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BETWEEN ASSISTANCE AND MISCONDUCT: HOW ARTIFICIAL INTELLIGENCE IS RESHAPING ACADEMIC INTEGRITY IN UNIVERSITY LEARNING CULTURES

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ABSTRACT

This study explores the impact of artificial intelligence (AI) on academic integrity and learning culture within higher education, focusing on university students' perceptions and experiences. With the increasing integration of AI tools into academic practices, the boundaries between legitimate assistance and academic misconduct have become increasingly ambiguous. This study adopts an exploratory qualitative approach, utilizing semi-structured interviews with undergraduate students to examine how they understand and navigate the use of AI in their academic work. The findings reveal that students widely perceive AI as a valuable learning support tool that enhances understanding, facilitates organization of ideas, and improves academic performance. However, the study also identifies significant uncertainty regarding the distinction between acceptable and unethical use, with many students relying on personal judgment, intention, and contextual factors when making ethical decisions. Additionally, the results highlight a growing reliance on AI and its normalization within student learning culture, raising concerns about its potential impact on independent thinking and academic responsibility. The study concludes that artificial intelligence is reshaping not only academic practices but also the underlying values of learning and integrity. It emphasizes the need for clear institutional guidelines to regulate AI use while promoting responsible engagement with these technologies. By providing insights into students' perspectives, this research contributes to a deeper understanding of the ethical and cultural implications of AI in higher education and supports the development of more balanced and effective educational policies.

KEYWORDS: Academic Integrity; Higher Education; Generative AI; Student Perceptions; Ethical Decision-Making; Learning Culture; Educational Technology; Academic Misconduct; Digital Learning Environments

1. INTRODUCTION

The higher education sector has witnessed a radical transformation in recent years due to the rapid development of artificial intelligence (AI) technologies. Tools such as generative writing systems, smart assistants, and algorithm-powered learning platforms have become integral to students' daily academic practices. The use of these tools is no longer limited to research or information verification; it has expanded to include content creation, course summaries, and even assistance with assignments and coursework. This widespread adoption has reshaped the nature of learning and raised fundamental questions about the student's role and the limits of technology's reliance on the educational process.

In this context, academic integrity has emerged as one of the most significant challenges facing educational institutions. Traditionally, academic integrity is based on principles such as honesty, originality, and individual responsibility for completing coursework. However, the advent of AI has complicated these concepts, making it increasingly difficult to distinguish between legitimate student assistance and unethical behavior or academic cheating. For example, a student might use artificial intelligence (AI) to understand a particular concept—a use often considered acceptable—while simultaneously using the same tool to generate a complete answer to a coursework assignment, raising clear ethical concerns.

The core issues this study addresses lies in this "gray area" between helpfulness and academic misconduct. With no clear and defined standards governing AI use within educational institutions, many students rely on their own judgment to determine what is acceptable and unacceptable. This reliance can lead to significant differences in behavior and perceptions. Some students view the widespread use of AI as a natural extension of the development of learning tools, while others see it as a threat to the principle of personal effort and academic originality. Hence the need for a deeper understanding of how students perceive these boundaries and how AI influences their ethical decisions and learning behaviors.

This study aims to explore how AI is reshaping the concept of academic integrity within university learning culture by focusing on students' perceptions and actual experiences. This study specifically aims to achieve several objectives, most notably: first, to analyze how students understand the concept of academic integrity in the context of using artificial intelligence (AI) tools; second, to identify the criteria students use to distinguish between acceptable and unacceptable use of these tools; third, to explore the impact of AI on students' ethical decision-making during academic tasks; and finally, to understand how AI contributes to reshaping the learning culture within universities.

Based on these objectives, the study seeks to answer a set of research questions that form its guiding framework: How do university students understand the concept of academic integrity in the context of using AI? What criteria do students use to distinguish between acceptable and unacceptable use of these tools? How does AI influence their ethical decisions during academic tasks? And in what ways does AI contribute to reshaping the learning culture and prevailing standards within the university environment?

