



Students Perceptions of ChatGPT Use and Academic Ethics Awareness from The Perspective of Islamic Educational Values at Mamba'ul 'Ulum Islamic Institute Surakarta

Lailla Hidayatul Amin¹, Rifatul Azizah², Muhammad Arba As Zabil³, Raihan Mu'allim Fathoni⁴, Anita Naysila Febriyanti⁵, Burhanudin Rabbani⁶, Ahmad Solikhin⁷

Insitutit Islam Mamba'ul 'Ulum, Surakarta, Indonesia

¹laillaamin79@gmail.com, ²rifatulazizah156@gmail.com, ³zabilarba2@gmail.com,

⁴raihanmuallimfathoni@gmail.com, ⁵anitanay20@gmail.com,

⁶hanspemain@gmail.com, ⁷asolikhin178@gmail.com

ARTICLE INFO	ABSTRACT
Article History: Received : 08-Jul-2026 Revised: 21-Sep-2026 Accepted : 22-Sep-2026 Available online : 30-Sep-2026 Keyword: ChatGPT; Generative Artificial Intelligence; Academic ethics; Islamic education; Students perceptions.	The rapid development of Generative Artificial Intelligence (AI), particularly ChatGPT, has transformed the way students access information and complete academic assignments, while raising concerns about academic integrity and Islamic educational values. This study explores students' perceptions of ChatGPT use, their awareness of academic ethics, the implementation of Islamic educational values, their perceived impacts, and their views on institutional policies at the Mamba'ul 'Ulum Islamic Institute in Surakarta. A qualitative descriptive approach was used. Data were collected through semi-structured interviews with 11 purposively selected students and document analysis. Data were analyzed using the interactive model of Miles, Huberman, and Saldaña, while trustworthiness was ensured through triangulation of sources and theories. The findings revealed that students generally viewed ChatGPT positively as a learning resource that supports understanding of academic material, expands knowledge, and improves learning efficiency. Most participants demonstrated awareness of academic ethics by verifying information, paraphrasing AI-generated content, and using ChatGPT as a learning tool, not as a substitute for critical thinking. From an Islamic educational perspective, students associate the responsible use of ChatGPT with the values of <i>şidq</i> (honesty) and <i>amanah</i> (responsibility). However, excessive reliance on ChatGPT is thought to diminish independent learning and critical thinking. Therefore, higher education institutions should establish clear guidelines on the ethical use of Generative AI that enhance academic integrity while reinforcing Islamic educational values.

This is an open access article under the [CC-BY-SA](https://creativecommons.org/licenses/by-sa/4.0/) license



INTRODUCTION

The use of *Artificial Intelligence* (AI) in higher education has grown rapidly and has become an integral part of students' academic activities. The emergence of *Generative Artificial Intelligence*, particularly ChatGPT, has made it easier for students to access information and complete academic tasks (Hwang & Chen, 2023; Liu et al., 2023). Despite these advantages, the use of ChatGPT has also raised concerns regarding academic ethics, students' responsibility, and character development in the learning process (Hasanein & Sobaih, 2023; Naznin et al., 2025). Therefore, ChatGPT should no longer be viewed merely as a technological innovation but rather as an educational phenomenon that requires comprehensive examination, particularly in higher education institutions that emphasize the reinforcement of Islamic values.

Based on preliminary observations conducted at Mamba'ul 'Ulum Islamic Institute Surakarta, the use of ChatGPT has become part of students' academic activities. This technology is used for various purposes, including finding references, understanding course materials, completing assignments, summarizing information, and generating ideas for academic writing. Its accessibility and ability to provide rapid responses have made ChatGPT increasingly popular as a learning support tool. Nevertheless, patterns of its utilization vary among students. Some students use ChatGPT to deepen their understanding of course materials, while others primarily rely on it to complete assignments more quickly. These differences indicate that the use of ChatGPT not only provides opportunities to enhance learning but also raises issues related to academic integrity, responsibility in the use of information, critical thinking skills, and institutional readiness to guide the use of AI technology. As an Islamic higher education institution, the use of ChatGPT also raises concerns regarding how the values of *ṣidq* (honesty) and *amanah* (responsibility) are implemented in students' academic activities. This phenomenon highlights the importance of conducting a more in-depth investigation into students' perceptions of ChatGPT use in academic activities from the perspectives of academic ethics and Islamic educational values.

As one of the applications of *Generative AI*, ChatGPT offers various advantages in supporting the learning process. Students can use it to search for information, get explanations of specific concepts, help prepare academic writing, and generate ideas for completing assignments. Numerous studies have shown that Generative AI and ChatGPT have the potential to support learning through personalized explanations, feedback, information access, and self-regulated learning, although their use also presents challenges related to accuracy, academic integrity, and responsible learning practices (Baig & Yadegaridehkordi, 2024; Kasneci et al., 2023). Nevertheless, these advantages also raise questions about how students perceive and utilize ChatGPT in their academic activities.

