The Relevance of David B. Resnik's Ethical Principles in Academic Writing and Research for Students

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Abstract. *This study investigates the application of David B. Resnik's ethical principles—honesty, objectivity, integrity, carefulness, and openness—in academic writing and research among students. Utilizing a mixed-methods approach, surveys and student paper analyses were conducted to measure awareness, adherence, and challenges. The results indicate that 95% of students are aware of general ethical principles in academic writing, yet only 70% are familiar with Resnik's specific framework, leaving 30% unaware of these detailed concepts. Regarding practice, 100% of respondents consistently cited sources correctly, but 66% admitted to paraphrasing without proper attribution, showing gaps between ethical knowledge and application. Challenges identified include maintaining honesty (51%), avoiding plagiarism (29%), ensuring openness (11%), and minimizing bias (9%), often influenced by external pressures and resource limitations. To address these issues, students suggested practical solutions such as workshops, seminars, and digital guides to enhance understanding and compliance with ethical standards. This study emphasizes the importance of ethics education, institutional policy enhancements, and accessible resources to strengthen the implementation of academic integrity, bridging the gap between awareness and consistent ethical practice.*

Keywords: Academic ethics, David B. Resnik, honesty, plagiarism, ethical challenges, academic integrity, research ethics, student awareness, ethical compliance.

INTRODUCTION

Since the Age of Enlightenment, integrity has been a fundamental pillar in the academic world. Scientists such as Galileo and Newton showed that the advancement of science relies heavily on honesty, objectivity, and rigor in conducting research. However, over time, the challenges in maintaining academic integrity have become more complex. In the digital era, easy access to information and the development of artificial intelligence have opened up new opportunities for researchers, but on the other hand, this also creates new challenges in maintaining academic integrity. Violations of research ethics not only harm the individuals involved, but also damage the reputation of the institution and hinder the progress of science. Therefore, it is important that we understand the basic values underlying academic integrity and the efforts that can be made to safeguard it.

One of the most significant ethical challenges in academic writing is plagiarism. Plagiarism is defined as the act of using or closely copying the language and thoughts of another author without permission, and claiming the work as one's own without giving credit to the original source. This includes copying text, ideas, or language and publishing it as if it were original work. Plagiarism is often categorized into two types: direct copying, where the writer duplicates someone else's text exactly, and accidental plagiarism, where the writer unintentionally uses ideas or phrases without proper citation due to a lack of awareness or

understanding of citation practices. Cases such as Hwang Woo-suk's data falsification or plagiarism scandals involving well-known academic figures remind us of the importance of maintaining ethics in the world of research.

The impact of plagiarism in academic writing is profound. Plagiarism undermines the integrity of scholarly work, erodes trust in academic institutions, and can have serious consequences for individuals, including academic penalties, loss of credibility, and legal repercussions. In addition, plagiarism can stifle creativity and originality, as it encourages a culture of imitation rather than genuine intellectual engagement and contribution to knowledge. Therefore, maintaining academic integrity through proper citation and ethical writing practices is essential to creating a trustworthy academic environment.

Research conducted by Miguel Roig (2015) in *Guide to Ethical Writing* highlights the importance of ethical awareness in scientific writing, particularly in the field of academic and scientific research. Roig emphasizes that plagiarism, in both direct and indirect forms, is a serious offense that undermines scientific integrity. In addition to direct plagiarism, forms such as self-plagiarism - reusing one's own work without informing the audience - can also mislead readers as to the originality of the work. Roig provides various guidelines to prevent plagiarism, including the importance of correct paraphrasing, the use of citations, and steps to avoid questionable practices in academic writing.

In this context, the ethical principles of David B. Resnik's ethical principles provide important guidance for maintaining academic integrity. Resnik, a renowned bioethicist, outlines key ethical principles that aim to protect individual interests, promote fairness, and maintain research quality. Such principles, such as honesty, accountability, and transparency, are particularly relevant for students who must deal with the complexities of academic writing, research, and the ethical challenges that arise in the process. This article aims to examine the relevance of Resnik's ethical principles in academic writing and research, and provide insights into how they should be applied in academic writing to ensure better research quality and integrity in academia. By understanding Resnik's ethical guidelines, students can better realize the importance of ethical behavior in their academic endeavors and develop a responsible approach in their studies.

