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Artificial Intelligence and Academic Integrity: Challenges to Educational Integrity in the Digital Transformation

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A B S T R A C T

The increasingly rapid digital transformation has encouraged the integration of Artificial Intelligence (AI) in various aspects of education, including the learning process, assessment and preparation of academic assignments. The presence of generative AI technology provides various benefits, such as increasing learning efficiency, facilitating access to information, and supporting the development of thinking skills. The use of AI also poses serious challenges to academic integrity. This research aims to examine the various challenges posed by the use of AI on educational integrity and identify strategies that can be implemented to maintain the values of academic honesty in the era of digital transformation. The method used is Systematic Literature Review (SLR) by reviewing various scientific articles, research reports and relevant academic publications regarding AI and academic integrity. The results of the study show that the use of AI has the potential to increase the practice of plagiarism, technology dependence, manipulation of academic assignments, and difficulties in detecting the authenticity of student work. The development of generative AI has changed the learning evaluation paradigm so that educational institutions need to adjust their policies and assessment methods. However, AI can also be used ethically as a learning support tool if it is accompanied by clear regulations, adequate digital literacy, and strengthening a culture of academic integrity. This research concludes that the main challenge lies not in AI technology itself, but in how educational institutions manage its use responsibly. Collaboration is needed between educators, students, policy makers and educational institutions in formulating guidelines for the use of AI that balance technological innovation and maintaining academic integrity

INTRODUCTION

The development of digital technology in recent decades has brought significant changes to various aspects of human life, including education, which is one of the sectors most impacted by technological advancements. The digital revolution has transformed the way individuals access information, communicate, work, and acquire knowledge (Liriwati, 2023; Anggraeni, 2019; Rezky, 2019). In the educational environment, this transformation is marked by the increasing use of information and communication technology in the learning process, ranging from the use of online learning platforms, learning management systems, to various data-driven educational applications. This change is further accelerated by the development of intelligent technology capable of automating various academic and administrative activities. One of the most influential innovations in the current era of digital transformation is the emergence of Artificial Intelligence (AI), a technology designed to mimic various human cognitive abilities, such as understanding natural language, recognizing patterns, generating text, analyzing large amounts of data, making predictions, and providing recommendations automatically based on available information. The ever-evolving capabilities of AI have made it a disruptive technology that is not only changing the way humans interact with information but also fundamentally altering the educational paradigm. The presence of AI in education opens up new opportunities to improve the effectiveness and quality of learning by providing more adaptive materials, more personalized learning support, and broader access to knowledge sources without being limited by space and time. This technology enables students to gain learning experiences tailored to their individual abilities, needs, and learning styles, making the learning process more inclusive and student-centered. AI can also assist educators in designing learning materials, conducting evaluations more efficiently, and providing rapid and measurable feedback to students. The digital transformation driven by the use of AI ultimately makes the learning process more flexible, interactive, and efficient compared to conventional methods that have relied heavily on face-to-face interactions and one-way delivery of materials. With these capabilities, AI is seen as a technology with great potential to shape the future of education, making it more innovative, adaptive, and responsive to the demands of a knowledge-based society in the digital era (Hamdun, 2025; Soegiarto, 2023).

LITERATURE REVIEW

In the context of higher education, the use of Artificial Intelligence (AI) has experienced rapid growth along with the development of various AI-based platforms and applications designed to support academic activities. Universities in various countries have begun integrating AI technology into learning processes, research, academic administration, and educational resource development (Rahmawati, 2025; Khairullah, 2025). The presence of various generative AI tools has transformed the way students access information, solve problems, and complete academic assignments. Technologies such as Natural Language Processing (NLP), machine learning, and generative AI systems enable users to obtain answers to academic questions, create literature summaries, translate texts, compile reports, and even produce scientific papers in a relatively

short time. These capabilities have made AI an increasingly popular tool among students because it can increase efficiency in managing increasingly complex academic demands. Furthermore, AI can help students understand difficult concepts by presenting simpler and more easily understood explanations tailored to the user's skill level. In research activities, AI also plays a role in accelerating the process of searching for references, managing data, identifying research trends, and developing more systematic conceptual frameworks. Students can utilize this technology to develop research ideas, explore various theoretical perspectives, and obtain initial input on the topic being studied. Furthermore, AI also supports self-directed learning by providing virtual consulting services that can be accessed anytime, anywhere, without time or location constraints. This provides students with the opportunity to learn more flexibly and personally, tailored to their individual needs. The use of AI in higher education is seen as an innovation with the potential to increase academic productivity, enrich the learning experience, and support the development of 21st-century competencies that require adaptability to digital technology. The increasingly widespread use of AI in academic activities also marks a fundamental shift in the way students acquire and produce knowledge, giving rise to various new implications that higher education institutions need to address.

