

ABSTRAK

Perkembangan teknologi informasi mendorong kemunculan *Artificial Intelligence* (AI) sebagai inovasi yang membawa dampak signifikan pada berbagai bidang, termasuk pendidikan. AI, khususnya *generative* AI mampu meniru proses berpikir manusia dalam menganalisis, memecahkan masalah, dan mengambil keputusan berbasis data. Kehadiran teknologi ini menimbulkan tantangan dan peluang terkait kemampuan berpikir kritis, integritas akademik, serta aspek etika dalam pemanfaatannya di lingkungan perguruan tinggi. Penelitian ini bertujuan untuk menganalisis kemampuan *critical thinking* mahasiswa di era perkembangan AI, menganalisis *academic integrity* mahasiswa di era perkembangan AI, mengkaji akses mahasiswa terhadap AI berdasarkan prinsip dasar bioetika dalam konteks pendidikan, dan menganalisis hubungan *critical thinking*, *academic integrity*, dan prinsip dasar bioetika. Metode penelitian yang digunakan adalah *mixed methods* dengan model sekuensial eksplanatori, melibatkan 60 responden melalui kuesioner dan 11 responden yang terdiri dari mahasiswa dan dosen melalui wawancara semi-terstruktur. Hasil penelitian menunjukkan bahwa tingkat kemampuan berpikir kritis, integritas akademik, dan pemahaman etika berada pada kategori tinggi. Namun, hubungan antara penggunaan AI dan integritas akademik tidak signifikan, sedangkan kemampuan berpikir kritis memiliki hubungan kuat dengan integritas akademik dan prinsip bioetika. Secara kualitatif, mahasiswa memanfaatkan AI sebagai alat bantu berpikir dan pengembangan ide, tetapi masih ditemukan kecenderungan ketergantungan pada hasil instan. Oleh karena itu, literasi digital, etika akademik, dan kebijakan penggunaan AI yang jelas perlu diperkuat agar teknologi ini dapat digunakan secara bijak dan berintegritas pada Perguruan Tinggi dan mahasiswa.

Kata Kunci: *Artificial Intelligence*, *critical thinking*, *academic integrity*, prinsip bioetika, perguruan tinggi

ABSTRAC

The development of information technology has led to the emergence of Artificial Intelligence (AI) as an invasion that has had a significant impact on various fields, including education. AI, especially generative AI, is capable of mimicking the human thought process in analyzing, problem solving, and data-based decision making. The presence of this technology poses challenges and opportunities related to critical thinking skills, academic integrity, and ethical aspects of its use in higher education. This study aims to analyze students' critical thinking skills in the era of AI development, analyze students' academic integrity in the era of AI development, examine students' access to AI based on the basic principles of bioethics in the context of education, and analyze the relationship between critical thinking, academic integrity, and the basic principles of bioethics. The research method used is a mixed method with an explanatory sequential model, involving 60 respondents through questionnaires and 11 respondents consisting of students and lecturers through semi-structured in-depth interviews. The output of this research is expected to provide a comprehensive picture of the influence of AI use on critical thinking, academic integrity, and ethics, as well as to serve as a basis for the development of sustainable education policies. The results showed that the levels of critical thinking, academic integrity, and ethical understanding were high. However, the relationship between AI use and academic integrity was not significant, while critical thinking had a strong relationship with academic integrity and bioethical principles. Qualitatively, students use AI as a tool for thinking and developing ideas, but there is still a tendency to rely on instant results. Therefore, digital literacy, academic ethics, and clear AI usage policies need to be strengthened so that this technology can be used wisely and with integrity in higher education institutions and by students.

Keywords: Artificial Intelligence, critical thinking, academic integrity, bioethical principles, higher education institutions