



English Education Students' Ethical Awareness in Using AI Tools for Essay Writing

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Abstrak. The increasing adoption of generative artificial intelligence (AI) in higher education has created new opportunities for learning and academic writing while raising important ethical concerns. Understanding students' awareness, knowledge, attitudes, and behaviors related to AI use is essential for promoting responsible and ethical academic practices. This study aimed to examine students' AI ethics awareness, knowledge of academic policies, attitudes toward AI ethics, and actual behavior in AI-assisted writing. A descriptive quantitative research design was employed using a questionnaire distributed to 21 university students. The collected data were analyzed using descriptive statistics, including mean scores and standard deviations. The findings revealed that all four indicators were categorized as high. AI ethics awareness obtained the highest mean score ($M = 3.65$, $SD = 0.66$), followed by attitudes toward AI ethics ($M = 3.63$, $SD = 0.85$), actual behavior in AI-assisted writing ($M = 3.58$, $SD = 0.82$), and knowledge of academic policies ($M = 3.43$, $SD = 0.75$). These results indicate that the respondents generally reported high levels of ethical awareness, positive attitudes toward ethical AI use, adequate knowledge of relevant academic policies, and responsible AI-assisted writing practices. In conclusion, the findings suggest that students demonstrate a positive foundation for the responsible use of AI in academic contexts. The consistently high scores across all indicators indicate that ethical awareness, knowledge of academic policies, positive attitudes toward AI ethics, and responsible AI-assisted writing practices are well represented among the respondents.

Kata kunci: AI-assisted writing, academic integrity, ethical awareness, essay writing, and higher education.

INTRODUCTION

In this digital era, the emersion of Artificial Intelligence (AI) technologies has significantly influenced educational practices across different disciplines, particularly in the domain of language learning and academic writing. In higher education, AI-based tools such as ChatGPT, Grammarly, Quillbot, and Google Gemini are increasingly used by students to support learning activities. These tools provide various benefits including grammar correction, vocabulary enhancement, idea generation, paraphrasing assistance, writing organization, organizing essays, and improving language accuracy. The accessibility and efficiency of AI writing tools have made them popular among students, particularly EFL students who often experience difficulties in academic writing.

The integration of AI into educational settings offers both opportunities and challenges. On one hand, AI tools can facilitate students' learning by providing immediate feedback, enhancing vocabulary use, and improving writing quality. Research by Kasneci, Sessler, and Küchemann (2023) emphasized that generative AI has considerable potential to support personalized learning and language development in higher education. Similarly, Dwivedi, Kshetri, and Hughes (2023) explained that AI technologies may increase productivity and support creativity when used responsibly in academic contexts.

Previous studies have shown that students generally perceive AI tools positively because these technologies help reduce writing anxiety and improve language accuracy. Kasneci et al. (2023) argued that generative AI has the potential to support personalized learning and improve students' writing performance. Similarly, Cotton et al. (2023) explained that AI technologies can become effective educational assistants when used responsibly. Nevertheless, studies also emphasize the potential risks associated with overreliance on AI tools, particularly regarding academic honesty and critical thinking.

In Indonesian educational contexts, the use of AI tools among university students has grown rapidly, especially after the popularity of generative AI platforms. AI tools may provide substantial support because students often struggle with grammar, vocabulary, and sentence organization. However, the convenience offered by AI technologies may also encourage dependency. If students excessively rely on AI-generated text, they may experience reduced critical thinking, creativity, and independent writing ability.

A recent study entitled EFL learners' awareness and use of AI tools in writing classes by Çiftçi (2025) found that the students frequently used AI tools for brainstorming, grammar correction, and paraphrasing, yet some students were uncertain about whether AI-assisted writing violated academic integrity policies. Likewise, Pérez-Portabella, de Andrés-Sánchez, and Arias-Oliva (2026) reported that students' misuse of generative AI in essay production was influenced by weak ethical judgment. These findings demonstrate that ethical awareness remains a critical issue in the use of AI for academic writing. As a result, students tend to rely on personal assumptions when deciding how far AI assistance can be ethically utilized. Despite these advantages, the increasing use of AI tools in essay writing has also created ethical concerns. Students may become overreliant on AI-generated content and submit work that does not fully reflect their own ideas or understanding. Such practices may reduce originality, weaken critical thinking skills, and blur the boundaries between assistance and plagiarism. According to Cotton et al (2023), generative AI introduces serious ethical dilemmas because students can easily produce complete academic texts with minimal personal effort. Consequently, educators and institutions face difficulties in distinguishing authentic student writing from AI-generated content.