Despite offering numerous benefits in increasing the effectiveness and efficiency of learning, the use of Artificial Intelligence (AI) in education also raises a number of issues related to academic integrity. Academic integrity is one of the fundamental principles that underpins the implementation of education and research. This concept encompasses the values of honesty, responsibility, fairness, trust, and respect, which must be applied in all academic activities, by students, lecturers, and educational institutions. These values serve to maintain the credibility of the learning process, guarantee the quality of educational outcomes, and ensure that every academic achievement is achieved through the authentic effort, competence, and abilities of the individual. In an academic environment that upholds integrity, the learning process is not only oriented towards the final result, but also towards honesty in all stages of learning and research. The convenience offered by AI technology presents new challenges to the implementation of these principles. The ability of generative AI to instantly generate answers, essays, reports, and various forms of academic work has the potential to encourage some users to neglect the critical and reflective thinking processes that should be at the heart of academic activities. This situation can give rise to various forms of unethical academic behavior, such as covert plagiarism, fabrication of information, manipulation of academic assignments, use of technological assistance without adequate disclosure, and claiming AI work as personal. Excessive use of AI also has the potential to create technological dependency, which can reduce students' ability to analyze, synthesize, and evaluate information independently (Oktafia, 2025; Roihan, 2026; Zulfa, 2026). In the long term, this dependency can hinder the development of critical thinking skills, creativity, and problem-solving abilities, which are the primary goals of higher education. This phenomenon demonstrates that the

challenges posed by AI are not only related to the technical aspects of technology use, but also involve broader ethical, moral, and academic responsibility dimensions. The growing use of AI in education demands greater attention to efforts to maintain academic integrity so that technological advances can be optimally utilized without sacrificing the fundamental values that are the main pillars of education.

The phenomenon of using AI to instantly generate academic assignments has sparked debate about the boundary between using technology as a learning aid and its misuse as a means to avoid the true learning process. On the one hand, AI can increase academic productivity and efficiency. On the other hand, uncontrolled use can diminish students' critical thinking skills, creativity, and analytical skills. This situation raises concerns that the primary goal of education, namely the development of students' competencies and character, could be compromised by dependence on technology. Another challenge that arises is the limited ability of educational institutions to detect the use of AI in student assignments and academic papers. Unlike conventional plagiarism, which can be identified using text similarity detection software, AI-generated content is often technically original, making it difficult to recognize as machine-generated. This situation creates a new dilemma for lecturers and educational institutions in assessing the authenticity of academic work. As a result, current evaluation systems are becoming less effective in ensuring the authenticity of student learning outcomes.

The development of AI has shifted the learning paradigm from one focused on mastering information to one focused on the ability to manage and utilize information critically (Amelia, 2023; Yeni, 2026). In an increasingly digitalized educational environment, students are not only required to acquire knowledge but also to possess adequate digital literacy and technological ethics. Academic integrity is no longer understood solely as an effort to prevent cheating, but also as an individual's ability to use technology responsibly and in accordance with academic ethical principles. Previous studies have discussed the use of AI in education from various perspectives, such as improving learning effectiveness, developing adaptive learning systems, increasing academic productivity, and transforming teaching methods. Other issues also highlight the risks of AI for plagiarism and academic dishonesty (Dewantara, 2025; Khalida, 2025). Most studies still focus on the technical impact of AI use or the effectiveness of its implementation in the learning process. Comprehensive studies linking AI developments to academic integrity issues in the context of the digital transformation of education are still relatively limited. Most previous studies tend to analyze academic integrity as a matter of individual student behavior without considering changes in the educational ecosystem influenced by generative AI. In fact, current challenges to academic integrity stem not only from individual factors but also from changes in learning structures, evaluation methods, and institutional policies that have not yet fully adapted to technological developments. Consequently, there remains a gap in understanding how AI is transforming the concept of academic integrity in modern educational settings.

