

GENERATIVE AI-ASSISTED ASSESSMENT AND ACADEMIC
INTEGRITY IN S2 PAI UNZAH

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Keywords:	Abstract
Generative Artificial Intelligence, Academic Integrity, Assessment Design, AI Literacy, Islamic Religious Education	This article formulates a responsible generative artificial intelligence-assisted assessment model for the S2 PAI Program at Universitas Islam Zainul Hasan Genggong. Generative AI can support idea generation, language improvement, feedback, simulation, and data organization, but it can also obscure authorship, reproduce fabricated references, weaken independent reasoning, and create unequal learning conditions. Using qualitative descriptive library research, this study synthesizes recent higher education research on generative AI, academic integrity, AI literacy, assessment redesign, and policy guidance. The findings reject both unrestricted use and total prohibition. Instead, the proposed model classifies assessment activities into prohibited, conditional, and permitted AI use; requires disclosure of tools and purposes; collects process evidence; verifies sources; and combines written products with oral defense and reflective justification. Assessment criteria should include disciplinary accuracy, quality of reasoning, source validity, human contribution, ethical disclosure, and critical evaluation of AI output. Suitable evidence includes prompt-and-response samples, revision history, source audit, authorship statement, and an explanation of how AI output was accepted, modified, or rejected. The model contributes an integrity-by-design approach that aligns AI use with graduate PAI learning, Islamic ethical responsibility, and the institutional duty to protect the credibility of qualifications.

INTRODUCTION

Generative artificial intelligence has changed the conditions under which university assessment is designed and completed. Students can produce outlines, summaries, translations, questions, and polished prose within seconds. These capabilities can support learning, especially when students use AI to explore alternatives or receive preliminary feedback. They can also conceal weak understanding, generate false citations, and blur the boundary between assistance and substitution (Sofa, 2026).

International research shows high awareness and use of generative AI among higher education participants and simultaneous concern about academic dishonesty, bias, reliability, and the need for culturally responsive guidance (Yusuf et al., 2024). A scoping review of assessment literature argues that higher education should explicitly assess critical thinking, creativity, problem-solving, AI literacy, and digital literacy rather than attempting to preserve unchanged assessment practices (Xia et al., 2024).

For S2 PAI, the issue has additional ethical and epistemic dimensions. Students work with Qur'anic interpretation, hadith, classical texts, contemporary research, and community-sensitive educational questions. AI may fabricate sources, flatten interpretive differences, or produce confident but inaccurate religious claims. Responsible use therefore requires source verification, transparency, scholarly judgement, and amanah.

This article aims to formulate a generative AI-assisted assessment and academic integrity model for S2 PAI UNZAH. It defines use categories, process evidence, criteria, lecturer responsibilities, and student disclosure practices.

LITERATURE REVIEW

Generative AI and assessment transformation

Generative AI challenges take-home essays and other tasks where the final text is the only evidence of learning. Assessment needs to shift toward process, dialogue, verification, and performances that require contextual judgement. AI can be included as an object of critique and as a conditional tool, provided that learning outcomes remain focused on human capability (Qomariah et al., 2026).

Academic integrity and authorship

Academic integrity is broader than plagiarism detection. It concerns honest representation of contribution, responsible use of sources, fairness, trust, and the credibility of qualifications. AI output may be novel in wording while still misrepresenting authorship or containing fabricated evidence. Disclosure and process evidence are therefore more educationally useful than relying solely on unreliable AI detectors (Qomariah et al., 2026).

AI literacy and Islamic ethical responsibility

AI literacy includes understanding capabilities, limits, bias, data concerns, and appropriate verification. In an Islamic educational context, responsible use can be connected with amanah, tabayyun, avoidance of deception, and accountability for claims. Ethical framing should support critical competence rather than become a slogan attached to unclear rules (Sofa & Aziz, 2024).