The ethical dimension of AI usage has therefore become an important issue in higher education. Ethical awareness refers to an individual's understanding of moral values, responsibilities, and acceptable behavior within a particular context. In academic writing, ethical awareness includes honesty, transparency, proper citation practices and originality in academic work. Students with strong ethical awareness are expected to use AI as a supporting tool rather than as a replacement for personal effort and critical reasoning. However, recent studies indicate that many students still experience confusion regarding ethical boundaries in AI-assisted writing.

Academic integrity remains one of the most important principles in higher education. According to Eaton (2020), academic integrity refers to a commitment to honesty, trust, fairness, respect, responsibility, and courage in academic work. However, the development of AI technologies challenges traditional understandings of originality and authorship. Students may use AI tools ethically for brainstorming and editing, but unethical use may occur when students submit AI-generated essays without proper revision, acknowledgment, or personal contribution.

The present study is grounded in the Theory of Planned Behavior proposed by Ajzen (1991). This theory explains that human behavior is influenced by attitudes, subjective norms, and perceived behavioral control. In the context of AI use, students' ethical behavior may be influenced by their attitudes toward AI tools, institutional expectations, peer influence, and their perception of control over ethical decision-making. This theory helps explain why students choose to use AI ethically or unethically in essay writing.

In Indonesia, the use of artificial intelligence (AI) in education is increasing rapidly; however, empirical studies examining students' ethical awareness in employing AI tools for essay writing remain limited. This study focuses on four key indicators, namely ethical awareness, knowledge of academic integrity policies, attitudes toward AI ethics, and actual behavioral practices. Accordingly, this research aims to address three questions: (1) To what extent do students demonstrate ethical awareness in using AI tools for essay writing? (2) How do students perceive institutional policies related to AI-assisted academic writing? and (3) In what ways do students ethically engage with AI tools during their essay-writing processes? Addressing these questions is expected to provide valuable insights for educators and policymakers in understanding student behavior and in developing effective guidelines for responsible AI use in academic writing. The findings are anticipated to contribute not only to the theoretical discourse on AI ethics in education but also to practical efforts in designing pedagogical strategies and institutional policies that support ethical AI integration in writing instruction.

METHOD

1. Research Design

This study employed a quantitative descriptive research design to examine students' AI ethics awareness, knowledge of academic policies regarding artificial intelligence (AI), attitudes toward AI ethics, and actual behavior in AI-assisted writing. A descriptive approach was selected because the study aimed to provide a comprehensive overview of students' perceptions and practices related to the use of AI in academic writing without investigating causal relationships among variables. The study was conducted in an Essay Writing course at the undergraduate level, where students had prior experience using generative AI tools to support academic writing tasks. The research focused on describing students' levels of ethical awareness, policy knowledge, attitudes, and writing behaviors associated with AI utilization in educational contexts.

2. Participants and Sampling

The participants consisted of 21 fourth-semester undergraduate students enrolled in an Essay Writing course. All participants had previous experience using AI-based applications, such as generative AI tools, to assist in essay-writing activities. Participants were selected using purposive sampling. This technique was employed because the study required respondents who met specific inclusion criteria relevant to the research objectives. The inclusion criteria were: (1) enrollment in the Essay Writing course, (2) fourth-semester student status, and (3) prior experience using AI tools for academic writing purposes. The use of purposive sampling ensured that all respondents possessed sufficient experience to provide meaningful responses regarding the ethical use of AI in writing activities.

3. Instrument Development and Validation

Data were collected using a self-administered questionnaire developed based on the literature concerning AI ethics, academic integrity, responsible AI use, and institutional policy awareness in higher education. The questionnaire consisted of 17 items distributed across four indicators:

- a. AI Ethics Awareness (5 items);
- b. Knowledge of Academic Policy (4 items);
- c. Attitudes Toward AI Ethics (4 items); and
- d. Actual Behavior in AI-Assisted Writing (4 items).

Responses were measured using a five-point Likert scale ranging from 1 (Strongly Disagree) to 5 (Strongly Agree).

