

## **Ethics of Using AI in Academics: A Case Study Among Informatics Students at Citra Bangsa University**

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### **Abstract**

*The advancement of Artificial Intelligence (AI) has penetrated the academic field, offering ease in learning processes and task completion. However, ethical concerns regarding its use arise. This study aims to analyze the awareness and ethical perspective of Informatics students at Universitas Citra Bangsa towards AI usage. A total of 30 students from semesters 2, 4, and 6 participated by filling out a questionnaire. The results show a high level of interest in using AI tools responsibly and a strong demand for formal ethical guidance from the university. The research concludes that ethical education related to AI is essential and should be integrated into the academic curriculum.*

**Keywords:** AI Ethics, Education, Students, Technology, Responsibility

### **INTRODUCTION**

The development of artificial intelligence (AI) technology has had a significant impact on various sectors of life, including the world of higher education. AI is now present as a tool that can accelerate the learning process, assist in data analysis, and even generate content automatically. In an academic context, students are starting to use AI to complete assignments, write papers, and understand learning materials more efficiently.

Amidst these various benefits, concerns have also arisen regarding the ethics of its use. Some crucial issues that often arise include plagiarism, information manipulation, excessive dependence on technology, and the loss of originality in thinking (Mittelstadt, 2021). The use of AI in academic activities without adequate ethical understanding can lead to violations of scientific integrity, which can ultimately obscure the main purpose of higher education, namely the development of critical thinking capacity and originality.

Various international institutions, such as UNESCO (2021) and IEEE (2020), have pushed for the importance of developing ethical guidelines for the use of AI, especially in educational settings. However, the reality at the university level shows that not all institutions have policies or curricula that explicitly regulate the ethical use of this technology. Therefore, it is important to examine the perceptions and ethical

awareness of students as direct users of AI technology, especially in academic settings.

This research takes a case study on Informatics Study Program students at Citra Bangsa Kupang University, with the aim of finding out:

- To what extent are students interested in using AI in academic activities,
- Their level of awareness of the ethical limitations of AI use,
- The need for education and ethical guidance felt by students, as well as
- Their attitude towards the responsible use of AI.

By understanding students' perceptions and attitudes towards AI ethics, the results of this study are expected to be a basis for campuses to develop policies, curricula, or training that support the responsible and ethical use of AI in higher education environments.

### **METHOD**

The questionnaire instrument was validated through expert testing before being distributed to ensure the measurability of the aspects being studied.

This study uses a quantitative descriptive method with a questionnaire instrument as a data collection tool. The number of respondents was 30 students consisting of semester 2 (16 people), semester 4 (3 people), and semester 6 (11 people)

from the Informatics Education Study Program, Citra Bangsa University, Kupang. Each question is designed to measure the level of interest, awareness, and ethical attitudes towards the use of AI in the academic world.

## **RESULTS AND DISCUSSION**

The results of this study indicate that students are very open to the use of AI in academic activities. This supports the findings of Fjeld et al. (2020), which stated that the younger generation tends to welcome AI innovation as part of the learning process. However, it is important to note that this technology carries risks that need to be anticipated through the right ethical approach.

Students' awareness of ethical aspects shows an understanding that AI is not just a tool, but also carries moral responsibilities, as stated in literature by Floridi & Cowls (2021) which emphasizes the importance of the principles of fairness, accountability, and transparency in the development and use of AI.

Furthermore, the high demand for education and guidance shows that there is no formal curriculum or policy regarding the ethical use of AI in the campus environment. This is in line with recommendations from UNESCO (2021) and IEEE (2020) regarding the importance of educational institutions developing policies that encourage the humane and ethical use of AI.

Students' commitment to use AI responsibly shows that there is great potential for them to become agents of change in the ethical application of technology. Schiff et al. (2021) also stated that involving students in policy-making can strengthen inclusive and relevant AI governance.

