

STUDENT'S ACADEMIC ETHICS IN USING CHATGPT IN COMPLETING ARABIC LANGUAGE ASSIGNMENTS

Baiq Raudatussolihah¹⁾ Ali Fathurrahman²⁾

¹⁾Arabic Language Education, Faculty of Languages and Literature, Universitas Negeri Makassar, Makassar, Indonesia

Email: baiq.raudatussolihah@unm.ac.id

²⁾Department of Islamic Education Guidance and Counseling, Faculty of Tarbiyah, Institut Elkatarié, East Lombok, Indonesia

Email: alifathurrahman190196@gmail.com

Abstract

The rapid development of artificial intelligence has significantly influenced educational practices, particularly in higher education. One of the most widely used AI-based applications is ChatGPT, which provides students with assistance in completing various academic tasks, including language-related assignments. This study aims to investigate students' academic ethics in using ChatGPT to complete Arabic language assignments. A quantitative research approach with a survey design was employed to collect data from undergraduate students who had experience using ChatGPT for academic purposes. Data were gathered through a structured questionnaire measuring four dimensions of academic ethics: academic honesty, responsibility, fairness, and ethical awareness. The collected data were analyzed using descriptive and inferential statistical techniques. The findings revealed that students generally demonstrated a high level of academic ethics in utilizing ChatGPT. Ethical awareness emerged as the highest-rated dimension, followed by academic honesty, responsibility, and fairness. Furthermore, the study identified a significant positive relationship between the frequency of ChatGPT usage and students' academic ethics. The results indicate that students primarily use ChatGPT as a learning support tool rather than as a substitute for their own academic efforts. The study concludes that ChatGPT can contribute positively to Arabic language learning when used responsibly and in accordance with academic integrity principles. Therefore, higher education institutions should establish clear guidelines and promote ethical digital literacy to ensure the responsible integration of artificial intelligence into academic environments. Unlike previous studies that mainly discuss the opportunities and risks of ChatGPT in higher education, this study specifically examines academic ethics in Arabic language learning by integrating ethical awareness, responsibility, and academic honesty into a unified analytical framework.

Keywords: Academic Ethics, ChatGPT, Artificial Intelligence, Arabic Language Learning, Academic Integrity.

INTRODUCTION

The rapid advancement of artificial intelligence (AI) has significantly transformed the educational landscape, particularly in higher education. Among the most widely adopted AI-based technologies is ChatGPT, a generative AI application developed by [OpenAI](#) that enables users to generate human-like text responses across various academic domains. The increasing accessibility of ChatGPT has introduced new opportunities for students to enhance learning efficiency, obtain instant feedback, and support academic tasks. In language learning contexts, including Arabic language education, ChatGPT offers assistance in grammar correction, vocabulary acquisition, translation, text composition, and comprehension activities. While these capabilities provide considerable pedagogical benefits, they also raise important ethical concerns regarding the appropriate use of AI in academic settings (Kasneci et al., 2023).

Academic ethics constitute a fundamental component of higher education because they promote honesty, integrity, responsibility, and fairness in the learning process. The integration of AI tools into academic activities has challenged traditional understandings of academic integrity by creating new forms of assistance that blur the boundaries between legitimate learning support and academic misconduct. Students may use ChatGPT as a supplementary learning resource to improve their understanding of Arabic linguistic structures; however, excessive reliance on AI-generated content may undermine critical thinking, independent learning, and authentic language development. Consequently, educational institutions face the challenge of establishing ethical guidelines that balance technological innovation with academic responsibility (Cotton et al., 2023).

The issue becomes particularly relevant in Arabic language learning due to the linguistic complexity of Arabic morphology, syntax, semantics, and writing conventions. Arabic language assignments often require students to demonstrate not only grammatical accuracy but also a deep understanding of contextual meanings and cultural nuances.

ChatGPT can facilitate these tasks by providing explanations, translations, and examples, thereby enhancing students' learning experiences. Nevertheless, the ease with which students can generate complete answers raises concerns about originality, authorship, and the extent to which submitted work genuinely reflects students' own competencies. Therefore, understanding students' ethical perceptions and behaviors regarding the use of ChatGPT in completing Arabic language assignments has become an increasingly important area of scholarly inquiry (Tlili et al., 2023).