On the other hand, the use of ChatGPT gives rise to various issues related to academic integrity. AI's ability to generate responses quickly has the potential to influence the way students learn, complete assignments, and use information sources (Nguyen et al., 2024; Sajja et al., 2024). Several studies have suggested that the use of

AI without adequate supervision may increase the risk of academic misconduct, including plagiarism, overreliance on technology, and a decline in critical thinking skills (Chan, 2025; Memarian & Doleck, 2025). These findings indicate that the use of ChatGPT is not merely a technological issue but also involves users' awareness of maintaining academic integrity.

For Islamic higher education institutions, this issue has broader implications because the use of technology cannot be separated from Islamic educational values. Islamic education emphasizes not only the acquisition of knowledge but also the development of moral character through values such as *ṣidq* (honesty) and *amanah* (responsibility) (Hafizh & Rezky, 2025; Khoiriah & Sujanto, 2026). In the use of ChatGPT, these two values are highly relevant because they relate to honesty in producing academic work and responsibility in using information. However, further research is needed to understand how these values are understood and implemented by students when using AI in academic activities.

Furthermore, the increasing use of ChatGPT has created the need for guidelines that can direct the responsible use of AI. UNESCO (2023) recommends that educational institutions establish policies governing the use of *Generative AI* to ensure transparency, accountability, and academic integrity. However, the extent to which students perceive the need for such policies, particularly within Islamic higher education institutions, remains an important question that requires further investigation.

Previous studies have generally focused on the effectiveness of ChatGPT in learning, technology acceptance, and challenges related to academic ethics. In contrast, studies that integrate students' perceptions of ChatGPT use, academic ethics awareness, the implementation of Islamic educational values, perceptions of the impacts of ChatGPT use, and students' views on institutional policies within a single research framework remain relatively limited, particularly in Islamic higher education institutions in Indonesia. This gap highlights the need for further research to develop a more comprehensive understanding of ChatGPT use from both academic and Islamic perspectives. Based on the foregoing discussion, this study aims to analyze students' perceptions of ChatGPT use, examine their awareness of academic ethics in its utilization, analyze the implementation of Islamic educational values, identify students' perceptions of the impacts of ChatGPT use, and explore their views on institutional policies regarding the use of ChatGPT at Mamba'ul 'Ulum Islamic Institute Surakarta.

LITERATURE REVIEW

Generative AI and ChatGPT in Higher Education

The emergence of Generative Artificial Intelligence (GenAI), particularly ChatGPT, has introduced new possibilities for teaching and learning in higher education. Large language models can provide explanations, generate examples, support academic writing, facilitate information retrieval, and provide immediate feedback. Kasneci et al., (2023) explain that large language models have considerable

potential to support personalized learning, feedback, and educational interaction, while simultaneously creating challenges related to accuracy, bias, privacy, and responsible use. Similarly, Lo, (2023), through a systematic review of early research on ChatGPT in education, identifies opportunities for learning support alongside concerns related to academic integrity, information reliability, and changes in assessment practices.

Research specifically examining higher education also indicates that ChatGPT is being used for diverse academic purposes. Baig & Yadegaridehkordi, (2024), in a systematic literature review of 57 studies published between 2023 and 2024, found that ChatGPT applications in higher education involve students, lecturers, researchers, and other academic stakeholders. The literature covers academic support, writing, learning activities, and technology adoption, but also highlights the need for further research regarding responsible and effective implementation. These findings support the view that ChatGPT should be examined not only as a technological tool but also as part of changing academic practices.

ChatGPT, Academic Integrity, and Student Responsibility

The increasing use of ChatGPT has generated substantial discussion about academic integrity. Cotton et al., (2024) argue that the availability of generative AI creates new challenges for maintaining academic integrity because students can use AI to produce academic text that may be difficult to distinguish from independently produced work. The issue therefore extends beyond plagiarism in its conventional form and requires educational institutions to reconsider how academic work, assessment, authorship, and student responsibility are understood.

Chan, (2025) further demonstrates that students' understanding of academic misconduct is changing in the era of generative AI. The concept of *AI-giarism* illustrates that students may have different understandings of what constitutes inappropriate AI assistance, particularly regarding authorship, originality, and acceptable collaboration between students and AI systems. A systematic review by Memarian & Doleck, (2025) similarly shows that the integration of AI into higher education is associated with both opportunities for learning and risks to academic integrity, emphasizing the importance of clear institutional expectations and responsible AI literacy.

These studies indicate that ethical ChatGPT use cannot be reduced to whether students use or do not use AI. More important considerations include how AI is used, whether students critically evaluate its output, whether AI-generated information is verified, whether students contribute their own analysis, and whether responsibility for the final academic work remains with the student. This perspective is consistent with the findings of the present study, in which participants emphasized verification, paraphrasing, independent learning, and avoidance of direct copy-and-paste practices.

