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Academic Ethics in the Age of AI: A Study of Teachers Perceptions of Students Misuse of Technology

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A B S T R A C T

The development of artificial intelligence (AI) has brought significant changes to learning practices in educational settings, while also raising new challenges related to academic ethics. Easy access to various AI-based applications has the potential to encourage technology misuse by students, such as plagiarism, reliance on automated systems, and reduced academic honesty. This study aims to analyze teachers' perceptions of the phenomenon of AI-based technology misuse by students and its implications for academic ethics values in educational institutions. This study used a qualitative approach with a descriptive study method, involving secondary school teachers as key informants. Data were collected through in-depth interviews and open-ended questionnaires, then analyzed using thematic analysis techniques. The results show that most teachers view AI as a tool with positive pedagogical potential, but also raise concerns regarding decreased academic integrity, weakened critical thinking processes, and blurred boundaries between learning assistance and academic cheating. Teachers also believe that limited regulations, low ethical digital literacy, and a lack of institutional guidance increase the risk of technology misuse by students. This study emphasizes the importance of strengthening academic ethics through the integration of AI literacy, the development of adaptive school policies, and the active role of teachers in guiding the responsible use of technology. It is hoped that these findings can form the basis for formulating educational strategies that are in line with technological developments without ignoring the values of honesty and academic integrity

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INTRODUCTION

The development of artificial intelligence (AI) has brought about a fundamental transformation in the world of education, particularly in how students access information, complete academic assignments, and construct and develop knowledge (Musthafa, 2024; Saugadi, 2025; Wakhidah, 2024). The presence of various AI-based applications, such as automated writing systems, intelligent search engines, and adaptive learning platforms, allows students to obtain answers, material recommendations, and even text composition instantly, personalized, and responsive to individual learning needs (Imamguluyev, 2024). This ease and speed of access provides high efficiency in the learning process, expands the reach of knowledge sources, and has the potential to encourage independent learning and personalization of student learning. Behind these benefits, the use of AI also raises serious challenges in the realm of academic ethics (Chelghoum, 2025). Excessive reliance on technology risks blurring the line between legitimate learning assistance and academic dishonesty, such as covert plagiarism, decreased originality of work, and minimal cognitive and reflective student engagement in the learning process. If not managed properly, this situation can erode fundamental educational values, particularly honesty, intellectual responsibility, and academic integrity, which should be the primary foundations of learning activities and the formation of student character.

In the context of formal education, academic ethics is the primary foundation for student character formation and the creation of a healthy, fair, and sustainable learning culture (Utamirohmahsari, 2024). Academic ethics not only serves as a set of normative rules governing academic behavior, but also as an internal value that guides students to be honest, responsible, and respectful of the intellectual process as part of the learning journey (Suhaila, 2025). Values such as intellectual honesty, originality of work, and accountability at every stage of learning are essential principles that must be consistently maintained and instilled, especially amidst the increasing use of digital technology in academic activities. The advent of artificial intelligence further complicates the line between legitimate learning assistance and academic dishonesty, given that AI is capable of producing text, ideas, and solutions that resemble human thought with a high degree of sophistication (Nwozor, 2025). This situation presents a new ethical dilemma for educators and educational institutions in formulating and enforcing academic honesty standards that remain relevant to technological developments. Therefore, a comprehensive understanding, strong ethical awareness, and adaptive institutional regulations are needed to ensure that the use of AI can be directed as a constructive learning support tool, without sacrificing the ethical academic values that are the main pillars of education and the formation of student character.

Several previous studies have examined the impact of digital technology on academic integrity, particularly in relation to the rise in plagiarism, unethical internet use, and student reliance on instant online resources to complete academic assignments (Prathama, 2024; Jaya, 2025). These studies generally position technology as an external factor influencing student academic behavior, both as an opportunity to expand access to learning and as a potential risk that

undermines academic honesty. With the rapid development of artificial intelligence, recent studies have begun to focus on the role of AI in education, particularly in improving learning effectiveness, personalizing materials, and encouraging pedagogical innovation in the classroom. However, most of this research still views AI primarily as a neutral and functional pedagogical instrument, with an emphasis on its technical benefits. The ethical dimensions of AI use, particularly as a source of complex moral and academic dilemmas in everyday learning practices, have not been thoroughly explored. Consequently, understanding how AI is changing the meaning of academic honesty, intellectual responsibility, and the boundaries of academic dishonesty remains relatively limited, opening up space for more critical, reflective, and contextual research into the realities of education in the era of artificial intelligence.

