

Ethical Dilemmas and Academic Integrity: Students' Perceptions of Artificial Intelligence Use in Scholarly Writing

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Abstract

Being a university student requires the ability to take full responsibility for one's academic work, particularly in the form of scholarly writing, where originality is a fundamental expectation. The use of Artificial Intelligence (AI) in academic writing, however, poses potential risks of plagiarism and copyright infringement, especially when used without proper guidelines. Such practices may contradict the provisions of Law No. 28 of 2014 on Copyright. The objective of this study is to analyze the legal status of AI-assisted academic work and to identify the weaknesses and challenges associated with AI use in higher education. This research employs an empirical legal research method using questionnaire-based data collection, targeting students who are in the process of preparing academic papers and who acknowledge receiving assistance from AI tools. This approach is considered relevant because it allows the researcher to obtain direct insights from the primary stakeholders—students themselves. The study seeks to examine the ethical dilemmas and questions of academic validity that emerge in light of the growing use of AI within university environments. The findings reveal that the legal implications faced by higher education institutions may lead to significant consequences if AI is not used responsibly. Despite its widespread use, AI can still be integrated into academic settings in a manner that upholds academic ethics and moral conduct, thereby allowing students to retain authorship and copyright over their work. Therefore, higher education institutions must take proactive measures to formulate clear policies governing the use of AI in academic writing. As technological development continues to accelerate, universities must strive to achieve a balanced approach that optimizes the benefits of AI

while mitigating its potential risks. With the establishment of proper ethical guidelines, AI can function as a supportive tool without diminishing the originality or copyright of students' academic work.

Keywords: Artificial Intelligence; Academic Integrity; Copyright Law; Ethical Challenges

Introduction

The rapid advancement of technology has driven the widespread adoption of various innovations, one of which is Artificial Intelligence (AI) (Disemadi & Silviani, 2025; Disembody & Agustianto, 2025). Among university students, AI has become increasingly popular as a tool to support the development of academic writing. Students frequently use AI to improve grammar, locate references, and formulate ideas in scholarly work. However, this emerging trend has triggered significant ethical debates, particularly concerning originality and academic honesty. Recent findings illustrate the magnitude of this phenomenon. A study conducted at Universitas Negeri Medan involving 36 students across multiple disciplines revealed that 94.4% of respondents had utilized AI in writing academic papers, especially for constructing effective sentences, identifying references, and drafting article frameworks (Siagian et al., 2025). Despite the perceived benefits, students continue to face challenges related to excessive reliance on AI and concerns regarding its proper use. In academic settings, overdependence on AI may undermine students' critical thinking skills and weaken their understanding of the substance of their research. These developments highlight the urgent need for clearer regulations on AI use within higher education to preserve academic integrity.

Creators of academic works also face both challenges and opportunities. A central difficulty lies in ensuring that their work adheres to academic standards and does not show similarities with existing works (Disemadi & Sudirman, 2025). The use of AI has become a controversial topic, especially regarding ethical and intellectual property concerns. AI-generated outputs often embed elements derived from others' work, yet AI itself cannot hold copyright. This creates significant risks when students replicate AI-generated content without proper oversight (Edinov & Fauzi, 2022).

Instances of academic plagiarism related to AI have become increasingly common. Many students copy AI-generated text without applying the necessary ethical considerations. Differences in tone or writing style within a single paper often reveal such improper reliance on AI. Excessive use of AI can erode students' intellectual capacity and diminish the integrity of their work. This situation underscores the need for more explicit regulations governing AI use in academic environments.

Under Indonesian law, using AI-generated content without attribution may constitute plagiarism. Law No. 28 of 2014 on Copyright affirms that copyright protection applies only to works created by human authors. AI, as a non-human entity, cannot be recognized as the rights holder (Edinov & Fauzi, 2022). Students who fail to attribute AI assistance may violate academic ethics and risk legal and academic consequences (Putra & Lestari, 2023). Furthermore, Indonesia's intellectual property framework has not yet addressed the complexities of AI-generated content, demonstrating the need for regulatory reform (Sari & Hadi, 2024). Higher education institutions, meanwhile, have not yet adopted uniform guidelines on AI use. Some universities have begun drafting policies, but no national framework currently exists (Directorate General of Higher Education, 2024). As a result, ethical and legal uncertainties persist.