Islamic Educational Values and Digital Ethics

Within Islamic higher education, academic integrity can also be understood through moral and religious values. The values of *şidq* (honesty/truthfulness) and *amanah* (responsibility/trust) provide an ethical foundation for students' interaction with digital technology. Rather than viewing academic integrity solely as institutional compliance, these values position responsible technology use as part of students' moral responsibility in seeking and producing knowledge.

Empirical research in Islamic higher education provides support for this perspective. Zalisman, (2023), involving 385 Islamic Education students from three Islamic higher education institutions in Riau, examined academic integrity in the use of generative AI. The study considered academic ethics, plagiarism and originality, personal responsibility, compliance with regulations, prudent AI use, and Islamic educational values. The findings indicate that students' understanding of academic ethics does not always correspond to consistent practices concerning plagiarism, institutional rules, and responsible AI use. This finding is particularly relevant to the present study because it demonstrates the importance of examining students' actual understanding of ethical AI use within an Islamic educational environment.

Hairani & Conermann, (2025) further found that Islamic character education can contribute to students' digital ethical awareness. Their qualitative study identified *amanah*, *şidq*, *muraqabah*, and *hisab* as values that can function as internal moral foundations for students' behavior in digital environments. Thus, Islamic values can complement institutional regulations by encouraging students to develop internal responsibility rather than relying solely on external controls.

Institutional Guidelines and Responsible AI Use

The ethical use of ChatGPT also requires institutional support. Holmes & Miao, (2023) emphasizes the importance of human-centered and responsible approaches to generative AI in education, including transparency, human agency, data protection, and appropriate institutional guidance. The literature suggests that institutional responses should not be limited to prohibition or technological detection but should include AI literacy, transparent expectations, assessment redesign, and guidance concerning appropriate and inappropriate uses of AI.

Recent research in Islamic higher education reinforces this need. Zalisman, (2023) findings indicate that institutional rules and students' understanding of responsible AI use are important dimensions of academic integrity. More recent Indonesian research has also examined academic integrity and AI use specifically among Islamic Education students, indicating that the relationship between generative AI, academic ethics, and Islamic educational values remains an emerging area of research.

METHOD

This study employed a qualitative approach with a descriptive research design to obtain an in-depth understanding of students' perceptions of ChatGPT use, their awareness of academic ethics, and the implementation of Islamic educational values in the use of this technology. A qualitative approach aims to understand phenomena based on the experiences, perspectives, and meanings that participants attribute to a particular event (Isik, 2025; Lim, 2025). The study was conducted at Mamba'ul 'Ulum Islamic Institute Surakarta and involved 11 students as participants, who were selected using purposive sampling. This sampling technique was employed because the participants were selected based on specific criteria relevant to the research objectives, namely students who had used ChatGPT in academic activities and were therefore able to provide information relevant to the focus of the study.

Primary data were collected through semi-structured interviews using an interview guide developed based on the research focus, including students' perceptions of the benefits of ChatGPT, awareness of academic ethics, the implementation of the values of *sidq* and *amanah*, perceptions of the impacts of ChatGPT use, and views on institutional policies regarding the use of ChatGPT. Semi-structured interviews were selected because they allowed the researcher to explore participants' responses in greater depth while maintaining the focus of the study (Isik, 2025). To complement the primary data, this study also employed document analysis, including scholarly literature, institutional policies, and other documents related to the use of *Artificial Intelligence* in higher education.

Data were analyzed using the interactive analysis model developed. The analysis consisted of three stages: data reduction, data display, and conclusion drawing and verification. During the data reduction stage, the interview recordings were transcribed, followed by a coding process to identify relevant information and organize it into themes based on similarities in meaning. The categorized data were then presented in tables and descriptive narratives to facilitate analysis and interpretation of the findings. In the final stage, conclusions were drawn based on patterns identified throughout the analysis process and subsequently verified to ensure that the interpretations accurately reflected the research data.

The trustworthiness of the data was established through source triangulation and theory triangulation. Source triangulation was conducted by comparing information obtained from different participants to assess data consistency, while theory triangulation involved interpreting the findings using relevant theories and previous studies. The application of triangulation was intended to enhance the credibility, validity, and trustworthiness of the research findings (Ahmed, 2024).

FINDINGS

The data reduction process identified several recurring patterns in students' responses regarding the benefits of ChatGPT in academic activities. Through coding and thematic categorization, the findings were organized into five major themes that represent students' perceptions of the primary functions and advantages of ChatGPT

in supporting their learning. These themes include its role as an academic reference, a tool for improving learning efficiency, a means of enhancing understanding of learning materials, a source of information, and a resource for broadening knowledge. The categorized findings are presented in Table 1.

