

Nudging Prophetic Value-Based Honesty: A Conceptual Framework for Building Students' Digital Integrity in the Artificial Intelligence Era

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ARTICLE INFO	ABSTRACT
Keywords: Nudging honesty; prophetic values; <i>sidq and amanah</i>; digital integrity; artificial intelligence	The development of artificial intelligence (AI) in education makes it easier for students to obtain information and complete assignments, but it also presents challenges to academic honesty and digital integrity. The ease with which AI can produce various learning products can encourage dishonesty, dependency, and the recognition of AI results as personal work. This study aims to formulate a conceptual framework for nudging honesty based on prophetic values by integrating the concept of nudging with the values of <i>sidq</i> and <i>amanah</i> to build students' digital integrity in the AI era. The study used an integrative literature review by examining literature on nudging, choice architecture, character education, academic integrity, AI in education, and the concepts of <i>sidq</i> and <i>amanah</i> in Islamic education. The literature was analyzed thematically to identify interconnections between concepts and formulate a conceptual framework. The study produced a framework that positions nudging as a behavioral mechanism, <i>sidq</i> as the basis for honesty in disclosing the use of AI, and <i>amanah</i> as the basis for responsibility for the process and results of AI use. The AI Honesty Declaration and reflection on AI use are proposed as forms of choice architecture that encourage openness, verification, and responsibility without coercion. This framework can be an alternative contextual character education strategy for building students' digital integrity and serve as a basis for further empirical research.
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1. INTRODUCTION

The development of artificial intelligence (AI), especially generative AI, has brought changes in the way students obtain information, learn, and complete academic assignments.¹

¹ Ikhsan Kamil, Trisca Miranda, and Adhy Rifky Setiawan, "The Influence of Artificial Intelligence on Students in Higher Education," JEDBUS (Journal of Economic and Digital Business) 2, no. 1 (2025): 33–41, <https://jurnal.uym.ac.id/index.php/JEDBUS/article/view/535>.

Various AI-based applications are capable of providing explanations, summarizing information, generating text, translating languages, and even helping to create various learning products in a relatively short time.² The presence of this technology certainly provides opportunities for education to create more flexible, personal, and efficient learning.³ UNESCO even places generative AI as a technological development that needs to be responded to through a human-centered approach, taking into account aspects of ethics, security, equality, and meaningfulness in education.⁴

However, despite these conveniences, the use of AI also presents new issues related to students' academic honesty and digital integrity.⁵ The ability of AI to produce answers and writing that increasingly resembles human work makes the boundary between technological assistance and academic takeover increasingly complex. The issue is not simply whether students use AI, but how it is used, the extent to which students understand the results, whether that use is disclosed openly, and who is accountable for the outcomes. Systematic studies of generative AI and academic integrity show that AI can both benefit the learning process and carry risks for academic dishonesty, making strengthening digital literacy, policies, and ethical approaches increasingly important.⁶

These issues are also evident in changing assessment practices. Xia et al., through a scoping review of 32 empirical studies, demonstrated that generative AI presents both learning opportunities and challenges to academic integrity. More than half of the articles they reviewed identified student integrity as a key issue in the use of generative AI for assessment. The study further emphasized the need for instruction that encourages self-regulated learning, responsible learning, and student integrity.⁷ Another finding from a study of 388 university students in the United Arab Emirates also showed that the use of ChatGPT was seen as both beneficial and raising ethical concerns, so practical guidelines are needed so that the use of AI continues to support critical thinking, originality, and integrity.⁸ In fact, research by Waltzer et al. showed that teachers and students had relatively little difficulty distinguishing between human-written and ChatGPT-generated essays. This suggests that

² Anisa Amalia et al., *Utilization of Artificial Intelligence (AI) Based Learning Media in Schools* (Central Java: Nasya Expanding Management, 2024).

³ Afrinaton, Sukma Karisma Putri, and M. Ihsan Najib, "Integrating Technology in Learning: Challenges and Opportunities," *Indonesian Educational Science Research Journal* 4, no. 2 (2025): 560–67, <https://doi.org/https://doi.org/10.31004/jpion.v4i2.417>.

⁴ Miao Fengchun and Wayne Holmes, "Guidance for Generative AI in Education and Research" (Paris, 2023).

⁵ Muhammad Sandria et al., "The Effect of AI Utilization on Academic Honesty Attitudes in High School Students," *Al-Zayn: Journal of Social Sciences & Law* 4, no. 1 (2026): 2301–8, <https://doi.org/https://doi.org/10.61104/alz.v4i1.3508> Influence.

⁶ Dicky Pratama et al., "Generative AI and Academic Integrity in Higher Education: A Comparative Literature Review of Global Governance Approaches," *Jurnal Keimuan Dan Keislaman* 3, no. 4 (2024): 390–412, <https://doi.org/10.23917/jkk.v4i4.1028>.

⁷ Qi Xia et al., "A Scoping Review on How Generative Artificial Intelligence Transforms Assessment in Higher Education," *International Journal of Educational Technology in Higher Education* 21, no. 1 (2024): 40, <https://doi.org/10.1186/s41239-024-00468-z>.

⁸ Faycal Farhi et al., "Analyzing the Students' Views, Concerns, and Perceived Ethics about Chat GPT Usage," *Computers and Education: Artificial Intelligence* 5 (2023): 100180, <https://doi.org/https://doi.org/10.1016/j.caeai.2023.100180>.

