

Strengthen Integrity Academic Students in the Era of Artificial Intelligence (AI) through Approach Psychology Education Islam

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Abstract. Education is the main foundation in the formation of character and quality of human resources throughout the world. However, the development of technology, especially artificial intelligence (AI), has presented new challenges in the world of education, especially in maintaining the academic integrity of students. The convenience offered by AI is often used unethically, such as in plagiarism or manipulation of academic assignments. This phenomenon encourages the importance of an alternative approach that does not only rely on policy and supervision, but also instills strong moral values. This study examines the relevance of the Islamic educational psychology approach in strengthening the academic integrity of students in the AI era. This approach offers solutions based on Islamic values such as *muraqabah* (awareness of Allah's supervision), *muhasabah* (self-evaluation), and the habituation of noble morals. The study was conducted using a library research method by analyzing literature related to academic integrity, AI technology, and Islamic educational psychology, including the thoughts of Imam Al-Ghazali. The results of the study show that the Islamic values taught by Al-Ghazali are very relevant in overcoming the challenges of academic integrity caused by the development of AI technology. The principle of *muraqabah* helps students understand the ethical implications of their academic actions, while *muhasabah* encourages self-reflection to improve behavior. In addition, the habituation of values such as honesty and responsibility provides a long-term solution in shaping students' characters. This conclusion emphasizes the importance of integrating Islamic values into the higher education curriculum to create an academic environment with integrity and ethics amidst the advancement of modern technology.

Keywords: integrity academic, intelligence artificial intelligence (AI), psychology Islamic education.

1. INTRODUCTION

Education is a fundamental element in the formation of character and quality of human resources throughout the world (Suparman, 2023) . In this context, the values contained in education must be rooted in strong moral and ethical principles. On the other hand, technological advances, especially in the field of artificial intelligence (AI), have had a significant impact on the world of education. Although this technology provides various conveniences in the learning process and academic evaluation, it also presents new challenges, especially in terms of academic integrity. (Suariqi Diantama, 2023) . In many universities, academic integrity refers to a commitment to carry out academic tasks honestly, without deviation or cheating. However, with the development of technology, students are now more easily trapped in unethical behavior, such as plagiarism or the use of AI-based tools to complete assignments and exams illegally (Debnath, 2016) .

Amidst this phenomenon, an Islamic educational psychology-based approach becomes very relevant to strengthen academic integrity. Islamic educational psychology views education not only as a transfer of knowledge, but also as a means to instill strong moral values

in individuals, including in terms of academic integrity (Savira, 2024) . Islam teaches the importance of maintaining honesty and ethics in every aspect of life, including in academic activities. With this foundation, Islamic educational psychology can provide in-depth insights into how Islamic principles can shape students' attitudes towards academic honesty, as well as how this approach can be used to strengthen their academic integrity in the face of technological advances such as AI.

Amidst this phenomenon, an Islamic educational psychology-based approach becomes very relevant to strengthen academic integrity. Islamic educational psychology views education not only as a transfer of knowledge, but also as a means to instill strong moral values in individuals, including in terms of academic integrity (Savira, 2024) . Islam teaches the importance of maintaining honesty and ethics in every aspect of life, including in academic activities. With this foundation, Islamic educational psychology can provide in-depth insights into how Islamic principles can shape students' attitudes towards academic honesty, as well as how this approach can be used to strengthen their academic integrity in the face of technological advances such as AI (Zhao & Han, 2019).

The phenomenon of academic cheating that is increasingly easy to do with the help of AI technology, such as digital plagiarism or exam cheating, has become a serious problem in many educational institutions. Therefore, an Islamic educational psychology approach that emphasizes ethical awareness, character development, and intrinsic motivation can be an effective solution. In this context, students are expected not only to understand the importance of academic integrity, but also to make it part of their morals based on Islamic values that encourage them to always act honestly in every academic action (Gurung, RAR, & Hensley, 2019).

The urgency of this research is very great, considering the increasing development of AI and the increasing number of technology-based tools that allow students to commit academic fraud. Therefore, universities need to develop an approach that does not only rely on policies and supervision, but also through education based on Islamic values that can shape students' awareness and character. By understanding the psychological factors that influence students' academic behavior, as well as integrating Islamic principles into education, educational institutions can design more effective strategies in strengthening academic integrity in this era of artificial intelligence.