To establish content validity, the instrument was evaluated through expert judgment by two experts in English Language Education with expertise in academic writing and educational research. The experts assessed the relevance, clarity, and appropriateness of each item in relation to the intended constructs. Revisions were made based on their recommendations to improve item wording and content representation. Moreover, following the validation process, the reliability of the instrument was examined using Cronbach's Alpha. The results indicated a high level of internal consistency, suggesting that the questionnaire was reliable for measuring students' perceptions and behaviors regarding the ethical use of AI in academic writing.

4. Data Collection Procedure

Data were collected using an online questionnaire administered through Google Forms. Before completing the survey, participants were informed about the purpose of the study, the voluntary nature of participation, and the confidentiality of their responses. Additionally, participants completed the questionnaire independently during the academic semester in which they were enrolled in the Essay Writing course. No personally identifiable information was collected. All responses were automatically recorded and exported for statistical analysis.

5. Data Analysis

The collected data were analyzed using descriptive statistical techniques. Mean scores and standard deviations were calculated for each questionnaire item and for each research dimension. The mean score was used to determine the central tendency of respondents' perceptions and behaviors, while the standard deviation was used to assess response variability. The interpretation of mean scores followed the classification adapted from commonly used Likert-scale interpretation guidelines:

Mean Range	Interpretation
1.00–1.80	Very Low
1.81–2.60	Low
2.61–3.40	Moderate
3.41–4.20	High
4.21–5.00	Very High

The overall score for each dimension was obtained by averaging the mean scores of all items within the corresponding dimension. The analysis enabled the identification of students' levels of AI ethics awareness, knowledge of academic policy, attitudes toward AI ethics, and actual behavior in AI-assisted writing.

6. Ethical Considerations

Participation in the study was voluntary, and informed consent was obtained from all respondents before data collection. Participants were informed that their responses would be used exclusively for research purposes and would remain anonymous and confidential. No sensitive personal information was collected during the study. As this study involved a non-invasive educational survey and did not include experimental interventions, medical procedures, or the collection of sensitive personal data, formal ethical review board approval was not required under the institutional guidelines applicable to the researchers at the time of data collection. Nevertheless, the study adhered to the ethical principles of voluntary participation, confidentiality, anonymity, and responsible data management. In addition, the data supporting the findings of this study are available from the corresponding author upon reasonable request. To protect participant confidentiality and privacy, the dataset is not publicly available.

RESULT AND DISCUSSION

1. Result

1.1 Students' Ethical Awareness in Using AI Tools

Table 1. Students' Ethical Awareness in Using AI Tools

Item	Mean	SD	Category
A1	3.57	0.60	High
A2	3.52	0.87	High
A3	3.67	0.58	High
A4	3.67	0.58	High
A5	3.81	0.68	High

As presented in Table 1, the respondents demonstrated a consistently high level of AI ethics awareness across all items, with mean scores ranging from 3.52 to 3.81. The highest mean score was observed for Item A5 ($M = 3.81$, $SD = 0.68$), indicating that respondents generally possessed a strong awareness of ethical considerations related to the use of artificial intelligence. Conversely, Item A2 recorded the lowest mean score ($M = 3.52$, $SD = 0.87$), although it remained within the high category. The relatively low standard deviations across the five items ($SD = 0.58$ – 0.87) suggest a moderate degree of agreement among respondents regarding ethical issues associated with AI utilization.

The overall mean score for the AI Ethics Awareness indicator was 3.65 ($SD = 0.66$), which falls within the high category. This finding indicates that respondents generally recognized the importance of ethical principles when engaging with AI technologies. Such awareness is particularly important in academic settings, where the responsible use of AI tools has become increasingly relevant to maintaining academic integrity, transparency, and accountability.

1.2 Knowledge of Academic Policies

Table 2. Knowledge of Academic Policies

Item	Mean	SD	Category
B1	3.48	0.60	High
B2	3.38	0.74	Moderate
B3	3.43	0.93	High
B4	3.43	0.75	High

The results for the Knowledge of Academic Policy indicator reveal that respondents possessed a relatively high level of understanding regarding institutional policies governing the use of artificial intelligence in academic work. As shown in Table 1, mean scores ranged from 3.38 to 3.48. Item B1 achieved the highest mean score ($M = 3.48$, $SD = 0.60$), while Item B2 obtained the lowest mean score ($M = 3.38$, $SD = 0.74$), representing the only item categorized as moderate.