The importance of this study stems from several key considerations. First, the study addresses a modern and rapidly evolving topic, as the impact of AI on higher education is still in its early stages, making the need to understand its ethical and cultural dimensions urgent. Second, this study contributes to filling a research gap concerning the qualitative aspects of students' experiences with artificial intelligence (AI). Many previous studies have focused on technical or quantitative aspects, while students' perceptions and personal experiences have been less explored. Third, the findings of this study can offer practical contributions to educational institutions by supporting the development of clear and targeted policies for the use of AI, striking a balance between leveraging its potential and upholding the principles of academic integrity.

Furthermore, the study highlights the cultural dimension of learning, viewing AI not merely as a technological tool, but as an active force shaping study habits, thinking patterns, and the relationship between students and knowledge. Therefore, understanding the impact of AI requires considering it within a broader context that encompasses the educational culture and prevailing values within the academic community. Consequently, this study goes beyond analyzing individual behaviors to encompass deeper shifts in the very structure of university learning.

In light of the above, this study aims to provide a comprehensive and in-depth understanding of how students interact with AI, not only as an educational tool, but also as an influential factor in shaping their ethical concepts and academic practices. Through this understanding, it is possible to contribute to building a more balanced and conscious vision about the role of artificial intelligence in education, which supports the development of more equitable and effective educational environments at the same time.

2. LITERATURE REVIEW

Recent years have witnessed a significant increase in studies examining the use of artificial intelligence (AI) in higher education. These studies have focused on AI's role in enhancing the learning experience, providing academic support to students, and boosting educational efficiency. Numerous studies have demonstrated that AI tools, such as text generators and intelligent assistants, can help students grasp complex concepts, organize ideas, and accelerate research and information gathering. Some studies have also indicated that these tools contribute to reducing the time and effort required to complete academic tasks, allowing students to focus on deeper aspects of learning.

However, this technological advancement has been accompanied by several challenges, particularly concerning the concept of academic integrity. Recent literature has explored the relationship between AI and academic integrity from multiple perspectives, with some studies focusing on the potential risks of using AI in academic content production. These studies suggest that excessive reliance on AI may lead to a decrease in students' personal effort, weaken critical thinking skills, and increase the likelihood of unethical practices, such as submitting work that does not reflect the student's true effort.

In contrast, other studies have adopted a more balanced perspective, arguing that artificial intelligence (AI) does not inherently pose a threat to academic integrity, but rather that its use is the decisive factor. According to these studies, AI can be considered an effective educational tool if used to support understanding, develop skills, or provide feedback that helps students improve their performance. From this perspective, the challenge lies not in the existence of AI itself, but in establishing clear guidelines that define acceptable and unacceptable use.

A number of studies have also explored students' perceptions of AI use in education. These studies have shown that students do not always have a unified or clear understanding of what constitutes acceptable or unacceptable behavior when using these tools. Some students view using AI for summarizing or explaining as natural and beneficial, while considering its use to generate complete answers as a form of cheating. Other students believe that the boundaries between these two uses are blurred, and that judgment depends largely on the user's intention and the context of the academic task.

In a related vein, some research has focused on the ethical dimension of AI use, examining how students make ethical decisions in situations involving the use of these tools. The results showed that students' decisions are not solely based on institutional rules but are also influenced by personal factors such as individual values, prior experiences, time pressure, and the desire to achieve high academic performance. Some studies also indicated that the lack of clear guidance from educational institutions may lead students to rely on their own judgment, increasing the likelihood of behavioral variation.

Furthermore, the literature addressed the concept of "learning culture" in the context of technological development, emphasizing that the introduction of new technologies, such as artificial intelligence (AI), not only affects learning tools but also extends its impact to the values and habits associated with the educational process. It has become common for students to rely on multiple digital resources and to expect quick and direct answers, which may affect the nature of the effort invested in learning. The widespread use of AI among students may also normalize some practices that were previously considered unacceptable.

Despite this diversity of studies, there is a clear research gap in understanding students' actual experiences with AI from a qualitative perspective. Most studies have focused on measuring usage rates, assessing effectiveness, or analyzing general trends, while neglecting individual student experiences and perceptions. Furthermore, many studies have not adequately addressed the interplay between cultural and ethical factors in shaping students' behavior toward artificial intelligence (AI).