This study aims to assess the extent to which Informatics Study Program students at Citra Bangsa University understand and apply ethics in the use of artificial intelligence (AI) in academic environments. Based on quantitative data from 30 respondents, four main aspects were reviewed: interest, ethical awareness, educational needs, and attitudes towards responsibility in the use of AI. The results showed that the overall category of ethics in the

use of AI was above 90%, reflecting a positive attitude and readiness of students to face technological developments responsibly.

### **1. Interest in the Use of AI in Academics**

As many as 93.4% of respondents showed interest in using AI to help with academic activities, such as completing assignments and understanding lecture material. This shows the great potential of AI implementation in the learning environment.

### **2. Ethical Awareness and Boundaries**

More than 92% of respondents felt it was important to understand the ethical limitations of AI use, indicating an awareness of the risks of misuse of the technology.

### **3. Educational Needs and Guidance**

The majority of students expressed the need for training, seminars, and even specific courses on the ethics of AI use. This supports the importance of institutions providing formal ethical guidance.

### **4. Responsible Use of AI**

As many as 90.5% of respondents indicated a desire to use AI ethically and actively in formulating campus policies.

## **Ethics of AI Use by Students**

Based on the results of the questionnaire and literature review, there are several ethical principles that students should understand and apply in the use of AI in the academic world:

### **1. Academic Honesty**

Students must ensure that the use of AI does not violate the principles of academic honesty. For example, not using AI to copy answers or write essays without personal understanding.

### **2. Transparency in AI Use**

Students should openly disclose if they use AI tools to complete assignments, as a form of intellectual responsibility and scientific honesty.

### **3. Originality and Creativity**

AI should not replace the primary role of students in the process of thinking, analysis, and reflection. AI should be a supporter, not a substitute for human creativity.

### **4. Privacy and Data Security**

Students should be careful in using AI

platforms that require input of personal or institutional data, to avoid privacy violations or information leaks.

## 5. Responsible Use

Use AI only within the limits permitted by educational institutions and not for manipulative purposes, such as creating fake research results or cheating on exams.

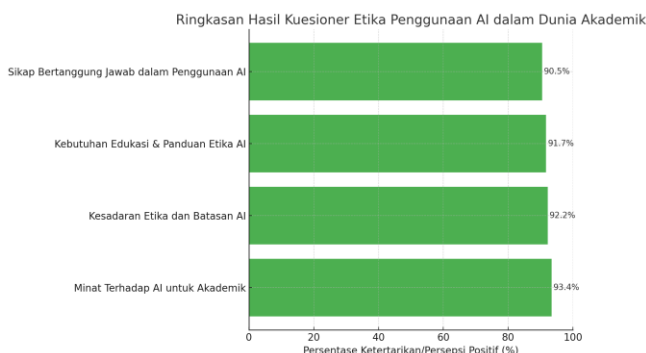
## 6. Digital Literacy and Technology Ethics

Students need to have a basic understanding of how AI works, the potential for bias in AI models, and its impact on society. This is in line with digital ethics literacy recommended by UNESCO (2021).

Implementing these values will help students integrate AI healthily and ethically into everyday academic practices.

### Graphic Description:

The horizontal bar graph depicts the average percentage of students' interest/positivity towards four main categories: interest, ethical awareness, educational needs, and responsibility. All four categories show values above 90%.



Category	Percentage
Interest in AI	93,4%
Ethical awareness of AI use	92%
AI education and guidance needs	>90%
Responsible use of AI	90,5%

## CONCLUSION

Informatics students at Citra Bangsa University showed high enthusiasm for the use of AI and had good ethical awareness. These results indicate the need for educational institutions to design policies and curricula that include digital and AI ethics training, in order to create smart and responsible technology users.

With the integration of ethics into technology, students become not only users, but also guardians of academic values in the digital era.

## SUGGESTION

Further research can be conducted with a wider sample, comparing between departments or even between universities. In addition, a qualitative approach through in-depth interviews can provide more insight into the motivations and ethical dilemmas experienced by students.

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