The overall mean score for this indicator was 3.43 ($SD = 0.75$), placing it within the high category. However, compared with the other indicators, this dimension produced the lowest overall mean score. This finding suggests that although respondents generally possessed sufficient knowledge of academic regulations concerning AI usage, there remains room for improvement in policy dissemination and institutional guidance. Strengthening awareness of academic regulations may help students better understand acceptable and unacceptable uses of AI-assisted technologies in educational contexts.

1.3 Students' Attitudes toward AI Ethics

Table 3. Students' Attitudes toward AI Ethics

Item	Mean	SD	Category
C1	3.48	0.87	High
C2	3.81	1.03	High
C3	3.57	0.81	High
C4	3.67	0.66	High

The Attitudes Toward AI Ethics indicator demonstrated favorable perceptions toward ethical AI usage among respondents. Mean scores for individual items ranged from 3.48 to 3.81, all of which were classified within the high category. Item C2 recorded the highest mean score ($M = 3.81$, $SD = 1.03$), indicating a particularly positive attitude toward ethical considerations in AI utilization. Meanwhile, Item C1 obtained the lowest mean score ($M = 3.48$, $SD = 0.87$), although it remained within the same category.

The overall mean score for this indicator was 3.63 ($SD = 0.85$), indicating that respondents generally held positive attitudes toward the ethical use of artificial intelligence. The relatively higher standard deviation compared to other indicators suggests a greater diversity of opinions among respondents. Nevertheless, the findings indicate that most participants support ethical principles in AI implementation and acknowledge the importance of responsible technology use in academic activities.

1.4 Actual Behavior in Using AI Tools

Table 4. Actual Behavior in Using AI Tools

Item	Mean	SD	Category
D1	3.81	0.75	High
D2	3.43	0.98	High
D3	3.67	0.80	High
D4	3.43	0.75	High

The findings concerning Actual Behavior in AI-Assisted Writing indicate that respondents generally reported responsible practices when utilizing AI technologies for writing-related tasks. Mean scores ranged from 3.43 to 3.81, with all items categorized as high. Item D1 achieved the highest mean score ($M = 3.81$, $SD = 0.75$), while Items D2 and D4 obtained the lowest mean scores ($M = 3.43$, $SD = 0.98$ and $M = 3.43$, $SD = 0.75$, respectively).

The overall mean score for this indicator was 3.58 ($SD = 0.82$), reflecting a high level of ethical behavior in AI-assisted writing activities. This result suggests that respondents generally applied AI tools in a manner consistent with accepted academic practices. Nevertheless, the variation observed in some items indicates that individual practices may differ, highlighting the need for continuous guidance and education regarding ethical AI use in academic writing.

1.5 Overall Results

Table 5. Descriptive Statistics of Students' Ethical Awareness in Using AI Tools

Indicator	N	Mean	Std. Deviation	Category
Ethical Awareness	21	3.65	0.66	High
Knowledge of Academic Policies	21	3.43	0.75	High
Attitudes toward AI Ethics	21	3.63	0.85	High
Actual Behavior in Using AI Tools	21	3.58	0.82	High

Note: Likert Scale range = 1 (Strongly Disagree) to 5 (Strongly Agree)

Table 5 presents the overall descriptive statistics for the four indicators examined in this study. The results show that all indicators were classified within the high category, indicating a generally positive level of AI ethics literacy among the respondents. Among the four indicators, AI Ethics Awareness recorded the highest mean score ($M = 3.65$, $SD = 0.66$), followed closely by Attitudes Toward AI Ethics ($M = 3.63$, $SD = 0.85$). Actual Behavior in AI-Assisted Writing ranked third ($M = 3.58$, $SD = 0.82$), while Knowledge of Academic Policy obtained the lowest mean score ($M = 3.43$, $SD = 0.75$). Despite being the lowest among the four indicators, the latter still fell within the high category.

These findings suggest that respondents generally possess a strong awareness of ethical issues, maintain positive attitudes toward ethical AI use, and demonstrate relatively responsible behaviors when employing AI tools for academic writing. However, the comparatively lower score in knowledge of academic policy indicates that institutional regulations and guidelines concerning AI use may not yet be fully understood by all respondents. Therefore, educational institutions should consider strengthening policy communication and training initiatives to ensure that students not only recognize ethical principles but also understand the formal regulations governing AI utilization in academic environments.

Overall, the results indicate that the respondents exhibit a relatively high level of preparedness to engage with artificial intelligence in an ethical and academically responsible manner, supporting the integration of AI technologies while maintaining standards of academic integrity and responsible scholarship.