Therefore, there is a clear need for qualitative studies that delve deeply into how students perceive AI, how they define the limits of its use, and how this impacts their academic behavior. This study aims to contribute to bridging this gap by focusing on student voices and experiences and analyzing how AI is reshaping the concept of academic integrity within the university learning culture.

Based on the above, it can be said that the current literature provides a significant foundation for understanding the relationship between AI and education, but it still requires further exploration of qualitative, cultural, and ethical dimensions. This study, therefore, seeks to make a scholarly contribution by integrating these dimensions and offering a comprehensive analysis that connects AI use, student perceptions, and shifts in the learning culture within the university environment.

3. THEORETICAL FRAMEWORK

This study is based on an integrated theoretical framework that combines three main approaches: cultural studies, the concept of academic integrity,

and Kohlberg's Theory of Moral Development. This framework aims to provide a comprehensive understanding of how students interact with artificial intelligence (AI) within the educational environment, not only from a technical perspective but also from cultural and ethical ones.

First, the cultural studies approach provides an important perspective for understanding the relationship between technology and social practices. Cultural studies view technology as part of the cultural system that shapes individuals' behavior and values, not merely as a neutral tool. From this perspective, AI can be considered an active agent in reshaping the culture of learning within universities. For example, the proliferation of AI tools has changed how students engage with knowledge, making access to information faster and easier, and content creation less dependent on direct individual effort.

This approach also indicates that the use of technology does not occur in a vacuum but is influenced by the cultural and social context. Therefore, understanding how students use artificial intelligence (AI) requires examining study habits, academic expectations, and prevailing values within the university community. Cultural studies help explain how AI use can become a "normal" or "acceptable" practice among students, even in situations that may conflict with traditional principles of academic integrity.

Second, the concept of academic integrity forms the fundamental framework for evaluating student behavior in this study. Academic integrity is defined as adherence to a set of values, such as honesty, integrity, originality, and accountability in academic work. These values are essential for ensuring the quality of the educational process and maintaining the credibility of academic degrees.

However, the emergence of AI has introduced new challenges to the application of this concept. While standards of academic integrity were once more explicit, such as prohibiting plagiarism or outright cheating, these standards have become less clear with the use of tools capable of generating texts and ideas almost instantaneously. For example, the use of AI to paraphrase texts or generate answers raises questions about the concept of "authenticity" and the extent to which the resulting work can be considered the student's personal effort.

This framework allows us to analyze how students redefine academic integrity in light of AI use. It also helps us understand the tension between traditional values of academic integrity and the changes brought about by new technologies. Thus, the concept of academic integrity is used not only as a criterion for judgment but also as a tool for understanding shifts in student behavior and perceptions.

Third, Kohlberg's theory of moral evolution provides a suitable framework for understanding how students make ethical decisions regarding AI use. This theory posits that individuals progress through different stages of moral development, starting with a focus on avoiding punishment, progressing through adherence to social norms, and culminating in decisions based on internalized moral principles.

Applying this theory to the study context allows us to analyze student behavior by understanding the motivations behind their decisions. Some students may avoid using AI in academic tasks for fear of punishment, reflecting an externalized morality. Other students may use these tools extensively as long as there are no clear rules prohibiting it, indicating their reliance on a personal interpretation of norms. At higher levels of moral development, students may make decisions based on internal convictions related to personal responsibility and the importance of genuine learning.

This theory also helps explain the differences among students in their evaluation of the same behavior. One student might consider using artificial intelligence to write answers acceptable if the goal is to save time, while another student might view it as unethical because it diminishes the value of personal effort. Therefore, understanding these differences requires examining the ethical stage from which each student begins their decision-making.

By combining these three frameworks, the study offers a comprehensive analytical model for understanding the phenomenon under investigation. Cultural studies contribute to explaining changes in practices and customs, the concept of academic integrity provides a standard for evaluating these practices, and Kohlberg's theory helps understand the ethical motivations behind student behavior.

Thus, this theoretical framework aims not only to explain the findings but also to provide a conceptual foundation for analyzing the complex relationship between technology, ethics, and culture within higher education. Through this integration, the study seeks to offer a deeper understanding of how artificial intelligence is reshaping the concept of academic integrity and how this is reflected in student behavior and the learning culture within universities.