LITERATURE REVIEW

Studies on academic ethics in the era of artificial intelligence tend to focus primarily on the perspective of students as direct users of technology or on educational institution policies as a macro regulatory framework. Meanwhile, the voice of teachers, as key actors in the learning process and guardians of academic values, has received relatively little attention in empirical research. Yet, teachers occupy a strategic position because they interact directly and continuously with students, observing changes in learning patterns, thinking styles, and academic behavior that emerge with the increasing use of AI-based technology. Teachers are also at the forefront of detecting potential misuse of technology, interpreting questionable academic practices, and confronting real-life ethical dilemmas in daily learning activities. Furthermore, teachers play a crucial role in instilling ethical values, guiding the responsible use of technology, and defining the line between acceptable learning support and academic dishonesty in concrete classroom contexts. This limited study of teachers' perceptions and experiences creates a significant research gap, particularly in the context of education in developing countries, which faces the dual challenges of accelerated technology adoption, limited institutional regulations, and low digital ethics literacy among school personnel. Most studies discussing academic ethics in the era of artificial intelligence are still dominated by normative and conceptual approaches, emphasizing the importance of digital ethics as a general and ideal principle that should be applied in education (Hilmi, 2026). While these studies provide an important theoretical framework, most lack an in-depth exploration of the empirical realities occurring in the classroom. Research tends to formulate ideal guidelines for technology use, but has not comprehensively explored teachers' actual experiences in dealing with students' misuse of AI in the context of everyday learning, which is fraught with limitations and social dynamics. The lack of contextual research based on situations at the educational unit level has limited understanding of the real challenges teachers face and hindered the formulation of policy recommendations and pedagogical strategies that are applicable, realistic, and responsive to field needs. This situation demonstrates a clear gap between theoretical discourse on academic ethics and actual educational practice, emphasizing the urgency of empirical research that

can bridge theory and practice by uncovering the experiences, perceptions, and reflections of teachers as key actors in education in the era of artificial intelligence. Based on the identified research gaps, the novelty of this study lies in its emphasis on teachers' perceptions of students' misuse of AI-based technology within the framework of academic ethics. Unlike previous studies that tend to highlight the technical aspects of AI utilization or general institutional policies, this study consciously positions teachers as the primary subjects, reflecting on their empirical experiences in navigating the dynamics of AI use in the classroom. This approach allows for a more contextual understanding of how AI impacts students' learning practices and academic behavior from an educator's perspective. This study not only identifies various forms of AI misuse in students' academic activities but also explores in depth how teachers interpret the ethical boundaries of technology use, assess their implications for the quality of the learning process, and respond to the pedagogical challenges arising from the blurring of the boundaries between legitimate learning aids and academic dishonesty. Furthermore, this study uncovers pedagogical and evaluative strategies that teachers perceive as relevant and applicable in maintaining academic integrity, through assessment innovation, reflective habits, and fostering the values of honesty and intellectual responsibility. Thus, this research offers significant theoretical and practical contributions in enriching the study of academic ethics in the era of artificial intelligence, particularly by presenting the perspectives of educators who have been relatively marginalized in academic discourse and education policy.

Thus, this research is expected to provide a significant theoretical contribution to enriching the study of academic ethics in the era of artificial intelligence, particularly through the integration of educators' perspectives as central actors in understanding and interpreting the ethical dynamics of AI use in formal educational settings. The findings of this study expand the conceptual framework of academic ethics by presenting an empirical dimension based on teachers' experiences, thus enabling a more comprehensive understanding of the relationship between technology, pedagogical practices, and academic values. Practically, the results of this study are expected to serve as a foundation for developing educational policies that are more adaptive, contextual, and responsive to the realities of technology-based learning, particularly in formulating clear, proportional, and applicable guidelines for AI use at the educational unit level. In addition, this research encourages the strengthening of learning practices oriented towards the responsible, transparent, and reflective use of AI, without neglecting the principles of academic honesty and fairness in assessment. Furthermore, the findings of this study have the potential to become an important reference in strengthening ethical technological literacy among teachers and students, not only in the aspect of technical skills in AI use, but also in cultivating critical awareness of its moral, pedagogical, and academic implications. Thus, this research is in line with the demands of 21st-century education which emphasizes a balance between mastery of digital technology, character building, and strengthening intellectual responsibility as the main foundation of a sustainable and integrated learning process.