2. LITERATURE REVIEW

1. Academic Integrity in higher education

Integrity in the big Indonesian dictionary is defined as quality, nature, or condition that shows a complete unity so that it has the potential and ability to radiate authority and honesty ((KBBI), nd) . Integrity in the world of education is known as academic integrity. Academic integrity in the context of education refers to a commitment to maintaining ethical and moral standards in every aspect of academic activities. According to (Sudarwan, 2020) , academic integrity can be understood in two main dimensions. First, academic integrity as an academic practice that includes teaching, research, and service activities, all of which must be carried out by prioritizing the principles of honesty and justice. Second, academic integrity also includes the character of individuals who are expected to have traits such as honesty, responsibility, and reliability in acting in the academic world. In this perspective, academic integrity is not only limited to efforts to prevent cheating such as plagiarism, but also includes efforts to develop moral values that are the basis for every ethical and responsible academic action.

In addition, The International Center for Academic Integrity (ICAI, 2014) defines academic integrity as a commitment to five fundamental core values, namely: honesty, trust, fairness, respect, and responsibility. These five values, along with the addition of courage (courage) to act honestly despite facing difficulties, is the main pillar in forming good academic behavior. (Hafizha, 2022) added that academic integrity is a commitment that must be upheld by every member of the academic community. These five values flow into principles that enabling the academic community to translate ideas, thoughts and ideals into real actions, creating a healthy and trust-filled educational environment.

2. The development of artificial intelligence in education

Artificial intelligence (AI) is a technology designedi to mimic human intelligence in completing various tasks, including data analysis, decision-making, and adaptive learning. In the context of education, AI has brought many significant changes in the teaching and learning process. Technologies such as AI-based learning systems allow students to gain access to personalized and adaptive learning materials, tailored to their learning styles and levels of understanding. Research conducted by (Astuti & Baysha, 2024) shows that the implementation of AI in higher education can improve student learning outcomes through personalization of materials and providing fast and timely feedback.

On the other hand, although AI offers various advantages, this technology also has negative impacts that need to be considered, especially in terms of academic integrity. Research by (Lukman et al., 2024) highlights that students often use AI-based tools to complete assignments instantly without going through a critical thinking process. For example, applications such as Grammarly or automatic text generators are used not only to correct writing errors but also to structure the essay as a whole. This can lead to students' dependence on technology, which ultimately reduces their ability to think independently and develop creativity.

The biggest threat from the use of AI in the student world is the ease of committing academic fraud. In a study conducted by (Chariri, 2024) , it was found that tools such as generative AI facilitate plagiarism, where students can easily copy answers or essays without adequate intellectual effort. In addition, the lack of digital literacy and ethics in the use of technology among students further exacerbates this problem. Therefore, this study emphasizes the need for the integration of ethical values in the use of AI, especially through an approach based on Islamic educational psychology, which can shape students' character to use technology responsibly and maintain their academic integrity.

3. Islamic educational psychology approach

Islamic educational psychology provides a strong conceptual framework for building student character based on ethical and spiritual values. In this perspective, education does not only aim to transfer knowledge, but also to instill noble morals that become the foundation of individual morals. One of the figures who made a major contribution to this approach is Imam Al-Ghazali. According to Al-Ghazali, good character formation is the core of education. He emphasized that ideal education must involve spiritual, moral, and intellectual aspects, all of which must be based on Islamic teachings (Setiawan, 2023) .

In the context of academic integrity, Al-Ghazali's thoughts are very relevant. Al-Ghazali taught the importance of muraqabah (awareness of Allah's supervision) and muhasabah (self-evaluation) as a way to form an honest and responsible character. Values such as honesty (sidq), amanah, and discipline are the main pillars in maintaining individual integrity, including in academic activities. Research (Eryandi, 2023) highlights that Islamic values such as honesty, responsibility, and discipline can be integrated into the curriculum to address ethical challenges in the digital era, which is in line with Al-Ghazali's thoughts.

In facing the challenges of the era of artificial intelligence (AI), Islamic educational psychology inspired by Al-Ghazali can be a holistic solution. Students are not only taught to understand the importance of academic integrity but also to make it part of their morals. By building intrinsic awareness through an Islamic spirituality-based approach, students are expected to be able to use technology responsibly and not get caught up in unethical behavior. Al-Ghazali's thoughts on the importance of self-control and the habituation of noble morals provide a strong philosophical basis for creating a generation that remains steadfast in its integrity despite the convenience of technology such as AI.