4 METHODOLOGY

This study employs an exploratory qualitative methodology to gain a deep understanding of university students' perceptions of artificial intelligence (AI) use and its relationship to the concept of academic integrity. The qualitative

approach is well suited to the nature of this study, as it focuses on analyzing personal experiences, individual opinions, and social contexts that are difficult to measure using quantitative methods. This approach also allows researchers to explore the phenomenon from the participants' own perspectives, helping to uncover the underlying meanings behind their behaviors and decisions.

Regarding the research design, the study utilizes an exploratory design, aiming to examine a relatively new and complex phenomenon that has not been adequately addressed in previous literature. This type of design is characterized by its flexibility, allowing for the development of questions and analyses based on the collected data. Since the use of AI in education is still in a state of continuous development, this design helps to explore new dimensions that may not be immediately apparent.

The study sample consists of a group of undergraduate students, with a selection of 15 to 25 participants. Participants are selected using purposive sampling, a method that relies on choosing individuals with direct experience or a close connection to the study topic. In this context, students who use artificial intelligence tools in their studies are selected to ensure rich and directly relevant data. Diversity in academic disciplines and study levels is also considered to obtain multiple perspectives reflecting different backgrounds and experiences.

For data collection, the study primarily uses semi-structured interviews. This type of interview is suitable because it combines a set of basic questions with the flexibility to ask additional questions based on participants' responses. This allows researchers to gain a deeper understanding of students' experiences and explore details that might not appear in closed-end questionnaires. The interviews cover a range of topics, such as how students use artificial intelligence, their perceptions of academic integrity, the criteria they use to evaluate their behavior, and the impact of these tools on their learning.

The interviews are conducted individually, either face-to-face or via digital communication, depending on the participants' circumstances. Each interview lasts between 15 and 25 minutes and is recorded with the participants' consent to ensure data accuracy. The interviews are then transcribed for analysis.

Regarding data analysis, the study employs thematic analysis, a common method in qualitative research. The analysis process unfolds in several structured stages. In the first stage, the researcher repeatedly reads the texts to grasp the overall content. In the second stage, initial coding is performed, identifying key ideas or concepts within the texts. Similar codes are then grouped into larger clusters, representing recurring patterns in the data. Finally, these patterns are developed into main themes, reflecting the core issues raised in the participants' responses.

This approach helps transform textual data into structured results that can be systematically analyzed and discussed. It also allows for the identification of relationships between different concepts and an understanding of how students interpret their use of artificial intelligence.

The study places great importance on ethical considerations, adhering to a set of principles to ensure participant protection. Initially, informed consent is obtained from all participants after explaining the study's purpose and the nature of their participation. It is emphasized that participation is voluntary and that participants have the right to withdraw at any time without repercussions. Furthermore, data confidentiality is maintained; participants' real names are not used, but rather codes such as "Participant 1" or "Participant 2."

The data is used solely for research purposes and is not shared with any third party. The researcher also takes care to avoid any questions that might cause embarrassment or psychological distress to participants, especially since the study topic may involve sensitive aspects related to academic conduct.

Despite the strength of this research design, there are some limitations to consider. First, the research relies on a limited sample size, which may affect the generalizability of the results to all students. Second, the data depends on participants' responses, which may be influenced by their desire to present a positive self-image. Third, researchers' interpretations of data may vary based on their background and experience, which presents a challenge in qualitative research.

Nevertheless, this methodology remains suitable for achieving the study's objectives, as it provides a deep and comprehensive understanding of the phenomenon and helps reveal its various dimensions that may not be apparent through quantitative methods. Through this approach, the study aims to offer a detailed analysis of students' experiences and perceptions, contributing to a better understanding of the role of artificial intelligence in reshaping academic integrity within higher education.

5. FINDINGS / RESULTS

This section presents the findings from the thematic analysis of interviews conducted with participants. The analysis yielded a set of key themes

reflecting students' perceptions and experiences regarding the use of artificial intelligence (AI) and its relationship to academic integrity. These themes illustrate recurring patterns in participants' responses and reveal the complexity of this phenomenon.

