ethically questionable: numerous students replicate AI-generated content without appropriate attribution, fail to conduct critical evaluations, and possess minimal awareness of institutional or ethical standards(Almassaad et al. 2024). This conduct not only breaches academic integrity norms but also contravenes fundamental Islamic values such as amanah (trustworthiness) and sidq (truthfulness), which are essential to the quest for knowledge in Islamic education.

This study seeks to evaluate and analyze the Academic Integrity Index of Islamic Education students in Riau in relation to their utilization of generative AI techniques. This study aims to investigate the students' comprehension of ethical limits regarding AI usage for academic purposes, their integrity in disclosing AI-generated content, their

accountability in evaluating AI outputs prior to submission, and their compliance with institutional academic regulations and Islamic ethical principles. The findings will offer an evidence-based viewpoint on student engagement with developing technologies in an ethically and academically appropriate way.

This research provides a unique contribution by integrating the fields of AI ethics and academic integrity in Islamic educational environment. This study is one of the initial empirical investigations to measure students' ethical conduct and academic accountability regarding AI utilization in the field of Islamic Education in Indonesia. Additionally, it presents the notion of an Academic Integrity Index specifically designed for the framework of generative AI and Islamic ethics. This study's results are anticipated to guide institutional policy-making, enhance curriculum creation in Islamic higher education, and offer insights for educators on fostering ethical technology usage among students. As generative AI increasingly influences the future of education, comprehending its effect on student integrity particularly in value-oriented fields has become critically crucial.

Research Method

This research utilized a descriptive quantitative approach to examine the degree of academic integrity among Islamic education majors in their utilization of generative artificial intelligence (GenAI) tools. The study was performed at three private Islamic higher education schools in Riau Province, Indonesia: the Islamic University of Riau, Al-Kifayah Riau Islamic College, and the Diniyyah Riau Islamic Institute. These universities serve as significant hubs for Islamic higher education in the region, emphasizing both religious and contemporary academic fields. The principal data gathering method employed was a structured questionnaire, crafted to assess students' academic integrity behaviors specifically regarding their engagement with GenAI products. The instrument was modified based on the Jisc Digital Capability Framework to guarantee conformity with current digital ethics and literacy standards. It encompassed several indicators pertaining to integrity, awareness of plagiarism, appropriate citation methods, and the ethical utilization of AI in academic endeavors.

An incidental sampling strategy was employed to identify participants for the study. This non-probability sampling technique enabled the researchers to collect data

from students who were accessible and eager to participate during the data collection phase. A total of 385 participants completed the online survey, which was disseminated via Google Forms. The survey responses were quantitatively evaluated to create an index of academic integrity, offering insights into the ethical conduct of Islamic education students when utilizing generative AI in academic contexts. The research sought to encompass a wide perspective by incorporating students from various academic years and backgrounds within Islamic education disciplines.

Table 1. Reliability validity test results

Indicator	Correlation Sig. (2-tailed)	Result	Cronbach Alpha	Composite Reliability
1. Understanding of Academic Ethics	0.811***	Accepted	0.842	0.856
Knowing the ethical boundaries of using AI in academic tasks.	0.764***	Accepted		
Realizing that using AI without acknowledgment is an ethical violation.	0.792***	Accepted		
Understanding that AI is not a substitute for personal academic responsibility.	0.749***	Accepted		
Recognizing the types of assignments where AI use is not allowed.	0.701***	Accepted		
Knowing the difference between academic collaboration and the use of technology.	0.788***	Accepted		
2. Academic Honesty	0.779***	Accepted	0.827	0.841
Acknowledging the role of AI as part of the scientific writing process.	0.736***	Accepted		
Not claiming AI-generated work as one's own.	0.781***	Accepted		
Using citations or footnotes when relying on AI.	0.743***	Accepted		
Being transparent with lecturers about AI usage.	0.798***	Accepted		
Not hiding the fact that the text was generated with AI assistance.	0.755***	Accepted		
3. Personal Responsibility	0.768***	Accepted	0.814	0.832
Rechecking the accuracy of information from AI.	0.746***	Accepted		