The research gap in this study lies in the limited number of studies that integrate technological, ethical, and educational governance perspectives in analyzing the relationship between AI and academic integrity. Some studies focus on the benefits of AI in improving learning quality, while others only highlight the risks of academic dishonesty. Few studies systematically explore how AI-driven digital transformation creates new challenges to educational integrity and demands a paradigm shift in evaluation systems, regulations, and academic culture. Therefore, studies are needed that can provide a more holistic understanding of the implications of AI use for academic integrity in the digital age. Based on this gap, this study offers a novel approach in the form of developing a conceptual framework that views academic integrity not only as an issue of compliance with academic regulations but also as an adaptive ability to utilize AI ethically in digital educational environments. This research integrates the dimensions of technology, user behavior, institutional policies, and the transformation of academic evaluation systems to explain the challenges of educational integrity more comprehensively. Furthermore, this study provides a new perspective that the use of AI should not be positioned as a threat to academic integrity, but rather as a learning tool that requires appropriate governance, digital literacy, and ethical regulation.

Based on this description, the study entitled "Artificial Intelligence and Academic Integrity: Challenges to Educational Integrity in the Digital Transformation" aims to analyze the various challenges posed by the use of AI to academic integrity and identify strategies that educational institutions can implement to maintain a balance between technological innovation and the values of academic honesty. The results of this study are expected to provide theoretical contributions to the development of literature on AI and academic integrity, while also providing practical recommendations for educational institutions in facing the ever-evolving dynamics of digital transformation.

METHODOLOGY

This research uses a qualitative approach using the Systematic Literature Review (SLR) method to analyze the relationship between the use of Artificial Intelligence (AI) and challenges to academic integrity in the context of the digital transformation of education. The SLR method was chosen because it allows researchers to systematically identify, evaluate, and synthesize various previously published research findings, thus generating a comprehensive understanding of emerging issues, research trends, and existing knowledge gaps. This approach is also relevant for studying rapidly evolving phenomena, such as the use of generative AI in educational settings, which requires a comprehensive literature review to obtain an objective, evidence-based picture.

The research process was carried out in several stages. The first stage was the formulation of research questions focused on three main aspects: (1) how is the use of AI in education evolving? (2) what challenges does AI pose to academic integrity? (3) what strategies can be implemented to maintain educational integrity in the era of digital transformation. These research questions served as

the basis for determining keywords, literature search strategies, and the data analysis process.

The second stage was the literature search process. Scientific articles were obtained from various internationally reputable academic databases, such as Scopus, Web of Science, Google Scholar, and ScienceDirect. The search was conducted using keyword combinations such as "Artificial Intelligence," "Generative AI," "Academic Integrity," "Educational Integrity," "Academic Misconduct," "Digital Transformation in Education," "AI Ethics in Education," and "Higher Education." Boolean operators such as AND, OR, and NOT were used to broaden and focus the search results in line with the research objectives.

The third stage was the article selection process based on predetermined inclusion and exclusion criteria. Inclusion criteria included articles published in reputable scientific journals, international conference proceedings, and research reports discussing AI in education and its relationship to academic integrity. The selected articles were English-language publications published between 2018 and 2026 to ensure relevance to the relatively new developments in generative AI technology. Meanwhile, exclusion criteria included articles lacking full text access, publications that had not undergone peer review, and research that only discussed the technical aspects of AI without linking them to the context of education or academic integrity.

The next stage was data extraction. Information collected from each article included the author's name, year of publication, country of study, research objectives, methods used, key findings, and implications for academic integrity. The obtained data was then organized into a literature matrix to facilitate the identification of patterns, similarities, and differences in research findings. This technique enabled researchers to conduct a more systematic analysis of the various perspectives emerging in the literature. Data analysis was conducted using thematic analysis. This method was used to identify key themes emerging from various related studies. The analysis process began with an in-depth reading of all articles, coding, grouping codes with similar meanings, and developing key themes that represent the research phenomenon. This process is expected to yield several key themes, such as the benefits of AI in education, the risks of academic integrity violations, the challenges of detecting AI use, changes in learning evaluation systems, and strategies for governance and regulation of AI use in educational settings.