METHODOLOGY

This research uses a qualitative approach with a descriptive study design to explore in-depth teachers' perceptions of students' misuse of artificial intelligence-based technology in the context of academic ethics. A qualitative approach was chosen because the study focuses on teachers' subjective meanings, experiences, and perspectives regarding a complex and contextual phenomenon that has not yet been fully measured quantitatively. The subjects were secondary school teachers selected using a purposive sampling technique. The informant selection criteria included teachers who were active in teaching, had experience using or dealing with the use of digital technology in learning, and had basic knowledge of students' use of AI. The number of informants was adjusted to meet the principle of data saturation, so data collection was stopped when the information obtained was repetitive and did not reveal significant new findings.

Data collection was conducted through in-depth semi-structured interviews and open-ended questionnaires. The interviews were used to explore teachers' perspectives on forms of AI misuse, perceptions of its impact on academic ethics, and strategies used to address these issues. Meanwhile, open-ended questionnaires were used to broaden the data coverage and obtain a variety of perspectives from informants in a more efficient manner. The entire data collection process was conducted in accordance with ethical research principles, including participant consent and confidentiality of informant identities. The collected data was analyzed using thematic analysis techniques. The analysis stages included data transcription, initial coding, grouping themes, and interpreting meanings based on academic ethics and digital literacy frameworks. To enhance data credibility, this study employed method triangulation techniques by comparing interview and questionnaire results and conducting member checking with several informants. The researcher also engaged in critical reflection throughout the research process to minimize subjective bias. With this method, the study is expected to produce valid and in-depth findings regarding the challenges of academic ethics in the era of artificial intelligence from a teacher perspective.

RESULTS AND DISCUSSION

Research findings indicate that teachers generally have an ambivalent perception of the use of artificial intelligence in the learning process, reflecting the tension between its innovative potential and the accompanying pedagogical risks. On the one hand, AI is viewed as a technological innovation that offers significant pedagogical opportunities, particularly in improving learning effectiveness through adaptive presentation of materials, expanding access to diverse learning resources, and supporting student independence in building conceptual understanding (Alam, 2023). Teachers acknowledge that AI enables students to acquire information quickly and contextually, obtain alternative explanations for abstract or complex concepts, and adapt learning strategies to each student's individual needs, learning styles, and characteristics (Ezzaim, 2025). In certain contexts, the use of AI is even perceived as an effective remedial

tool, particularly for students experiencing academic gaps, limited learning support, or difficulties in keeping up with the rhythm of classroom learning, as AI can provide more personalized, flexible, and sustainable support. However, on the other hand, teachers perceive that students' use of AI often exceeds acceptable ethical boundaries in the context of academic learning (Astuti, 2025). AI is often used as a shortcut to completing academic assignments, thus replacing the critical thinking, in-depth analysis, and intellectual reflection that should be at the heart of learning activities.

This pattern of AI use, which is instantaneous, mechanical, and minimally cognitive, is perceived as potentially shifting the learning orientation from the process of constructing knowledge to merely achieving end results (Meng, 2025). This situation not only obscures the meaning of learning as an active and reflective process but also has the potential to reduce the quality of authentic assessment of student abilities. Consequently, teachers have expressed serious concerns about the decline in academic integrity, the weakening of higher-order thinking skills, and the erosion of the quality of pedagogical interactions between teachers and students in the classroom. Overall, these findings confirm that the use of AI in education cannot be separated from the interrelated dimensions of ethics, pedagogy, and regulation. Without clear management based on academic ethical values, the use of AI risks creating disruption that is detrimental to long-term educational goals (Matar, 2025). Therefore, a comprehensive pedagogical and regulatory approach is needed, one that not only defines the limits of AI use but also equips teachers and students with ethical and critical literacy regarding technology. This kind of approach is expected to balance the innovative potential of AI with the principles of honesty, intellectual responsibility, and meaningful learning as the main foundations of education.