Indicator	Correlation Sig. (2-tailed)	Result	Cronbach Alpha	Composite Reliability
Not using AI output raw without evaluation.	0.773***	Accepted		
Being able to distinguish between AI output and personal reasoning.	0.701***	Accepted		
Analyzing and correcting AI errors.	0.789***	Accepted		
Reconstructing AI output to meet academic standards.	0.732***	Accepted		
4. Wise Use of AI	0.758***	Accepted	0.809	0.826
Using AI as an initial reference.	0.744***	Accepted		
Knowing when to use AI for efficiency.	0.772***	Accepted		
Avoiding overdependence on AI.	0.749***	Accepted		
Using AI to broaden insight.	0.768***	Accepted		
Comparing AI results with credible literature.	0.743***	Accepted		
5. Compliance with Rules	0.741***	Accepted	0.796	0.812
Explaining campus policies regarding AI.	0.715***	Accepted		
Ensuring compliance with university regulations.	0.751***	Accepted		
Not using AI during exams.	0.722***	Accepted		
Avoiding AI if it contradicts academic guidelines.	0.769***	Accepted		
Knowing the sanctions for AI-related violations.	0.738***	Accepted		
6. Plagiarism and Originality	0.789***	Accepted	0.835	0.849
Ensuring writing is not a copy of AI output.	0.776***	Accepted		
Composing with personal analysis.	0.782***	Accepted		
Using AI for structure, not for entire content.	0.743***	Accepted		

Indicator	Correlation Sig. (2-tailed)	Result	Cronbach Alpha	Composite Reliability
Avoiding AI use for copying.	0.764***	Accepted		
Producing original ideas and arguments.	0.789***	Accepted		
7. Islamic Educational Values	0.812***	Accepted	0.846	0.861
Relating AI-related honesty to Islamic values.	0.801***	Accepted		
Realizing that academic dishonesty is religiously unethical.	0.787***	Accepted		
Scientific responsibility as a trust (amanah).	0.816***	Accepted		
Maintaining integrity as part of noble character.	0.833***	Accepted		
Honest AI use as part of scientific da'wah.	0.794***	Accepted		

Note: ***Correlation is significant at the 0.01 level (2-tailed)

The students' Academic Integrity Index was divided into 3 classifications; high, medium and low. To determine the range scale for each level, the following formula was used.

$X < (\mu - 1.0\sigma)$: Low

$(\mu-1.0\sigma) \leq X < (\mu+1.0\sigma)$:Medium

$(\mu+1.0\sigma) \leq X$: High

Note: μ= number of item

σ = (maximum score -minimum score)/6 (Anwar :2010)

Result and Discusson

Table 2 contains various classifications pertaining to academic ethics and the responsible utilization of artificial intelligence (AI), derived from the replies of 385 participants in the survey. This inquiry into students' comprehension and actions about AI utilization in academic settings reveals new insights and underscores the necessity for more profound debates on ethical, responsible, and religiously congruent digital conduct. Table 2 summarizes the descriptive statistical data.

Table 2. Descriptive Statistics of Digital Ethics and AI Usage in Academia (N = 385)

Category	N	Minimum	Maximum	Mean	Std. Deviation
Understanding of Academic Ethics	385	1.1	4.6	2.801	1.0593
Academic Honesty	385	2.1	3.74	2.501	1.21
Personal Responsibility	385	1.71	4.41	2.124	1.223
Wise Use of AI	385	1.2	5.01	1.952	1.234
Compliance with Rules	385	1.21	4.11	1.83	1.361
Plagiarism and Originality	385	1.32	4.25	1.67	2.003
Islamic Educational Values	385	1.2	4.85	3.41	2.786

Table 2 displays the descriptive statistics for seven essential dimensions related to students' ethical understanding and behaviours about the use of Artificial Intelligence (AI) in educational settings. The dimensions were evaluated using a survey of 385 students. The statistics encompass minimum, maximum, mean, and standard deviation values for each variable, providing insight into the distribution and central tendency of responses.