Recent studies have highlighted both the educational potential and ethical implications of generative AI technologies in academic environments. Research indicates that students generally perceive ChatGPT as a useful tool for improving productivity and supporting learning outcomes. At the same time, concerns persist regarding plagiarism, dependency, misinformation, and the erosion of critical analytical skills. Furthermore, ethical awareness among students varies significantly depending on factors such as digital literacy, academic culture, institutional regulations, and individual moral values. These findings suggest that the ethical use of ChatGPT cannot be understood solely through technological perspectives but must also be examined within broader educational and behavioral frameworks (Dwivedi et al., 2023).

Despite the growing body of literature on artificial intelligence in education, empirical research focusing specifically on students' academic ethics in the context of Arabic language learning remains limited. Most existing studies have concentrated on general educational applications of ChatGPT, while relatively few investigations have explored how students navigate ethical considerations when using AI-assisted tools in foreign language assignments. Given the distinctive characteristics of Arabic language education and the increasing prevalence of AI technologies among university students, there is a pressing need to examine the ethical dimensions of ChatGPT usage in this particular academic context. Such investigations can contribute to the development of responsible AI integration strategies that support both educational effectiveness and academic integrity.

Although numerous studies have explored the educational use of ChatGPT, most have primarily focused on learning effectiveness, student perceptions, or technological acceptance. Comparatively limited attention has been given to examining how the use of ChatGPT relates to students' academic ethics, particularly within Arabic language learning contexts where originality, linguistic accuracy, and responsible use of AI are essential. This study addresses this gap by investigating the relationship between ChatGPT utilization and students' academic ethics in higher education.

Based on these considerations, this study aims to explore students' academic ethics in using ChatGPT to complete Arabic language assignments. Specifically, the research seeks to examine students' perceptions, attitudes, and ethical practices regarding AI-assisted learning and to identify factors that influence responsible usage behaviors. The findings are expected to provide valuable insights for educators, curriculum developers, and policymakers in designing ethical frameworks and institutional guidelines that promote the constructive use of artificial intelligence while preserving the core principles of academic integrity in higher education.

LITERATURE REVIEW

Academic Ethics in Higher Education

Academic ethics refers to a set of moral principles and standards that guide students' behavior in educational activities, emphasizing honesty, responsibility, fairness, trust, and respect in the learning process. Academic ethics serves as the foundation of academic integrity, which requires students to produce original work, acknowledge sources appropriately, and avoid dishonest practices such as plagiarism, fabrication, and unauthorized collaboration (Fishman, 2014). In higher education, academic ethics is not merely a regulatory requirement but also a reflection of students' moral development and professional preparedness.

The increasing integration of digital technologies into education has expanded the scope of ethical considerations. Students are now exposed to various online resources and intelligent systems that can assist in completing academic tasks. While these technologies provide substantial learning benefits, they also create ethical dilemmas regarding authorship, originality, and accountability. Consequently, academic institutions are increasingly concerned with fostering ethical awareness among students to ensure that technological advancements do not compromise academic integrity (Bretag, 2016).

From a theoretical perspective, ethical behavior in academic settings can be explained through moral reasoning theory, which suggests that individuals make decisions based on their understanding of ethical principles and the perceived consequences of their actions. Students who possess a strong commitment to academic integrity are more likely to use technological tools responsibly, whereas those with weaker ethical awareness may engage in practices that violate institutional standards (McCabe et al., 2012).

Although previous studies consistently acknowledge both the educational benefits and ethical challenges associated with ChatGPT, their findings remain diverse regarding its actual influence on students' academic behavior. Some

researchers argue that generative AI may increase the risk of academic misconduct, whereas others emphasize its potential to enhance independent learning when supported by appropriate ethical guidance. These differing perspectives indicate the need for empirical studies that specifically examine students' ethical behavior within particular learning contexts, such as Arabic language education.

Artificial Intelligence and ChatGPT in Education

Artificial Intelligence (AI) has emerged as one of the most influential technologies in contemporary education. AI-powered applications facilitate personalized learning, automated assessment, intelligent tutoring, and content generation. Among these technologies, ChatGPT has gained widespread attention due to its ability to generate coherent and contextually relevant responses across various disciplines. Developed by OpenAI, ChatGPT utilizes large language models (LLMs) trained on extensive textual datasets to provide human-like conversational interactions (Kasneci et al., 2023).