Research findings reveal that the most frequently observed form of artificial intelligence abuse by teachers is the use of automated writing applications to complete academic assignments without adequate conceptual understanding (Adriansyah, 2024). In practice, teachers observed that some students tended to copy AI output in its entirety or only make superficial changes, such as replacing a few words, restructuring sentences, or adjusting the formatting, without substantive paraphrasing, critical analysis, or personal reflection on the material being studied. This pattern suggests that AI is positioned more as a substitute for cognitive processes than as a learning aid, thus obscuring students' role as active subjects in the construction of knowledge (Jose, 2025). This practice is perceived by teachers as a form of covert plagiarism, because although it does not explicitly copy the work of others, the resulting work still ignores the principles of originality, ownership of ideas, and intellectual responsibility inherent in academic activities. Teachers revealed that this pattern of AI abuse is often difficult to identify through conventional assessment mechanisms that focus on final written products, such as essays or written reports, without examining the thought processes, decision-making, and learning stages behind them. AI-generated writing often appears coherent, systematic, and compliant with formal assessment criteria, making it difficult for teachers to distinguish between work that truly reflects student understanding

and work produced through excessive technological intervention. This limitation places teachers in a pedagogical and ethical dilemma: accepting student work that technically meets academic standards or suspecting violations of academic integrity without sufficient supporting evidence. This situation directly challenges the effectiveness of the academic evaluation system currently implemented in schools and indicates a gap between traditional assessment practices and the realities of learning in the era of artificial intelligence.

Teachers have identified students' increasing reliance on artificial intelligence technology to complete various academic activities, considered one of the most crucial pedagogical implications of AI integration in learning (Hussain, 2025; Sukma, 2025). This reliance is reflected in students' tendency to immediately utilize AI whenever they encounter learning difficulties, even on assignments that are designed to practice basic reasoning, conceptual exploration, and the development of independent and gradual thinking processes. Teachers have observed that some students tend to skip important stages in the learning process, such as reading and interpreting primary sources, attempting to independently construct conceptual understanding, conducting trial and error, or engaging in reflective discussions, instead turning to AI as an instant solution perceived as more efficient and error-free. This pattern of use is perceived as potentially weakening students' critical thinking skills, creativity, and independent learning, as cognitive processes that should be formed through intellectual effort, productive confusion, and active problem-solving are instead diminished by technological automation. In the long term, teachers are concerned about a decline in problem-solving skills and analytical reasoning, given that students become accustomed to accepting final answers without reasoning, evaluating alternative solutions, or reflecting on errors and understanding. Excessive reliance on AI is also considered to risk hindering the development of metacognition, namely students' ability to recognize, regulate, and evaluate their own thought processes. Teachers believe that this pattern of dependence has the potential to shape pragmatic and results-oriented learning characteristics, thus displacing the values of perseverance, curiosity, and intellectual responsibility that are the foundation of lifelong learning. Students tend to prioritize speed and neatness of results over the quality of the learning process, which ultimately can diminish the meaning of learning itself. This condition is considered contrary to the goals of education which not only emphasize short-term academic achievements, but also the development of higher-order thinking skills, the formation of independent, critical, and reflective learner characters, and the readiness of individuals to adapt and be intellectually responsible amidst increasingly rapid technological advances.

From an academic ethics perspective, teachers view the misuse of artificial intelligence by students as not solely an individual moral issue, but rather as a phenomenon heavily influenced by structural and institutional conditions within the educational ecosystem. Teachers believe that low levels of digital ethics literacy among students result in a lack of a comprehensive understanding of the boundaries of intellectual responsibility, the importance of transparency in technology use, and the ethical and academic consequences of using AI to

complete assignments (Tantakov, 2025). In many cases, students are not fully aware of the difference between using AI as a tool to enrich understanding and practices that replace independent thought processes and knowledge production. Furthermore, teachers also highlight the lack of clear normative boundaries regarding the use of AI in learning, whether at the idea generation stage, developing a framework for thinking, formulating answers, or completing written assignments, which they believe increases the scope for ethical ambiguity and uncertainty. This lack of clarity creates conditions where students must interpret for themselves what is permitted and what is prohibited, without a clear and uniform reference. Many teachers revealed that schools lack written guidelines or official policies specifically governing the use of artificial intelligence in academic contexts. Consequently, AI practices often rely on individual teacher interpretation or student initiative (Sari, 2026). This situation has the potential to create differing standards across classes or subjects, ultimately weakening the consistency of academic ethics enforcement. The absence of systematic and integrated regulations leaves students in a gray area between the legitimate use of AI as a learning tool and practices that violate academic honesty principles. This situation not only confuses students in determining the ethical boundaries of technology use but also makes it difficult for teachers to consistently, objectively, and fairly enforce assessment standards and academic ethics. Consequently, the potential for conflict, unequal treatment, and inconsistency in rule enforcement increases, which in turn can erode trust in the academic evaluation system itself.