The Students' Academic Integrity Index, as demonstrated through multiple facets of AI utilization in educational environments, presents a nuanced yet informative depiction of student conduct and consciousness. The elevated results in Comprehension of Academic Ethics (M = 2.801) suggest that students possess a general understanding of the ethical parameters for AI utilization and can distinguish between permissible collaboration and technological exploitation. The Academic Integrity component (M = 2.501) indicates a moderate amount of honesty; nonetheless, the variability reflects inconsistent methods in recognizing AI contributions. Subpar ratings in Personal Responsibility (M = 2.124) and Prudent Utilization of AI (M = 1.952) indicate that numerous students may not reliably check, critically assess, or responsibly implement AI outcomes. The Adherence to Regulations score (M = 1.830) indicates insufficient awareness or compliance with institutional policies regarding AI usage, thereby jeopardizing academic integrity. The subpar performance in Plagiarism and Originality (M = 1.670) highlights apprehensions over the potential for academic dishonesty

stemming from excessive dependence on AI-generated content devoid of enough personal contribution. The incorporation of Islamic Educational Values (M = 2.450) moderately bolsters the integrity framework; yet, there exists potential for a more pronounced focus on religious ethics to enhance honest academic behavior. The Academic Integrity Index indicates reasonable proficiency among students while highlighting the necessity for improved instruction on responsible AI utilization, creativity, and compliance with policies to uphold academic integrity standards.

In conclusion, the findings indicate that students possess a moderate comprehension of ethical issues related to AI usage, however notable deficiencies are evident in aspects such as responsible application, plagiarism, and regulatory compliance. The considerable range between dimensions also signifies diverse levels of digital and ethical competence. Consequently, focused educational initiatives, especially those integrating digital ethics within an Islamic values framework, are crucial to guarantee that AI functions as an instrument for substantive learning rather than a method to evade academic accountability.

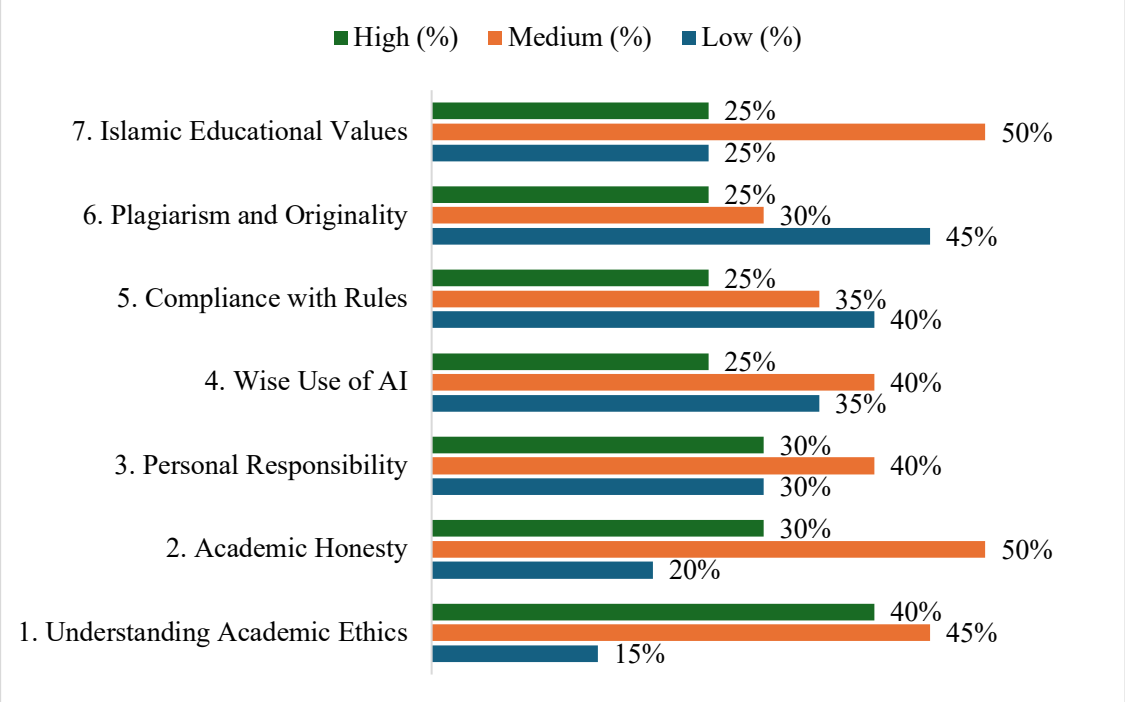

Figure 1. Students' Academic Integrity Index in Using Generative Artificial Intelligent among Islamic Education Major Students

The Students' Academic Integrity Index reveals varying levels of awareness and practice across seven key dimensions regarding the ethical use of Artificial Intelligence (AI) among Islamic Education major students. In terms of understanding academic ethics, 40% of students demonstrate a high level of knowledge about the ethical limits of AI use, including recognizing inappropriate AI application and differentiating collaboration from mere technological reliance. However, 15% still show low awareness, indicating a need for further education on these boundaries.