AI-based monitoring alone has limitations.⁹

These findings demonstrate that integrity issues in the AI era cannot be addressed simply by increasing oversight or imposing prohibitions. Education requires strategies that can help students make informed decisions when faced with various choices in the digital environment.¹⁰ One approach to consider is nudging. The concepts of nudging and choice architecture are fundamentally based on the idea that human behavior can be guided through the design of choice environments without eliminating individual freedom of choice.¹¹ In an educational context, this approach has been used to encourage engagement and specific learning behaviors. Studies of the use of nudges in higher education in the UK and New Zealand, for example, demonstrate the potential of nudging to increase student engagement and confirm that the form and manner in which the nudge is communicated are critical factors in its success.¹² More recent research also shows that Changing choice architecture can be used to influence students' decisions regarding study continuation. By changing their initial choices (choice defaults), students at risk of study failure are guided to reaffirm their decision to continue or discontinue their studies. Research shows that this intervention can help reduce unnecessary study failure and the associated debt impact.¹³

With regard to the use of AI, this principle can be applied by creating a learning environment that makes honest behavior an easy, obvious, and habitual choice. Students, for example, can be directed to state whether AI was used in an assignment, explain the part of it that AI assisted them, verify the information generated, and write a reflection on their own contribution. This approach differs from repressive prohibitions because its primary goal is not simply to prevent violations but to foster responsible decision-making habits. Thus, nudging can serve as a behavioral mechanism to help students translate the value of honesty into concrete actions in the digital space.

However, applying nudging in education is insufficient if it relies solely on behavioral theory. In the context of Islamic education, mechanisms for encouraging behavior must be based on values that explain why the behavior is important. Prophetic values are relevant because of prophetic qualities such as *sidq* and trustworthiness are directly related to the issues of honesty and responsibility. Character education from a prophetic perspective is based on the main characteristics of prophecy, namely *sidq*, *amanah*, *tabligh*, and *fathanah*, which can be internalized into various educational elements. Research on the implementation of prophetic values in madrasas also shows that these values can be used in shaping student

⁹ Tal Waltzer, Riley L Cox, and Gail D Heyman, "Testing the Ability of Teachers and Students to Differentiate between Essays Generated by ChatGPT and High School Students," *Human Behavior and Emerging Technologies* 2023, no. 1 (January 1, 2023): 1923981, <https://doi.org/https://doi.org/10.1155/2023/1923981>.

¹⁰ Yuda Al Fadillaha, Alifa Rafli Akbar, and Gusmanelic, "Adaptive Learning Design Strategies to Enhance Learning Experiences in the Digital Era," *Journal of Applied Science and Technology Education* 01, no. 04 (2024): 354–62, <http://jurnal.kopusindo.com/index.php/jpst/article/view/420>.

¹¹ Luca Congiu and Ivan Moscati, "A Review of Nudges: Definitions, Justifications, Effectiveness," *Journal of Economic Surveys* 36, no. 1 (February 1, 2022): 188–213, <https://doi.org/https://doi.org/10.1111/joes.12453>.

¹² Alan Graham et al., "Using 'Nudges' to Encourage Student Engagement: An Exploratory Study from the UK and New Zealand," *The International Journal of Management Education* 15, no. 2 (2017): 36–46, <https://doi.org/10.1016/j.ijme.2017.04.003>.

¹³ Neil van der Ploeg, Kelly Linden, and Sarah Teakel, "Nudge Power in Higher Education: Altering Choice Defaults to Reduce Student Failure and Associated Debt," *Journal of Higher Education Policy and Management* 47, no. 3 (2025): 317–34, <https://doi.org/https://doi.org/10.1080/1360080X.2024.2446322>.

character through an educational process that emphasizes moral aspects and habituation.¹⁴

More specifically, *sidq* trust can be positioned as the foundation of honesty in the use of AI, while trustworthiness serves as the foundation of responsibility for the learning process and outcomes. Research on the application of Islamic values in education shows that internalizing *siddiq* and trustworthiness can be achieved through value transformation, learning interactions, role models, habituation, and practice in students' daily lives.¹⁵ More recent studies on the internalization of the value of trust in Islamic education also show that this value is related to the formation of honesty, responsibility, and moral integrity in students, while also emphasizing the need for a learning approach that is able to respond to developments in digital technology.¹⁶ Therefore, *sidq* and *amanah* are not only relevant as moral concepts, but can be translated into behavioral principles in the use of AI technology.

A number of previous studies have thus discussed AI and academic integrity, other studies have examined nudging and choice architecture in influencing student behavior, while Islamic education studies have discussed prophetic values, in particular *sidq* and *amanah*, in character formation. However, these three perspectives are still mostly studied separately. Studies on AI tend to focus on the risks of dishonesty, assessment transformation, AI literacy, and policy; nudging research focuses more on choice design and behavior change; while prophetic education focuses on the internalization of moral values in character formation. Based on this research, there are still limited conceptual studies that specifically integrate nudging, choice architecture, and *sidq*, and mandate as a framework for building students' digital integrity in the use of AI.

This gap creates a new area for this research. This study does not position AI solely as a threat to honesty, but rather views it as a new context that requires character education designs that adapt to changing learning environments. Nudging is positioned as a behavioral mechanism that helps students make honest choices, while *sidq* serves as a moral foundation for openness in disclosing the use of AI, and *amanah* (trustworthiness) serves as the basis for responsibility for the process, verification, and results of work. This integration is further realized in the form of choice architecture, such as the AI Honesty Declaration and reflections on AI use, which can encourage students to be open, verify information, and be responsible for their use of technology without eliminating their freedom of choice.