Several recent studies have examined the growth of AI, though many focus primarily on its advantages. Amboro & Komarhana (2021) highlight the role of AI in Indonesian civil law, while Qurrahman et al. (2024) emphasize that AI cannot bear criminal responsibility. Marlin et al. (2023) identify benefits and challenges related to AI in ethics education, but focus more on its positive aspects. Wahyudinarti (2025) similarly discusses the increasing sophistication of AI, while Salsabilla et al. (2023) address concerns such as student anxiety over job competition, misinformation, and privacy risks. Nonetheless, these studies have not sufficiently explored the ethical dilemmas and questions of academic validity arising from students' use of AI in scientific writing.

This gap—between *das Sein* (the existing reality) and *das Sollen* (the ideal expectation)—is central. Students increasingly rely on AI in writing academic papers, yet many do not fully understand the boundaries between permissible

assistance and academic misconduct. Ideally, AI should be used as a supportive tool, within clearly defined ethical limits. Education institutions must provide explicit, uniform guidelines to prevent ambiguity and safeguard academic integrity.

This study contributes to the discourse on copyright protection in academic works, particularly regarding AI-assisted writing. It sheds light on the integrity of AI from an intellectual property law perspective and examines the ethical tensions arising from its use. By focusing on students' perspectives, the study evaluates how AI affects academic ethics, originality, and creativity in scholarly writing. It also explores the extent to which AI can be utilized without diminishing the authenticity of students' output. From a legal standpoint, this research enhances understanding of intellectual property protection in academic works and clarifies AI's role within academic institutions. It expands existing literature by examining how students' perceptions are influenced by educational background, technological proficiency, and institutional policy. Moreover, the study addresses the broader debate surrounding AI, academic culture, and legal certainty. While recognizing its limitations, the author restricts the scope to student and university perspectives on AI use, grounded in ethical considerations.

Research Method

In this research, a qualitative approach is employed. This methodological choice is grounded in the sampling technique, which involves the administration of questionnaires. The type of method used to collect data is empirical legal research. Empirical legal research refers to an approach within legal studies that focuses not only on the applicable legal norms but also on factual findings obtained through interviews and questionnaire responses related to the research topic. Through this method, the study utilizes both primary and secondary data to answer the research questions, integrating them with relevant theoretical frameworks to ensure the legal validity of conclusions aligned with intellectual property norms and regulations.

This study also pays close attention to the gap between existing legal criteria and the conditions observed in practice. Accordingly, interviews and case studies pertaining to ongoing phenomena form the core of the research methodology. Primary data are obtained through interviews with sixth-semester students who are in the process of completing their final assignment. This is intended to capture diverse perspectives from students who have direct experience with the practical use of AI in preparing academic work as a graduation requirement, as well as to understand their general perceptions of academic ethics in utilizing AI tools in scholarly writing. The primary data are further supported by questionnaire-based statistical findings, which provide additional insight into the prevalence of AI use among university students. Combined, these data sources strengthen the analysis of students' ethical considerations, practical behaviors, and the broader implications of AI-assisted writing within higher education.

Results and Discussions

Legal Implications of Copyright on Academic Works Partially or Fully Generated by Artificial Intelligence (AI) in Indonesian Higher Education

Law students are inherently required to uphold honesty under all circumstances. In preparing their final academic papers, they are expected to produce their best work, grounded in legal principles that support the substance of their arguments. Currently, guidelines governing the use of AI vary across Indonesian universities. In practice, some institutions allow limited AI contributions—particularly in introductory or literature review sections—provided that students critically evaluate whether AI enhances their understanding or, conversely, hinders their focus on the substantive aspects of writing.

With regard to accountability for legal actions conducted through artificial intelligence systems, it becomes essential to ensure legal clarity and certainty. This aligns with the state's commitment to protecting copyright, which underscores the importance placed on originality in every intellectual creation. Higher

education institutions therefore play a pivotal role in nurturing student potential while minimizing errors and negligence in academic writing.