3. METHODS

This study uses a qualitative approach with a library research method. This study was conducted by reviewing relevant literature to explore the principles of Islamic educational psychology and the challenges of academic integrity in the era of artificial intelligence (AI). The main data sources consist of books, journal articles, and previous research that focus on the themes of academic integrity, AI technology, and Islamic values.

The object of research in this study is the phenomenon of shifting academic integrity of students due to the influence of AI technology. The focus of the research is on how the principles of Islamic educational psychology, especially those based on the thoughts of Imam Al-Ghazali, can be applied to overcome this challenge.

Following a number of stage in analyze data/ results study :



4. RESULTS

1. Islamic Values in Education: Al-Ghazali's Perspective

The book *Ihya Ulumuddin* by Imam Al-Ghazali provides deep insight into the importance of education in shaping human morals. Al-Ghazali stated that, "The heart is the king, while the members of the body are the soldiers. If the king is good, then the army will be good; if the king is damaged, then the army will be damaged" (Al-Ghazali, 1965, p. Volume 1 p. 56) . In the context of students, this principle is relevant to emphasize that character formation must begin with the improvement of the heart, which functions as the center of morality and individual integrity. Education that is directed at noble morals will create students who are able to maintain their academic integrity even when faced with the temptations of technology such as artificial intelligence (AI).

2. Ethical Awareness through Muraqabah

Al-Ghazali emphasized the importance of muraqabah, which is the awareness of Allah's supervision in every action. He wrote, "Indeed, every human being is always supervised by Allah, both in solitude and in the midst of a crowd. People who are aware of this supervision will always do good and avoid evil" (Al-Ghazali, 1965, p. Volume 4 p. 132) . In the context of AI, students who understand muraqabah will be more likely to use technology ethically and responsibly, rather than to commit academic fraud such as plagiarism or data manipulation. This shows that Islamic values can be an effective solution to building integrity in the technological era.

3. Self-Control through Muhasabah

In addition to muraqabah, Al-Ghazali also emphasized the importance of muhasabah, which is regular self-evaluation. He stated, "Whoever does not count himself, he will be at a great loss. On the contrary, he who counts himself every day will find goodness at the end of his affairs" (Al-Ghazali, 1965, p. Volume 2 p. 78) . This principle is relevant for students facing academic integrity challenges. By conducting regular self-evaluations, students can identify unethical actions and correct them before they become habits. In the face of the convenience offered by AI, muhasabah can help students stay on the path of academic integrity.

4. Practicing Islamic Values to Counter the Challenges of AI

Al-Ghazali also emphasized the importance of habituation in character building. He wrote, "A person's character is formed from habits that are carried out continuously. Therefore, get used to doing good, because habits will become permanent traits" (Al-Ghazali, 1965, p. Volume 3 p. 154) . In the context of students, habituation of values such as honesty (sidq), responsibility (amanah), and respect for knowledge can be a moral bulwark to face the temptations of technology that tend to facilitate academic cheating.

5. The Relevance of Al-Ghazali's Values to Academic Integrity

This study found that the principles taught by Al-Ghazali in *Ihya Ulumuddin* are very relevant to be applied in higher education in the era of artificial intelligence. Values such as muraqabah, muhasabah, and the habit of noble morals not only function as individual ethical guidelines but also as a framework for improving collective academic integrity in the higher education environment.

5. DISCUSSION

1. The Relevance of Al-Ghazali's Values to the Challenges of the AI Era

The results of the study show that the principles taught by Imam Al-Ghazali in *Ihya Ulumuddin* have significant relevance in addressing the challenges of academic integrity in the era of artificial intelligence. The concept of *muraqabah* (awareness of Allah's supervision) provides a strong moral foundation for students to use AI technology ethically. As emphasized by Al-Ghazali, "People who are aware of Allah's supervision will always do good and avoid evil" (Al-Ghazali, 1965, p. Volume 4 p. 132) . This awareness can shape students' mindsets to make academic integrity part of their morals, not just a rule imposed by the institution. In the context of AI, *muraqabah* helps students to consider the ethical impact of their actions, such as plagiarism or content manipulation. Students who understand this value are more likely to use AI technology as a learning aid, not as a means to commit academic fraud. This emphasizes the importance of integrating Islamic values into the higher education curriculum.