5.1. AI as a Learning Support Tool

The study results showed that most participants view AI as a useful tool that supports the learning process. Many students indicated that they use AI to understand complex concepts, simplify course content, and summarize information. Some participants also confirmed that AI helps them organize their thoughts and improve the quality of their writing.

In this context, the use of AI was not seen as a replacement for learning, but rather as an aid that enhances understanding. Some students explained that they use AI as a first step to understanding a topic, then rely on other resources to deepen their knowledge. This suggests that AI is being integrated into the educational process as part of modern learning strategies.

5.2. Ambiguous Boundaries Between Assistance and Academic Misconduct

One of the most significant findings of the study is the clear ambiguity surrounding the boundaries between acceptable and unacceptable use of artificial intelligence (AI). Many participants expressed difficulty in distinguishing between legitimate assistance and what constitutes cheating.

For example, most students agreed that using AI to explain concepts or summarize lessons is acceptable. However, opinions varied considerably when it came to using AI to generate answers or paraphrase texts. While some participants felt that paraphrasing with AI was not problematic if the content was understood, others considered this use to be contrary to the principle of authenticity.

This variability reflects the lack of clear standards governing AI use within the academic environment, leading students to rely on their own judgment in decision-making.

5.3. Ethical Decision-Making Depends on Intention and Context

The results showed that ethical decisions regarding AI use are not solely based on formal rules but are significantly influenced by the student's intention and the context in which the AI is used. Many participants indicated that they evaluate their behavior based on the purpose of using AI.

For example, if the goal is understanding or learning, its use is considered acceptable. However, if the goal is to complete the task quickly without effort, some students consider this unethical behavior. This distinction, however, was not clear to all participants, as some admitted to using AI to save time, even on tasks that require personal effort.

The results also showed that time pressure and a heavy workload play a significant role in decision-making, with students potentially resorting to AI more frequently under academic pressure.

5.4. Increasing Reliance on AI

The results indicated a growing trend toward relying on AI for academic tasks. Several participants reported frequently using these tools, not only for complex tasks but also for simple ones.

This reliance is linked to several factors, such as the ease of use of these tools, the speed of obtaining answers, and sometimes their accuracy. However, some participants expressed concern about this reliance, suggesting it might affect their ability to think independently or diminish their research and analytical skills.

This suggests a tension between the benefits offered by artificial intelligence (AI) and the concerns associated with its impact on deep learning.

5.5. Normalization of AI Use within Student Culture

Another important finding is that AI use has become commonplace among students, arguably even part of modern learning culture. Many participants indicated that most of their peers use these tools, and that this use is no longer seen as an exception.

This widespread adoption has normalized practices that were previously considered unacceptable. It has become common to exchange tips on how to use AI or to share the most effective tools. Some students also indicated that they feel that not using these tools puts them at a disadvantage compared to their peers.

This shift reflects the impact of AI on academic culture, where it is no longer merely an individual tool but has become part of the collaborative learning environment.

5.6. The Need for Clear Institutional Guidelines

The results show a strong need among students for clear guidelines from educational institutions regarding the use of AI. Many participants expressed a sense of uncertainty due to the lack of clear rules outlining what is permitted and what is prohibited.

Table 1: Summary of Key Findings

Theme	Description	Key Insight from Participants
AI as a Learning Support Tool	Students use AI to understand concepts, summarize materials, and improve writing quality.	AI is mainly perceived as a tool that enhances understanding rather than replacing learning.
Ambiguous Boundaries Between Assistance and Misconduct	Students struggle to distinguish between acceptable and unacceptable AI use.	There is no clear agreement on whether tasks like paraphrasing or generating answers are ethical.
Ethical Decision-Making	Students rely on personal judgment, intention, and context when using AI.	Ethical decisions are influenced more by purpose than by formal rules.
Increasing Reliance on AI	Frequent use of AI for both simple and complex academic tasks.	Students acknowledge both the benefits and risks of dependency on AI.
Normalization of AI Use	AI use has become common among students and part of learning culture.	Students feel pressure to use AI because their peers are using it.
Need for Institutional Guidelines	Lack of clear university policies regarding AI usage.	Students express the need for clear rules to guide ethical AI use.

