



اَوْنِيسِيْتِي تِكْنُولُوجِي مَارَا
UNIVERSITI
TEKNOLOGI
MARA



BULETIN APB

EDISI 16

Jun 2026

AKADEMI PENGAJIAN BAHASA
UNIVERSITI TEKNOLOGI MARA
CAWANGAN NEGERI SEMBILAN
KAMPUS SEREMBAN

Navigating AI Responsibly: Ethical Information Practices for University Students

**MOHD FAIZAL MOHD RAMSI, SUFY RABEA ADAWIYA IDRIS
& SITI KHAIRIYAH NORDIN**

UiTM CAWANGAN NEGERI SEMBILAN KAMPUS REMBAU

Artificial Intelligence (AI) is now part of everyday student life. Many university students use AI tools to search for information, summarise articles, generate ideas, and even draft assignments. These tools can make academic work faster and more efficient. However, their convenience also comes with ethical responsibilities, especially when dealing with information. Students in any field, particularly those related to information management, should understand how to use AI ethically.

Information management refers to the processes by which information is collected, organised, stored, and used. As students, this includes managing lecture notes, research data, and academic assignments. According to UNESCO (2023), students need to be careful about what they share online, avoid using AI platforms for confidential information, and choose tools that comply with proper data protection standards. This practice reflects the core principle of information management: protecting the integrity and confidentiality of data.



One of the most important ethical concerns is protecting personal and sensitive information. Many students may not realise that when they input data into AI tools, that information could be stored or processed externally. This becomes risky when it involves personal details, student records, or confidential research data.

From an ethical perspective, students should avoid sharing sensitive information on AI platforms and should always be aware of privacy policies. In Malaysia, this responsibility is reinforced by the Personal Data Protection Act (PDPA), which highlights the importance of safeguarding personal data. Protecting data is not just about following the law, but it is also about respecting the privacy of oneself and others.

Another key guideline is ensuring the accuracy of information. AI tools are powerful, but they are not perfect. They can sometimes produce incorrect or outdated information. If students rely entirely on AI without checking the content, they risk submitting inaccurate work. This can affect both academic performance and credibility. To avoid this, students should always verify AI-generated information using trusted academic sources such as journals, books, and university databases. In information management, accuracy is a fundamental principle because reliable information leads to better understanding and decision-making.



Figure : Making sure AI-generated data is accurate requires careful checking and ongoing monitoring.

In addition to accuracy, students must also be aware of bias in AI systems, including bias in the data or the algorithms themselves. AI tools are trained on large datasets, which may contain hidden biases.

As a result, the content generated may unintentionally reflect stereotypes or one-sided perspectives. Algorithmic bias remains a significant challenge in AI systems, affecting how information is presented and interpreted (Anika, 2025). To solve this, students should approach AI-generated content with a critical mindset, comparing multiple sources and considering different perspectives.

Academic integrity is another major concern when using AI. While it is acceptable to use AI as a support tool, relying on it too heavily can lead to plagiarism or misconduct. Some students may be tempted to copy and paste AI-generated answers directly into their assignments. Studies have shown that AI-generated content may appear convincing but still contain factual errors, making critical evaluation essential (Dwivedi et al., 2023). However, this practice is unethical and violates university guidelines. Proper citation and acknowledgement are also important when using external sources. As a result, maintaining academic integrity helps build trust and credibility, both in university and in future professional settings.



Figure: Always give proper credit to the original creators of the work you use to prevent copyright infringement.

Closely related to this is the concept of responsibility and accountability. Even when AI is used, students remain fully responsible for the content they submit. AI should not be treated as an authority that guarantees correct answers. Instead, students must review, edit, and verify all information before using it in their work. It is more important for students to understand authorship and ownership in digital environments (Chisunka, 2025). Taking responsibility also means being honest about the use of AI when required by lecturers or university policies. This awareness helps students become responsible users and creators of information.

Transparency is another important ethical guideline. Students should be open about how they use AI, especially in academic work. Some universities now require students to declare whether they used AI tools to complete assignments. Being transparent does not weaken a student's work; instead, it demonstrates honesty and ethical awareness. Understanding how AI tools function, at least at a basic level, will help students use them more responsibly.

Respecting intellectual property is another key guideline for students. AI tools can generate content influenced by existing works, raising questions about originality and ownership. Although AI can generate content quickly, this does not mean that the content is entirely original or free from ethical concerns. Existing materials, including copyrighted works, may influence AI outputs. Students must therefore be careful not to present AI-generated ideas as completely their own. Giving proper credit and following citation rules are essential practices.

Good information management habits also play a role in ethical AI use. Students should learn to organise their files, keep track of their sources, and store information securely. For example, maintaining a clear record of references makes it easier to verify information and avoid plagiarism. Using reliable platforms for storing academic materials also reduces the risk of data loss or misuse. These habits not only improve academic performance but also prepare students for professional environments where information handling is critical.

Universities themselves also have a role in promoting ethical AI use. Many institutions are now developing policies and guidelines to help students understand how AI should be used in academic work. Workshops, courses, and awareness programs on digital ethics are becoming more common. Students should take advantage of these opportunities to strengthen their understanding of AI ethics.

In conclusion, AI is a powerful tool that can greatly support students in managing information, but it must be used with care. Ethical issues such as data privacy, accuracy, bias, academic integrity, transparency, and intellectual property should always be considered. As technology advances, students will face increasingly complex ethical challenges in managing information. Those who develop strong ethical habits now will be better prepared for future careers. In many professions, especially those related to information management, the ability to handle data responsibly and ethically is highly valued.

References

- Anika, S. (2025). Algorithmic Bias in the Workplace Governance Strategies for Fair and Responsible AI (CERN European Organization For Nuclear Research). <https://doi.org/10.5281/zenodo.17991394>
- Chisunka CP, Nsibirwa Z (2025). Proposed curriculum for library and information science (LIS) education to meet the emerging trends in artificial intelligence (AI). *Digital Library Perspectives*, 1–20. <https://doi.org/10.1108/dlp-07-2025-0108>
- Dwivedi, Y.K., Kshetri, N., Hughes, L., Slade, E.L., Jeyaraj, A., Kar, A.K., Baabdullah, A.M., et al. (2023), "Opinion paper: 'so what if ChatGPT wrote it?' Multidisciplinary perspectives on opportunities, challenges and implications of generative conversational AI for research, practice and policy", *International Journal of Information Management*, 71, 102642, doi: <https://doi.org.ezaccess.remotexs.co/10.1016/j.ijinfomgt.2023.102642>.
- UNESCO. (2023). Guidance for generative AI in education and research. United Nations Educational, Scientific and Cultural Organization. <https://www.unesco.org/en/articles/guidance-generative-ai-education-and-research>.