

ARTIFICIAL INTELLIGENCE AND ACADEMIC DISHONESTY: A BIBLIOMETRIC REVIEW AND FUTURE RESEARCH DIRECTIONS FOR EDUCATION

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Abstrak

Penerapan kecerdasan buatan (AI) dalam pendidikan membuka peluang sekaligus tantangan, khususnya yang berkaitan dengan pelanggaran integritas akademik. Penelitian ini mengkaji tren bibliografis dari 88 artikel yang terindeks di Scopus hingga Mei 2025 untuk mengidentifikasi tren penelitian mengenai AI dan pelanggaran akademik. Dengan menggunakan RStudio dan VOSviewer, penelitian ini menganalisis tren publikasi, artikel yang paling banyak disitasi, penulis dan negara yang paling produktif, sumber jurnal, serta pola kata kunci. Hasil analisis menunjukkan adanya peningkatan jumlah publikasi sejak tahun 2023, yang bertepatan dengan peluncuran Chat GPT. Amerika Serikat merupakan negara dengan jumlah publikasi terbanyak, sedangkan Inggris berkontribusi menghasilkan artikel yang paling berpengaruh. Kata kunci yang paling sering muncul adalah *artificial intelligence*, *students*, dan *academic misconduct*, yang menunjukkan tingginya minat peneliti terhadap peran AI dalam pendidikan. Penelitian ini menekankan pentingnya memahami implikasi etis, psikologis, dan pendidikan dari penggunaan AI dalam lingkungan akademik serta memberikan dasar bagi penelitian dan perumusan kebijakan di masa mendatang dalam konteks pendidikan tinggi.

Kata Kunci: Chat GPT, Kecerdasan Buatan, Ketidakjujuran Akademik, Mahasiswa

Abstract

The application of artificial intelligence (AI) in education presents both opportunities and challenges, particularly in relation to academic misconduct. This study examines the bibliographic trends of 88 papers listed in Scopus up to May 2025 to identify research trends in AI and academic misconduct. Using RStudio and VOSviewer, we analyze publication trends, most cited papers, most prolific authors and countries, journal sources, and keyword patterns. The analysis reveals an increase in publications since 2023, coinciding with the launch of ChatGPT. The United States is the country with the most papers, while the United Kingdom contributes the most influential papers. The most recurring keywords are artificial intelligence, students, and academic misconduct, indicating a high level of interest among researchers in the role of AI in education. This study highlights the importance of understanding the ethical, psychological, and educational implications of AI in academia and provides a foundation for future research and policymaking in higher education.

Keywords: ChatGPT, Artificial Intelligence, Academic Dishonesty, University Students

1. INTRODUCTION

The advancement of Artificial Intelligence (AI) has seen a remarkable surge in recent years. Its presence has provided significant benefits to society, including cost reduction, improved efficiency, economic growth, and overall human well-being (Vinuesa et al., 2020). The application of AI has spread across multiple domains, such as management and business (Batz et al., 2025; Chowdhury et al., 2024; Jankovic & Curovic, 2023), healthcare (Alowais et al., 2023; Deering et al., 2024; Matheny et al., 2025; Wachter & Brynjolfsson, 2024), and education (Rahman et al., 2025; Rospigliosi, 2023; Sahar & Munawaroh, 2025), among others. Despite its promising impact, this technological growth is also viewed as a double-edged

sword, offering benefits while simultaneously presenting various limitations (Damri, 2023; Shin, 2024; Stødle et al., 2024).

In the educational sector, AI tools have proven highly beneficial to both students and educators, particularly in enhancing and supporting diverse teaching methods (Adeleye et al., 2024; Fahimirad & Kotamjani, 2018; Hu, 2021; Sun et al., 2021; Yang et al., 2020) and in completing academic writing tasks (Anani et al., 2025; Golan et al., 2023; Khalifa & Albadawy, 2024; Schmohl et al., 2020; Utami et al., 2023). However, several scholars have raised concerns regarding the ethical and integrity issues surrounding AI use in academic contexts, especially in relation to scholarly writing (Kiemde & Kora, 2022; Lund et al., 2023). This has sparked dilemmas among educational institutions on how to regulate AI use in learning environments.