A scientific work suspected of relying heavily on AI poses significant risks for the student's academic evaluation (Putri, Disemadi & Hutauruk, 2025). Nonetheless, when used responsibly, AI may serve as a beneficial supplementary tool. It cannot be denied that many lecturers in Indonesian universities now permit AI use for specific purposes due to its practicality and its ability to communicate in an accessible manner. The rapid development of AI further expands its capabilities beyond text generation to manipulating images and audio. However, the convenience it offers does not negate the risks of misuse, including factual inaccuracies, misleading information, and irrelevant outputs. AI may also generate biased or incorrect data and present risks to personal data protection (Mariyadi et al., 2024). This contradiction has prompted educational stakeholders to take concrete steps to optimize AI's benefits within the education sector (Sugiono, 2024).

Improper use of AI—especially when users accept its outputs uncritically—can backfire. Inaccurate information incorporated into academic writing can lead to severe consequences and undermine the credibility of scholarly work. Irresponsible use has also contributed to the negative stigma surrounding AI, particularly among students.

The debate surrounding AI influences how universities formulate student guidelines. While AI may be permitted within ethical boundaries, academic observers remain concerned about its excessive use. AI outputs cannot be accepted uncritically and must be filtered using students' analytical skills, particularly in legal scholarship. For law students, academic writing must adhere strictly to legal standards. Statutes serve as the foundation for the validity of academic arguments. Hence, oversight and limitations on AI use are essential to ensure compliance with applicable legal norms. Many students have experienced errors when relying on AI-generated information about Indonesian law, highlighting the importance of maintaining academic integrity to safeguard the reputation of universities.

In response, universities must proactively balance AI's advantages with the need to safeguard academic integrity, particularly in students' analytical work. This includes developing institutional ethical guidelines specifically regulating AI use in academic contexts, educating students and faculty on responsible AI use, and implementing detection mechanisms to identify potential violations. Several institutions in Indonesia now permit limited AI use. For example, the School of Law IBLAM allows AI in student learning processes but imposes strict limitations—final assignments may contain no more than 25% AI-detected content, as approved by program heads, supervising lecturers, and the academic quality assurance body. This policy is a reasonable approach in the modern era, encouraging students to use AI wisely without fostering dependency.

To analyze these issues, this study adopts the theory of legal certainty, which prioritizes predictability and usefulness. Copyright violations become a real risk if AI use is not carefully monitored. Indonesia currently lacks comprehensive regulation governing AI, though initial steps have been taken—such as the Circular of the Ministry of Communication and Informatics No. 9 of 2023 on AI ethics, the amended Electronic Information and Transactions Law (Law No. 19 of 2016), and its most recent amendment under Law No. 1 of 2024.

The ethical principles outlined in these regulations include the requirement that AI-generated data must be reliable and accountable when disseminated to the public. Examining the copyright implications of AI-assisted academic work through the lens of legal certainty enables students to understand both its risks and potential benefits. Although the student-author holds copyright over the academic work, AI-generated content must be carefully reviewed and transformed into an original intellectual contribution.

Under Indonesian copyright law (Law No. 28 of 2014), AI cannot be considered an author. Therefore, a student's adherence to AI ethics—such as those outlined in the Ministerial Circular No. 9 of 2023—is crucial to maintaining their copyright ownership. While AI may assist in the information-gathering process, the human author must exercise control, apply critical analysis, and ensure originality. For these reasons, AI should not be used as a primary source for data identification. Appropriate restrictions on AI use help

prevent plagiarism and preserve the credibility of academic work. Failure to do so increases the risk of similarity, duplication, or plagiarism.