6. DISCUSSION

This section aims to interpret the findings presented in the previous section and connect them to the theoretical framework and previous studies to provide a deeper understanding of how artificial intelligence (AI) affects the concept of academic integrity and the culture of learning within higher education. The results show that the use of AI is not merely a technological change but reflects a broader shift in student behavior and perceptions, which can be explained by the theoretical frameworks adopted in this study.

First, the results indicate that students view AI as a learning support tool, which aligns with several studies that have confirmed that such tools can enhance understanding and facilitate access to knowledge. This finding can be explained through a cultural studies approach, where AI is viewed as part of the cultural environment with which students interact. As these tools become more widespread, their use has become a natural part of daily learning practices, reflecting the adaptation of educational culture to technological development. Therefore, viewing AI as a support tool is not surprising, but rather a natural consequence of its integration into the educational context.

However, the findings also revealed ambiguity in defining the boundaries between acceptable and unacceptable use, which is one of the most significant challenges associated with the use of artificial intelligence. This ambiguity can be explained by the concept of academic integrity; as traditional standards are becoming increasingly difficult to apply in the presence of tools capable of producing high-quality content. In the past, academic plagiarism, such as direct copying, was easily identified. Now, however, practices are more complex, such as paraphrasing using AI or generating new ideas. This leads to the emergence of a "gray area" where it is difficult to make a clear judgment.

The results also showed that students rely heavily on their personal intention and context when making ethical decisions, which can be explained by Kohlberg's theory of moral evolution. Some students make decisions based on formal rules, such as avoiding punishment, while others rely on their personal assessment of right and wrong. This reflects varying levels of moral development among students, as not everyone follows the same standards in judging behavior. Furthermore, students' reliance on intention reflects a shift from strict adherence to rules to reliance on individual interpretation, which increases the variability in practices.

On the other hand, the results showed an increasing reliance on artificial intelligence, which can be explained by the characteristics of these tools, such as speed and ease of use. However, this reliance raises questions about its impact on learning skills, particularly critical thinking and independence. This aligns with some studies that have warned that excessive technology use may reduce mental effort and transform students from producers of knowledge to consumers of it. Nevertheless, this impact cannot be considered entirely negative, as it depends on how the tool is used.

The results also revealed that the use of artificial intelligence has become part of student culture, reinforcing the role of cultural studies in explaining the phenomenon. The proliferation of these tools has normalized their use, so that it is no longer seen as an exception. This means that individual behavior is no longer independent but rather influenced by group behavior. If most students use artificial intelligence, this may encourage others to use it as well, so as not to feel disadvantaged. This reflects the influence of group culture on individual decision-making.

Furthermore, the results demonstrated a clear need for institutional guidance, which is consistent with what some previous studies have indicated. The absence of clear rules leads to uncertainty, pushing students to rely on their own judgment. This can

result in inconsistent practices, as each student interprets what is acceptable differently. Therefore, the role of educational institutions becomes crucial in establishing clear policies to guide student behavior.

Connecting these findings, it can be argued that artificial intelligence (AI) not only affects how academic tasks are accomplished but also redefines fundamental concepts such as effort, originality, and responsibility. This reflects a profound shift in learning, which is no longer solely based on individual production but now includes interaction with intelligent tools.

In this light, AI can be considered a double-edged sword, offering opportunities to enhance learning while simultaneously posing ethical challenges that necessitate a re-evaluation of academic rules and standards. Addressing this phenomenon requires a balance between leveraging the potential of AI and upholding the principles of academic integrity.

This study contributes to a comprehensive understanding that integrates cultural and ethical dimensions, demonstrating that the real challenge lies not in the existence of AI itself, but in how to responsibly integrate it into the educational process. The results also underscore the importance of developing flexible educational policies that consider the nature of this development and help students use these tools in a way that supports learning without compromising academic values.

7. CONCLUSION

This study aimed to explore how the use of artificial intelligence (AI) impacts the concept of academic integrity and learning culture within higher education, by analyzing the perceptions and experiences of university students. The results showed that AI has become an integral part of daily learning practices, with students increasingly using it to support understanding, organize ideas, and complete academic tasks.