Based on the description, this study aims to formulate a conceptual framework for nudging honesty based on prophetic values through the integration of the concepts of nudging, choice architecture, *sidq*, and the mandate to build students' digital integrity in the era of artificial intelligence. The resulting conceptual framework is expected to enrich studies of Islamic education and character education in responding to the development of AI and serve as a foundation for further empirical research to examine how nudging-based learning

¹⁴ Moh Roqib, "Character Education from a Prophetic Perspective," *Journal of Character Education* III, no. 3 (2013): 240–49.

¹⁵ Tri Mulyanto, Sangkot Sirait, and Sri Sumarni, "Cultivating Prophetic Values in Character Formation," *Al-Tadzkiyyah: Jurnal Pendidikan Islam* 14, no. 1 (2023): 115–39, <https://doi.org/https://doi.org/10.24042/atjpi.v14i1.17437>.

¹⁶ Ilham Tafriji, Amirudin, and Yadi Fahmi Arifudin, "Integration of Prophetic Leadership in The Islamic Education Curriculum for The Formation of Elementary School Students' Character," *Scholar's Journal* 18, no. 01 (2026): 45–57, <https://doi.org/https://doi.org/10.37850/cendekia.v18i01.1149>.

environment design can encourage honest, transparent, critical, and responsible AI use behavior.

2. RESEARCH METHOD

This study employs an integrative literature review method to synthesize findings from relevant scholarly literature, aiming to formulate a conceptual framework for fostering honesty grounded in prophetic values to build students' digital integrity in the era of artificial intelligence. The research process comprises six stages: formulating the research question, conducting the literature search, selecting literature, extracting data, performing thematic-synthesis analysis, and formulating the conceptual framework. During the formulation stage, the study focuses on the interrelationships among nudging, choice architecture, digital integrity, AI usage in education, and the values of *sidq* (truthfulness) and *amanah* (trustworthiness). The literature search was conducted using academic databases Scopus, ERIC, and Google Scholar with keywords relevant to the research focus. The identified literature was then screened based on topical relevance, quality, and contribution to the research objectives.

Subsequently, data were systematically extracted by recording key information such as authors, publication year, title, methodology, main findings, and research implications into an extraction sheet. The collected data were analyzed using a thematic-synthesis approach involving four primary processes identifying key concepts, comparing concepts, integrating and synthesizing findings, and interpreting the meaning of the findings. These processes served to identify the connections between nudging, choice architecture, *sidq*, *amanah*, and digital integrity, and to integrate the various literature findings into a coherent conceptual framework. The study concludes with a conceptual framework that promotes truthfulness based on prophetic values to foster students' digital integrity in the AI era, a framework that can subsequently be tested and further developed through empirical research.

3. RESULT AND DISCUSSION

3.1. Nudging and Choice Architecture in Shaping Honest Behavior in the AI Era

The development of artificial intelligence (AI), especially generative artificial intelligence (GenAI), has brought significant changes in learning practices.¹⁷ Technologies such as large language models enable students to receive assistance in searching for information, developing ideas, improving language, summarizing material, and completing various academic activities.¹⁸ These changes provide opportunities for more personalized and adaptive learning, but at the same time raise new issues related to academic integrity and the responsible use of technology. UNESCO frames these issues within the framework of GenAI's human-centered approach, emphasizing the importance of human agency, ethical

¹⁷ Muttaqin Kholis and Al Muhtadibillah, "Improving the Quality of High School Students' Learning Using Artificial Intelligence Technology-Based Learning Media," *Cognoscere: Journal of Communication and Educational Media* 3, no. 1 (2025): 1–8, <https://doi.org/https://doi.org/10.61292/cognoscere.252>.

¹⁸ Fadel Pelealu et al., "The Role of ChatGPT as a Learning Assistant in Improving the Effectiveness of Online Learning for Informatics Engineering Students," *Jejak Digital: Jurnal Ilmiah Multidisplin* 2, no. 4 (2026): 6728–43, <https://doi.org/https://doi.org/10.63822/afcggr52>.

considerations, safety, and appropriate pedagogical design in the use of AI in education.¹⁹

Integrity issues in the AI era extend beyond the use of AI to generate complete answers. More complex issues arise when students fail to distinguish between AI that supports learning and AI that replaces their thinking and intellectual effort. Studies on the use of large language models show that some students use AI to complete assessments, while others use it to generate entire essays. The research also indicates that students remain unclear about the boundaries between ethical and unethical use of AI.²⁰ This situation shows that digital integrity issues cannot be solved simply through bans, surveillance, or AI detection, but require the design of learning environments that can help students make more responsible decisions.

One approach that can be used is nudging. Nudging refers to efforts to guide a person's decisions through small changes to the choice environment without eliminating the individual's freedom of choice.²¹ In an educational context, this approach can be implemented through reminders, default options, information simplification, feedback, or the ordering and presentation of options. Therefore, nudging doesn't force students to perform an action, but rather makes the expected behavior easier, clearer, and more visible in the learning environment.

The concept of nudging is closely related to choice architecture. Choice architecture can be understood as the way a choice environment is structured to influence how individuals make decisions.²² In the educational context, teachers essentially create choice architecture through task design, instruction, assessment methods, resource usage rules, and assignment submission mechanisms. When teachers openly provide the option to use AI with clear rules, for example, they are constructing a different environment of choice than when AI is simply prohibited without explaining the limits of its use. Therefore, choice architecture becomes a structural space where nudging can operate.

The design of these learning environments is becoming increasingly important as students face choices previously unavailable in conventional learning. When working on an assignment, for example, students can choose to develop their own answers, search for information through a search engine, ask AI for help generating ideas, use AI to correct language, or even have AI generate the entire answer.²³ These choices have varying consequences for the learning process and academic integrity. Therefore, teachers need to design learning environments that not only explain what is prohibited but also clarify what is permitted, how AI can be used, and how its use should be reported.