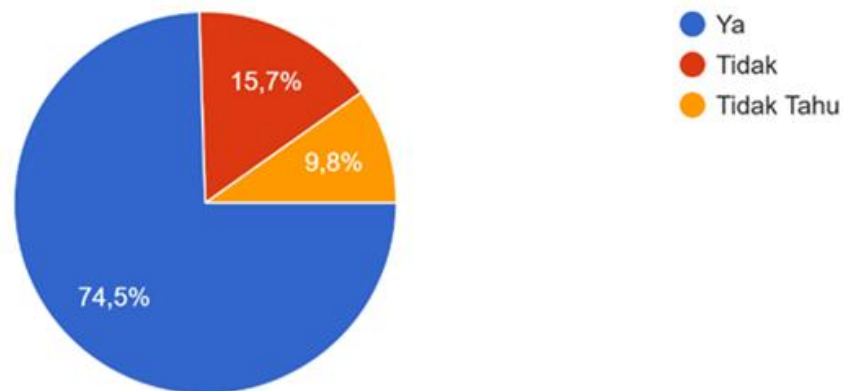
Academic sanctions for plagiarism include written warnings, suspension of academic rights, grade removal, dishonorable dismissal, and even degree revocation. These sanctions align with Article 12 of Ministerial Regulation No. 17 of 2010 on the prevention and handling of plagiarism in higher education. Ultimately, the legal implications of AI-generated academic work—whether partially or entirely produced using AI—rest on the student's responsibility to maintain originality and uphold copyright as the individual exercising control over the tool.

Thus, the legal impact of using AI in academic writing remains in the hands of the human author. As long as students maintain accuracy, academic relevance, and originality, copyright protection can be preserved in accordance with Indonesian law and the preventive measures mandated under Ministerial Regulation No. 17 of 2010.

Academic and Legal Risks Faced by Students in the Excessive Use of AI, Particularly Concerning Copyright and Originality

The use of Artificial Intelligence (AI) in the preparation of academic papers raises serious concerns regarding copyright clarity and the allocation of responsibility within higher education. From a legal standpoint, copyright protection is granted solely to creators with legal capacity—namely, human authors—and not to autonomous systems such as AI (Kotsis, 2022). Consequently, when an academic work is produced partially or fully by AI without substantial human contribution in the creative process, the validity of copyright becomes questionable (Bozkurt, 2024). Law No. 28 of 2014 on Copyright affirms that protection extends only to works originating from human intellect.

