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# USING ARTIFICIAL INTELLIGENCE IN THE STUDY PROCESS: STUDENTS' VIEWS

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***Abstract.*** *The emergence of the Internet and the challenges it poses constantly raise questions worthy of deep discussion and reflection, and even the need for some regulation arises. Today's challenge and the subject of heated and controversial discussions is artificial intelligence. New technological challenges force society to take a fresh look at emerging innovations and find the most appropriate ways to apply and evaluate them. As in most cases, each phenomenon, depending on who it will be used for and for what purposes it is used, can have both advantages and disadvantages. The same applies to AI technology, which has invaded the education system quite quickly and strongly. Its emergence has become a challenge for both teachers and students to be able to use the benefits it provides and not violate academic integrity. Some see the advantages of its emergence, others see threats, and still others list disadvantages. It is also viewed ambiguously in the education system, including higher education. With the widespread availability and use of the AI tool ChatGPT, various dilemmas and uncertainties have arisen regarding both the applicability of this tool and the academic integrity of its use in higher education institutions. AI poses a threat to academic integrity due to its potential to facilitate plagiarism. But we should not forget the advantages provided by AI, which can diversify study methods, facilitate the teaching/learning process, etc. Thus, when evaluating AI tools and their impact on the study process, both positive and negative characteristics should be noted, depending on the purpose for which the tool is used. Therefore, it is first important to understand and clarify how students themselves assess the possibilities of using AI, responsibilities and its general need in the study process, for what purposes they use it. Taking this into account, the aim of this article is to analyse students' attitudes towards the possibilities of applying AI during the study process. The tasks set to achieve the aim are: 1) to review the concept of AI, its advantages and disadvantages; 2) to discuss the conflict between academic integrity and AI; 3) to assess the need for the use of AI in the study process.*

***Keywords:*** *AI, high education, academic dishonesty, students' attitude*

## Introduction

The emergence of the Internet and the challenges it poses constantly raise questions worthy of deep discussion and reflection, and even the need for some regulation arises. Today's challenge and the subject of heated and controversial discussions is artificial intelligence. Some see the advantages of its emergence, others see threats, and still others list disadvantages. It is also viewed ambiguously in the education system, including higher education. With the widespread availability and use of the AI tool ChatGPT, various dilemmas and uncertainties have arisen regarding both the applicability of this tool and the academic integrity of its use in higher education institutions. AI poses a threat to academic integrity due to its potential to facilitate plagiarism. Although university students are aware of plagiarism, some of them still apply this practice due to certain factors, such as lack of time, fear of failure, and the desire to get good grades. But we should not forget the advantages provided by AI, which can diversify study methods, facilitate the teaching/learning process, etc. Thus, when evaluating AI tools and their impact on the study process, both positive and negative characteristics should be noted, depending on the purpose for which the tool is used. Therefore, it is first important to understand and clarify how students themselves assess the possibilities of using AI, its responsibilities and its general need in the study process, for what purposes they use it.

In view of this, the aim of this article is to analyse students' attitudes towards the possibilities of AI application during the study process.

To achieve the aim, the following tasks are set:

1. To review the concept, advantages and disadvantages of AI.
2. To discuss the conflict between academic integrity and AI.
3. To assess the need for AI use in the study process.

Methods applied: the descriptive method was used to discuss the assessment of AI and academic integrity in the scientific literature, to present the views of scientists on the subjects analysed. The questionnaire survey method was used to survey MRU VSA students in order to find out their views on the need for AI use in the study process.