Regarding academic honesty, half of the students maintain moderate honesty by acknowledging AI's role, citing its use properly, and being transparent with their lecturers. Nevertheless, 20% of students fall into the low category, potentially misrepresenting AI-generated work as their own, which suggests a need for clearer guidance and reinforcement of integrity principles. Personal responsibility shows a mixed picture; while 30% of students critically evaluate and revise AI outputs, a significant 30% do not take sufficient responsibility for verifying or improving AI-generated content, which could undermine academic quality. When examining the wise use of AI, only 25% of students use AI judiciously as a tool for reference and not a shortcut, while 35% show low capability, indicating tendencies toward overdependence or misuse. This underscores the importance of fostering critical thinking skills to ensure balanced AI use. In terms of compliance with rules, 40% of students have low awareness or adherence to campus policies on AI usage, including restrictions during exams, highlighting an urgent need for institutions to communicate and enforce AI regulations more effectively.

The dimension of plagiarism and originality is particularly concerning, with 45% of students scoring low, suggesting many may rely excessively on AI-generated content without sufficient original input or proper paraphrasing. This raises significant risks of academic dishonesty, emphasizing the importance of robust plagiarism education. Lastly, Islamic educational values are moderately incorporated into AI use, with half of the students showing medium adherence to principles such as honesty, integrity, and amanah (trustworthiness). The remaining variation suggests room to better integrate religious ethics into digital literacy programs to reinforce moral responsibility. Overall, these findings illustrate that while many students maintain moderate to high levels of academic integrity in using AI, notable gaps exist in responsible use, policy compliance,

and originality(Akkaş, Tosun, and Gökçearslan 2024). Addressing these through targeted education and policy reinforcement, especially within an Islamic ethical framework, will help ensure that AI serves as a supportive learning tool rather than a means to compromise academic standards(Meakin 2024). These findings highlight the importance of not only enforcing academic integrity policies but also integrating them with value-based education. Within the context of Islamic higher education, aligning AI usage guidelines with Islamic ethical principles can strengthen students' moral responsibility while engaging with technology. This approach ensures that AI is used as a constructive aid to learning, fostering critical thinking and originality, rather than becoming a shortcut that undermines scholarly rigor.

The advent of generative artificial intelligence (AI) tools like ChatGPT, Gemini, and Claude has created new challenges in upholding academic integrity(Shchedrina 2024). As these tools become increasingly accessible, students encounter ethical problems concerning their application in academic endeavors (Lye and Lim 2024). The suggested Academic Integrity Index (AII) provides a systematic method for assessing student interactions with AI while maintaining academic honesty (Farrelly and Baker 2023). This discourse examines the ramifications of assessing academic integrity within the framework of generative AI, highlighting main issues, obstacles, and prospective resolutions.

A significant problem in evaluating academic integrity nowadays is the changing definition of wrongdoing (Dhruv et al. 2024). Conventional plagiarism entails replicating from established sources; however, AI-generated content challenges this notion. Students can utilize AI for brainstorming, drafting, or even finalizing full coursework, prompting inquiries regarding authorship and originality(Wecks et al. 2024). AI-assisted labor diverges from traditional cheating, existing on a continuum that spans from ethical utilization as a learning tool to unethical reliance that circumvents critical thinking(Saqib and Zia 2024). The AII must recognize these subtleties, differentiating between authentic AI support and academic misconduct.

Multiple factors affect a student's Academic Integrity Index in the context of utilizing generative AI. The function of AI is pivotal whether it acts as an auxiliary instrument or supplants autonomous labor. Transparency is a crucial element; pupils who reveal AI aid exhibit greater honesty than those who obscure it(Wiredu, Abuba,

and Zakaria 2024). Moreover, institutional policies influence behavior; educational institutions with explicit regulations on AI utilization are more likely to promote responsible practices. Students' digital literacy is significant, as those who critically assess and enhance AI-generated content have superior academic integrity compared to passive consumers. An effectively constructed AII must include these aspects to deliver a thorough evaluation(Plecerda 2024). Plecerda's assertion underscores that a well-designed AI Integration Index (AII) should be comprehensive, addressing multiple dimensions of evaluation rather than focusing on a single metric. This implies that for academic contexts—especially in Islamic higher education—such an index must incorporate elements of ethical compliance, learning effectiveness, and contextual relevance. By ensuring that these aspects are embedded, the AII can serve as a reliable tool for monitoring both the benefits and potential pitfalls of AI use in education.