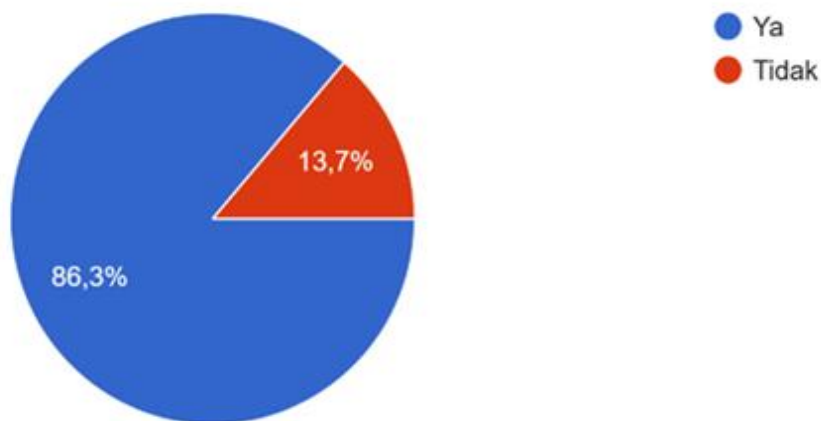
Figure 1. Use of AI in Academic Writing



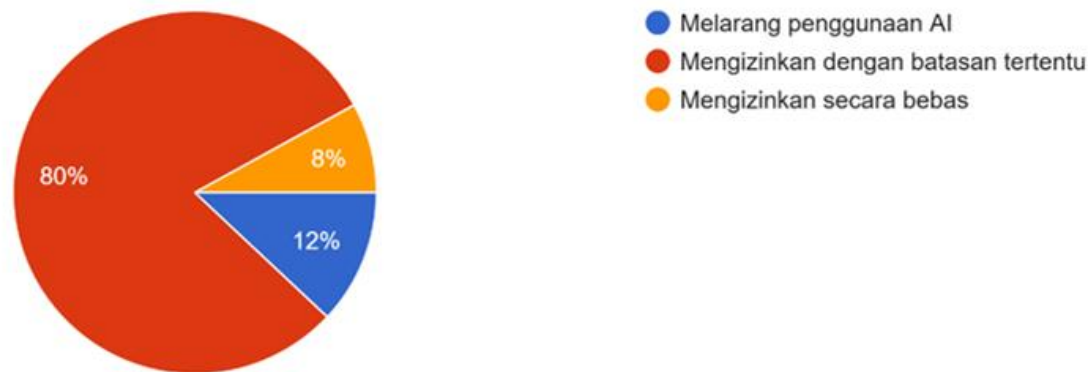
Source: Author, 2025

Survey results from 51 students indicate that **74.5%** are aware that their university provides regulations on AI-assisted writing. However, students who rely excessively on AI risk compromising the originality of their work and potentially violating applicable copyright laws (Kotsis, 2022).

Figure 2. Students Who Have Used AI (ChatGPT)



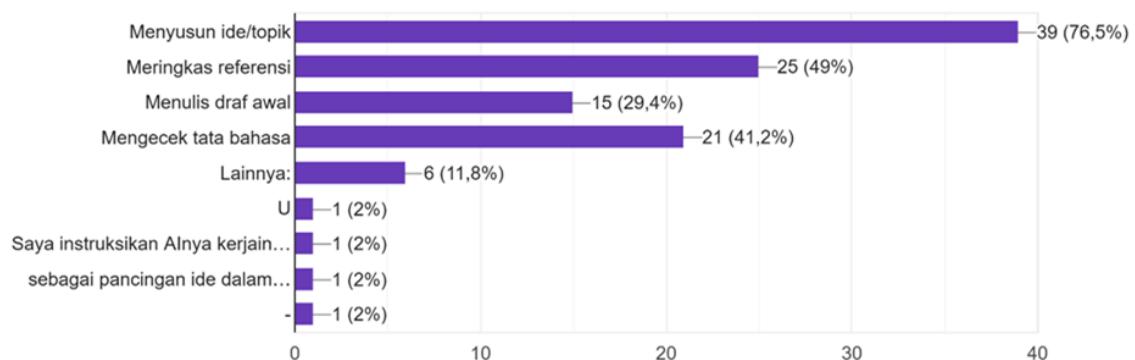
Source: Author, 2025

Figure 3. Universities Setting AI Contribution Thresholds

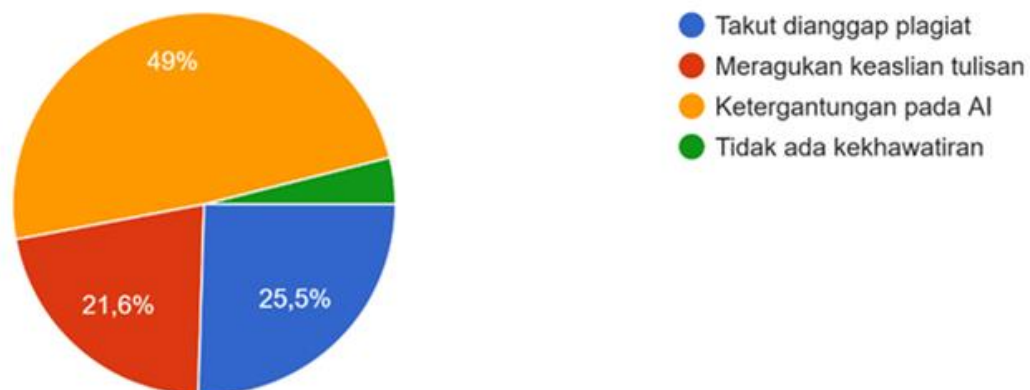
Source: Author, 2025

Beyond copyright, academic responsibility constitutes a critical dimension of this issue. Excessive AI use can trigger ethical concerns, particularly when students fail to disclose AI involvement in their writing (Kotsis, 2022). Academic works that do not reflect critical thinking, independent analysis, and genuine student originality undermine academic integrity (Rabbianty et al., 2023). Quantitative data show that **86.3%** of respondents have used AI to assist in producing academic work, and **80%** are aware that universities have implemented contribution thresholds as part of maintaining academic standards.