This approach is important because the use of AI isn't always synonymous with dishonest behavior. AI can serve as a learning tool when students retain their decision-

¹⁹ Fengchun and Holmes, "Guidance for Generative AI in Education and Research."

²⁰ Timothy Paustian and Betty Slinger, "Students Are Using Large Language Models and AI Detectors Can Often Detect Their Use," *Frontiers in Education* Volume 9-2024 (2024), <https://doi.org/10.3389/feduc.2024.1374889>.

²¹ Congiu and Moscati, "A Review of Nudges: Definitions, Justifications, Effectiveness."

²² Victoria Ekstrom, "Digital Choice Architecture in Medical Education: Applying Behavioral Economics to Online Learning Environments," *JMIR Med Educ* 12 (2026): e86497, <https://doi.org/10.2196/86497>.

²³ Yara Zatil Hulwan et al., "Exploration of Student Experiences in Utilizing Artificial Intelligence (AI) as a Learning Support in Higher Education," *Journal of Educational Science and Teacher Training Perspectives* 1, no. 3 (2026): 186–95.

making roles, evaluate AI output, and take responsibility for the final results.²⁴ Recent research on the use of AI in education also shows that AI has benefits for the learning process, but along with it comes risks related to dependency, information accuracy, and academic integrity.²⁵ Therefore, the key issue is not simply whether students use AI, but rather how AI is placed in the learning process and how human responsibility is maintained.

Regarding the honesty nudging framework, one form of intervention that can be implemented is disclosure of AI use. Teachers can provide a specific section in assignment sheets asking students to state whether they used AI. If they used AI, students can choose the category of use, such as generating ideas, understanding concepts, correcting grammar, seeking alternative explanations, or obtaining feedback. In this way, AI disclosure becomes a normal part of the learning process, rather than an action taken only when students are suspected of cheating.

A similar sentiment was expressed in previous research that developed a disclosure form for the use of AI in lectures. Students were asked to document the AI tools used, the purpose of their use, the context of the assignment, and their reasons for using AI. The research demonstrated that the disclosure form serves not only as a transparency mechanism but also has the potential to be a pedagogical tool that encourages student reflection, ethical awareness, and self-regulation.²⁶ It is understandable that the act of “acknowledging the use of AI” can be designed as part of a learning process, not just a monitoring mechanism.

Nudging Disclosure can also address the psychological issues that cause students to conceal their use of AI. Previous research has shown that concerns about teacher evaluation and social stigma may be associated with students' tendency to conceal their use of AI.²⁷ This finding is important because designing a learning environment that overly emphasizes punishment can lead to unwanted nudges, encouraging students to further conceal their behavior. Conversely, a transparent environment that clearly defines the limits of AI use can make honesty a safer and more rational choice.

In addition to disclosure, choice architecture can be designed through reflective questions before students submit assignments. For example, a system or assignment sheet could display questions like: “Did you use AI in this assignment?”, “For what purpose was AI used?”, “Which parts were your own ideas?”, and “Has the information from the AI been double-checked?” These questions serve as reflective nudges because they encourage students to pause and evaluate their own learning process. According to research by Garcia Ramos (2025), documentation of AI use is also positioned as a tool that can encourage metacognition and self-regulation because students need to explain the purpose and rationale

²⁴ Hastuti Nirmala, *AI and Education: Opportunities, Risks, and Implementation Strategies for Teachers and Education* (Jakarta: PT Indonesia Delapan Kreasi Nusa, 2025).

²⁵ Paula Enriquez, Hsin-Yu Lin, and Cristina Baci, “Artificial Intelligence in Higher Education: Student Use, Perceived Benefits, and Emerging Risks,” *Frontiers in Education* Volume 11-2026 (2026), <https://doi.org/10.3389/feduc.2026.1812390>.

²⁶ Jennifer Garcia Ramos, “Development and Introduction of a Document Disclosing AI-Use: Exploring Self-Reported Student Rationales for Artificial Intelligence Use in Coursework: A Brief Research Report,” *Frontiers in Education* Volume 10-2025 (2025), <https://doi.org/10.3389/feduc.2025.1654805>.

²⁷ Daniel H Chang et al., “Should I Tell My Teacher? Student AI Disclosure Practices, Stigma, and Self-Regulated Learning in Higher Education,” *Frontiers in Education* Volume 11-2026 (2026), <https://doi.org/10.3389/feduc.2026.1826174>.

behind AI use.²⁸

The next aspect is information verification. Generative AI can produce answers that appear convincing, but they aren't always accurate. Therefore, the use of AI in learning requires a habit of double-checking the information generated. Teachers can provide simple checklists such as: "Has the information been verified?", "Have the original sources been checked?", "Are there any unsubstantiated claims?", and "Does the AI's answer align with the material being studied?" These questions constitute a form of choice architecture because they place verification behavior as part of the standard procedure before completing an assignment.

In this regard, nudging is not only aimed at preventing cheating, but also at building healthy epistemic habits.²⁹ Students are not encouraged to simply accept AI output, but are encouraged to question, compare, examine, and develop the information they receive. This approach aligns with UNESCO's view that the use of GenAI in education must maintain the role of humans in thinking and decision-making processes and be embedded within meaningful pedagogical designs.³⁰

Nudging this can also be implemented through source citation and attribution reminders. When students use AI to obtain information or develop ideas, the assignment system can provide reminders to check primary sources and cite relevant references. This way, source citation isn't treated as an additional rule that only appears at the end of the lesson, but becomes part of the workflow from the beginning. This strategy is important because using AI can enable students to acquire information so quickly that the process of searching for original sources is often overlooked.