Although apprehensions over AI's potential to compromise academic integrity are legitimate, it is crucial to acknowledge its educational advantages when employed ethically (Guillén-Yparrea and Hernández-Rodríguez 2024). Generative AI can assist students in surmounting writer's block, enhancing linguistic proficiency, and obtaining tailored feedback(Lyons et al. 2024). Nonetheless, concerns emerge when students depend on AI to do assignments without participating in the learning process. The AII can assist educators in distinguishing between beneficial AI utilization (e.g., as a tutor) and detrimental reliance (e.g., submitting AI-generated work as original) (Întorsureanu et al. 2024). By assessing integrity levels, schools can direct students towards appropriate AI utilization instead of enforcing comprehensive prohibitions that could hinder innovation (Kelly, Sullivan, and Strampel 2023). Kelly, Sullivan, and Strampel's perspective emphasizes a balanced approach to AI governance in education, where integrity assessments guide students toward responsible use rather than imposing blanket bans. This approach recognizes that over-restriction could stifle creativity, technological literacy, and innovation—skills that are increasingly essential in modern education. By focusing on measured guidance rather than prohibition, institutions can foster both ethical awareness and adaptive competence in leveraging AI tools for learning.

Establishing a dependable AII for academic integrity in AI poses methodological difficulties(Furze et al. 2024). Contemporary AI detection instruments are flawed,

frequently yielding false positives or negatives, hence complicating the accurate evaluation of wrongdoing(Francis, Jones, and Smith 2024). Cultural disparities also affect opinions of AI utilization, with some students regarding AI aid as permissible, while others deem it as academic dishonesty. Moreover, purpose is challenging to quantify—students may inadvertently violate ethical standards due to insufficient awareness. As AI technology advances, the AII must stay flexible to emerging modes of engagement between students and generative tools (Duane 2024). Duane's statement highlights the necessity for the Academic Integrity Index (AII) to remain adaptive in response to the rapid evolution of AI technologies and the diverse ways students interact with generative tools. A static framework risks becoming outdated and ineffective, whereas a flexible, regularly updated AII can better address new ethical challenges, safeguard academic standards, and ensure that policies remain relevant in guiding responsible AI use within educational contexts. The results on students' AII have substantial ramifications for academic policies and pedagogical approaches. Institutions must revise honor codes to expressly delineate appropriate AI usage from academic dishonesty. Instead of punitive measures, a proactive strategy—such as AI literacy programs—can instruct kids on ethical usage. The AII may function as an early warning system, detecting pupils at risk of wrongdoing and facilitating targeted interventions. Moreover, instructors may need to reconfigure examinations, prioritizing critical thinking and process-oriented evaluations rather than outputs that AI can readily duplicate.

In summary, the Academic Integrity Index offers a significant paradigm for addressing the ethical dilemmas presented by generative AI in education. Instead of opposing AI integration, institutions ought to emphasize promoting responsible utilization via explicit policies, student instruction, and flexible assessment techniques. Subsequent study ought to enhance the AII's validity across various educational contexts and investigate methods to improve student integrity. As artificial intelligence increasingly influences academia, upholding ethical norms necessitates continuous collaboration among instructors, students, and technology developers.

Conclusions

The results of this research reveal that the academic integrity of students majoring in Islamic education varies across multiple dimensions when it comes to the use of generative artificial intelligence (GenAI) tools. The majority of students exhibit a reasonable comprehension of Islamic educational principles and academic ethics, demonstrating a knowledge of the significance of honesty and scholarly accountability within the context of the Islamic framework. However, there are still substantial shortcomings in the areas of rule compliance, the application of artificial intelligence in a prudent manner, and plagiarism. Because of these gaps, there is a pressing need for increased digital ethics literacy as well as a more in-depth understanding of the limitations of artificial intelligence in academic work.

Islamic educational institutions are need to adopt policies and learning practices that place an emphasis on honesty, originality, and responsibility in order to accommodate the growing reliance on GenAI in higher education where access to the technology is increasing. The development of a new generation of scholars who are not only academically capable but also ethically grounded and responsible in their use of technology can be accomplished through the implementation of an educational strategy that combines Islamic moral values with the requirements of the digital age.

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