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Ethics of the Use of Artificial Intelligence In Education: Between Innovation And Academic Integrity

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Abstract

The rapid use of artificial intelligence (AI), especially generative AI, is transforming educational practice by changing how students learn, how teachers design instruction, and how institutions manage assessment. On the one hand, AI creates opportunities for personalised learning, rapid feedback, teacher efficiency, and broader access to learning resources. On the other hand, its adoption raises ethical concerns related to data privacy, algorithmic bias, unequal access, cognitive overreliance, and blurred boundaries between academic support and academic misconduct. This article aims to critically examine the relationship between AI-driven innovation and academic integrity in education. The study employs a narrative-analytical literature review of twelve key publications, including peer-reviewed journal articles, policy documents, and reports from international organisations published between 2019 and 2026. The findings indicate that ethical AI use in education requires four major conditions: a human-centred orientation, AI literacy, authentic assessment design, and clear institutional policies. The article concludes that AI should not be positioned either as a threat or as a stand-alone solution, but as a pedagogical tool that must be governed responsibly so that innovation remains aligned with academic honesty and educational values.

Keywords: AI ethics, education, generative AI, academic integrity, governance

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INTRODUCTION

The development of science and technology is becoming more advanced and impressive from day to day, directly or indirectly having a significant impact on various fields. aspect life humans (Uddin et al., 2024). Technology brings major changes to education, offering new innovations in the teaching and learning process (Tran & Nguyen, 2021). In line with development technology education said, Artificial intelligence (AI) has move from technology complement become infrastructure new in education. The development of generative AI accelerates change the Because system This capable produce text, summary, feed back, code, and learning ideas in time short. In line with development technology artificial intelligence (AI) education today has move from just technology complement become infrastructure new in the world of education (Chun et al., 2022). Utilization technology education multimedia- based and educational games are also capable increase motivation, involvement learning, and give experience learn more meaningful for participant educate (Purba et al., 2025). In context pedagogical, AI promises personalization learning, support for differentiation, efficiency administration, as well as expansion access to source learning. The OECD confirms that generative AI can support learning if guided by principles clear teaching ; otherwise, if used without support pedagogical, AI only potential increase performance task without produce serious learning (Hong et al., 2022)

Optimism towards AI in education is also seen in perception participant educated. Chan and Hu (Innocenti & Golin, 2022) found that student view generative AI as useful for brainstorming, support writing, and searching for ideas, but at the same time worrying accuracy, privacy, and implications ethical findings. This show that AI is accepted No solely Because its sophistication, but rather Because benefit pragmatic for the learning process. However, the benefits pragmatic the at a time open room gray about the limits of authorized and infringing use integrity academic.

Concerns to integrity academic No just speculation. Gruenhagen et al. (2024) reported that more from one third student in survey they Once using chatbots to help task assessment and not always consider action the as violation integrity academic. In more perspective area, Yusuf et al. (Walker et al., 2023) showed that generative AI can read in a way double : as threat to authenticity work academic, but as well as driving force for pedagogical and assessment reform. In other words, the issue main No only is AI allowed used, but rather how AI is used, regulated, and accounted for.

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International institutions emphasize that problem the nature ethical at a time structural. UNESCO highlights that rate generative AI developments beyond speed adaptation regulations national, so that Lots institutions education Not yet Ready protect user data privacy and validating use tools the in a way pedagogical (Toyokawa et al., 2023). TEQSA also places fairness, accessibility, transparency, equity, privacy, and respect to diversity participant educate as principle the basis for assessment reform in the AI era (TEQSA, 2023). Therefore, the debate about AI in education No can narrowed down become issue technical, but must read as problem ethics education.

On the other hand, research latest show that risk ethical AI is not stop plagiarism. Systematic review find other threats include algorithmic bias, inequality digital access, dependency overload on the system, decreasing moral involvement of educators, and homogenization experience learning (Bal & Öztürk, 2025). If No managed with right, AI can shift objective education from formation reason, autonomy, and character become just acceleration production answer.