Table 1. Student Perceptions of the Benefits of ChatGPT

No.	Informant Code	Findings	Keywords
1	P1, P3	ChatGPT is used as a reference source for completing academic assignments and searching for academic information.	Academic reference
2	P2, P6, P10	ChatGPT helps students complete assignments more quickly and improves learning efficiency by saving time.	Learning efficiency
3	P4, P11	ChatGPT helps students understand learning materials and explains concepts more simply and understandably.	Understanding learning materials
4	P5, P7	ChatGPT helps students find answers and obtain information about topics they do not yet understand.	Information source
5	P8, P9	ChatGPT broadens students' knowledge by providing comprehensive and detailed responses.	Knowledge enhancement

First, ChatGPT is used as an academic reference to help students find references and supporting information to complete coursework, as reported by participants P1 and P3. Second, ChatGPT is perceived as improving learning efficiency by facilitating information retrieval and accelerating assignment completion, as stated by participants P2, P6, and P10. Third, ChatGPT contributes to a better understanding of learning materials by providing explanations in simpler and more accessible language, thereby helping students comprehend the concepts being studied, as explained by participants P4 and P11. Fourth, ChatGPT is utilized as an information source that provides answers to various academic questions and problems that students have not yet understood, as reported by participants P5 and P7. Fifth, ChatGPT is perceived as a means of broadening knowledge because it provides more diverse and comprehensive information, thereby enriching students' understanding, as expressed by participants P8 and P9. Overall, these five categories indicate that students perceive ChatGPT as playing a significant role in supporting the learning process, both as a source of information and as a tool that enhances the effectiveness and quality of learning.

Table 2. Students' Awareness of Academic Ethics in the Use of ChatGPT

No.	Participant Code	Research Findings	Keywords
1	P1, P7	ChatGPT is considered ethical when it is not used by directly copying its responses and students still incorporate their own thoughts or opinions.	No copy-paste
2	P2, P10	ChatGPT is viewed as a learning aid or learning companion rather than a substitute for students' thinking and learning processes.	Learning aid
3	P3, P11	ChatGPT is used as an academic reference that still requires responsible use.	Academic reference
4	P4	Students should continue reading other learning resources and should not rely entirely on ChatGPT.	Independent learning
5	P5, P6	ChatGPT-generated responses should be verified, evaluated, and reviewed before being used in academic assignments.	Information verification
6	P8	The use of ChatGPT should comply with established academic rules and ethical standards.	Academic compliance
7	P9	ChatGPT-generated responses should be paraphrased and critically reviewed before being submitted as academic assignments.	Paraphrasing

The data reduction results indicate that students awareness of academic ethics in the use of ChatGPT is centered on seven main patterns: (1) avoiding direct copy-and-paste practices, (2) using ChatGPT as a learning aid, (3) using ChatGPT as an academic reference, (4) continuing to learn independently through other learning resources, (5) verifying AI-generated information, (6) complying with academic regulations, and (7) paraphrasing AI-generated content before submitting assignments. These findings indicate that most students understand that the use of ChatGPT should remain within the principles of academic integrity and should not replace the actual learning process.

Table 3. Implementation of Islamic Educational Values in the Use of ChatGPT

No.	Informant Code	Findings	Keywords
1	P1, P10, P11	The value of <i>ṣidq</i> is interpreted as honesty in using ChatGPT and not claiming AI-generated content as one's own work.	<i>Ṣidq</i> (Honesty)
2	P2, P5	The value of <i>amanah</i> is reflected through responsibility in using ChatGPT, understanding its outputs, and taking responsibility for submitted assignments.	<i>Amanah</i> (Responsibility)
3	P4, P6, P7	The implementation of Islamic values is demonstrated by not copying AI-generated responses directly but instead processing, understanding, and enriching them with personal insights.	Academic Responsibility
4	P8	The value of <i>amanah</i> is demonstrated by complying with lecturers' instructions and academic regulations regarding the use of ChatGPT.	Compliance with Academic Regulations
5	P9	The implementation of <i>ṣidq</i> and <i>amanah</i> is considered not yet optimal due to the limitations in the accuracy of ChatGPT-generated responses.	Limitations of Implementation

The data reduction results indicate that the implementation of Islamic educational values in the use of ChatGPT can be categorized into five main patterns. The most dominant pattern is the value of *ṣidq* (honesty), which is reflected in the attitude of not claiming AI-generated content as one's own work (P1, P10, P11). The second pattern is the value of *amanah* (responsibility), demonstrated through the responsible use of AI and a willingness to take responsibility for the content of submitted assignments (P2, P5). In addition, several participants emphasized that the use of ChatGPT should be accompanied by independent thinking, a proper understanding of the learning materials, and the inclusion of personal opinions (P4, P6, P7). Some participants regarded compliance with lecturers' instructions as a form of implementing the value of *amanah* (P8), while one participant considered the implementation of the values of *ṣidq* and *amanah* to be not yet fully optimal due to the limited accuracy of the information generated by ChatGPT (P9). These findings were derived from the interview data collected in this study.