Furthermore, choice architecture design can be directed at strengthening students' intellectual contributions. Teachers can design assignments that ask students to explain the reasons for choosing an answer, share personal experiences, connect the material to the local context, or provide reflections based on class discussions. These types of assignments prevent AI from easily replacing the entire thinking process, as they require students' experience, reasoning, and personal perspectives. AI can still be used as a tool, but students remain the primary actors in producing and accounting for learning outcomes.

This demonstrates that nudging should not be understood as a strategy to overly control students. A key principle of this approach is maintaining freedom of choice. Students still have the freedom to choose whether or not to use AI, in accordance with learning guidelines. However, the context for decision-making is changed, making honest and responsible choices easier. Therefore, educational nudging should ideally be transparent, proportional, non-manipulative, and directed toward developing student capacity.

This approach also has limitations. Nudging cannot replace character education, teacher role models, academic rules, and the development of moral awareness. Environmental interventions will only be effective if students understand the reasons behind

²⁸ Garcia Ramos, "Development and Introduction of a Document Disclosing AI-Use: Exploring Self-Reported Student Rationales for Artificial Intelligence Use in Coursework: A Brief Research Report."

²⁹ Miao Yue and Morris Siu-Yung Jong, "Enact-Examine-Extract (E3): An Epistemic Tool to Scaffold Upper Elementary Students' Conceptual and Epistemic Understanding of Artificial Intelligence," *International Journal of STEM Education* 13, no. 1 (2026): 17, <https://doi.org/10.1186/s40594-026-00604-3>.

³⁰ Fengchun and Holmes, "Guidance for Generative AI in Education and Research."

the directed behavior. Therefore, nudging is more appropriately positioned as a supporting strategy for character development, not as the sole mechanism for building integrity. This means that learning environment design must work in conjunction with AI literacy, ethics education, critical thinking skills, and clear communication of rules.³¹

*Nudging*Choice architecture and choice architecture can be strategic approaches to building a learning environment that supports fairness in the AI era. Choice architecture provides a structure for choice, while nudging provides a stimulus that helps students make more responsible decisions. Both can be realized through AI use declarations, reflective questions, information verification reminders, source citations, and assessment designs that preserve students' intellectual contributions.

Based on this description, it can be understood that the honesty nudging referred to in this study is not aimed at distancing students from AI technology, but rather at guiding how AI is used to remain within the corridor of digital integrity. This orientation includes behaviors such as honestly disclosing the use of AI, verifying the information generated, providing attribution and citing sources appropriately, and maintaining responsibility for the final results of the work. Nudging and choice architecture can form the foundation of learning environment design, which is then combined with prophetic values *sidq* and *amanah*. In the next stage, this integration can be directed toward formulating a conceptual framework for nudging honesty based on prophetic values in building students' digital integrity in the era of artificial intelligence.

3.2. Sidq and Amanah as Prophetic Values in Building Digital Integrity

Sidq is in principle related to honesty and conformity between words and reality.³² In the context of digital integrity, the meaning can be expanded to be the conformity between what is done and what is reported. This principle is important because the use of AI allows for a gap between the actual process and the process shown in a work. A student can use AI to generate ideas, compose paragraphs, translate texts, and even generate an entire answer, but then report the work as if the entire thought and writing process were done independently. From *sidq*'s perspective, the problem does not solely lie in the use of AI, but in dishonesty in disclosing the process of using it.

Therefore, *sidq* in digital integrity can be realized through honesty, openness, and transparency in the use of AI.³³ Students who make *sidq* a principle do not need to hide the use of AI when the technology is used in the learning process. Instead, it is able to proportionately explain how AI is used, for what purposes, and the extent to which it contributes to job outcomes. This attitude builds a conformity between the actual process and the report or representation of the process. Thus, the declaration of the use of AI is not just an administrative instrument, but can be a concrete form of internalizing the value of *sidq* in academic practice. In other words, it doesn't matter if the AI is used, but it needs the

³¹ Febriani Safitri et al., *Digital Literacy in the World of Education* (Jakarta: Sonpedia Publishing, 2025).

³² Sidiq Nugroho, Akhmad Sulthoni, and Murdianto, "The Concept of Honesty in the Qur'an (Study of the Interpretation of Lafadz al-Sidq in Tafsir Al-Azhar)," *Bunyan Al-Ulum: Journal of Islamic Studies* 1, no. 1 (2024): 19–42.

³³ Mr. M. Yoserizal Saragih, *Prophetic Journalism: Integration of Nubunwah Moral Values, AI Technology, Love-Based Curriculum and Journalistic Broadcasting Law and Ethics* (Gresik: Global Creative Media, 2025).

value of honesty in reporting what the AI is used in.

The urgency of *sidq* is getting stronger as generative AI makes the boundaries between human work and machine output increasingly difficult to recognize.³⁴ Students can acquire linguistically sound, systematic, and academic texts through just a few instructions. This condition has the potential to cause *academic misconduct* if students submit the output as a personal work without an adequate processing, evaluation, and disclosure process. In such situations, *sidq* serves as a principle that directs students to ask not only "can I use AI?", but also "have I reported using AI in accordance with what I am actually doing?"

If *sidq* provides an orientation to honesty and openness, then the mandate provides an orientation to responsibility. Trust in the context of the use of AI means that the knowledge, technology, and information obtained are not treated carelessly, but are used according to the purpose and accounted for their use. Students remain responsible for the learning process and their work results even though they receive technological assistance. AI can help generate information or ideas, but the responsibility for understanding, assessing, verifying, and using that information remains with humans.