Based on context said, the article This aim analyze ethics use of artificial intelligence in education with put innovation and integrity academic in One framework reading. This article leave from assumptions that AI is not need rejected in a way absolute, but also not may adopted naively. Focus analysis directed at four question : opportunity innovation what AI offers, the risks ethical what comes with it, how AI affects integrity academic, and governance principles what is required for its use still human as well as responsible answer.

RESEARCH METHOD

This article use approach study literature narrative- analytical approach This chosen Because issue AI ethics in education growing very fast, involving document policies and articles scientific, as well as need synthesis that is not only descriptive but also interpretive. Search literature conducted in March-April 2026 through page official publisher journals, institutions international, and regulatory bodies education (L. Zhang & Zhang, 2025).

Sources analyzed consists of over twelve publication selected key in a way purposive based on four criteria : (1) relevant direct with use of AI or generative AI in education ; (2) discuss dimensions ethics, integrity academic, assessment, or governance ; (3) originating from from journal reputable or institution credible policies ; and (4) published in 2019–2026 range to reflect

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development latest. Composition source covering review articles, articles empirical, report policies and guidelines international (Kaluarachchi et al., 2021).

Data analysis was performed with technique analysis thematic. Every source read in a way comprehensive, then encoded to in four theme main, namely benefit pedagogical, risk ethical implications to integrity academic, and governance direction. For guard consistency interpretation, results reading compared to inter-source and compiled in matrix synthesis. Through step this article No make an effort conduct meta- analysis statistics, but rather compile argumentation scientific explanation connection between AI innovation and integrity academic in a way more intact

RESULTS AND DISCUSSION

Synthesis results literature show that use of AI in education form four findings main. First, AI supports innovation learning through personalization, feed come back fast and efficient teacher work. Second, innovation the accompanied by risk ethical in the form of data privacy, bias, inequality access and dependency cognitive (Annamalai et al., 2023). Third, integrity academic become the most sensitive area because AI blurs the lines between help learning, collaboration technology, and violations authenticity works (Russell & Norvig, 2016). Fourth, the most consistent solution proposed by the literature No in the form of total prohibition, but rather governance that combines AI literacy, assessment authentic, openness usage and policies institutional (Khuzaini et al., 2024).

Table 1. Synthesis findings main literature

Theme	Source Key	Key Findings	Educational Implications
Innovation Study	OECD (2026); Chan & Hu (2023); Hadinejad et al. (2025)	AI supports personalization, ideation, feed come back fast, and support Study independent.	Effective AI when used For enrich interaction learn, not replace the thinking process.
Ethics & risks	Miao & Holmes (2023); García-López	Main risks covering data privacy, algorithmic bias,	Institution need policy data protection,

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	& Trujillo- Liñán (2025); Zhu et al. (2025)	inequality access, and low transparency.	accountability, and oversight man.
Integrity academic	Gruenhagen et al. (2024); Balalle & Pannilage (2025); Yusuf et al. (2024)	AI blurs the lines between help legitimate learning and violations authenticity work academic.	Guidelines use and redefinition integrity academic become need urge.
Governance	TEQSA (2023); Rasul et al. (2024); Alfiras et al. (2026)	Solution emphasizes assessment authentic, AI literacy, culture integrity, and policy institutional.	Total ban less effective ; what is needed is educational and adaptive regulations.

Innovation pedagogical. Literature positioning AI as tools that can strengthen personalization learning, producing bait come back fast, helpful planning material, and expand access to support learning. OECD (C. Zhang & Lu, 2021)emphasizes that benefit This appear when AI is used For enrich interaction learn, not For replace the thought process participant education. Findings Hadinejad et al. (Putri et al., 2023)also showed that student using chatbots to support writing, ideas, and improvement Language.

Ethical risks main. UNESCO as well as various review study places data privacy, algorithmic bias, low transparency system and inequality access as risk main use of AI in education (Y. Zhang, 2022). Risks This nature structural Because No always seen in the room class, but influence justice chance learning and quality taking decision.