## Theoretical insights

Living in a global world affected by constant changes, we constantly face challenges that force us to review established norms again and again. Initially, the emergence of the Internet created new challenges for university students' teaching, learning and evaluation of online information, but over time, certain rules and an appropriate understanding of the use of information provided on the Internet have developed. The only open question is to what extent each Internet user remains responsible for their activities both on the Internet and when using the information provided on it. The same significant concern remains about plagiarism - dishonest behavior widespread among university students around the world. It is argued that plagiarism poses a significant threat to academic integrity, harming students, the education system, society and the global academic community (Diki & Gibendi, 2022; Hicks, Humphries & Slater, 2024). If this widespread problem is not addressed, it can have serious consequences for students' academic integrity, education, and future career prospects (Chu, Li, & Mok, 2021; Sweeney, 2023). On the other hand, plagiarism also negatively affects students' own creativity, thinking, and self-confidence. This phenomenon is closely related to excessive Internet use in searching for online materials. It is noteworthy that excessive Internet use persists despite control efforts, which causes significant academic challenges (Raj, Segrave, Tiego, Verdejo-Garcia, & Yücel, 2022). The impression is created that everyone else can do better than him/her. Plagiarism is encouraged by lack of time, fear of failure, high workload, and desire for good grades (Diki & Gibendi, 2022).

The recently popularized tool ChatGPT has also received attention for its potential impact on academic integrity using generative artificial intelligence (Gen-AI) systems (Eke, 2023; Sweeney, 2023).

ChatGPT, a groundbreaking AI tool, was launched in late 2022 and trained on large amounts of text data from a variety of sources (Currie 2023; Sweeney 2023). The name GPT (Generative Pretrained Transformer) reflects the model's architecture, which generates human speech by predicting subsequent words in a text sequence based on previous context (Currie, 2023). As a state-of-the-art AI language model, ChatGPT uses deep learning, natural language processing, and machine learning techniques, placing it in the class of large language models (Javaid, Haleem, Singh, Khan, & Khan, 2023). ChatGPT is a language processing model, the most advanced model of its kind to date. This language model is "a type of neural network that has been trained on a large amount of text" (Heaven, 2023). ChatGPT, a large language model (LLM) that can generate human-like text based on user input, offers many benefits in higher education. It improves personalized learning, automates routine tasks, and provides students with direct feedback, guidance, and support across academic disciplines (Halaweh, 2023). It is essential that AI complements, rather than replaces, human skills and insights (Bearman,

Luckin, 2020; Bobula, 2024), without negatively impacting students' critical thinking, creativity, and autonomy.

The introduction of new technologies in higher education is often a catalyst for fundamental changes in teaching and learning. Every major innovation in the academic community is greeted with great enthusiasm and at the same time great anxiety (McDonald, 2025). AI is beginning to transform teaching and learning in higher education, bringing significant changes and uncertainty (Michel-Villarreal et al., 2023). Teachers, students and institutions face uncertainty about the role of GenAI in the teaching and learning process, as it is unclear to what extent they should accept or limit the use of GenAI in the educational context (Adeshola and Adepoju, 2023), combining innovation with ethical considerations and academic integrity (Luo, 2024). AI has become one of the most transformative innovations in modern education, changing the way teachers plan, implement and evaluate their learning. While AI offers promising tools for increasing teaching efficiency, streamlining administrative tasks, and personalizing student learning, it also poses complex challenges regarding academic integrity and ethical use (Azadi and Zare, 2025), as the tool allows students to create assignments, written assignments, and problem solutions with minimal effort or understanding, thereby bypassing traditional learning and assessment processes (Imran and Almusharraf, 2023; Lo, 2023; Evangelista, 2025). The convenience of ChatGPT can lead to careless use that can undermine critical thinking and intellectual growth, resulting in unoriginal work, errors, or insufficiently explored complex topics (Buriak et al., 2023). While ChatGPT can be useful as a learning tool, its inappropriate use can contribute to plagiarism and undermine the principles of academic integrity (Agha, 2024). Thus, the sudden emergence of AI tools has raised concerns about academic integrity. Therefore, Plata et al. (2023) emphasized that students need to understand the value of academic integrity and ethical behavior, how to avoid the consequences of academic dishonesty and academic misconduct when using AI. An ethical framework for the responsible use of AI, based on the principles of fairness, transparency and accountability, is very important in order to ensure that AI improves learning without compromising the integrity of the educational process (Evangelista, 2025). Therefore, it is worth noting that AI tools can also be assistants in the field of education in organizing innovative teaching, searching for new methods, performing relevant tasks. As can be seen, although the field of AI use is still quite new, it has already been extensively analyzed in the scientific literature, the results of various studies have been presented, various discussions have been raised, and the advantages and disadvantages of using AI in the education system have been analyzed and assessed. Both in practical activities and in the theoretical sphere, the same two sides emerge: some who see more benefits, diversity, and modernity through the use of AI, others who see a number of threats arising from this, starting with issues of authorship and plagiarism and ending with concerns about the protection of personal data. However, after reviewing various scientific insights, there is a lack of research on the students' own attitudes towards the use of AI. Although AI is already widespread, not everyone knows how to use it. This also requires certain knowledge and competence. Therefore, analyses of students' experiences and attitudes would be valuable in order to find out their experiences with using AI, their evaluation, the circumstances of use, as well as their attitudes towards the emerging problem of plagiarism, which is said to remain significant worldwide and still prevalent, despite efforts to address it through training and plagiarism detection software, mainly due to the frequent use of artificial intelligence tools such as ChatGPT (Agha, 2024).