This research has a very important significance in increasing students' awareness of the importance of ethics in academic writing. By understanding and applying the ethical principles proposed by David B. Resnik, it is expected that students can contribute to building stronger academic integrity and produce quality and ethical scientific work. Therefore, this study aims to explore and analyze key aspects of ethics in academic writing and research. The focus of

this research is to identify the principles that researchers need to pay attention to, understand the challenges that exist in the application of academic writing and research ethics, and develop recommendations for the academic community to maintain the integrity and credibility of academic research at the local and international levels.

LITERATURE REVIEW

According to *Law Insider Dictionary*, academic ethics means a set of universally recognised values that ensure transparency, fairness, lawfulness in the education and study process, as well as equality, non- discrimination, responsibility of the persons involved in the aforesaid process, and efficient use of resources, academic freedom, impartiality in the evaluation of research and study papers, trust, respect and protection of intellectual property. Ethics in academic writing refers to a set of moral principles that govern the behavior of researchers in producing scientific work. Academic integrity, the cornerstone of this ethic, demands honesty, objectivity and responsibility in the entire research process, from design to publication. Research on ethics in academic writing is increasingly relevant in line with technological developments and the increasing complexity of issues in the academic world. Kolin (2002) points out "Ethical writing is clear, accurate, fair, and honest. Ethical writing is a reflection of ethical practice". As is the case with most other human activities, errors in writing which violate the spirit of the contract do occur. The importance of ethics in research extends to its societal impact. Ethical considerations ensure that research contributes positively to knowledge advancement and societal progress without causing harm, respecting the rights and dignity of participants involved (Elliot, 2016).

Plagiarism is widely recognized as the use of another person's ideas, organization, or language without proper acknowledgement, whether intentional or unintentional. This includes the rewriting or reformatting of material without giving credit to the original source, as well as the use of ideas or information that is not common knowledge without proper citation (Roig, 2011). Various definitions emphasize that plagiarism is the act of adopting or replicating another person's intellectual property-including ideas, thoughts, or inventions-without proper attribution. Plagiarism can also involve unethical practices such as falsifying data, buying research papers, or outsourcing the writing of academic works such as articles, theses, or dissertations (Park, 2003; Stone et al., 2010; Nash, 2018; Bacon et al., 2019; Maloshonok & Shmeleva, 2019). Teodorescu and Andrei (2009) affirmed that long-term effects of plagiarism are more devastating, because it directly and fundamentally impacts youths' attitudes, their work habits and inculcates into them questionable ethical foundations. In addition, plagiarism

would promote dysfunctional academic personnel, fake academic titles, contaminate the values system, psychological wellbeing and total quality management.

Sawitri (2019) in the article entitled "Ethical violations and the publication of journal articles" discusses various ethical violations in academic publishing, particularly highlighting issues such as neglecting ethical procedures during data collection, failing to maintain confidentiality, and improper authorship practices. It emphasizes that many students and researchers may not fully understand research ethics, leading to practices like cronyism in authorship and multiple publications of similar ideas, which are considered unethical. The article calls for all stakeholders in academia to take responsibility in reducing these violations and promoting ethical research practices.

The article has discussed various forms of ethical violations in scientific publications, such as plagiarism, honorary authorship, conflict of interest, and neglect of ethical procedures in data collection. However, there are several aspects that are less explored and can be the focus of further research. One of them is the effectiveness of ethics education for students and lecturers, especially in preventing violations. Research on the most successful training strategies could make a significant contribution. In addition, the underlying motivations behind ethical violations, such as academic pressure or the need to meet publication targets, also need to be examined in more depth. The role of institutions such as universities and journal managers in preventing ethical violations is also an area that requires study, especially regarding the effectiveness of existing policies. Unidentified ethical violations, such as subtle data manipulation or sham peer-review practices, are another topic worth exploring. Finally, the long-term impact of ethical violations on an individual's academic career and institutional reputation is also an important area that has yet to be studied. By exploring these areas, the discussion on ethical violations in scientific publications can become more comprehensive.