Change meaning integrity academic. AI is shifting understanding traditional about plagiarism and originality. Balalle and Pannilage (Fidowaty et al., 2022) emphasized that AI has role double : can help learning at a time facilitate violation academic. Gruenhagen et al. (2024) show that part student No consider chatbot assistance as violations, so that the integrity norms become the more blurry when institutions No give clear boundaries.

Management direction institutional. Rasul et al. (Yusuf et al., 2024) recommends framework holistic involving students, lecturers, and institutions at the same time. TEQSA (2023) and Yusuf et al. (2024) emphasized importance design assessment authentic, strengthening AI

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literacy, clarity policies and culture integrity. With Thus, effective AI management must blend pedagogy, ethics, and governance (Chan & Hu, 2023).

DISCUSSION

The above findings show that ethics use of AI in education No can understood in binary framework between accept or reject technology (Kusumandari & Zulfikasari, 2021). Which is more important is evaluate whether technology the strengthen objective education. When AI is used For explain concept, giving for example, developing an initial idea, or provide bait come back formative, then AI functions as tool help learning (Miao & Holmes, 2023). However, if AI is used For replace the whole process of thinking, writing, and decision making decision academic, then AI has the potential damage meaning Study That alone (OECD, 2026). At the point here it is integrity academic must read No only as compliance to rules, but rather as commitment to honesty intellectual (Alfiras et al., 2026).

UNESCO's proposed human-centered framework is relevant For guard balance said. In framework this, human still become subject main learning, while AI is positioned as tools that must be subject to purpose pedagogical, ethical, and protection right participant education (Balalle & Pannilage, 2025).Perspective This important Because part discourse public too fast assess AI only from efficiency. In fact, education No only chase speed and accuracy, but also formation reason, responsibility responsibility, creativity, and character (Rasul et al., 2024).

From the corner view integrity academic, results study support shift from approach detection going to approach design (TEQSA, 2023). During this, response institutions often focused on tracking plagiarism or proof cheating. In fact, the literature latest show that a more approach effective is designing assessment that demands process, reflection, context, and authenticity performance students (García-López & Trujillo-Liñán, 2025). Assessment based project, presentation oral, portfolio, process reflection, and assignments contextual more difficult replaced completely by AI compared to task reproductive only demand product end (Kusumandari et al., 2026).

In addition, AI literacy must understood as part from literacy academic new. Participant educate need equipped ability understand AI limitations, checking validity output, quoting use tool in a way transparent, and distinguish between legitimate assistance with delegation not quite enough answer academic (Zawacki-Richter et al., 2019). Teachers and lecturers also need competence For designing guide usage, reading footsteps Work students, and utilize AI without

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lost authority pedagogical. Without adequate literacy, easy use of AI shift from meaningful collaboration become dependence that weakens agency (Gruenhagen et al., 2024).

Discussion this also confirms that AI ethics is concerned close with justice Education. Privacy risks, bias, and disparities access means that No all participant educate enter AI ecosystem with equal position (Kusumandari et al., 2025). Therefore that, institution education need develop policies that do not only forbid violation, but also guarantee fair access, transparency data usage, mechanisms accountability, as well as protection to group vulnerable (Hadinejad et al., 2025)

With Thus, the position the most productive ethics is not anti- innovation, but rather innovation with integrity. Innovation still important because AI is indeed open possibility pedagogical new (Kusumandari, 2025). However, innovation only worthy maintained when strengthen meaningful learning, maintaining justice, and maintaining authenticity contribution Academic. Education in the AI era requires bold governance adaptable, but also firm guard values basically (Zhu et al., 2025).

CONCLUSION

Ethics of using artificial intelligence in education must understood as effort organize connection between opportunity innovation and demands integrity academic. This study show that AI offers benefit real in personalization learning, support bait return, and efficiency Work education, but at a time present risk privacy, bias, inequality access, dependency cognitive, and the blurring of the boundaries of authenticity work. Therefore, an adequate answer No total ban or reception without conditions. Ethical use of AI need human-centered orientation, strengthening AI literacy, design assessment authentic, and policy clear institutional as well as fair. With framework said, AI can managed as tool enriching pedagogical learning without sacrifice honesty academics and values base education.

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