## Students' attitudes towards the use of AI

It is relevant to study the attitude of future lawyers towards the use of AI, because the attitude formed during the years of study can become a habit later in their work in the field of law. Complete trust in a modern, but still flawed tool can lead to reckless use of AI, which can have irreparable consequences when working as a lawyer. This work requires a sharp human mind, appropriate legal interpretation of situations, which AI tools cannot provide. Therefore, it is important not to form a habit that AI can solve all issues. On the other hand, penetrating thinking is also important for the legal profession, so that each situation can be assessed individually, and not in a stereotyped way. Therefore, a study of the attitude of law students would reveal not only student behaviour, but also possible future prospects. If they already study using only AI tools today, another question arises – what knowledge and skills will they develop. After all, law is one of the foundations on which the relationship between the state and members of society is based. Thus, the results of the study will reveal what kind of concept of AI use future lawyers have and whether their attitude contributes to the general sense of public security.

Given that the attitude of students is rarely studied in scientific literature, an exploratory study was conducted to find out how students themselves evaluate AI tools, what kind of tools they use and for what purpose, how they assess the problem of plagiarism, etc. Characteristics of the study participants. The empirical study was conducted by interviewing 50 second-year students of the Mykolas Romeris University Public Security Academy. The study was conducted in May 2025. The research instrument was a questionnaire with closed questions.

## Research results

Respondents were first asked how often they use AI in general in their lives. The answers provided revealed that almost all students have used AI, only the frequency varies (Figure 1). The majority said they do it 1-3 times a week (46%), half as many (24%) do it once a week. Significantly fewer respondents use AI once a month (16%) and once every 2 weeks (10%). And only 4% of respondents said they never use AI. These results show that students are indeed using AI frequently, so trying to ignore this innovation would seem pointless and hopeless. With such results, one can only think about agreeing on when the use of AI is an aid and when it crosses the boundaries of ethics and academic integrity. It is also important to clearly define those boundaries so that everyone understands when they are crossed.