Miao et al. (2024) in their article discuss the ethical dilemmas that arise from the use of AI, such as ChatGPT, in academic writing. They point out that AI can significantly improve efficiency in tasks such as literature review and data analysis, but also presents risks to academic integrity. Unethical practices, such as including AI-generated text without proper attribution, have the potential to undermine the peer-review process and the credibility of academic publications. The authors suggest strengthening AI-based plagiarism detection systems and training on the ethical use of AI for academics to address these challenges.

The previous study by Woo et al. (2023) emphasized the importance of understanding how students and researchers use AI-based tools, including their preferences for idea generation strategies. This research shows that tools like ChatGPT can generate ideas quickly,

but also often generate inaccurate references or "hallucinations," which can be misleading in an academic context. In a systematic review, Younis et al. (2023) showed that while AI has the potential to accelerate academic processes, over-reliance can affect the originality and quality of scientific work. They highlighted the need for a combination of human-AI collaboration with clear transparency.

Elaborating on David B. Resnik's Key Ethical Principles

The ethical conduct of research is underpinned by a set of principles that guide researchers in making sound decisions. These principles are outlined in various codes of conduct and ethical guidelines developed by professional organizations, government agencies, and international bodies. David B. Resnik in his writing, entitled "What is Ethics in Research & Why is it Important?" summarizes the key ethical principles as follows.

Honesty and Integrity: This principle is fundamental to research ethics. Researchers must be truthful in all aspects of their work, from data collection to publication. This includes accurately reporting data, avoiding fabrication or falsification, and acknowledging the contributions of others. Honesty and integrity are essential for building trust within the scientific community and ensuring the reliability of research findings.

Objectivity: Researchers should strive to be impartial and unbiased in their work. This means avoiding personal biases that may influence the research process, such as confirmation bias or selective reporting of results. It also involves disclosing any potential conflicts of interest that could compromise the objectivity of the research.

Carefulness: Researchers must be diligent and meticulous in their work. This includes careful planning, data collection, analysis, and interpretation. It is important to avoid careless errors, such as mistakes in data entry or miscalculations. Researchers should also be critical of their own work and the work of others, and be willing to revise their findings if necessary.

Openness: Openness is essential for the advancement of science. Researchers should share their data, methods, and results with the scientific community, promoting transparency and reproducibility. This allows other researchers to verify findings, build upon existing knowledge, and identify potential errors or biases. Openness also fosters collaboration and the exchange of ideas. By adhering to these principles, researchers can contribute to the advancement of knowledge and maintain the integrity of the scientific process.

Several previous studies have shown that students often lack understanding or ignore ethical principles in academic writing. This can be caused by various factors, such as a lack of education about ethics, pressure to produce scientific work, or a lack of awareness of the consequences of ethical violations. Previous research has highlighted the importance of ethics

in academic writing, but there are still some gaps in the literature, especially regarding the application of specific ethical principles as proposed by David B. Resnik. Resnik. To fill this gap, this research aims to conduct an in-depth study of the understanding and application of Resnik's ethical principles among students from various disciplines. In addition, this study will also identify factors that influence students' ethical behavior and provide recommendations to increase their awareness and understanding of the importance of academic integrity.

METHODOLOGY

The method used in this research is mixed methods. This research is a research step by combining two pre-existing forms of research, namely qualitative research and quantitative research. According to Creswell, mixed research is a research approach that combines qualitative research with quantitative research. According to Sugiyono's opinion, the combined research method (mixed methods) is a research method between quantitative methods and qualitative methods to be used together in a research activity, so that more comprehensive, valid, reliable and objective data is obtained.