Legal implications also arise when AI-generated information is inaccurate, biased, or inadvertently incorporates copyrighted material. Under Indonesia's Electronic Information and Transactions Law (UU ITE), AI functions as an electronic agent capable of processing large amounts of data, yet it relies on pre-existing datasets, some of which may include unauthorized content. In such cases, the responsibility lies entirely with the user—namely, the student—who reproduces or cites AI-generated materials without verification or acknowledgment (Bozkurt, 2024).

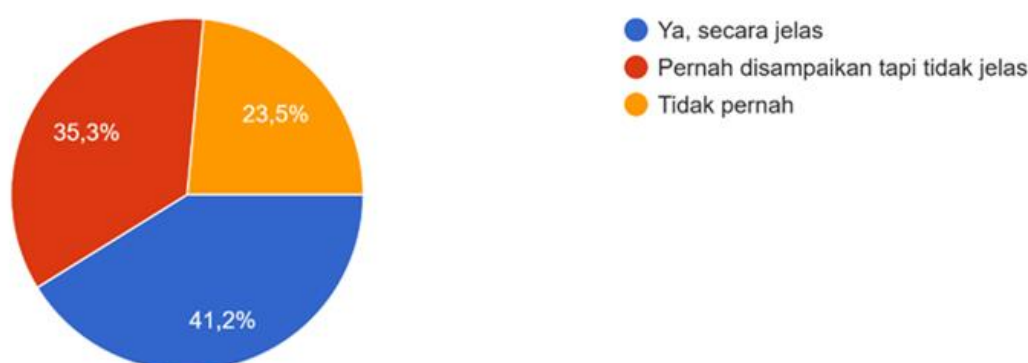
Figure 4. Students Feeling Helped by AI

Source: Author, 2025

Figure 5. Students Worried About AI Dependency

Source: Author, 2025

While AI provides substantial benefits—for instance, assisting with writing structure, grammar refinement, and idea generation—its use must be balanced against potential risks. Under utilitarian theory, employed in this study, the value of AI is measured by the extent to which it provides broad societal benefits. Survey findings reveal that 76.5% of students feel assisted by AI during early writing stages. However, 49% express concern about dependency, diminished critical thinking, and the erosion of originality. Thus, AI integration must be accompanied by clear guidelines and reasonable boundaries.

Figure 6. Students Who Have Not Received AI Ethics Socialization

Source: Author, 2025

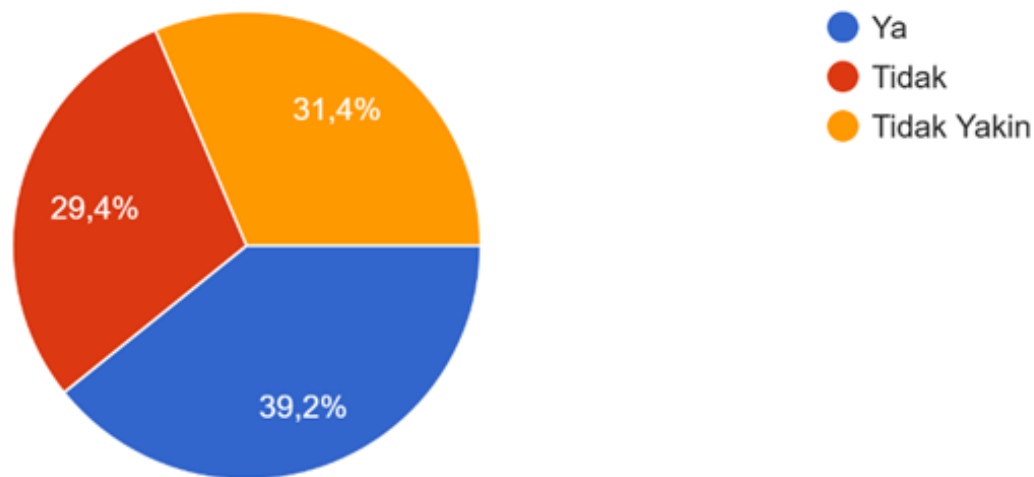
Higher education institutions must therefore prioritize not only the legality of AI use but also student ethical awareness (Hegazy et al., 2024). Academic work is not solely assessed based on outcomes but also on intellectual honesty and the quality of the thinking process (Lee-price, 2024). Survey results further show that **23.5%** of students have never received formal training regarding ethical AI use. This highlights the urgent need for a standardized national regulation governing AI in higher education—one that balances technological innovation with the preservation of academic integrity and copyright compliance.