DISCUSSION

The findings of this study indicate that all four indicators examined such as AI ethics awareness, knowledge of academic policy, attitudes toward AI ethics, and actual behavior in AI-assisted writing were categorized as high. These results suggest that the respondents generally possess a positive orientation toward the ethical use of artificial intelligence in academic contexts. As generative AI technologies continue to transform higher education, understanding students' ethical awareness, policy knowledge, attitudes, and behaviors becomes increasingly important for maintaining academic integrity and promoting responsible technology usage.

1. Ethical Awareness in Using AI Tools

The results revealed that students' ethical awareness in using AI tools obtained the highest mean score among all indicators ($M = 3.65$, $SD = 0.66$), indicating that respondents generally recognize the ethical implications associated with the use of AI technologies. This finding aligns with UNESCO's recommendation that educational institutions should prioritize ethical literacy and critical awareness as foundational competencies for the responsible use of generative AI in education and research. UNESCO emphasizes that AI literacy should extend beyond technical skills and include ethical reasoning, transparency, accountability, and responsible decision-making (UNESCO, 2023).

The relatively high level of ethical awareness among respondents may be explained by the increasing public discourse surrounding academic integrity, plagiarism, data privacy, authorship, and transparency in AI-assisted learning. Recent studies have shown that students are becoming more aware of the ethical challenges posed by generative AI, particularly regarding the boundaries between legitimate assistance and academic misconduct. Johnston et al. (2024) reported that students generally acknowledge both the opportunities and risks associated with generative AI and recognize the need for ethical guidelines governing its use in higher education.

Therefore, the present finding suggests that respondents are not merely users of AI technologies but are also conscious of the ethical responsibilities associated with their use. Such awareness is essential because ethical considerations often serve as the first line of defense against inappropriate AI utilization in academic environments.

2. Knowledge of Academic Policies

Among the four indicators, knowledge of academic policy recorded the lowest mean score ($M = 3.43$, $SD = 0.75$), although it remained within the high category. This result indicates that respondents possess a moderate-to-high understanding of institutional regulations related to AI use; however, their knowledge appears less developed than their ethical awareness and attitudes. Subsequently, this finding is consistent with emerging international evidence suggesting that institutional policies regarding generative AI are still evolving and often lack clarity. A comprehensive analysis of AI policies across universities found substantial variation in how institutions communicate expectations regarding acceptable AI use, disclosure requirements, and academic integrity procedures. Many institutions continue to revise their policies in response to the rapid development of AI technologies, which may contribute to uncertainty among students.

Similarly, UNESCO (2023) has highlighted that many educational institutions remain insufficiently prepared to establish comprehensive regulatory frameworks for generative AI, creating gaps between ethical expectations and formal policy implementation. Consequently, students may understand that ethical AI use is important while remaining uncertain about specific institutional rules governing AI-assisted academic work.

The lower score on policy knowledge suggests a need for universities to strengthen policy dissemination through orientation programs, course syllabi, workshops, and academic integrity training. Clear and accessible guidelines can help reduce ambiguity and ensure that students understand not only why ethical AI use matters but also how institutional regulations should be applied in practice.

3. Students' Attitudes Toward AI Ethics

The findings further revealed that respondents exhibited positive attitudes toward AI ethics ($M = 3.63$, $SD = 0.85$). This result suggests that students generally support ethical principles in AI utilization and acknowledge the importance of responsible engagement with AI technologies. This finding corroborates previous research demonstrating that university students tend to hold balanced and pragmatic views regarding generative AI. Rather than perceiving AI solely as a threat to academic integrity, students increasingly view it as a potentially valuable learning tool when used responsibly. Acosta-Enriquez et al. (2024) found that students' attitudes toward ChatGPT were strongly associated with responsible use behaviors and information verification practices. Students who demonstrated positive attitudes toward responsible AI use were more likely to engage critically with AI-generated content rather than relying on it uncritically.

Likewise, Yusuf et al. (2024) argued that the future impact of generative AI in higher education depends largely on how institutions cultivate ethical attitudes and responsible use practices among students. Rather than framing AI exclusively as an academic integrity threat, educational institutions should encourage ethical engagement and reflective use of AI technologies. As a result, the positive attitudes observed in this study indicate that respondents generally accept the integration of AI into academic activities, provided that such use remains aligned with ethical standards and institutional expectations.