The principle of trust is very important because one of the challenges of using AI today is the emergence of dependence on technology. AI's ability to generate answers quickly can encourage students to go through the process of thinking, reading, analyzing, and solving problems independently.³⁵ If this continues continuously, technology that should be a learning aid can actually replace the learning process itself. From the perspective of trust, science and technology are means that must be used to improve the quality of learning, not to avoid intellectual responsibility.

Amanah also requires students to verify AI outputs. The information provided by AI cannot be automatically considered correct simply because it is conveyed in convincing language. Students have the responsibility to examine sources, compare information, test the relevance of the data, and ensure that the information used is accountable. Thus, *fact-checking* and verification activities are not only digital literacy skills, but also a form of actualization of trust values.³⁶ A trustworthy student does not hand over the responsibility of truth to the machine, because he realizes that he is still the one who uses and conveys the information.

The relationship between *sidq* and *amanah* shows that digital integrity cannot be built only through prohibition and supervision. *Sidq* ensures that students are honest about what is done, while the mandate ensures that what is done is used and accounted for correctly. *Sidq* is oriented towards process transparency, while trust is oriented towards responsibility for processes and results. Both form a unit of relevant values to deal with the development of AI in education.

The integration of these two values shows that digital integrity education in the AI era needs to move from a control approach to awareness formation. The internalization of *sidq* and *amanah* allows students to have internal guidelines in determining the limits of AI use. Students not only avoid violations for fear of being discovered, but because they understand

³⁴ Irma Nurdiana, *Kaiber AI: Painting Dreams on a Digital Light Canvas* (Karawang: Afdan Rojabi Publisher, 2026).

³⁵ Ihwal Syahwaludin et al., "The Role of AI on the Cognitive Development of Students in Senior High School (SMA)," *JUMI: Journal of Multidisciplinary Sciences* 1, no. 1 (2025): 195–206.

³⁶ M. Rizqi Azmi, Nabila Farah Dibah, and Alvin Maheri, "Digital Literacy Training for Journalists in Filtering the Spread of Hoax Information," *Arsy: Journal of Research Applications to the Community* 6, no. 3 (2025): 982–89.

that honesty and responsibility are part of the character that must be maintained in every digital activity.

In the end, *sidq* and *amanah* can be placed as two prophetic values that complement each other in building digital integrity in the midst of the development of AI. *Sidq* forms a person who is honest and open about what he does, while *amanah* forms a person who is responsible for how knowledge, technology, and information are used. Both become increasingly relevant when AI is able to generate information and work quickly, but it has not been able to take over human moral responsibility for the use of those results. Therefore, prophetic values-based education does not need to place AI solely as a threat, but as a new space to actualize honesty, responsibility, and character. Digital integrity is ultimately not determined by the presence or absence of AI in the learning process, but by the value that directs humans when using AI.

3.3. A Conceptual Framework for Prophetic Value-Based Honesty Nudging for Digital Integrity

After discussing nudging and choice architecture as approaches to shaping behavior and *sidq* and *amanah* as the foundation of prophetic values, the next step is to integrate these four concepts into a conceptual framework. This integration is necessary because the issue of digital integrity in the use of artificial intelligence (AI) cannot be explained solely through behavioral or moral perspectives. The design of the learning environment can influence student choices, but such design requires a value orientation so that the choices directed are not only behaviorally effective but also ethically correct. Conversely, the values of honesty and responsibility require an environment that allows these values to be realized in concrete actions.

The framework offered by this research places nudging, choice architecture, *sidq*, and *amanah* as four elements that have different but complementary functions. Choice architecture provides the context in which decisions are made, nudging is the mechanism that guides choices, while *sidq* and *amanah* provide moral orientation to the choices made. In other words, the integration of the four concepts is not achieved by placing the theories side by side, but by establishing functional relationships between each element.

- **The Meeting Point between Behavioral Design and Prophetic Values**

The first point of contact lies in the question of how good behavior can be realized. The nudging approach stems from the recognition that humans do not always make decisions based on perfectly rational considerations. The environment in which decisions are made can influence a person's actions. Therefore, changes in the context of choice can be used to increase the likelihood of certain behaviors.³⁷

Meanwhile, Islamic education is not only oriented towards changing external behavior, but also towards the formation of character and moral awareness.³⁸ From

³⁷ Congiu and Moscati, "A Review of Nudges: Definitions, Justifications, Effectiveness."

³⁸ Aulia Herawati et al., "The Role of Islamic Education in Building the Character of the Young Generation Amidst the Current of Globalization," *Ihsan: Journal of Islamic Education* 3, no. 2 (2025): 370–80, <https://doi.org/https://doi.org/10.61104/ihsan.v3i2.987>.

a prophetic perspective, human behavior is guided by values that originate from religious teachings. *Sidq* provides an orientation toward honesty and truth, while *amanah* provides an orientation toward responsibility. Therefore, there is both a difference and a relationship between the two perspectives: nudging answers the question "how is behavior directed?", while prophetic values answer the question "toward what value is the behavior directed?"

This intersection forms the conceptual basis of the research. Nudging is not positioned as a substitute for character education, but rather as an environmental design tool that helps translate moral values into everyday choices. Regarding the use of AI, students may already know that honesty is an important value, but this moral knowledge does not necessarily translate into honest behavior when faced with technological conveniences.³⁹ So that environmental design can function as a link between values and actions.