Empirical evidence also suggests that AI use may increase the risk of various forms of academic misconduct, such as plagiarism, auto-generated essays or reports, and manipulation of answers during examinations (Abd-Elal et al., 2019; Mohammadkarimi, 2023a; Nwozor, 2025; Rahardyan et al., 2024; Raup, 2023). These activities are often conducted secretly and are difficult to identify. For instance, research conducted by Nguyen & Goto (2024) among Vietnamese university students showed that participants were less likely to disclose academic dishonesty using AI during direct interviews. However, when an experimental list method was applied, the rate of dishonesty was nearly three times higher, indicating significant self-report bias among respondents.

Excessive use of AI can also result in students becoming overly dependent on the technology, potentially impairing their critical thinking and cognitive skills (Morales-García et al., 2024). Supporting this argument, a study conducted in South Korea found that AI use may decrease creativity, increase the spread of misinformation, and reduce moral reasoning and self-efficacy (Zhang et al., 2024). These findings suggest that while AI has the potential to assist learning processes, its unregulated use may negatively affect students' cognitive development.

Nevertheless, to date, no systematic review has been conducted to map the research landscape, including academic affiliations and keyword trends, in studies exploring the relationship between AI and academic dishonesty. For educators, understanding how this issue is evolving in the academic field is essential for developing effective policies, ethical guidelines, and adaptive learning strategies.

To address this research gap, the present study conducts a bibliometric analysis of empirical literature concerning AI and academic dishonesty. The objectives are to identify: (1) What is the growth trend of AI and academic fraud research from the beginning to May 2025? (2) What is the trend of the most cited articles? (3) What are the contributions of the most active authors, sources, and countries to AI and academic dishonesty research? (4) What are the keywords that frequently appear in AI and academic dishonesty publications?

2. METHOD

This study employs a bibliometric method, combining scientific trend analysis and descriptive statistical data (Hallinger & Kovačević, 2022), along with an objective synthesis of research topics (Zhao et al., 2019). The data were retrieved using Boolean logic operators, specifically the query TITLE-ABS KEY (“artificial intelligence” AND “academic dishonesty”). The search was conducted up to May 27, 2025. The types of publications included in the analysis are articles, conference papers, reviews, book chapters, and conference reviews see Figure 1.

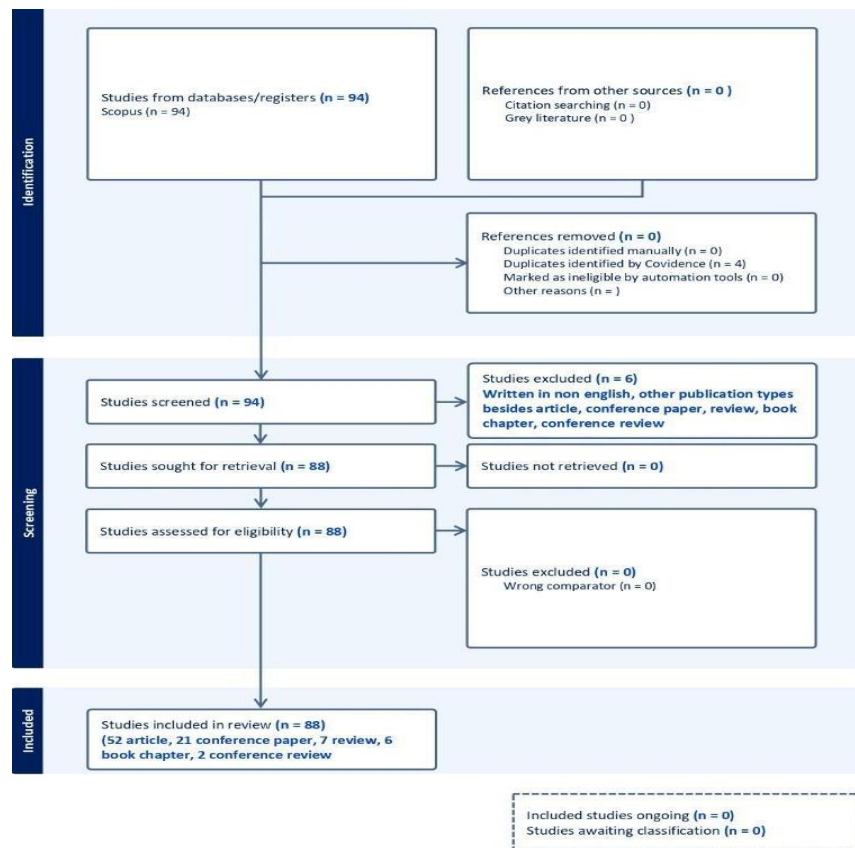


Figure 1. Model Preferred Reporting Items for Systematic Reviews and Analyze (PRISMA)

3. RESULT AND DISCUSSION

Publication Trend Based on Annual Scientific Production

The data analysis shows that scientific publications related to Artificial Intelligence (AI) and Academic Dishonesty (AD) have been developing since 2009. The highest increase in publication interest occurred in 2024, with a total of 47 articles published.