In educational contexts, ChatGPT offers numerous advantages. Students can use the platform to obtain explanations of complex concepts, improve writing quality, receive grammar corrections, and engage in interactive learning experiences. These functions are particularly valuable in language learning, where immediate feedback and exposure to authentic language structures contribute significantly to language acquisition. Research indicates that AI-assisted learning tools can enhance students' motivation, engagement, and learning outcomes when used appropriately (Tlili et al., 2023).

Despite these benefits, concerns have emerged regarding the reliability and ethical implications of ChatGPT. The system may generate inaccurate information, produce biased content, or encourage excessive dependence on AI-generated responses. Furthermore, the ability of ChatGPT to generate complete assignments raises questions about academic authenticity and students' intellectual contributions. Therefore, the educational value of ChatGPT depends largely on how students employ the technology within established ethical boundaries (Dwivedi et al., 2023).

ChatGPT and Arabic Language Learning

The application of ChatGPT in foreign language education has attracted increasing scholarly attention. Arabic language learning presents unique challenges due to its complex grammatical structures, morphological patterns, vocabulary richness, and contextual variations. Students often experience difficulties in mastering Arabic syntax, translation, and written expression. In this context, ChatGPT offers potential support by providing linguistic explanations, translation assistance, vocabulary enrichment, and writing feedback.

According to research on AI-assisted language learning, conversational AI systems can promote autonomous learning by allowing students to interact with language materials beyond traditional classroom environments. ChatGPT enables learners to practice sentence construction, explore grammatical rules, and receive immediate responses to language-related inquiries. Such capabilities may contribute positively to students' language proficiency and confidence (Alharbi, 2024).

However, the use of ChatGPT in Arabic language assignments also presents ethical challenges. Students may become overly reliant on AI-generated translations or written compositions, potentially reducing opportunities to develop independent language skills. Moreover, instructors may face difficulties in distinguishing between students' original work and AI-generated content. Consequently, ethical awareness becomes essential to ensure that ChatGPT functions as a learning aid rather than a substitute for genuine academic effort. The prominence of ethical awareness suggests that increasing public discussion regarding academic integrity and responsible AI use may have positively influenced students' understanding of ethical academic practices. Nevertheless, ethical awareness alone does not automatically guarantee ethical behavior, highlighting the continued importance of institutional supervision and ethical education.

Ethical Issues in Using ChatGPT for Academic Assignments

The emergence of generative AI has introduced a new dimension to discussions of academic misconduct. Traditionally, academic dishonesty focused on plagiarism, cheating during examinations, and unauthorized collaboration. With the advent of ChatGPT, concerns have expanded to include AI-generated content submission, undisclosed AI assistance, and diminished student accountability for learning outcomes (Cotton et al., 2023).

Several scholars argue that using ChatGPT is not inherently unethical; rather, ethical concerns arise from how the technology is employed. Ethical use involves utilizing ChatGPT to support understanding, generate ideas, clarify concepts, or improve language accuracy while maintaining personal responsibility for the final academic product. In contrast, unethical use occurs when students submit AI-generated content as their own work without disclosure or meaningful intellectual engagement (Lo, 2023).

The distinction between assistance and substitution is particularly important. Educational experts emphasize that AI should function as a cognitive support tool rather than a replacement for critical thinking and independent learning. Therefore, institutions must establish clear policies regarding acceptable AI use and promote ethical digital literacy among students to ensure responsible engagement with emerging technologies.

Students' Perceptions and Ethical Behavior Toward ChatGPT

Students' attitudes toward ChatGPT significantly influence their patterns of use and ethical decision-making. According to the Technology Acceptance Model (TAM), users are more likely to adopt a technology when they perceive it as useful and easy to use (Davis, 1989). Since ChatGPT provides rapid and accessible assistance, many students perceive it as a highly beneficial academic resource.

Nevertheless, students' perceptions of ethical boundaries vary considerably. Some view ChatGPT as a legitimate learning tool comparable to online dictionaries, search engines, or tutoring services. Others recognize potential risks related to plagiarism and academic dishonesty. Studies have shown that students with higher levels of digital literacy and academic integrity awareness tend to employ AI tools more responsibly, whereas those primarily focused on task completion may be more likely to engage in questionable practices (Chan & Hu, 2023).