Table 4.4 Students' Perceptions of the Impact of ChatGPT Use

No.	Participant Code	Research Findings	Keywords
1	P1, P8, P9	Excessive use of ChatGPT has the potential to create dependency, leading students to rely more on AI than on their own thinking abilities.	Dependency on AI
2	P2, P4, P5	Excessive use of ChatGPT may reduce students' critical thinking, analytical thinking, and independent problem-solving skills.	Decline in critical thinking skills
3	P6	The use of ChatGPT encourages students to choose more instant ways of completing academic tasks.	Instant behavior
4	P7, P10, P11	Dependence on ChatGPT has the potential to reduce students' responsibility and independence in the learning process.	Reduced responsibility and learning independence
5	P3	The use of ChatGPT does not always have a negative impact on learning responsibility when it is used appropriately and in moderation.	Impact depends on the manner of use

The data reduction results indicate that students' perceptions of the impacts of ChatGPT use can be classified into five main patterns. The majority of participants believed that excessive use of ChatGPT may lead to dependency on AI, reduce critical thinking skills, encourage an instant approach to completing academic tasks, and diminish students' responsibility and independence in learning. Nevertheless, one participant argued that these negative impacts do not necessarily occur if ChatGPT is used wisely and solely as a learning support tool. This pattern suggests that students are generally aware of the academic consequences of AI use, although its effectiveness and impact are largely determined by how it is used.

Table 5. Students' Perceptions of Institutional Policies on the Use of ChatGPT

No.	Participant Code	Findings	Keywords
1	P1, P4, P6, P7	Students perceived that an official institutional guideline is not yet necessary because guidance provided by lecturers is considered sufficient for directing the appropriate use of ChatGPT.	Lecturer guidance
2	P2, P5, P8, P9, P10, P11	Students believed that the institution should establish official guidelines to ensure that the use of ChatGPT is regulated with clear, ethical, and responsible standards.	Institutional guidelines
3	P3	The participant did not express any opinion regarding institutional policies on the use of ChatGPT.	No opinion

Based on the interview findings, two main perspectives emerged regarding institutional policies on the use of ChatGPT. The first group believed that guidance provided by lecturers is sufficient and that official institutional regulations are not yet necessary. In contrast, the second group argued that the institution should develop official guidelines to provide clear standards regarding the boundaries, ethical considerations, and responsibilities associated with the use of ChatGPT in academic activities. Meanwhile, one participant did not express an opinion regarding this policy.

DISCUSSION

Students' Perceptions of the Benefits of ChatGPT

The findings of this study indicate that students have positive perceptions of the use of ChatGPT in academic activities. ChatGPT is perceived as offering various benefits, including serving as a reference source for completing assignments, helping students understand course materials, providing the information they need, broadening their knowledge, and improving learning efficiency. These findings suggest that students tend to use ChatGPT as a learning support tool that facilitates the process of obtaining and processing information rather than merely as a provider of instant answers.

The results of this study reinforce the view expressed by Mittal et al., (2024), who stated that the use of Generative AI in education can improve the quality of learning by providing rapid feedback, tailored explanations to user needs, and supporting more independent learning. Furthermore, Forman et al., (2023) explained that ChatGPT can help students understand complex learning materials by presenting explanations in simpler, more understandable language, thus making the learning process more effective and efficient.

In this study, the benefits most frequently reported by the participants were the ease of obtaining academic references and increased efficiency in completing

assignments. These findings indicate that ChatGPT is perceived more as a tool that supports the learning process than merely as a means of obtaining quick answers. Therefore, the results of this study further confirm that *Generative AI* has considerable potential as a learning support tool, provided that it is used wisely, proportionately, and in a manner that continues to engage students' critical thinking skills.

Students Awareness of Academic Ethics

Importance of academic ethics in the use of ChatGPT. This awareness is reflected in their understanding that ChatGPT should be used as a tool to support the learning process rather than as a substitute for students' own thinking abilities. In addition, the participants emphasized the importance of avoiding direct copy-and-paste practices, verifying AI-generated information, rewriting responses through paraphrasing, and continuing to consult other learning resources as points of comparison. These findings demonstrate that students recognize the importance of maintaining academic integrity in every use of AI technology.

UNESCO's 2023 guidelines emphasize that the use of Generative AI in education must be based on the principles of transparency, accountability, and academic integrity. The use of ChatGPT should not only facilitate access to information but also encourage users to critically review and evaluate any information generated (Azaria et al., 2024; Munaye et al., 2025). Furthermore, users must be responsible for the information used in various academic activities to ensure that AI continues to support ethical learning practices.