2. The Role of Muhasabah in Forming Student Character

Muhasabah (self-evaluation) taught by Al-Ghazali provides an effective introspective mechanism to maintain academic integrity. In *Ihya Ulumuddin*, Al-Ghazali states, "Whoever reckons himself every day, he will find goodness at the end of his affairs" (Al-Ghazali, 1965, p. Volume 2 p. 178) . This concept is relevant for students who often face the temptation to use technology unethically. By conducting regular self-evaluation, students can identify actions that violate academic integrity and correct them before they become habits. In the discourse of higher education, *muhasabah* can also be applied in the form of learning programs that emphasize self-reflection as part of the academic process. This can help students to internalize the values of honesty and responsibility as part of their character.

3. Moral Habits as a Holistic Solution

The habituation principle taught by Al-Ghazali provides a long-term solution to shape students' academic integrity. Al-Ghazali stated, "A person's character is formed from habits that are carried out continuously" (Al-Ghazali, 1965, p. Volume 3 p. 134) . In this context, educational institutions can create an environment that supports the habituation of noble moral values, such as honesty (*sidq*), responsibility (*amanah*), and respect for knowledge. By making these values part of the academic culture, students can develop the habit of using AI responsibly. Habituation is also relevant in facing the challenges presented by AI, where students are often tempted to find shortcuts in completing

academic tasks. By involving the habituation of Islamic values, students can be directed to use AI as a tool that enriches the learning process, not as a substitute for their intellectual efforts.

4. Implications for Higher Education

This discussion highlights the importance of integrating the values taught by Imam Al-Ghazali into the higher education curriculum in Indonesia. In the era of artificial intelligence, where threats to academic integrity are increasing, values such as *muraqabah*, *muhasabah*, and the habituation of noble morals can be strong guidelines to face these challenges. Higher education must create a framework that supports the formation of student character through an approach based on Islamic values. For example, universities can develop digital ethics literacy modules based on Islamic principles to help students understand how to use AI technology properly. In addition, self-reflection programs based on *muhasabah* can be implemented to encourage students to evaluate their academic actions independently.

5. Recommendations for Future Research

This study emphasizes the importance of further exploration of the implementation of Islamic values in higher education in the digital era. Empirical studies that evaluate the effectiveness of *muraqabah* and *muhasabah* in shaping student character can provide deeper insights into how these principles can be applied practically. In addition, research on the development of Islamic values-based curriculum that is relevant to the AI era can provide important contributions to higher education in Indonesia.

6. CONCLUSION

The challenges of student academic integrity in the era of artificial intelligence (AI) are increasingly complex, especially with easy access to technology that enables academic fraud such as plagiarism and content manipulation. In facing this challenge, the Islamic educational psychology approach offers strategic solutions through values such as *muraqabah* (awareness of Allah's supervision), *muhasabah* (self-evaluation), and the habit of noble morals. This approach not only instills ethical awareness, but also builds student character who is responsible and committed to academic honesty.

Integrating Islamic values into the higher education system provides a strong moral and spiritual foundation for students in utilizing technology ethically. By internalizing these values, students can make academic integrity a part of their morals, not just a rule to be obeyed. This conclusion emphasizes the relevance of the Islamic educational psychology approach as a

practical and theoretical solution to create an educational environment with integrity amidst the challenges of modern technology.

LIMITATION

This study has several limitations that need to be considered for future development. First, this study uses a library research approach that limits data collection to literature and written sources only. This limitation can affect the diversity of the data obtained, because it does not involve empirical data through interviews, surveys, or direct observations that may provide additional insights into the phenomena discussed. Second, the focus of the study on Islamic values in the context of educational psychology to strengthen academic integrity in the era of artificial intelligence (AI) has a specific scope. This makes the results of the study more relevant to the context of Islamic-based education and may be less applicable in educational systems with different approaches or values. This approach can be further developed to understand its relevance in a more diverse global educational context. the development of AI technology is very rapid, so that new challenges and opportunities that may arise have not been fully accommodated in this study. Therefore, the results of this study need to be updated periodically to adjust to the dynamics of technology and ethics that continue to develop. Future research can expand the method with an empirical approach and explore perspectives from various traditions or educational systems to enrich the results and provide more comprehensive solutions. This study has several limitations that need to be considered for future development. First, this study uses a library research approach that limits data collection to literature and written sources only. This limitation can affect the diversity of the data obtained, because it does not involve empirical data through interviews, surveys, or direct observations that may provide additional insights into the phenomena discussed. Second, the focus of the study on Islamic values in the context of educational psychology to strengthen academic integrity in the era of artificial intelligence (AI) has a specific scope.

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