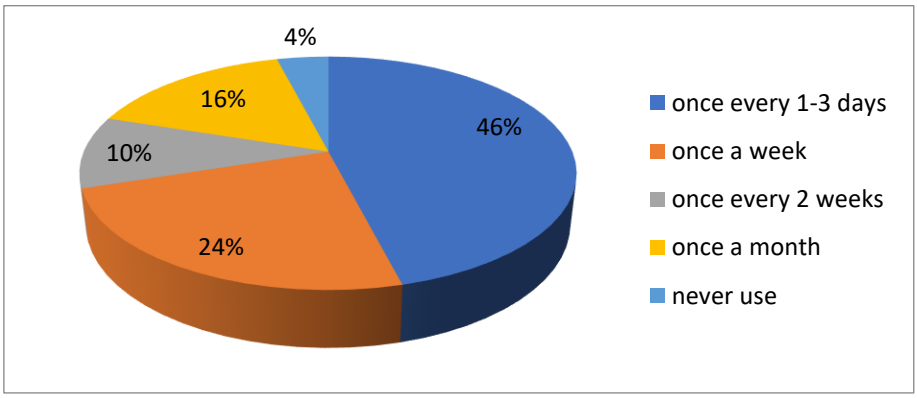



**Figure 1. Frequency of respondents using AI.**

Another question sought to find out whether students use AI only for information necessary for the study process (Figure 2). Only 14% of respondents answered that they use AI only for study materials, which means that the remaining 86% of respondents turn to AI for a variety of life issues. When asked to choose in which cases during the study process they turn to AI for advice, the most common answer was to generate ideas (22%). Slightly fewer respondents chose to collect material on a certain topic (15%) and correct language errors (12%). Some respondents, using AI, check facts (9%), ask to perform calculations (8%), write more complex parts of the work (7%), write written works, provide lists of scientists, write the text in the required style (5% each), provide necessary text analyses, provide citations of scientific sources on a certain topic, consult on legal acts and never use AI (3% each). It seems that certain actions requested from AI may be dangerous due to the threat of academic dishonesty if large parts of the text provided by AI are used. Plagiarism systems would recognize such texts and accordingly mark them as plagiarism if students do not properly indicate the use of AI tools in them. Thus, the problem of plagiarism and academic honesty raised in scientific literature is also relevant in the study process of Lithuanian higher education institutions. It is possible that some respondents do not even think that such use of AI may cause problems and challenges in assessing their submitted works.