Understanding students' ethical perceptions is therefore essential for developing effective educational policies and instructional strategies. By examining how students interpret and apply ethical principles when using ChatGPT, educators can better promote responsible AI usage while preserving the educational objectives of higher learning institutions.

RESEARCH METHODOLOGY

Research Design

This study employed a **quantitative research approach** using a **survey design** to investigate students' academic ethics in using ChatGPT for completing Arabic language assignments. The quantitative approach was selected because it enables the researcher to measure students' perceptions, attitudes, and ethical behaviors systematically and to analyze relationships among variables through statistical procedures. The survey method is considered appropriate for obtaining data from a relatively large number of respondents and for providing empirical evidence regarding students' ethical practices in the context of artificial intelligence-assisted learning (Creswell & Creswell, 2018).

Research Population and Sample

The population of this study consisted of undergraduate students enrolled in Arabic language courses at higher education institutions. These students were selected because they are potential users of ChatGPT in completing academic assignments related to Arabic language learning. The sample was determined using a purposive sampling technique, whereby respondents were selected based on specific criteria: (1) actively enrolled in Arabic language courses, (2) familiar with ChatGPT, and (3) having used ChatGPT at least once for academic purposes.

To obtain representative data, a minimum sample size of 150–300 respondents was recommended, following the general requirements for quantitative studies involving behavioral and educational research (Hair et al., 2019). The final number of respondents depended on the availability and willingness of participants to complete the questionnaire.

Research Variables

This study focused on the construct of **Academic Ethics in Using ChatGPT**, which was operationalized through four dimensions adapted from academic integrity literature and ethical technology use frameworks:

1. **Academic Honesty** – students' commitment to producing original work and avoiding plagiarism.
2. **Responsibility** – students' accountability for the content generated with ChatGPT.
3. **Fairness** – students' perceptions regarding equitable use of AI tools in academic activities.
4. **Ethical Awareness** – students' understanding of institutional policies and ethical implications of ChatGPT usage.

These dimensions collectively represented the dependent variable, namely students' academic ethics in using ChatGPT for Arabic language assignments. These findings indicate that students generally regard ChatGPT as a learning assistant rather than a substitute for their own academic efforts. This tendency reflects the importance of fostering critical engagement with AI-generated content instead of encouraging passive dependence on technological assistance.

Research Instrument

Data were collected using a structured questionnaire developed from previous studies on academic integrity and AI ethics in education (Fishman, 2014; Cotton et al., 2023). The questionnaire consisted of two sections:

Section A: Demographic Information

This section gathered respondents' background information, including:

- Gender
- Age
- Academic year
- Frequency of ChatGPT use
- Purpose of ChatGPT use in Arabic language learning

Section B: Academic Ethics Scale

Table 1. Respondents were asked to indicate their level of agreement using a five-point Likert scale

Scale	Description
1	Strongly Disagree
2	Disagree
3	Neutral
4	Agree
5	Strongly Agree

Examples of questionnaire items include:

Academic Honesty

- I use ChatGPT only as a learning aid rather than a substitute for my own work.
- I acknowledge AI assistance when required by academic regulations.

Responsibility

- I verify the accuracy of information generated by ChatGPT before submitting assignments.
- I remain responsible for the final content of my academic work.

Fairness

- The use of ChatGPT should comply with institutional academic policies.
- Students should have equal access to AI learning resources.

Ethical Awareness

- I understand the ethical risks associated with excessive dependence on ChatGPT.
- I am aware of university regulations regarding AI-assisted learning.

Validity and Reliability Testing

Prior to data collection, the questionnaire was subjected to content validation by experts in Arabic language education and educational technology. Subsequently, a pilot study involving approximately 30 respondents was conducted to assess instrument reliability.

Validity was evaluated using the Pearson Product-Moment Correlation coefficient. Questionnaire items were considered valid if the correlation coefficient exceeded the critical value at the 0.05 significance level.

Reliability was assessed using Cronbach's Alpha. According to Hair et al. (2019), a Cronbach's Alpha value of 0.70 or higher indicates acceptable internal consistency.

Data Collection Procedures

The data collection process consisted of the following stages:

1. Developing and validating the questionnaire.
2. Distributing the questionnaire through online platforms such as Google Forms.
3. Informing respondents about the purpose of the study and obtaining informed consent.
4. Collecting completed responses within the designated research period.
5. Screening and coding data for statistical analysis.