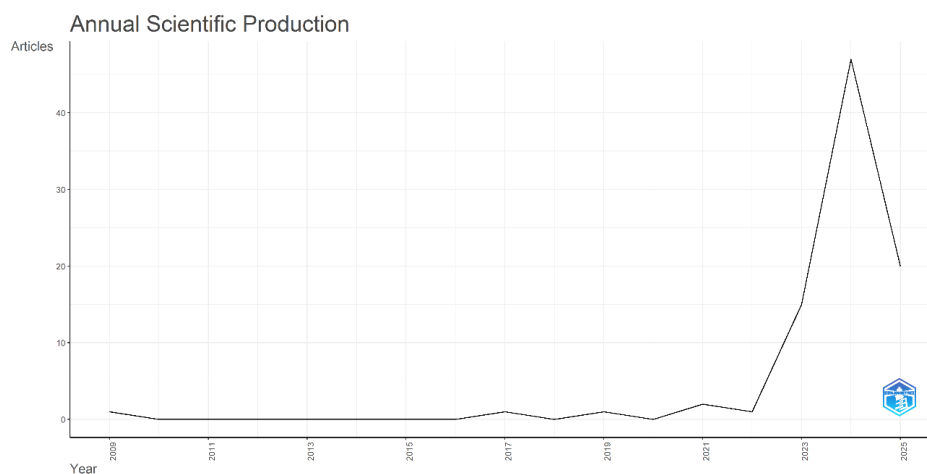


Figure 2. Annual Scientific Production

Based on the biblioshiny analysis conducted through RStudio, the ten most cited articles were identified. These articles demonstrate a higher level of impact and usefulness compared to others in the field.

Table 1. The most cited articles were identified based on the Most Globally Cited Documents indicator

SCR	Titles	Authors	Journal	T C	AY
1	Chatting and cheating: Ensuring academic integrity in the era of ChatGPT	Debby R. E. Cotton, Peter A. Cotton & J. Reuben Shipway	Innovations in Education and Teaching International	926	463.00
2	ChatGPT applications in medical, dental, pharmacy, and public health education: A descriptive study highlighting the advantages and limitations	Malik Sallam, Nesreen A. Salim, Muna Barakat and Ala'a B. Al-Tammemi	Narra J	157	52.33
3	Generative AI and the future of higher education: a threat to academic integrity or reformation? Evidence from multicultural perspectives	Abdullahi Yusuf, Nasrin Pervin and Marcos Román-González	Gambar International Journal of Educational Technology in Higher Education	96	48.00
4	The influence of ChatGPT on student engagement: A systematic review and future research agenda	Chung Kwan Lo, Khe Foon Hew, Morris Siu-yung Jong	Computers and Education	69	34,50
5	Academic dishonesty and trustworthy assessment in online learning: A systematic literature review	Ence Surahman, Tzu-Hua Wang	Journal of Computer Asosiated Learning	52	13.00
6	Automatic Source Code Plagiarism Detection	Cynthia Kustanto, Inggriani Liem	ACIS International Conference on	49	2.88

			Software Engineering			
7	Using Machine Learning to Detect Multiple-Account' Cheating and Analyze the Influence of Student and Problem Features	Jose A. Ruiperez-Valiente, Pedro J. Muñoz-Merino, Senior Member, Giora Alexandron and David E. Pritchard	IEEE Trans Learn Technology	46	6,57	
8	Who wrote this? Essay mills and assessment – Considerations regarding contract cheating and AI in higher education	Simon Sweeney	The International Journal of Management Education	46	15,33	
9	Teachers' reflections on academic dishonesty in EFL students' writings in the era of artificial intelligence	Ebrahim Mohammadkarimi	Journal of Applied Learning & Teaching	45	15	
10	Exploring the role of ChatGPT in higher education: opportunities, challenges and ethical considerations	Ali Zeb, Rafid Ullah, Rehmat Karim	International Journal of Information and Learning Technology	35	17,50	