This framework also provides a different position on the use of nudging in education. *Nudging* not positioned as a manipulative instrument to force certain behaviors on students, but rather as a learning environment design strategy that helps students realize choices that are aligned with values *sidq* and *amanah*. This approach places transparency, freedom of choice, and legitimate goals as essential principles to ensure that behavioral interventions respect student autonomy.⁴⁰ This principle is crucial to ensure that nudging respects student agency. UNESCO also emphasizes that the use of GenAI in education must maintain human agency and position technology as a supporter of the learning process, not a substitute for human thinking and decision-making.⁴¹ This principle translates into the need to create an AI usage environment that still provides space for choice, but at the same time directs that choice towards behavior with integrity.

- **Framework Mechanism: from Choice Environment to Digital Integrity**

The subsequent synthesis can be explained through the mechanism of environment → choice → action → habituation → integrity. In the first stage, the choice architecture shapes the environment in which students interact with AI usage options. This structure can include AI usage rules, assignment formats, declaration mechanisms, instructions, AI assistance options, or assessment designs. In the second stage, nudging provides specific stimuli within the environment. These stimuli can include reminders to disclose AI usage, reflective questions before submitting assignments, information verification checklists, or requests to explain parts of self-produced work. These interventions do not force students to choose a course of action, but rather make actions with integrity easier to recognize and perform.

The third stage is actual action. At this point, students are faced with concrete choices: whether to declare the use of AI or conceal it, to verify the information or

³⁹ Zinal Muarifin, "The Decline of Educational Morality in the Era of Artificial Intelligence," *Jurnal Creativity* 2, no. 2 (2024): 221–34, <https://doi.org/https://doi.org/10.62288/creativity.v2i2.25>.

⁴⁰ T. M. Wilkinson, "Nudging and Manipulation," *Political Studies* 61, no. 2 (June 1, 2013): 341–55, <https://doi.org/https://doi.org/10.1111/j.1467-9248.2012.00974.x>.

⁴¹ Fengchun and Holmes, "Guidance for Generative AI in Education and Research."

accept it at face value, to cite sources or ignore them; to develop their own answers or submit the AI output directly.

Roles *sidq* and *amanah* at this stage function as internal evaluation instruments for each student. *Sidq* helps students assess whether their actions and reporting are in line with reality, while *amanah* encourages students to consider responsibility for the consequences of AI use. Thus, prophetic values do not stop at normative knowledge but become internal standards for evaluating available options. The fourth stage is habituation. If the learning environment consistently presents opportunities to disclose the use of AI, verify information, and be accountable for the results of work, these actions have the potential to develop into behavioral patterns. At this stage, nudging is no longer understood as a mere momentary stimulus, but as part of an environmental design that repeatedly provides opportunities for students to practice the values of *sidq* and *amanah* emphasized in AI use.

This aligns with previous research that views AI as part of the environment that can influence how a person acquires and understands knowledge. The way AI is designed and used can shape students' learning habits. Therefore, the use of AI in education should continue to encourage students to think, examine, and evaluate information independently, rather than simply accepting answers from AI.⁴² Thus, this research framework goes beyond simply targeting “no cheating” behavior. The broader goal is to develop AI usage patterns that incorporate honesty, verification, responsibility, and reflection into learning habits.

- **Four Dimensions of Digital Integrity as Framework Outputs**

The synthesis of these concepts then yielded four behavioral dimensions that can be used to explain students' digital integrity in using AI. First, the transparency dimension, which enables students to openly disclose their use of AI in accordance with learning requirements. Transparency is an operational form of *sidq* because students convey their work processes based on actual situations. Garcia Ramos' research shows that documenting AI use can serve as a means of transparency and encourage student reflection on the rationale and purpose of AI use.⁴³

The second dimension is verification, which encourages students not to accept AI output as automatic truth, but to instead check information, compare sources, and evaluate the accuracy of answers. This dimension relates to epistemic responsibility, as students remain responsible for the knowledge they use in their assignments. This requires students to be more selective in capturing and incorporating information obtained from AI responses.⁴⁴

⁴² Jiun-Yu Wu et al., “Strengthening Human Epistemic Agency in the Symbiotic Learning Partnership With Generative Artificial Intelligence,” *Educational Researcher* 54, no. 6 (August 1, 2025): 358–68, <https://doi.org/10.3102/0013189X251333628>.

⁴³ Garcia Ramos, “Development and Introduction of a Document Disclosing AI-Use: Exploring Self-Reported Student Rationales for Artificial Intelligence Use in Coursework: A Brief Research Report.”

⁴⁴ Agung Setyawan, Erika Zakiah Sholiha, and Husnul Meliyani Zindi Aulia, “The Negative Impact of Excessive Dependence on Artificial Intelligence (AI) on Secondary School Students' Critical Thinking and Problem-Solving Skills,” *Journal of Social Sciences, Economics and Education* 1, no. 2 (2025): 31–44, <https://doi.org/https://doi.org/10.67467/jisep.v1i2.40>.

The third dimension is attribution, which enables students to distinguish their own contributions from those of AI and provide appropriate recognition for the sources or technological assistance used. Attribution is important because AI can produce text that appears to be the sole product of the user, even though the production process involves external systems. This can be a step towards minimizing the need for work that relies entirely on AI.

The fourth dimension is responsibility, which aims to ensure students are not only honest about the use of AI but also accountable for the quality and consequences of the final results. This dimension is the primary manifestation of trust. This means that the use of AI does not eliminate students' obligation to understand, check, and be accountable for their work. Therefore, the resulting work not only fulfills the task textually but also provides students with deeper understanding when searching for it.⁴⁵

These four dimensions demonstrate that digital integrity extends beyond simply avoiding cheating. It encompasses the ability to use technology transparently, critically evaluate information, provide appropriate attribution, and be accountable for decisions and outcomes. This is crucial, given that the conveniences offered by AI can make students increasingly complacent and increase dishonest behavior in assignments.