A key finding of the study was the significant ambiguity surrounding the boundaries between acceptable and unacceptable AI use. Many students relied on their own judgment to evaluate their behavior in the absence of clear institutional guidelines. The results also demonstrated that students' ethical decisions are influenced by multiple factors, such as intention, context, and time pressure, and not solely by formal rules.

Furthermore, the study revealed that the use of AI has become part of modern learning culture, with its widespread adoption normalizing new practices within the academic environment. This shift reflects a deeper impact of AI, extending beyond its role as a technological tool to become a significant factor in shaping educational values and habits.

Considering these findings, the importance of developing clear policies within educational institutions to regulate the use of artificial intelligence (AI) is highlighted, aiming to balance leveraging its potential with upholding academic integrity. It is also recommended to raise student awareness of the ethical use of these tools and provide them with guidance to help them make responsible decisions.

However, this study faces some limitations, such as its small sample size and reliance on self-reported data from participants, which may affect the generalizability of the results. Therefore, the study recommends future research with larger samples and different methodologies to foster a broader understanding of this phenomenon.

Overall, this study underscores that the challenge lies not in the existence of AI itself, but in how to use it responsibly in a way that supports learning and preserves academic values. By understanding students' perceptions and experiences, educational institutions can develop more effective strategies for navigating this rapidly evolving technological landscape.

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APPENDICES

This section aims to present the supporting materials used in conducting the study, which contribute to clarifying the research methodology and enhancing the credibility of the results. These materials include data collection tools, ethical frameworks used to ensure participant protection, and any additional relevant documentation. Including these appendices helps the reader understand the research procedures in more detail and allows for the study to be replicated or objectively evaluated.

9.1 Interview Questions

Interview questions are the primary data collection tool in this study. They are designed as semi-structured interviews. This type of question strikes a balance between a structured interview framework and allowing participants the freedom to express their opinions and experiences more broadly.

The interview questions are divided into several main themes covering various aspects of the study. The first theme addresses the general use of artificial intelligence, asking participants to explain how they use these tools in their studies and the types of tasks they rely on. The second theme focuses on students' perceptions of the role of artificial intelligence in learning and its impact on their study methods. The third section addresses the concept of academic integrity. Participants are asked to define this concept from their perspective and clarify whether they believe the use of artificial intelligence (AI) aligns with it. The section also explores situations where AI use is considered acceptable or unacceptable.

The fourth section focuses on ethical decision-making. Participants are asked to explain how they determine the acceptability of AI use and to explore any past experiences where they felt uncertain or hesitant.

The fifth section examines the impact of AI on students, including their sense of responsibility, self-confidence, and the effect of these tools on their learning efforts. The sixth section explores the culture of learning, examining the prevalence of AI use among students and how it is perceived within the university environment.

Finally, the seventh section addresses the role of educational institutions. Participants are asked to share their views on the role of professors and universities in regulating AI use and the need for clear policies. The interview concludes with an open-ended question, allowing participants to add any further thoughts they deem important.

9.2 Participant Information Sheet

A participant information sheet was prepared to clarify the nature of the study for participants before the interviews began. This sheet includes a brief explanation of the study's objective, its significance, and the nature of the required participation.

The sheet also clarifies that participation in the study is entirely voluntary and that participants have the right to withdraw at any time without any consequences. Furthermore, it explains how the collected data will be used, emphasizing that it will be used solely for scientific research purposes.

The sheet also includes information about the interview duration and the types of questions that will be asked, stressing that there are no right or wrong answers and that the goal is to understand participants' experiences and opinions. This sheet helps build trust between the researcher and participants and encourages them to provide honest and accurate answers.

9.3 Consent Form

The informed consent form is an essential part of the ethical considerations in this study. It is provided to participants before the interviews begin and contains clear information about the study's objective, the nature of their participation, and their rights.

The form includes a confirmation that participation is voluntary and that participants have the right to decline to answer any question or withdraw at any time without any adverse consequences. It also includes the participant's consent to the recording of the interview, if audio recording is used, with assurances that the data will remain confidential.

Furthermore, the form clarifies that participants' identities will remain anonymous; codes will be used instead of real names to protect their privacy. This aims to ensure the study adheres to ethical standards and promotes transparency in its dealings with participants.

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