Note: SCR: Standard Competition Ranking, TC: Total Citations; AY: Average per Year

Author Contributions, Sources, and Countries

A total of 285 authors have contributed to the research on Artificial Intelligence (AI) and Academic Dishonesty (AD). The most active authors can be identified based on their h-index and total citations, as shown in Table 2, which reflects the local author impact. There are 88 articles published across 77 sources, based on the defined search query. The top 10 sources, determined by relevance and number of publications, are listed in Table 3. Additionally, 46 countries have participated in this research topic. The United States is the most productive country in terms of scientific production, with the top 10 most productive countries detailed in Table 4.

Table 2. Most Active Authors Based on Local Author Impact

SCR	Authors	h indeks	TC
1	Jong Morris Siu-Yung	2	79
2	Lo Chung Kwan	2	79
3	Sallam Malik	2	161
4	Sweeney Simon	2	49

5	Abdulla Shubair	1	1
6	Al-Khresheh Mohammad H	1	6
7	Al-Salahat Khaled	1	4
8	Al-Tammemi Ala'a B	1	157
9	Albani Salman E	1	1
10	Alexandron Giora	1	46

Table 3. Relevant Sources Identified Through Most Relevant Sources

Source	Frequencies
Frontiers in Education Conference	5
Communications in Computer and Information Science	2
Education and Information Technologies	2
Education Sciences	2
Innovations in Education and Teaching International	2
International Journal of Educational Technology in Higher Education	2
International Journal of Evaluation and Research in Education	2
Journal of Academic Ethics	2
Journal of Applied Learning and Teaching	2
Acis Conference on Software Engineering	1

Table 4. The most productive countries

Negara	Frequencies
USA	43
Philippines	12
Jordan	11
China	9
Indonesia	9
Nigeria	9
Uk	6
Ukraine	6
India	5
Spain	5

Trends in Research Keywords

The frequency of keywords in this research area was visualized using both RStudio and VOSviewer. Based on the WordCloud analysis in RStudio filtered by the "Keyword Plus" field the most frequent keyword identified was artificial intelligence (22 occurrences), followed by students (18 occurrences), and academic dishonesty (14 occurrences). Other frequently appearing keywords included academic integrity, plagiarism, and higher education. A more detailed visualization of keyword frequencies.



Furthermore, the co-occurrence and interconnection of keywords were examined using the network visualization feature in VOSviewer. The analysis revealed strong linkages among keywords such as AI, academic dishonesty, ChatGPT, and academic integrity. Notably, AI demonstrated connections to several related terms, including academic dishonesty, academic integrity, ethical concern, generative AI, and systematic review. These relationships are illustrated in greater detail in Figure 4.

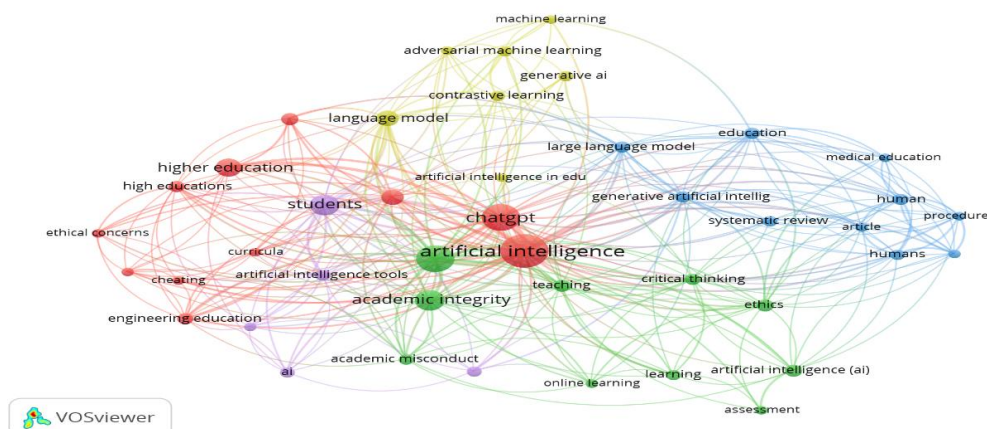


Figure 4. Network Visualization

Thematic Distribution Through Thematic Mapping

There are several keywords or thematic elements that are interconnected and demonstrate varying degrees of thematic connectivity based on two axes: the horizontal axis (X-axis), which represents centrality, and the vertical axis (Y-axis), which reflects the development or maturity of the themes. This thematic map divides the themes into four quadrants. The upper right quadrant known as the motor themes represents well-developed and highly relevant topics that are central to the research field.