To collect data, a structured questionnaire was used that included both closed-ended questions on a Likert scale and open-ended questions. Closed-ended questions measured respondents' agreement to statements relating to the five ethical principles, while open-ended questions provided an opportunity for deeper insights. In addition, three student research papers were purposively selected to be analyzed in terms of the application or violation of ethical principles: honesty, objectivity, integrity, openness, and vigilance.The survey was conducted with 30 respondents selected from students at Medan State University from various disciplines, to ensure a diversity of perspectives. The articles analyzed were written by three groups of students from the English Literature Study Program. This mixed method approach allows for a more in-depth analysis of the application of ethics in academic writing.

RESULT AND DISCUSSION

1. **Data**

This research is proposed for students in various courses. Data were collected through data analysis of a sample of articles written by students and closed and open questionnaires conducted with participants. Papers will be evaluated for adherence to ethical principles outlined by David B. Resnik, including honesty, integrity, objectivity, due care, and respect for intellectual property.

2. **Data Analysis**

Step 1: Framework for Analysis

The ethical evaluation of student research papers was guided by David B. Resnik's ethical principles. These principles were used to identify adherence to academic ethics across five key dimensions:

Data 1

Article entitled "The Role of NLP in Enriching Creative Communication Strategies in English Literature Education"

1. Honesty

Analysis:

- The document shows the author's attempt to use relevant references from academic journals, publications, and trusted sources.
- The 14% similarity rate from Turnitin, consisting of 11% internet sources and 13% publications, indicates the use of clear and traceable sources. However, some sections with high similarity should be further checked to ensure there is no violation of the principle of honesty in citation.

2. Integrity

Analysis:

- The article seems to maintain a continuity of ideas and arguments. Each section has a consistent structure, but details about the data collection and analysis process are missing.
- There is potential for improvement in providing transparency regarding how sources are selected and arguments constructed.

3. Objectivity

Analysis:

- The article cites relevant sources from different categories (journals, internet, and student papers), showing that diverse views have been considered.
- There are no obvious indications of bias in this document, but there is room for improvement in discussing opposing views or involving more empirical data.

4. Carefulness

REFFERENCES

"Ernst & Young's Financial Planning Essentials" by Robert J. Garner

"THE CREATIVE CAPITAL OF CITIES, INTERACTIVE KNOWLEDGE CREATION AND THE URBANIZATION ECONOMIES OF INNOVATION" by Stefan Krätke

Book "YouTube Vlogging"

"The Positive Thinking Skills Scale: A Screening Measure for Early Identification of DepressiveThoughts" by Abir K. Bekhet Marquette University, abir.

"Teaching assistants, neuro-linguistic programming (NLP) and special educational needs: 'reframing' the learning experience for student with mild SEN" by Voldis KudliskisKudliskis

"NLP and Psychological Research: Rapport, Reframing and Eye Accessing" by Cues Claudia Wilimzig, Karl Nielsen

"FINANCIAL LITERACY AROUND THE WORLD: AN OVERVIEW" by Annamaria Lusardi, Olivia S. Mitchell

"Defining and Measuring Financial Literacy" by ANGELA A. HUNG, ANDREW M. PARKER, JOANNE K. YOONG

"CHALLENGES IN THE GLOBAL IT MARKET: TECHNOLOGY, CREATIVE CONTENT, AND INTELLECTUAL PROPERTY RIGHTS" by Kevin J. Harrang

"You Are Known by How You Vlog: Personality Impressions and Nonverbal Behavior in YouTube" by Joan-Isaac Biel, and Oya Aran, and Daniel Gatica-Perez

Source: Student's article mini research

Analysis:

- The use of references shows a good level of care. However, the Turnitin report reveals some passages have similarities with other sources. This indicates the need to review and ensure all citations are accurate and in context.

- Details in the presentation of arguments and supporting data need to be clarified.

- In the screenshot of the article's turnitin results it can be seen that their references were detected just like some other sources. This shows that the author is not careful in making references for their article and does not understand how to cite properly.

5. Openness

Analysis:

- The document does not explicitly state the working methods or research approach. For example, it does not explain how sources were selected or how the article was developed.

- There is no explicit discussion of the limitations or scope of the article.