This discussion reinforces previous research findings that assert that the pace of digital technology development often outstrips the capacity of education systems to respond through adequate regulations, policies, and pedagogical guidelines (George, 2024; Marya, 2025). The gap between technological innovation and institutional adaptation becomes even more pronounced when artificial intelligence is integrated into everyday learning practices, directly impacting how students learn, produce academic work, and are interpreted by assessment systems (Labraña, 2026). This research expands on previous studies by positioning AI not simply as a learning tool, but as a source of new ethical dilemmas with a level of complexity far greater than that of conventional digital technologies previously known in education (Chelghoum, 2025). Unlike search engines or online sources that function as passive information providers, artificial intelligence is generative and interactive, capable of producing texts, ideas, arguments, and solutions that resemble, and in some contexts, even rival, the results of human intellectual work.

These generative characteristics fundamentally blur the line between legitimate learning aids and academic dishonesty, as the contribution of technology becomes increasingly difficult to separate from students' own cognitive efforts. Under these conditions, the learning process, which should reflect individual thinking skills, conceptual understanding, and knowledge synthesis, is potentially replaced by the production of instant content that formally appears to meet academic standards (Kolade, 2024). In the context of evaluation, teachers face increasingly complex challenges in identifying the

originality of student work, especially when assessment systems still rely on final products such as essays, reports, or other written assignments (Alwaqdani, 2025). Reliance on outcome indicators alone is no longer sufficient to represent the true learning process, as AI is capable of producing coherent, argumentative work that aligns with formal assessment criteria without engaging students' in-depth thinking. This situation not only undermines the effectiveness of conventional evaluation mechanisms but also shakes the paradigm of academic assessment that has long been used as a benchmark for honesty, originality, and learning outcomes. Therefore, the findings of this study emphasize the urgency of redefining standards of academic honesty in the context of smart technology-based learning. This redefinition needs to be accompanied by the development of assessment models that place greater emphasis on thinking processes, argumentation, metacognitive reflection, and authentic student cognitive engagement. This approach is expected to maintain the relevance and credibility of academic assessments, while ensuring that the use of artificial intelligence can be directed as a means of supporting ethical, meaningful learning, and aligned with educational goals in the digital age.

Research shows that teachers are increasingly aware of the urgency of changing pedagogical approaches to be more adaptive and responsive to the presence of artificial intelligence in the learning process. This awareness encourages teachers to emphasize the importance of a paradigm shift from assessments solely oriented toward end-products to assessments that emphasize holistic, continuous, and reflective student learning processes (Elshall, 2025; Zhong, 2025). In the context of AI-based learning, assessments that solely assess end-products are deemed inadequate to represent students' conceptual understanding and thinking skills, as technology can produce academic outputs that formally appear high-quality without guaranteeing authentic cognitive engagement. Teachers believe that alternative forms of assessment, such as written reflections that demand metacognitive awareness, oral discussions that directly test conceptual understanding, argumentative presentations that emphasize logic and justification of ideas, experience-based projects, and contextual assignments relevant to real-life situations, better represent students' knowledge construction processes. These approaches are considered effective in maintaining academic ethics because they encourage students to actively engage in the thinking process, develop analytical and synthetic skills, and account for each idea they generate openly and reflectively. Furthermore, this form of assessment also places teachers in a more strategic position to provide meaningful formative feedback, so that learning does not stop at evaluation but becomes an integral part of the competency development process. Through process-based assessment, teachers have greater space to explore how students construct knowledge, identify the learning resources used, and understand the extent to which artificial intelligence is being utilized as a legitimate learning tool or has the potential to replace students' cognitive roles (Lameras, 2021). This transparency of the process allows for a more open pedagogical dialogue regarding the use of AI, while also helping students develop ethical awareness and intellectual responsibility in utilizing technology. Thus, this transformation

of pedagogical strategy not only functions as a preventive mechanism against the misuse of artificial intelligence, but also as a strategic effort to strengthen the quality of learning that is oriented towards the development of high-level thinking skills, learning independence, and strengthening academic integrity in the era of continuously developing artificial intelligence.