RESULTS AND DISCUSSION

A literature review shows that the development of Artificial Intelligence (AI) has brought about significant changes in the modern education ecosystem (Nurhasanah, 2026; Mene, 2026). Various studies analyzed indicate that AI no longer functions solely as a supporting technology used only to assist with administrative activities or information retrieval, but has evolved into an integral part of the entire educational process. This technology is now involved in various academic activities, from the development of learning materials, personalization of learning experiences, conducting research, processing and analyzing data, to the evaluation of learning outcomes. The presence of AI enables educational

institutions to develop more adaptive, responsive, and efficient learning systems tailored to the individual needs of students (Khoiruddin, 2024; Mahani, 2024; Rochmawati, 2023). In the context of modern learning, AI also plays a role in providing real-time feedback, helping identify student learning difficulties, and supporting data-driven decision-making by educators and educational institution administrators. The most prominent development is seen in the emergence of generative AI technology, which is capable of automatically producing various forms of academic content with a level of quality that is increasingly close to human work. Through AI-based platforms, users can compose essays, create literature summaries, generate program code, translate text, develop research ideas, and even perform data analysis in a relatively short time. These capabilities offer significant opportunities to increase academic productivity and accelerate the completion of various educational tasks that previously required significant time and resources. Students and researchers can utilize AI to obtain initial references, explore multiple perspectives on a topic, and improve efficiency in the scientific writing process. Lecturers and educational institutions can also leverage this technology to develop more interactive and innovative learning materials. The digital transformation driven by AI not only offers benefits but also poses complex challenges to fundamental educational values, particularly those related to academic integrity (Fowler, 2023; Ateeq, 2024; Sevnarayan, 2024). The ease of instant academic production has the potential to diminish student engagement in the critical, analytical, and reflective thinking processes that are the primary goals of higher education. When AI is used without clear ethical boundaries, there is a risk of increased covert plagiarism, over-reliance on technology, and a decline in students' ability to develop ideas independently. The difficulty in distinguishing between original and AI-generated works also poses a new challenge for educational institutions in maintaining academic honesty. Various studies emphasize that the use of AI in education needs to be balanced with strengthened regulations, digital literacy, ethical use of technology, and the development of evaluation systems capable of ensuring that technology continues to function as a learning support tool, not as a substitute for the learning process itself. Therefore, the integration of AI in education must be directed at creating a balance between technological innovation and maintaining the values of academic integrity, the primary foundation of quality education.

Most studies show that the use of AI provides tangible benefits for students and educators. AI helps students understand complex material through simpler and more personalized explanations. This technology can accelerate information searches, assist in the development of academic writing frameworks, and support independent learning. From a teacher's perspective, AI can be used to develop learning materials, create assessment questions, and provide faster feedback to students (Naufal, 2024; Fajriati, 2024; Oktavianus, 2023). These findings demonstrate that AI has significant potential to improve the quality of learning when used appropriately and responsibly. However, studies also indicate that these benefits are accompanied by an increased risk of academic integrity violations.

One of the most common issues found in the literature is the use of AI to complete academic assignments without the active involvement of students in the thinking and learning process. Many studies report that students use generative AI to automatically create essays, answer questions, compile reports, and even complete research assignments. This situation raises concerns that submitted assignments no longer reflect students' true abilities, understanding, and competencies. Another consistent finding is the changing forms of plagiarism in the AI era. While plagiarism was previously generally committed through direct copying from a specific source, the development of AI has given rise to more complex forms of plagiarism. AI-generated content often lacks a high degree of similarity to other sources, making it difficult to detect by conventional plagiarism checking software. Thus, even if the work appears technically original, the process of creating it can violate the principle of academic honesty if students claim the work as their own without acknowledging the use of AI.

The research results also show that the phenomenon of technology dependency is increasing among students. Various studies have found that excessive use of AI can reduce students' motivation to explore knowledge independently (Sain, 2024; Benedek, 2025; Yavich, 2025). The ease of getting instant answers encourages some students to rely on technology rather than developing analytical and problem-solving skills. In the long term, this condition has the potential to hinder the development of critical thinking skills, creativity and reflective abilities which are the main goals of higher education. Apart from having an impact on students, AI developments also create challenges for lecturers and educational institutions. The literature shows that many lecturers have difficulty distinguishing work that was truly composed by students from work that was produced or significantly assisted by AI (Cardon, 2023; Whalen, 2023). Several AI detection tools that have been developed still have varying levels of accuracy and often produce identification errors. As a result, educational institutions face a dilemma between maintaining academic integrity and avoiding unfounded accusations against students. This situation shows that traditional monitoring mechanisms are no longer completely adequate in the face of very rapid technological developments. The results of the study also reveal that the academic integrity challenges that arise due to AI are not only related to individual behavior, but are also related to the learning evaluation systems used by educational institutions. Many assessment methods that previously focused on the end product, such as essays, reports, or written assignments, are becoming more vulnerable to AI abuse. Various studies recommend a change in the evaluation paradigm towards assessments that emphasize the learning process, argumentation skills, direct discussions, oral presentations, collaborative projects, as well as authentic-based assessments that are more difficult to replace by automated technology. The literature shows that the issue of academic integrity in the AI era has a broader ethical dimension than just the issue of academic fraud. The use of AI raises questions about intellectual ownership, transparency of technology use, academic responsibility, and the line between permissible technological assistance and academic misconduct. Several studies emphasize that a total ban on the use of AI is not an effective solution considering

that the technology has become part of academic and professional life. Instead, what is needed is the development of clear ethical guidelines so that students and lecturers understand the limits of acceptable use of AI in educational contexts.