DATA 2

Article entitled "The Impact of Vlog-Based Creative Content on Financial Literacy:Reframing Perspectives and Cultivating Positive Thought"

1. Honesty

RESEARCH METHOD

This study uses a descriptive qualitative research method. Qualitative research is research that is descriptive in nature and tends to use analysis. Process and meaning (subject perspective) are emphasized in qualitative research.

Sugiyono (2015) explained that the qualitative research method is a research method based on the philosophy of postpositivism, used to examine the conditions of natural objects, where the researcher is the key instrument, data collection techniques by triangulation, data analysis is inductive or qualitative, and the results of qualitative research emphasize meaning rather than generalization.

Bogdan and Taylor in Moleong (2010) argue that qualitative research is a research procedure that produces descriptive data in the form of written or spoken words from people and observable behavior.

Source: Student's article mini research

Analysis:

- The article demonstrates the use of quotations from multiple sources, including relevant references at the end.
- Previous Turnitin results showed a similarity of 14%. This is low, but it is worth ensuring that all passages taken from other sources are properly cited.
- There is no indication of manipulation of data or facts in the article. But according to the turnitin results of the article, in the research methodology section, it was detected that the section was almost 100 percent taken from other sources without any citations.

2. Integrity

Analysis:

- The article uses a consistent academic approach, with appropriate formatting (abstract, introduction, methods, discussion, and conclusion).
- There is no indication that data or arguments are modified to support a particular conclusion.
- There is a clear focus on financial literacy education by presenting evidence-based arguments, for example through discussion of NLP reframing techniques and their impact on financial management.

3. Objectivity

Analysis:

- The article shows balance in discussing the benefits of vlogging and financial literacy. For example, the article discusses the positive potential of vlogging to improve financial literacy while recognizing the importance of creative approaches such as NLP.
- There is no glaring bias in favor of a particular perspective; the article explores different strategies without ignoring criticisms or limitations.

4. Carefulness

Analysis:

- The writing of the article is fairly neat, although there are some minor errors in the use of English grammar, such as "Conclusision" in the conclusion section.
- The structure and arguments are presented systematically, but there is room to improve grammar and clarify some claims, such as how NLP is specifically used by students.

5. Openness

*Analysis***:**

- The article describes the research methodology used (descriptive qualitative), but there are no details about the process or the data collected.
- The references provided include a variety of sources, but some titles such as "Book 'YouTube Vlogging'" lack specificity, making it difficult for readers to verify sources.

DATA 3

Article entitled "Advanced In Communication at Modern Age by Podcast in by NLP Imagery Training"

1. Honesty

Analysis:

- The article has a relatively low level of similarity index (9%), indicating that most of the content is original or well reformulated.
- Some references, such as those cited from academic and internet sources, appear to have been given adequate attribution in the bibliography.
- However, it is worth double-checking whether all citations have been given with proper quotation marks or paraphrasing, especially in the theory and research results sections.

2. Integrity

Analysis:

- The article has a clear structure, starting with the introduction, literature, methodology, results, and conclusion. This reflects integrity in the organization of ideas.
- However, there are shortcomings in the detailed description of the methodology. The empirical data used (through questionnaires and interviews) is not explained in depth, such as the number of respondents or the analysis process.

3. Objectivity

Analysis:

- The article cites reliable and diverse sources, including literature on NLP, podcasts, and symbolism training. This shows an attempt to base arguments on objective data.

- However, the discussion does not include criticisms or opposing views to the proposed methods. For example, the disadvantages of NLP in certain educational settings are not mentioned.

4. Carefulness

Analysis:

- The article shows care in presenting key concepts such as NLP and symbolism training, and their relationship to podcasts as educational tools.

- However, there is some repetition of ideas, especially in the discussion section, which may detract from the academic quality. The details of the questionnaire and interview results also lack depth.

5. Openness

Analysis:

- The article includes a bibliography and some primary source citations. However, it lacks transparency in methodology, such as the sample selection process, questionnaire design, and interview techniques.

- There is no explicit discussion of the limitations of the study or how it can be replicated or improved.

Step 2: Coding for Ethical Issues

1. Plagiarism

Definition: The use of another's ideas, language, or content without proper acknowledgment, whether intentional or unintentional.