RESEARCH METHODS

This study used qualitative descriptive library research. Sources consisted of UNESCO guidance, empirical and review studies on generative AI in higher education, academic integrity literature, assessment design studies, and Indonesian quality assurance regulation. The analysis examined how assessment can permit beneficial AI use while preserving valid evidence of student learning (Sofa & Aziz, 2024).

Thematic synthesis generated six design principles: explicit classification, transparency, process evidence, source verification, human defense, and proportional consequences. These principles were contextualized for graduate PAI. The study is conceptual and does not claim to measure AI use among UNZAH students.

RESULTS AND DISCUSSION

Classifying AI use by assessment purpose

Each assignment should state whether AI use is prohibited, conditional, or permitted. Prohibited use is appropriate when the outcome is unaided recall, translation,

or spontaneous analysis. Conditional use allows specified functions such as language checking or brainstorming but prohibits generation of the final argument. Permitted use may require students to use AI and critically evaluate its output. The classification should be attached to the rubric and assignment brief (Sofa & Qomariah, 2026).

Requiring transparent disclosure

Students should disclose the tool, version where known, date, purpose, and extent of use. A short authorship statement can explain which parts were independently produced, which were AI-assisted, and how the student verified the result. Disclosure should be normalized so that honest use is not automatically punished; otherwise, students have incentives to hide assistance (Sofa et al., 2021).

Collecting process evidence

Process evidence may include an initial outline, prompt-and-response samples, notes, drafts, revision history, and a commentary on accepted and rejected AI suggestions. The objective is not surveillance of every keystroke but credible evidence that the student exercised judgement. Process-based assessment also supports formative feedback and reduces overreliance on a polished final product (Sofa et al., 2021).

Verifying religious and academic sources

All Qur'anic citations, hadith references, classical texts, regulations, statistics, and journal sources must be checked against reliable originals. Students can submit a source-audit table recording the claim, source, verification method, and correction. Fabricated references or unverified religious claims should be treated as substantive academic failures, regardless of whether they originated from AI or the student (Sultan & Sofa, 2025).

Combining products with human defense

An oral defense, live annotation, or short in-class extension can test ownership and understanding. Students should explain key decisions, respond to counterarguments, and identify limitations. The defense should not be designed as a trap but as a normal component of authentic assessment. It also allows students to demonstrate learning that may not be visible in written language (Hasanah & Sofa, 2025).

Building institutional consistency

Lecturers need common definitions, sample disclosure statements, response procedures, and guidance on proportional consequences. Unclear or inconsistent rules undermine trust. Program-level review should examine whether tasks still generate valid evidence in an AI-rich environment and whether students receive instruction in AI literacy, source verification, and academic integrity.

Table 1. Integrity-by-design framework for generative AI-assisted assessment

Design element	Required practice	Integrity function
Use classification	Prohibited, conditional, or permitted statement	Clarifies legitimate assistance
Transparency	Tool and purpose disclosure plus authorship statement	Makes contribution visible

Process evidence	Drafts, prompts, revision log, source audit	Supports validity and verification
Human demonstration	Oral defense or live extension	Confirms understanding and judgement

The model replaces a detection-centred response with integrity-by-design. It integrates disclosure, source verification, process evidence, oral defense, AI literacy, and Islamic ethical responsibility within the assessment task itself.

CONCLUSION

Generative AI should neither be treated as automatically dishonest nor accepted without conditions. Responsible assessment in S2 PAI UNZAH requires explicit use categories, transparent disclosure, process evidence, verified sources, human defense, and criteria that prioritize disciplinary accuracy and independent judgement. These mechanisms protect learning validity while allowing students to develop relevant AI literacy.

Institutional implementation should include a program policy, assignment-level declarations, lecturer training, student orientation, and periodic review of assessment vulnerability. Future research should examine actual patterns of AI use, student understanding of disclosure, accuracy of religious-source verification, and the effects of process-based assessment on integrity and learning quality.

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