The findings of this study are also consistent with those of Mathivanan & Rao, (2026), who argue that the primary challenge in the use of ChatGPT lies not in the technology itself but in users' behavior in maintaining honesty and academic integrity. Students' awareness of the need to verify information, paraphrase AI-generated content, and avoid directly copying AI-generated responses demonstrates their understanding of the ethical boundaries governing the use of ChatGPT. Therefore, the use of AI is not considered inconsistent with academic values, provided that it is used responsibly, critically, and with respect for the originality of scholarly work.

Implementation of Islamic Educational Values

One of the main findings of this study indicates that students perceive the use of ChatGPT not only from the perspective of academic ethics but also in relation to the implementation of Islamic educational values, particularly *ṣidq* (honesty) and *amanah* (responsibility). Most participants interpreted the value of *ṣidq* as being honest by not claiming ChatGPT-generated content as their own work without first processing and understanding it. Meanwhile, the value of *amanah* is reflected in taking responsibility for understanding, verifying, developing, and being accountable for the information used in completing academic assignments.

These findings indicate that the concept of academic integrity in Islamic higher education is understood not only as compliance with academic rules and standards but also as an expression of moral values in the learning process. Honesty and responsibility serve as moral foundations that guide students to use technology wisely without neglecting ethical principles or Islamic teachings (Rabiu et al., 2025;

Ridlo, 2026). Therefore, the use of ChatGPT is viewed not merely as an academic activity but also as part of the practice of Islamic values in responding to technological developments.

The findings of this study are consistent with Yusri et al., (2024) view, which argues that the goal of Islamic education is not only to develop intellectual abilities but also to cultivate noble character and morals reflected in daily behavior. In the use of ChatGPT, the values of *s'idq* and *amanah* serve as guiding principles that encourage students to maintain academic honesty, be responsible for the information they use, and refrain from using technology as a means to commit academic misconduct. Therefore, the use of ChatGPT based on these two values can be understood as a form of internalization of Islamic educational values in response to the digital transformation of higher education.

The findings of this study are also consistent with Islamic teachings, which regard honesty as one of the fundamental characteristics of a Muslim. This is reflected in the words of Allah SWT in Qur'an, Surah At-Tawbah (9:119): *"O you who have believed, fear Allah and be with those who are truthful."* This verse emphasizes that honesty is a fundamental value that should be practiced in every aspect of life, including academic activities (Ding & Yu, 2022). Therefore, using ChatGPT honestly and responsibly, without claiming AI-generated content as one's own original work, represents a concrete implementation of the values of *sidq* and *amanah*, which are fundamental objectives of character development in Islamic education.

Students Perceptions of the Impact of ChatGPT Use

Although students acknowledged that ChatGPT provides various benefits in supporting the learning process, the findings of this study also indicate an awareness of its potential negative impacts when used excessively. Most informants stated that uncontrolled use of ChatGPT could lead to dependence on AI, reduce critical and analytical thinking skills, encourage a tendency to choose more instant ways of completing academic tasks, and diminish students' sense of responsibility and independence in the learning process. These findings suggest that students not only recognize the benefits of ChatGPT but are also aware of the consequences that may arise if it is not used wisely. Hassen, (2025) explain that excessive use of AI has the potential to reduce students' reflective abilities, creativity, and problem-solving skills. Furthermore, Gladwin, (2024) emphasize that AI technology should be utilized as a learning support tool that helps students build knowledge, not take over the thinking, analysis, and decision-making processes that are at the heart of the learning process.

Nevertheless, this study also identified a different perspective from one informant who argued that these negative impacts are not inevitable. According to this informant, the use of ChatGPT will not hinder students' thinking abilities or learning responsibility if it is used proportionally that is, as a tool for obtaining information and deepening understanding rather than as a substitute for the entire learning process (Aihetamu, 2025; Sopala, 2026). This finding indicates that the benefits and risks of using ChatGPT are fundamentally determined more by the way users utilize the technology than by the characteristics of the technology itself. Therefore, strengthening AI literacy, critical thinking skills, and awareness of academic ethics is essential to ensure that the use of ChatGPT continues to make a positive contribution to the learning process.

Students Perceptions of Institutional Policies on the Use of ChatGPT

The findings of this study reveal that students hold diverse views regarding the necessity of institutional policies governing the use of ChatGPT in academic activities. Some informants believe that the guidance and instructions provided by lecturers during the learning process are sufficient as a reference for the appropriate use of ChatGPT. However, other informants argue that the institution should develop official guidelines or regulations to provide clear boundaries, mechanisms, and responsibilities regarding the use of ChatGPT within the higher education environment. These differing perceptions indicate that students view AI regulations as a need that should be adapted to the academic context and culture of the institution.