To strengthen this analysis, Radbruch's Theory of Legal Certainty provides conceptual grounding. According to Gustav Radbruch, legal certainty requires clearly formulated and publicly disseminated rules to prevent ambiguity and multiple interpretations. Applying this theory, the widespread adoption of AI—evident from survey percentages—creates a dilemma: students perceive AI as an efficient information tool, yet the absence of explicit boundaries leads to uncertainty and ethical risks. Student awareness therefore plays a decisive role in determining the legal consequences of AI-assisted academic work.

Several universities have adopted limited-use AI policies, offering legal certainty within academic communities. Sanctions for violations—such as written warnings, loss of academic rights, grade annulment, suspension, dishonorable dismissal, and degree revocation—serve as deterrents, encouraging students to conduct thorough and responsible analysis rather than merely copying AI-generated output. Hence, AI should not be eliminated entirely;

instead, when used ethically and appropriately, AI can serve as a valuable analytical tool that helps students avoid plagiarism and copyright violations (Kovari, 2024).

Figure 7. AI May Reduce Creativity or Originality



Source: Author, 2025

Nevertheless, survey data show that **39.2%** of respondents believe AI reduces creativity and originality. From a utilitarian perspective, AI use in academic writing is justified only when its benefits outweigh its negative consequences (Ajiye & Omokhabi, 2025; Bozkurt, 2024). The trend toward increased student reliance on AI reflects a significant shift in learning patterns, with many depending on AI as a primary information source. This raises pressing concerns about the authenticity and intellectual autonomy of academic work produced with AI assistance. While AI offers efficiency and accessibility, it also challenges the boundaries of academic authorship. Students must therefore recognize that technological ease carries legal and ethical responsibility. Academic works created with AI assistance must remain original, legally compliant, and meet established academic standards.

Conclusion

AI undeniably offers significant convenience, yet it is not impossible for students to be misled by the outputs it generates. Therefore, exercising prudence in using digital tools as aids in academic creation is essential. Higher education

institutions, as centers of learning, must take a proactive role in addressing the challenges brought by rapid technological advancement, including the widespread adoption of digital and AI-based tools. Despite the various advantages offered by AI, universities hold a crucial responsibility to bridge the ongoing concerns related to its legal implications—particularly in the context of Intellectual Property Rights. Many higher education institutions have begun establishing regulations and guidelines that allow students to use AI as a supportive tool for obtaining information. When used ethically and responsibly, AI can indeed assist students without diminishing their authorship; with proper ethical standards, the resulting academic work can still qualify for copyright protection.

Adequate institutional involvement demonstrates readiness to face the fast-paced digital future. By grounding their policies in strong ethical principles, universities help ensure that legal certainty can be effectively applied and achieved for every student whose work fulfills the element of originality. The flexibility and responsiveness of higher education institutions in designing such frameworks is a key indicator of their preparedness to navigate modern digital transformations. This readiness includes not only the use of technology, but also the development of comprehensive regulatory structures. With firm ethical foundations and adherence to academic integrity, legal certainty can be implemented effectively to protect creators in research, the arts, and various forms of innovation. Individuals who produce original works deserve appropriate recognition and protection under intellectual property laws. Thus, higher education institutions play a vital role in building a digital ecosystem that is fair, innovative, and responsible—one that supports technological progress while safeguarding academic integrity and the rights of student authors.

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Competing Interest

None.