The upper left quadrant, or niche themes, includes specialized topics that are well-developed but have limited relevance across the broader domain. The lower left quadrant, labeled as emerging or declining themes, features underdeveloped or fading topics that currently receive less scholarly attention. Lastly, the lower right quadrant, referred to as basic

themes, consists of fundamental topics that are essential but still lack in-depth exploration. A detailed view of this thematic structure can be seen in Figure 5 below.

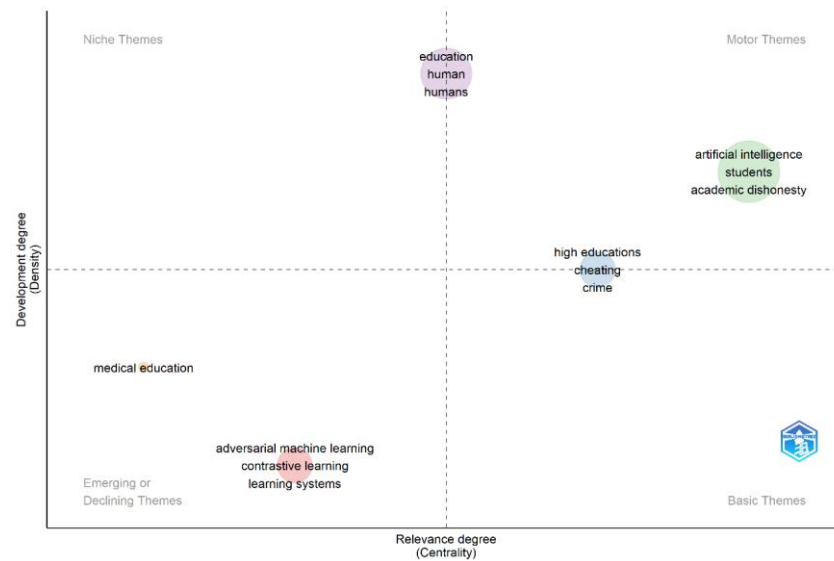


Figure 5. Thematic Map

Research growth trends in Artificial Intelligence (AI) and Academic Dishonesty (AD) have shown a notable increase from their inception in 2009 up until May 2025. As illustrated in Figure 2, the number of annual publications was initially stable, with fewer than five publications per year. A significant surge occurred in 2023, with 15 publications, peaking in 2024. This initial surge aligns with the emergence of ChatGPT, released in November 2022, which sparked growing academic attention regarding AI and its implications for academic dishonesty (Rahimi & Talebi Bezmin Abadi, 2023). This trend is consistent with the theory of technology adoption, which explains diffusion through two main dimensions: usage and speed of adoption (Mehmood et al., 2016).

The most highly cited articles are listed in Table 1, where “Chatting and cheating: Ensuring academic integrity in the era of ChatGPT” ranks as the most cited work within the context of AI and AD research. High citation rates reflect the significance and broad impact of a publication. Previous studies have identified several factors influencing citation counts, including the relevance of the research topic, article quality (Tahamtan et al., 2016), article type, research design, and the journal's impact factor (Falagas et al., 2013).

Interestingly, the aforementioned study underscores two major perspectives on AI usage. First, AI can be seen as a supportive and facilitative tool in the learning process, enhancing academic integrity. AI contributes to more interactive and adaptive learning experiences, personalized to student needs (Meiliawati et al., 2024), improves efficiency, fosters engagement and learning motivation (Diantama, 2024), and serves as a connected resource for individualized learning (Yalcinalp et al., 2024). Second, AI also presents risks that may foster academic dishonesty. This concern is supported by studies highlighting issues such as plagiarism (Saepuloh & Subandriyo, 2025), cheating behaviors (Saduk & Chariri, 2024), and a decline in critical thinking and intellectual skills (Firdaus et al., 2025).