These findings are consistent with the recommendations of UNESCO (2023), which emphasize the importance of educational institutions establishing policies to regulate the use of Generative AI. Such policies are intended to ensure transparency, accountability, data protection, and academic integrity throughout the learning process (Manta et al., 2025). With clear guidelines in place, the use of ChatGPT is not intended to restrict students' innovation or creativity but rather to provide certainty regarding the appropriate use of AI in accordance with academic standards and ethical principles.

In Islamic higher education institutions, developing policies on the use of ChatGPT serves not only as an administrative instrument but also as a means to strengthen the internalization of Islamic educational values in academic life. The values of *sidq* (honesty) and *amanah* (responsibility) can be implemented through regulations that encourage students to use AI honestly, responsibly, and without misusing technology in completing academic assignments (Apriyoza et al., 2025; Taufikin et al., 2025). Therefore, the existence of institutional guidelines is expected not only to guide the ethical and responsible use of ChatGPT but also to contribute to the development of students with integrity, in line with the goals of Islamic education, which emphasize the balance between the acquisition of knowledge, moral character, and ethical responsibility.

CONCLUSION

The findings of this study indicate that students at Institut Islam Mamba'ul 'Ulum Surakarta generally have positive perceptions of the use of ChatGPT in academic activities. They perceive ChatGPT as a valuable resource for obtaining academic references, enhancing understanding of course materials, accessing information, broadening knowledge, and improving learning efficiency. The students also demonstrate awareness of academic ethics by using ChatGPT responsibly, including avoiding direct copy-and-paste practices, verifying AI-generated information, consulting additional learning resources, and paraphrasing AI-generated content before using it in academic work. From the perspective of Islamic Educational values, the use of ChatGPT is implemented through the principles of *sidq* (honesty) and *amanah* (responsibility). Nevertheless, students recognize that excessive reliance on ChatGPT may lead to dependency on AI, reduced critical thinking skills, and decreased learning independence. Furthermore, the findings reveal differing opinions regarding the necessity of institutional policies on the use of ChatGPT. Therefore,

Islamic higher education institutions should develop guidelines for the use of Generative AI that not only support the learning process but also strengthen academic integrity and the internalization of Islamic Educational values.

REFERENCES

- Ahmed, S. K. (2024). The pillars of trustworthiness in qualitative research. *Journal of Medicine, Surgery, and Public Health*, 2, 100051.
- Aihetamu, R. (2025). *Student's perception of ChatGPT as a feedback provider: A qualitative research with students in programming education*.
- Apriyoza, W., Zedri, Z., Ihsan, S., & Ardi, A. (2025). Influence of artificial intelligence on Islamic character education. *Journal of Curriculum and Learning Technologies (JCLT-Krisno)*, 1(2), 70–80.
- Azaria, A., Azoulay, R., & Reches, S. (2024). ChatGPT is a remarkable tool—for experts. *Data Intelligence*, 6(1), 240–296.
- Baig, M. I., & Yadegaridehkordi, E. (2024). ChatGPT in the higher education: A systematic literature review and research challenges. *International Journal of Educational Research*, 127, 102411.
- Chan, C. K. Y. (2025). Students' perceptions of 'AI-giarism': Investigating changes in understandings of academic misconduct. *Education and Information Technologies*, 30(6), 8087–8108.
- Cotton, D. R. E., Cotton, P. A., & Shipway, J. R. (2024). Chatting and cheating: Ensuring academic integrity in the era of ChatGPT. *Innovations in Education and Teaching International*, 61(2), 228–239.
- Ding, X., & Yu, F. (2022). Philosophical practice as spiritual exercises towards truth, wisdom, and virtue. *Religions*, 13(4), 364.
- Forman, N., Udvaros, J., & Avornicului, M. S. (2023). ChatGPT: A new study tool shaping the future for high school students. *Future*, 5(6), 7.
- Gladwin, O. (2024). Integrating AI into Education: Designing Pedagogies to Enhance Critical Thinking and Analytical Skills. *Educational Technology Journal. Article*, 10.
- Hafizh, R. A., & Rezky, A. A. (2025). Basics of Character Formation for Students in the Concept of Education. *TABLIGH: Journal of Islamic Studies*, 1(2), 185–200.
- Hairani, E., & Conermann, S. (2025). Internalization of Islamic Values as the Foundation of Students' Digital Ethics: A Case Study of Character Education at Al Fajar Islamic Senior High School. *Jurnal Asy-Syukriyyah*, 26(2), 227–247.
- Hasanein, A. M., & Sobaih, A. E. E. (2023). Drivers and consequences of ChatGPT use in higher education: Key stakeholder perspectives. *European Journal of Investigation in Health, Psychology and Education*, 13(11), 2599–2614.
- Hassen, M. Z. (2025). The impact of AI on students' reading, critical thinking, and problem-solving skills. *American Journal of Education and Information Technology*, 9(2), 82–90.
- Holmes, W., & Miao, F. (2023). *Guidance for generative AI in education and research*.