In the digital age, academic integrity not only means avoiding plagiarism or cheating, but also encompasses the ability to use technology responsibly, transparently, and ethically (Mishra, 2024; Ganiyu, 2025). Students need adequate AI literacy to understand the benefits, risks, and consequences of using this technology in academic activities. Therefore, strengthening academic integrity must go hand in hand with the development of digital competencies. Various studies also demonstrate the crucial role of educational institutions in building a culture of academic integrity that adapts to technological developments. Clear policies regarding the use of AI, digital literacy training for students and lecturers, and the integration of technology ethics education into the curriculum are some of the strategies recommended in the literature. Educational institutions are not only responsible for monitoring the use of AI but also need to provide an understanding of how to utilize this technology productively without compromising academic values.

Studies indicate that a repressive approach focused solely on detection and sanctions tends to be less effective in the long term. A more educational and preventative approach is considered capable of creating internal awareness of the importance of academic integrity. Students who understand the ethical and academic consequences of AI misuse tend to be more responsible in their use of technology than those who simply fear sanctions. Building a strong academic character and culture is crucial for facing the challenges of digital transformation (Arbi, 2024; Putra, 2025; Rafid, 2025). Overall, the literature review shows that AI is a technology with a double-edged sword in education. On the one hand, AI can improve the quality, efficiency, and accessibility of learning. On the other hand, AI can pose a threat to academic integrity if used without adequate oversight and ethical guidelines (Chen, 2024; Rodrigues, 2025). These findings indicate that the primary challenge facing educational institutions is not the existence of AI itself, but rather how to wisely manage its use to align with educational goals. Based on these findings, it is clear that the future of academic integrity does not depend on efforts to limit technological development, but on the ability of educational institutions to adapt to the changes brought about by AI. Academic integrity in the era of digital transformation must be viewed as a combination of honesty, responsibility, digital literacy, and ethical use of technology. With this approach, AI can be utilized as a tool that supports the learning process and educational innovation without eliminating the main essence of education, namely the development of human thinking skills, character, and competencies authentically.

CONCLUSIONS AND RECOMMENDATIONS

The development of Artificial Intelligence (AI) has brought about a major transformation in the world of education by providing various conveniences in the learning process, research, and academic evaluation. Generative AI technology can improve learning efficiency, expand access to information, and

support personalized learning. Despite these benefits, the use of AI also poses serious challenges to academic integrity, particularly in the form of new forms of plagiarism, technology dependency, manipulation of academic assignments, and difficulties in determining the authenticity of student work. The study shows that challenges to academic integrity in the era of digital transformation are not only caused by individual student behavior, but also by changes in the educational ecosystem that are not yet fully prepared for the development of AI. Evaluation systems that focus on end-products become more vulnerable to technological misuse, while policies and oversight mechanisms for educational institutions are still being adjusted. Academic integrity needs to be understood more broadly as the ability to use technology ethically, transparently, and responsibly.

This study confirms that AI cannot be positioned solely as a threat to education. Instead, AI can be a valuable learning support tool if its use is regulated through clear ethical guidelines, increased digital literacy, and a strengthening of a culture of academic integrity within the educational environment. Educational institutions have a crucial role to play in designing AI policies, developing more authentic assessment methods, and equipping students with an understanding of technological ethics. Therefore, the future of academic integrity in the digital age depends on the ability of all stakeholders—students, lecturers, educational institutions, and policymakers—to adapt constructively to the development of AI. A balanced approach between technological innovation and upholding the values of academic honesty is key to maintaining the quality and credibility of education amidst the ever-growing digital transformation.

FURTHER STUDY

This research still has limitations, so it is necessary to conduct further research related to the topic of Artificial Intelligence and Academic Integrity: Challenges to Educational Integrity in the Digital Transformation in order to perfect this research and increase insight for readers.

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