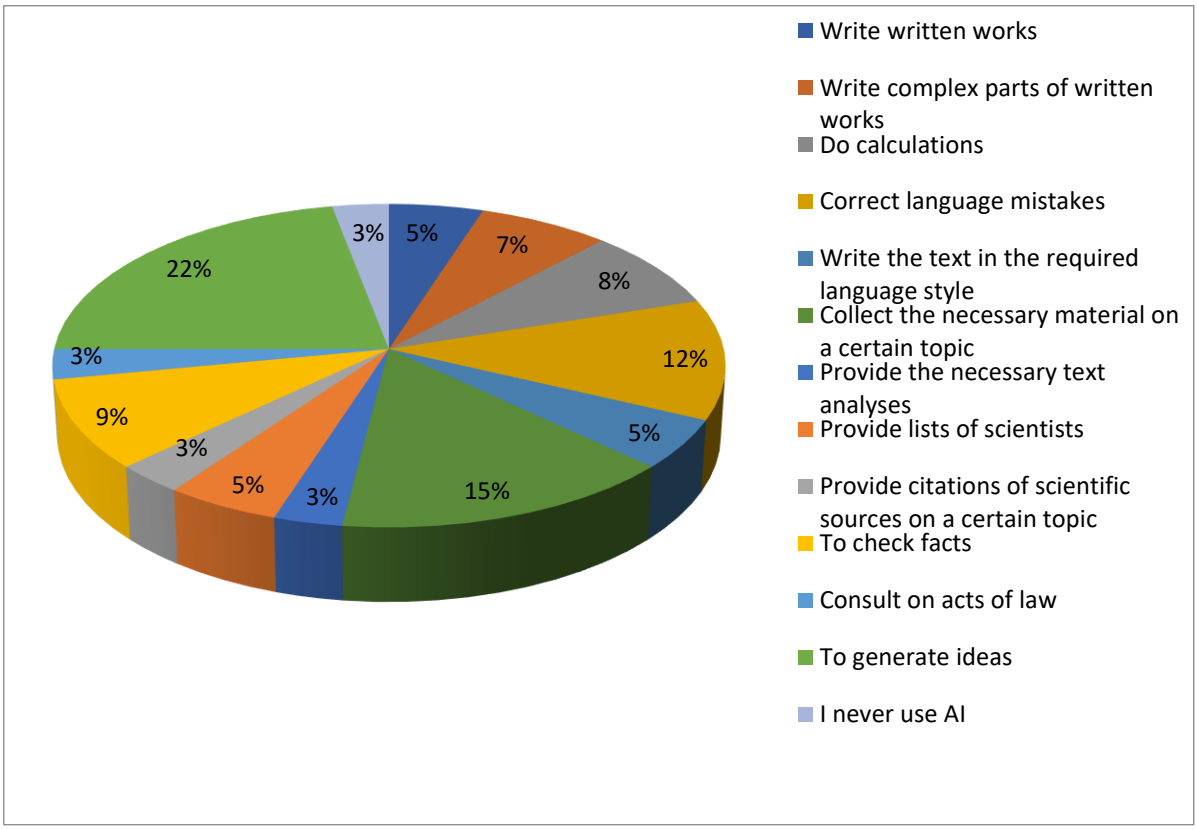



**Figure 2. For what purposes do respondents use AI tools during the study process?**

Accordingly, when respondents were asked whether the use of AI in writing papers could be considered academic dishonesty, the answers were intriguing (Figure 3). As many as 40% of respondents indicated that it should not be considered academic dishonesty, 36% said that it was dishonest activity, and 12% had no clear opinion on the matter. Consequently, the issue of

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academic dishonesty should be discussed very clearly at the university level so that students are clear about when and what information can be equated with plagiarism.

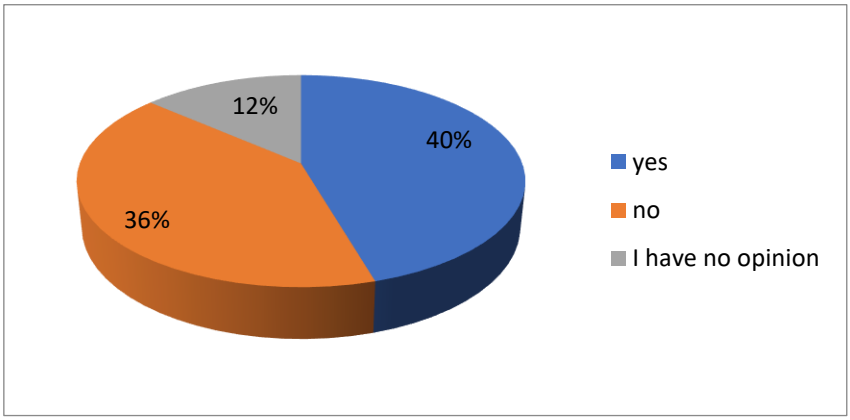



**Figure 3. Respondents' opinions on whether using AI in writing papers should be considered academic dishonesty.**

It is also important to consider the answers received to the question about the use of AI during lectures and seminars (Figure 4). Respondents would assess such use positively, as 74% answered this question positively. Only 4% of respondents assessed it negatively and 18% had no opinion on this issue. Therefore, it can be assumed that the younger generation accepts this innovation very positively and wants it to be applied more widely in the context of studies, not only in assessing academic dishonesty.