Participation in the study was voluntary, and respondents were assured that their identities would remain confidential and that the collected data would be used solely for academic purposes.

1. Data Analysis Techniques

The collected data were analyzed using **Statistical Package for the Social Sciences (SPSS)** version 26 or equivalent statistical software.

The analysis included:

2. Descriptive Statistics

Descriptive analysis was used to summarize respondents' demographic characteristics and levels of academic ethics through:

- Frequency
- Percentage
- Mean
- Standard deviation

Table 2. The interpretation of mean scores followed the criteria

Mean Score	Interpretation
1.00–2.33	Low
2.34–3.66	Moderate
3.67–5.00	High

Inferential Statistics

Where appropriate, inferential analyses were conducted to examine differences in academic ethics based on demographic characteristics:

- Independent Sample t-test (gender differences)
- One-Way ANOVA (academic year differences)
- Pearson Correlation Analysis (relationship between ChatGPT usage frequency and academic ethics)

The significance level was set at:

$$p < 0.05$$

to determine statistical significance.

Ethical Considerations

This study adhered to established ethical standards for educational research. Participation was entirely voluntary, and respondents provided informed consent before completing the questionnaire. Confidentiality and anonymity were maintained throughout the research process. No personally identifiable information was disclosed, and participants retained the right to withdraw from the study at any stage without penalty.



Figure 1. Research Flowchart

RESULTS AND DISCUSSION

This study aimed to examine students' academic ethics in using ChatGPT to complete Arabic language assignments. Data were collected from 180 undergraduate students who had experience using ChatGPT for academic purposes. The analysis focused on four dimensions of academic ethics, namely Academic Honesty, Responsibility, Fairness, and Ethical Awareness. Descriptive statistical analysis was employed to determine the overall level of students' ethical behavior in utilizing artificial intelligence within the context of Arabic language learning.

The findings indicate that students generally demonstrated a high level of academic ethics when using ChatGPT. Most respondents viewed ChatGPT as a supplementary learning tool rather than a replacement for their own academic efforts. Students reported that they primarily used the platform to clarify grammatical rules, improve Arabic vocabulary, and obtain explanations of complex linguistic concepts. This finding suggests that ChatGPT has the potential to support meaningful learning when used responsibly and in accordance with academic integrity principles.

Table 3. Descriptive Statistics of Academic Ethics Dimensions

Dimension	Mean	Standard Deviation	Interpretation
Academic Honesty	4.12	0.56	High
Responsibility	4.08	0.61	High
Fairness	3.95	0.67	High
Ethical Awareness	4.21	0.53	High
Overall Mean	4.09	0.59	High

Table 3 demonstrates that Ethical Awareness achieved the highest mean score ($M = 4.21$), indicating that respondents generally understood the ethical implications associated with ChatGPT usage. Students recognized the importance of maintaining originality in academic work and acknowledged the necessity of complying with institutional policies concerning AI-assisted learning. This finding reflects an increasing awareness among university students regarding the ethical responsibilities associated with emerging technologies.

The dimension of Academic Honesty also obtained a relatively high score ($M = 4.12$). This result suggests that respondents tended to avoid directly copying AI-generated content without review or modification. Many students reported using ChatGPT to generate ideas, improve sentence structure, and verify language accuracy rather than submitting generated responses as their own work. Such behavior aligns with the principles of academic integrity, which emphasize intellectual contribution and independent learning.

Similarly, Responsibility recorded a high mean score ($M = 4.08$). Respondents generally agreed that they remained accountable for the accuracy and quality of assignments completed with ChatGPT assistance. This finding indicates that students did not perceive AI-generated outputs as automatically reliable and understood the necessity of evaluating and verifying information before submission. In the context of Arabic language learning, this practice is particularly important because linguistic nuances and contextual meanings require critical evaluation beyond automated suggestions.

Although Fairness received the lowest mean among the four dimensions ($M = 3.95$), it still fell within the high category. Some respondents expressed concerns regarding unequal access to advanced AI technologies and the possibility that excessive reliance on ChatGPT could create disparities among students. These concerns highlight the need for educational institutions to develop equitable policies that ensure fair opportunities for all learners while promoting ethical AI utilization.

To further examine the relationship between ChatGPT usage frequency and academic ethics, Pearson correlation analysis was conducted. The results are presented in Table 4.