- **Conceptual Model of Integration of Nudging and Prophetic Values**

Based on this synthesis, the conceptual framework of the research can be formulated in the following relationship.

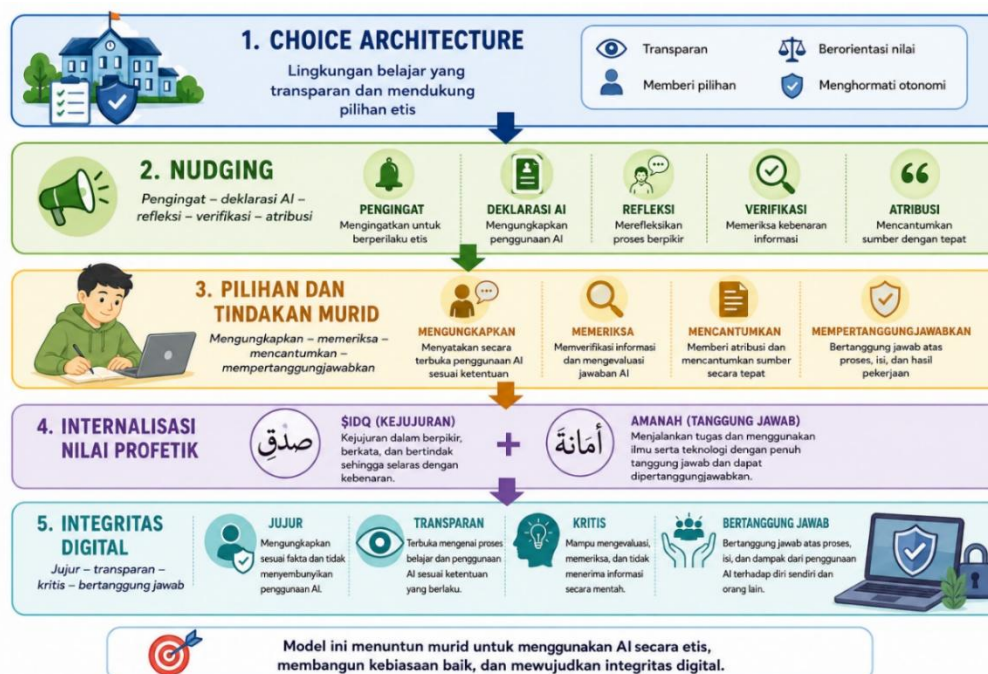


Figure 1. Generate Model Images Using AI

⁴⁵ Anderias Henukh et al., Transformation of Learning in the Era of Artificial Intelligence (West Java: Sigufi Artha Nusantara, 2025).

This model shows that when students repeatedly engage in honest and responsible actions, the experience can strengthen their understanding of values *sidq* and *amanah*. Increasingly internalized values can then influence how students respond to the chosen environment in subsequent AI use. Thus, prophetic values are positioned not only as outcome variables but also as normative principles guiding intervention design. Nudges built on *sidq* and *amanah* must promote transparency and accountability, not simply improve administrative compliance. For example, declarations on AI use should not be designed solely to make it easier for teachers to spot violations, but rather to foster a culture that open use of technology is part of good academic behavior.

This framework also places freedom of choice as a key principle. Students can still choose to use AI or not, in accordance with the learning guidelines. The difference lies in how the learning environment guides these choices. Honest choices are made easier, more visible, and more integrated into the learning process. Thus, nudging does not replace moral awareness, but rather provides conditions that

4. CONCLUSION

Based on the studies that have been conducted, it can be concluded that *nudging* honesty based on prophetic values can be a relevant conceptual framework to build students' digital integrity in the use of artificial intelligence. The integration of *choice architecture* and *nudging* provides a choice environment that encourages honest behavior, while the value of *sidq* provides a foundation for transparency and honesty in disclosing the use of AI, while trust affirms student responsibility for processes, verification, and work outcomes. The framework results in four dimensions of digital integrity, namely transparency, verification, attribution, and accountability. Thus, digital integrity is not enough to be understood as the ability to avoid fraud, but as the ability to use AI openly, critically, ethically, and responsibly. The implication of this research is that Islamic education can respond to the development of AI not only through prohibition and supervision, but through the design of learning environments that help students translate moral values into concrete actions. The form of implementation can be in the form of AI Honesty Declarations, reflective questions, verification checklists, reminders to include sources, and assessment designs that still demand students' intellectual contributions. This framework can be a foothold for teachers and madrasas in developing character education and AI literacy that remains oriented to human agency.

The next research study is recommended to empirically test the effectiveness of the prophetic value-based honesty nudging framework through field research, both with experimental approaches, quasi-experiments, design-based research, and classroom action research. Testing can be directed to determine the effect of AI usage declarations, reflections, verification reminders, and other forms of choice architecture on increased transparency, verification, attribution, and student responsibility. The next research also needs to develop and test digital integrity measurement instruments based on *sidq* and trust values, as well as compare the effectiveness of various forms *of nudge* at different levels, student characteristics,

subjects, and madrasah contexts. In addition, qualitative research can be conducted to explore the experience of students and teachers in applying *nudging* so that supporting factors, obstacles, and potential risks such as stigma or the tendency to hide the use of AI are known. Thus, further research is expected to transform the conceptual framework produced in this study into a tested, contextual, and sustainable model of educational intervention.

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