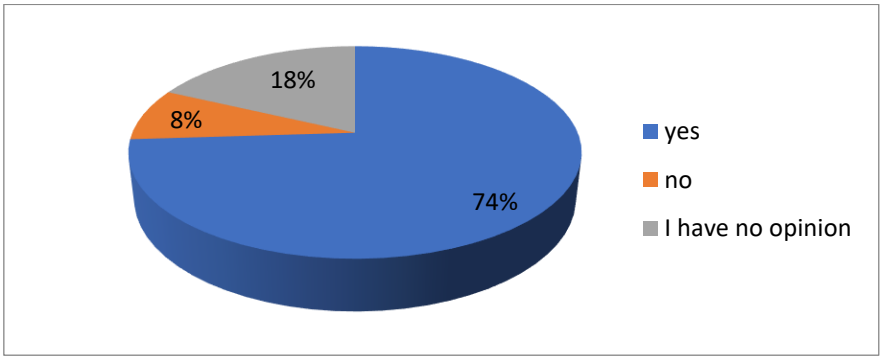



**Figure 4. Respondents' opinions on the use of AI in lectures and seminars**

In order to clarify the characteristics of AI use, respondents were asked how they behave if AI tools do not provide the desired answer (Figure 5). More than half of them answered that they reformulate the question (65%), but almost a quarter do not ask anything further (22%). Only a small part of respondents ask questions until they get the right answer for them, or repeat the same question in order to get the necessary answer (6% each). Such experience of students shows that they lack skills in using AI tools. Not everyone manages to get the AI answer they need, but subsequent behaviour reveals an inability to extract as much from this tool as it can provide. On the other hand, it can be assumed that the first requests are also provided inappropriate or inaccurate.

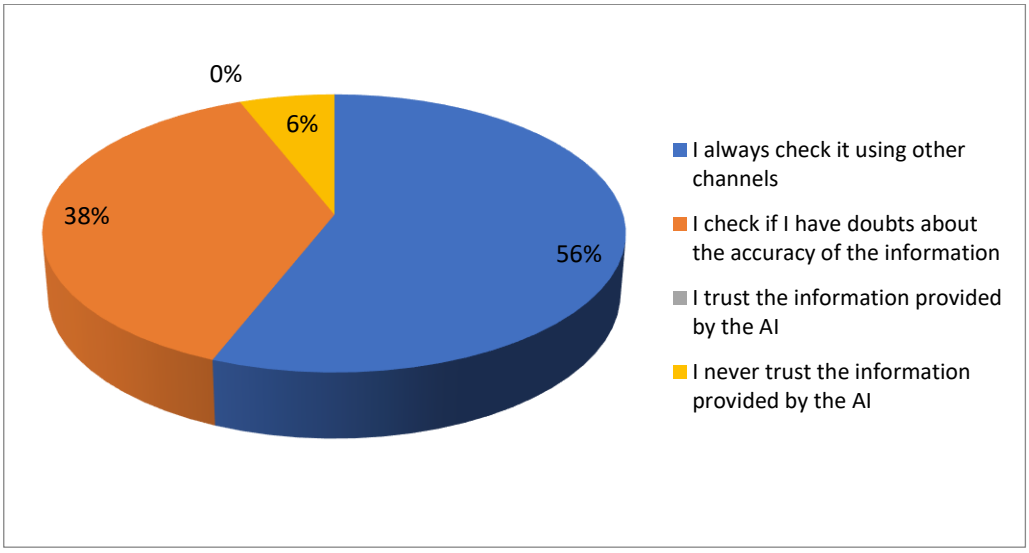



**Figure 5. Respondents' trust in AI-generated information**

It is very important to know how the information received using AI is evaluated (Figure 5). The results obtained show that slightly more than half of the respondents do not trust the information received and check it using other channels (56%). Another part of respondents only check the information provided by AI if there are doubts about its reliability (38%), and only 6% say that they never trust the information provided by AI. No respondent chose the answer that they completely trust the information provided by AI.

The next two questions sought to find out what advantages and disadvantages of AI students themselves could name. Of the advantages of using AI, the most frequently mentioned were the completeness of the information provided (35%), good grammar correction of texts and creativity (22% each). The statement that detailed analyses on the requested topic are provided received less attention (14%). And only 6% of respondents mentioned the accuracy of the information provided by AI as an advantage (Figure 6).