4. Actual Behavior in Using AI Tools

The results also indicate a high level of responsible behavior in AI-assisted writing ($M = 3.58$, $SD = 0.82$). This finding suggests that respondents generally report using AI tools in ways that remain consistent with accepted academic practices. The relationship between ethical awareness, attitudes, and behavior has been widely documented in educational research. Students who possess higher ethical awareness and stronger positive attitudes toward responsible AI use are generally more likely to demonstrate ethical behaviors in practice. The

current findings appear to support this proposition, as high levels of awareness and positive attitudes were accompanied by high levels of self-reported responsible behavior.

Previous studies have similarly found that students who perceive AI as a support tool are more likely to use it for brainstorming, idea generation, editing, and learning support, rather than a replacement for learning are more likely to engage in constructive and ethical usage patterns (Acosta-Enriquez et al., 2024; Johnston et al., 2024; Zhang & others, 2024). Research on ChatGPT adoption in higher education has shown that students with stronger academic integrity orientations tend to use AI for brainstorming, idea generation, editing, and learning support rather than for direct content substitution. Nevertheless, the rapid adoption of generative AI continues to raise concerns regarding authorship, originality, academic integrity, and assessment validity in higher education (McDonald et al., 2024; Miao & Holmes, 2023; Yusuf et al., 2024). Scholars and international organizations have emphasized that responsible AI use requires continuous guidance, ethical literacy, and clear institutional policies because students frequently encounter situations in which ethical boundaries remain ambiguous where ethical boundaries are not clearly defined (McDonald et al., 2024; Miao & Holmes, 2023)

Overall, the findings suggest that respondents possess a relatively strong foundation for the ethical use of AI in academic writing. The highest score in AI ethics awareness, combined with positive attitudes and responsible behaviors, indicates a favorable readiness to engage with AI technologies while maintaining academic integrity. Nevertheless, the comparatively lower score in knowledge of academic policy highlights an important gap between ethical understanding and regulatory awareness.

These findings support a growing body of literature arguing that effective AI governance in higher education should combine three interconnected components: ethical literacy, policy clarity, and responsible practice. Ethical awareness alone is insufficient if students do not understand institutional expectations, while formal regulations may have limited impact if students lack ethical commitment. Consequently, universities should adopt comprehensive AI literacy initiatives that integrate ethical education, policy communication, and practical guidance for responsible AI-assisted writing. In the context of rapidly evolving AI technologies, fostering these competencies will be essential for ensuring that students can benefit from AI-supported learning while preserving the fundamental values of academic integrity, transparency, originality, and accountability.

CONCLUSION

This study investigated students' ethical awareness in using AI tools, knowledge of academic policies, attitudes toward AI ethics, and actual behavior in using AI tools. The findings revealed that all four indicators were categorized as high, indicating that the respondents generally reported positive perceptions and responsible orientations toward the use of artificial intelligence in academic contexts. Among the investigated indicators, AI ethics awareness achieved the highest mean score, followed by attitudes toward AI ethics and actual behavior in AI-assisted writing. Knowledge of academic policies obtained the lowest mean score among the four indicators; however, it remained within the high category. Overall, the findings indicate that the respondents reported high levels of AI ethics awareness, knowledge of academic policies, positive attitudes toward ethical AI use, and responsible AI-assisted writing practices.

The results further indicate that students are increasingly recognizing the importance of ethical considerations when utilizing AI technologies for educational purposes. The consistently high scores across all indicators suggest that respondents generally acknowledge the need to use AI responsibly and demonstrate positive attitudes toward maintaining ethical standards in academic work. In addition, the high score for actual behavior in AI-assisted writing indicates that respondents perceive themselves as engaging in practices that are consistent with responsible AI use. Therefore, these findings provide evidence that the participants exhibit a positive orientation toward integrating AI tools into academic activities while remaining attentive to ethical considerations.

This study contributes to the growing body of research on AI ethics in higher education by providing empirical evidence regarding students' AI ethics awareness, knowledge of academic policies, attitudes toward AI ethics, and AI-assisted writing practices. As generative AI technologies continue to become increasingly integrated into educational environments, fostering AI literacy that combines ethical awareness, policy knowledge, and responsible use remains essential for supporting academic integrity. Future research is encouraged to involve larger and more diverse samples and to employ more advanced analytical approaches that can further explore students' experiences, perceptions, and behaviors regarding the use of AI in academic settings. Such efforts can contribute to a more comprehensive understanding of how AI can be integrated into higher education in ways that support innovation and academic integrity.

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