Research confirms that the role of teachers is no longer limited to its traditional function as a transmitter of learning materials, but has evolved significantly into an ethical guide and facilitator of technological literacy in the use of artificial intelligence (Airaj, 2024; Stolpe, 2024; Filk, 2025). Teachers are positioned as key actors bridging technological advancements with academic and pedagogical values, by instilling in students the understanding that AI is a legitimate, productive, and educational learning tool when used consciously, transparently, and responsibly, and in alignment with established learning objectives. In this role, teachers not only teach how to use technology but also build a critical thinking framework so that students are able to assess when and how AI can be utilized without sacrificing authentic learning processes.

This role demands professional competence from teachers in guiding students to recognize, understand, and negotiate the ethical boundaries of AI use, such as distinguishing between the use of technology as a means of exploring ideas, triggering reflection, and supporting conceptual understanding, and practices that completely replace personal intellectual endeavors. Teachers also play a role in creating open dialogue about the use of AI in the classroom, so that students feel safe discussing their learning strategies and receive guidance on the ethical implications of each technological choice. Furthermore, teachers are seen as having a responsibility to encourage openness and honesty in students' recognition of the extent to which artificial intelligence contributes to their learning process, whether in the information-seeking, idea-development, or academic assignment-writing stages. This transparency makes the use of AI part of a reflective and metacognitive process, rather than a hidden practice that could potentially violate academic ethics and undermine trust in pedagogical relationships. Within this framework, strengthening the value of academic honesty becomes increasingly relevant as an integral part of character education in the digital era, rife with technological conveniences (Herak, 2025).

Ultimately, education is required to produce not only students who are technologically literate and adaptable to innovation, but also individuals who possess ethical awareness, moral responsibility, and personal integrity in utilizing artificial intelligence. Therefore, the advancement of AI in education must be continuously balanced with the development of ethical attitudes and a commitment to honest and reflective intellectual processes as the primary foundation for sustainable, meaningful learning oriented toward the formation of the whole person. The results and discussion of this study indicate that the challenges of academic ethics in the era of artificial intelligence are multidimensional, complex, and interconnected, encompassing pedagogical, regulatory, and cultural dimensions across the entire educational ecosystem (Palma, 2025).

The teachers' perceptions revealed in this study emphasize that the integration of AI into learning practices cannot be reduced to merely technical issues, such as application mastery or learning process efficiency, but must be understood as an ethical and educational issue that touches on the very nature of education itself. AI not only changes the way students learn but also influences the meaning of academic honesty, thought processes, and the relationship between intellectual endeavor and learning outcomes (Ateeq, 2024; Zaibout, 2024). Therefore, strengthening digital ethical literacy is an urgent need to foster critical awareness among students and teachers in the responsible use of technology. Furthermore, it is necessary to develop clear, consistent, and adaptive institutional policies to address AI developments, providing clear normative guidelines without hindering learning innovation. Innovation in learning and assessment strategies that are oriented toward process, reflection, and cognitive engagement are also key prerequisites for maintaining academic integrity amidst technological advancements. Without a comprehensive, integrated, and sustainable approach, the use of artificial intelligence risks widening the gap between the increasingly rapid pace of technological development and fundamental educational values, such as honesty, intellectual responsibility, and the formation of student character as the main goals of long-term education.

CONCLUSIONS AND RECOMMENDATIONS

This study concludes that teachers' perceptions of the use of artificial intelligence in learning are ambivalent, with acknowledging AI's pedagogical potential and worrying about its misuse by students. Teachers perceive AI as an effective learning tool when used appropriately, but it has the potential to threaten academic ethics when used as a substitute for students' thinking, reflection, and intellectual responsibility. The results indicate that the dominant forms of AI misuse include covert plagiarism, over-reliance on technology, and a weakening of academic honesty. This situation is exacerbated by the absence of clear institutional guidelines, low digital ethics literacy, and teachers' limited ability to effectively monitor and evaluate the use of AI.

These findings emphasize that academic ethics issues in the era of artificial intelligence stem not only from individual student behavior but also from an education system that has not yet fully adapted to technological developments. Therefore, this study recommends strengthening academic ethics through the integration of ethically oriented AI literacy, the development of contextual and adaptive school policies, and the development of learning and assessment strategies that emphasize the process, reflection, and authenticity of student work. With a comprehensive and collaborative approach, the use of artificial intelligence in education is expected to align with the values of honesty, integrity, and academic responsibility as the main foundation of sustainable education.

FURTHER STUDY

This research still has limitations, so further research is needed on the topic of Academic Ethics in the Age of AI: A Study of Teachers' Perceptions of Students' Misuse of Technology in order to perfect this research and increase insight for readers.

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