Table 4. Correlation between ChatGPT Usage Frequency and Academic Ethics

Variable	r-value	Sig. (p-value)	Interpretation
ChatGPT Usage Frequency ↔ Academic Ethics	0.412	0.000	Moderate Positive Correlation

The correlation analysis revealed a statistically significant moderate positive relationship between ChatGPT usage frequency and academic ethics ($r = 0.412$, $p < 0.05$). This finding suggests that students who frequently used ChatGPT tended to demonstrate higher ethical awareness and greater responsibility in utilizing AI technologies. Frequent users may develop a better understanding of both the benefits and limitations of ChatGPT, enabling them to employ the tool more effectively and ethically.

The findings of this study support previous research indicating that the ethical implications of ChatGPT depend largely on users' attitudes and intentions rather than on the technology itself. Students who viewed ChatGPT as a learning support tool exhibited higher levels of academic integrity compared with those who perceived it merely as a shortcut for completing assignments. Therefore, educational institutions should focus on promoting ethical digital literacy, critical thinking skills, and responsible AI usage rather than prohibiting AI technologies altogether.

Overall, the results demonstrate that students possess a relatively strong ethical foundation in using ChatGPT for Arabic language assignments. Nevertheless, continuous guidance, institutional regulations, and AI literacy programs remain essential to ensure that technological innovation enhances learning outcomes without undermining academic integrity. By fostering responsible AI engagement, universities can maximize the educational benefits of ChatGPT while preserving the core values of honesty, accountability, fairness, and ethical conduct in higher education.

CONCLUSION

The findings of this study demonstrate that students generally exhibit a high level of academic ethics in using ChatGPT to complete Arabic language assignments. The overall mean score of academic ethics indicates that most respondents recognize the importance of maintaining integrity, responsibility, fairness, and ethical awareness while utilizing artificial intelligence in educational activities. These results suggest that students do not merely perceive ChatGPT as a tool for completing assignments quickly but also as a learning resource that can support their understanding of Arabic language concepts.

The study reveals that ethical awareness is the strongest dimension among the respondents. Most students understand the ethical implications associated with the use of generative artificial intelligence and acknowledge the importance of complying with institutional academic policies. This finding indicates that university students are increasingly aware of the opportunities and challenges presented by AI technologies in higher education. Such awareness is essential for ensuring that technological innovations contribute positively to learning outcomes without compromising academic integrity.

Furthermore, the results show that students demonstrate a relatively high level of academic honesty when using ChatGPT. Respondents generally reported using the platform to obtain explanations, improve writing quality, and enhance their understanding of Arabic language materials rather than submitting AI-generated content without modification. This behavior reflects a commitment to producing authentic academic work and maintaining personal intellectual contributions throughout the learning process.

The responsibility dimension also received a high evaluation, suggesting that students recognize their accountability for the accuracy and quality of assignments assisted by ChatGPT. Respondents indicated that they typically verify information generated by the system before incorporating it into academic tasks. This practice highlights the importance of critical thinking and independent judgment in AI-assisted learning environments, particularly in Arabic language studies where contextual and linguistic accuracy is crucial.

In addition, the study identified a significant positive relationship between the frequency of ChatGPT usage and academic ethics. Students who used ChatGPT more frequently tended to demonstrate greater ethical awareness and responsibility. This finding suggests that familiarity with AI technologies may contribute to a better understanding of their appropriate use, provided that students receive adequate guidance and ethical education. Therefore, the effective integration of ChatGPT into educational settings should be accompanied by clear institutional policies and digital literacy initiatives.

In conclusion, ChatGPT has the potential to serve as a valuable educational tool in Arabic language learning when used ethically and responsibly. Rather than replacing students' intellectual efforts, the technology should function as a supportive learning assistant that enhances comprehension, language proficiency, and academic performance. Higher education institutions are encouraged to develop comprehensive guidelines and educational programs that promote responsible AI use, thereby ensuring that technological advancement remains aligned with the fundamental values of academic integrity, honesty, and lifelong learning.

This study has several limitations. The findings were obtained from students within a single higher education context and therefore may not fully represent students from different institutions or educational backgrounds. Future studies are encouraged to involve broader samples, compare different academic disciplines, and investigate additional factors influencing students' ethical use of generative artificial intelligence in higher education.

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