Further findings examine trends related to the most active authors, sources, and countries. Based on author local impact in Table 2, Jong Morris Siu-Yung emerges as the author with the highest local impact based on the reported bibliometric indicator. Notably, the most impactful article listed in Table 1 was authored by Cotton et al. (2024). This reveals that

author contribution cannot be assessed from a single metric alone, but rather through a combination of bibliometric indicators such as intensity, continuity, and relevance (Brand et al., 2015).

In terms of sources, Table 3 shows that *Frontiers in Education Conference* is the most active, which is consistent with the "source production over time" indicator. Interestingly, the most impactful article, as seen in Table 2, was published in *Innovations in Education and Teaching International*. This highlights that publication quantity does not necessarily correlate with local impact, aligning with biblioshiny indicators such as most relevant sources, Bradford's law, source local impact, and source production over time (Aria & Cuccurullo, 2017).

Table 4 presents the most productive countries, with the USA leading in terms of publication volume. However, highly cited papers such as those in Table 2 were authored in the UK. This suggests that publication volume and impact do not always coincide. Interestingly, both countries are developed nations, supporting the view that scientific and technological advancements are primarily driven by developed countries. These nations often set the benchmark for scientific and technological development (Yulianti et al., 2023), publication dissemination, and educational quality (Nurrijal, 2024).

Another finding concerns keyword trends in AI and AD research. Figure 3 shows "artificial intelligence" as the most frequently used keyword. This aligns with the focus of the current study and is confirmed by VosViewer network visualization results in Figure 4. Interestingly, "students" ranks as the second most frequent keyword, indicating that AI and AD research is largely centered on student populations. Keywords such as "adult," "young," "female," and "higher education" also appear, suggesting a diverse range of research subjects. This is supported by previous studies involving elementary school students (Sari & Sibawaihi, 2024), middle school (Maulidya & Insani, 2024), high school (Sholekhah et al., 2024), and university students (Sinaiyangsih et al., 2017). VosViewer's network visualization in Figure 4 reveals connections between AI and other concepts, such as ChatGPT, academic dishonesty, and academic integrity. These clusters, interconnected through network lines, represent conceptual, causal, temporal, and domain-specific relationships within the research field (van Eck & Waltman, 2010).

Thematic trends based on the X and Y axes are also presented in the thematic map in Figure 5. Topics such as AI, academic dishonesty, and students are closely interconnected and represent emerging areas of interest. Previous studies have investigated these themes, such as reflections on AI-related cheating (Mohammadkarimi, 2023b), the impacts of AI on dishonest behavior (Hua, 2023), and the phenomenon of ghostwriting (Padillah, 2024).

4. CONCLUSION AND SUGGESTIONS

This study reviewed 88 Scopus-indexed articles related to the use of Artificial Intelligence (AI) and Academic Dishonesty (AD). The findings indicate a significant upward trend in research concerning both variables, beginning in 2009 and showing a marked increase in 2023, which aligns with the emergence of ChatGPT. The highest publication growth occurred in 2024. The most cited article, titled "*Chatting and cheating: Ensuring academic integrity in the era of ChatGPT*," highlights the relevance and broad impact of research at the intersection of AI and AD.

The most active author, based on Author Local Impact, is Jong Morris Siu-Yung. However, this result does not align with the author of the most influential article, indicating that productivity does not necessarily correspond with citation impact. The most active source, according to the Most Relevant Sources and Source Production Over Time indicators, is *Frontiers in Education Conference*. Nevertheless, this source is not the one with the highest

impact articles, suggesting a discrepancy between productivity and influence. In terms of countries, the United States leads in publication volume, yet the most impactful articles come from the United Kingdom. This trend illustrates that highly cited research is largely concentrated in developed countries.

Keyword trends reveal frequent occurrences of “artificial intelligence,” “students,” and “academic dishonesty.” These findings are relevant to the present study’s focus and are consistent with the results of the VosViewer analysis and the thematic map, which demonstrate strong interconnections among these key terms.

Further research is suggested by integrating qualitative or mixed methods approaches to better understand students’ motivations and perceptions regarding the use of AI in academic contexts. Furthermore, in-depth studies are needed to investigate whether AI addiction has psychological consequences, such as reduced critical thinking skills and academic integrity. Cross-cultural studies are also important to understand the differences in ethical norms and regulations across countries. Finally, the development of institutional frameworks or policies that can adapt to the advancement of AI is essential to maintain the quality and integrity of the learning process.

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