Unesco Publishing.

Hwang, G.-J., & Chen, N.-S. (2023). Exploring the potential of generative artificial intelligence in education: applications, challenges, and future research directions. *Journal of Educational Technology & Society*, 26(2).

Isik, O. (2025). Qualitative Research Approaches and Data Collection Methods: Understanding Meaning and Experience. *Journal of Humanities and Education Development*, 7(6), 19–32.

Kasneci, E., Seßler, K., Küchemann, S., Bannert, M., Dementieva, D., Fischer, F., Gasser, U., Groh, G., Günemann, S., & Hüllermeier, E. (2023). ChatGPT for good? On opportunities and challenges of large language models for education. *Learning and Individual Differences*, 103, 102274.

Khoiriah, N., & Sujanto, B. (2026). Islamic Education Quality from an Islamic Perspective: An Analysis of Improvement Strategies. *Journal of Contemporary Islamic Education*, 6(1), 1–16.

Lim, W. M. (2025). What Is Qualitative Research? An Overview And Guidelines. *Australasian Marketing Journal*, 33(2), 199–229.

Liu, M., Ren, Y., Nyagoga, L. M., Stonier, F., Wu, Z., & Yu, L. (2023). Future of education in the era of generative artificial intelligence: Consensus among Chinese scholars on applications of ChatGPT in schools. *Future in Educational Research*, 1(1), 72–101.

Lo, C. K. (2023). What is the impact of ChatGPT on education? A rapid review of the literature. *Education Sciences*, 13(4), 410.

Manta, O., Militaru, I., & Grigore, R. (2025). *Ensuring Academic Integrity: Tools and Mechanisms for a Transparent Educational Environment*.

Mathivanan, P., & Rao, S. V. R. (2026). ChatGPT and Academic Integrity: What Drives Management Students to Be Honest or Dishonest? *Management and Labour Studies*, 0258042X261416626.

Memarian, B., & Doleck, T. (2025). A Systematic Review of Academic Integrity and Misconduct with Artificial Intelligence in Higher Education. *SN Computer Science*, 7(1), 49.

Mittal, U., Sai, S., Chamola, V., & Sangwan, D. (2024). A comprehensive review on generative AI for education. *Ieee Access*, 12, 142733–142759.

Munaye, Y. Y., Admass, W., Belayneh, Y., Molla, A., & Asmare, M. (2025). ChatGPT in education: A systematic review on opportunities, challenges, and future directions. *Algorithms*, 18(6), 352.

Naznin, K., Al Mahmud, A., Nguyen, M. T., & Chua, C. (2025). ChatGPT integration in higher education for personalized learning, academic writing, and coding tasks: A systematic review. *Computers*, 14(2), 53.

Nguyen, T. N. T., Van Lai, N., & Nguyen, Q. T. (2024). Artificial Intelligence (AI) in Education: A Case Study on ChatGPT's Influence on Student Learning Behaviors. *Educational Process: International Journal*, 13(2), 105–121.

Rabiu, A. A., Merican, A. M. M. N., & Al Murshid, G. (2025). Ethics in the digital age:

Exploring the ethical challenges of technology. *Journal of Information Systems and Digital Technologies*, 7(1), 29–50.

Ridlo, M. (2026). Integrating Islamic Education Values into School Curricula to Foster Students' Digital Ethics: Implications for Educational Management. *Journal of Educational Management Research*, 5(1), 869–883.

Sajja, R., Sermet, Y., Cikmaz, M., Cwiertny, D., & Demir, I. (2024). Artificial intelligence-enabled intelligent assistant for personalized and adaptive learning in higher education. *Information*, 15(10), 596.

Sopala, D. M. (2026). *Principals' Perceptions on How Artificial Intelligence (AI) Is Used in Schools by Administrators, Teachers, and Students: A Mixed Method Research Study*. Seton Hall University.

Taufikin, M. S. I., LI, C., ME, C., SM, C., & Maula, N. (2025). *Ethics Of Artificial Intelligence In Islamic Education*. Feniks Muda Sejahtera.

Yusri, N., Ananta, M. A., Handayani, W., & Haura, N. (2024). Peran penting pendidikan agama Islam dalam membentuk karakter pribadi yang Islami. *Integrasi: Jurnal Studi Islam Dan Humaniora*, 2(1), 15–28.

Zalisman, Z. (2023). Students' Academic Integrity Index in Using Generative Artificial Intelligent among Islamic Education Major Students in Islamic Higher Education. *POTENSIA: Jurnal Kependidikan Islam*, 9(2), 321–337.