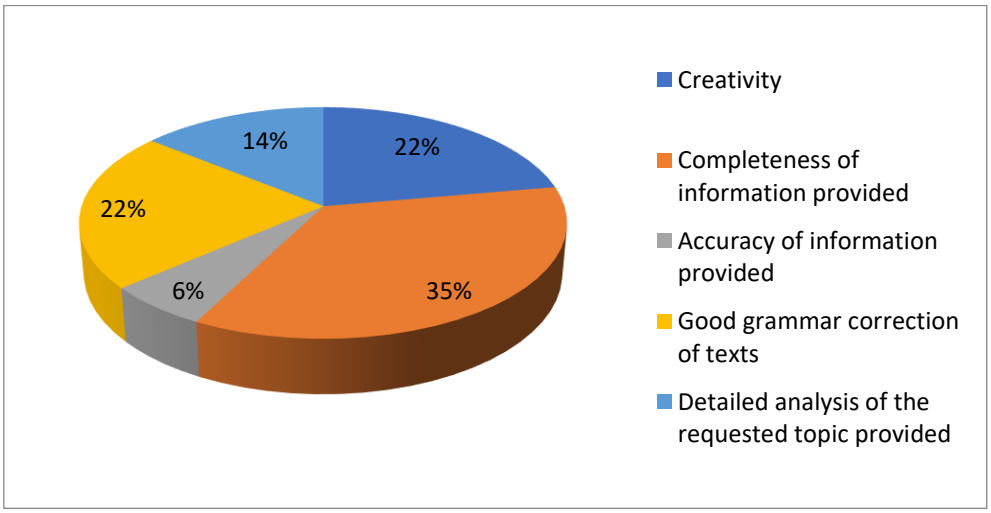



**Figure 6. Benefits of AI**

When assessing the shortcomings of the information provided by AI, the most common answer was that AI provides inaccurate information (59%). A third of respondents mentioned that AI provides fictional information (36%). Only a few respondents identified AI's lack of creativity (4%) and improperly corrected errors (2%) as shortcomings (Figure 7).

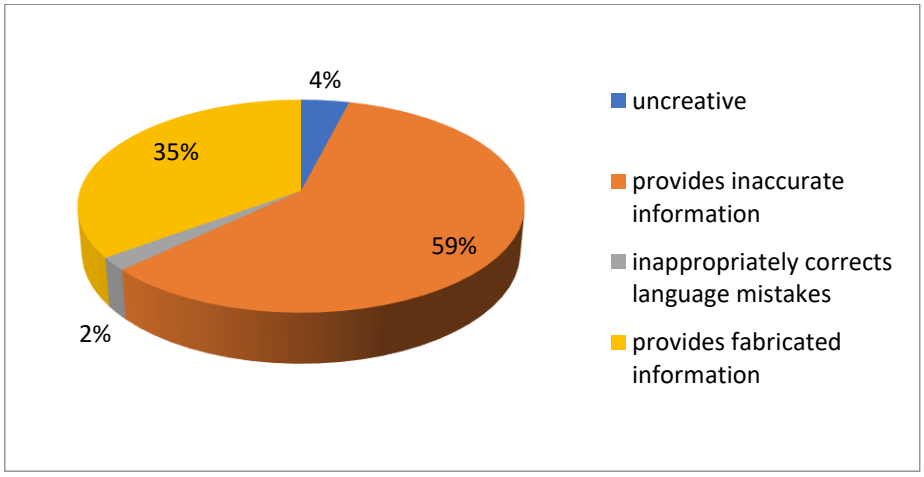



**Figure 7. Disadvantages of AI**

The last two questions show that respondents have a good understanding of the advantages and disadvantages of AI tools, and they also highly appreciate the reliability of the information provided by AI, so in this case it can be assumed that students are cautious and distrustful when using AI. They accept AI-generated content with caution, check and evaluate it.

## Conclusions

New technological challenges force society to take a fresh look at emerging innovations and find the most appropriate ways to apply and evaluate them. As in most cases, each phenomenon, depending on who it will be used for and for what purposes it is used, can have both advantages and disadvantages. The same applies to AI technology, which has invaded the education system quite quickly and strongly. Its emergence has become a challenge for both teachers and students to be able to use the advantages it provides and not violate academic integrity.

The study revealed that students are able to appreciate certain aspects of AI, but it can also be assumed that they do not fully understand everything related to the use of AI tools. Their attitude towards the use of AI-generated content in written work should be of greatest concern, as they believe that this should not be considered academic dishonesty. Another aspect that was observed during the survey is that students lack experience and competence in using AI tools. However, they are well aware of the unreliability of the information provided by AI and are cautious in assessing and checking. Therefore, it can be assumed that this new tool should not have consequences for the activities of future lawyers.

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