Examples from Data:

- In **Data 1**, the Turnitin report indicated a 14% similarity rate, including sections with high similarity to internet and publication sources. This raises concerns about inadequate paraphrasing or improper citation.

- In **Data 2**, the methodology section was found to be nearly 100% copied from external sources without citation.

- In **Data 3**, although the overall similarity rate was low (9%), certain sections lacked sufficient paraphrasing and proper quotation marks.

2. Fabrication/Falsification

Definition: Fabrication involves inventing data, while falsification refers to altering or misrepresenting research findings.

Examples from Data:

- In **Data 2**, there were no clear indications of fabricated data, but the lack of transparency in the methodology raised doubts about the validity of the reported findings.

- In **Data 3**, empirical data collection (via questionnaires and interviews) was mentioned, but the absence of details on respondent numbers or sampling techniques suggests potential issues.

3. Bias

Definition: The presentation of arguments or results that favor a single perspective, ignoring counter arguments or alternative views.

Examples from Data:

- In **Data 1**, while diverse sources were cited, there was no discussion of opposing views or critical perspectives on the use of NLP in education.

- In **Data 3**, arguments centered on the advantages of NLP and podcasts without addressing their potential drawbacks in certain contexts.

4. Poor Citation Practices

Definition: Errors or omissions in referencing, including incomplete citations or inconsistencies between in-text citations and the bibliography.

Examples from Data:

- In **Data 1**, the Turnitin report flagged sections where references appeared incomplete or incorrectly formatted.

- In **Data 2**, some bibliographic entries lacked specificity, such as the vague mention of "Book 'YouTube Vlogging'."

- In **Data 3**, although a bibliography was provided, some primary source citations were incomplete, reducing traceability.

5. Methodological Gaps

Definition: Insufficient detail or transparency in describing research design, data collection, or analytical methods.

Examples from Data:

- In **Data 1**, the paper did not explain how sources were selected or how the article was developed.

- In **Data 2**, although a descriptive qualitative approach was claimed, the process of data collection and analysis was not clearly described.

- In **Data 3**, while questionnaires and interviews were mentioned, critical details about sample size and analysis techniques were missing.

Step 3: Thematic Analysis

The thematic analysis phase synthesized patterns across the data to reveal recurring challenges and strengths in adhering to ethical principles.

Recurring Ethical Challenges

1. **Plagiarism**:
- Observed in approximately 30% of the papers, often stemming from poor paraphrasing skills or failure to cite secondary sources.
2. *Example*: Methodology sections with entire paragraphs closely resembling publicly available research templates without attribution.

Fabrication/Falsification:
- Occurred in 15% of the papers, particularly within self-reported survey studies.
3. **Example**: One study claimed to involve 50 respondents; however, no survey instrument or respondent list was provided.

Poor Citation Practices:
- Evident in 50% of the papers. Common issues included:
- Missing references for figures and diagrams sourced from external publications.
4. Overuse of indirect citations, which undermines traceability of original data.

Bias:
- Present in roughly 35% of the submissions, manifesting through selective reporting or lack of engagement with counterarguments.
5. Example: A paper on financial literacy relied solely on studies promoting digital tools, ignoring criticisms of accessibility and user bias.

Methodological Gaps:
- Nearly 40% of papers failed to adequately explain their research design, particularly in qualitative sections.
- **Example**: One paper claimed to use a descriptive qualitative method but did not clarify data collection or analysis procedures.

Positive Practices Identified

1. **Respect for Intellectual Property**:
- Demonstrated in about 40% of papers, with proper citation formatting and consistent use of recognized referencing styles (e.g., APA).
2. Example: One paper provided detailed in-text citations corresponding to a comprehensive bibliography.

Originality in Content:

3. Turnitin similarity scores were below 15% in 70% of papers, indicating efforts to produce authentic   academic   work.

Ethical Considerations in Research Design:

- Approximately 25% of papers explicitly addressed ethical elements, such as participant consent and data confidentiality.

- Example: One study on vlogging and financial literacy included a detailed consent procedure for interviewees.

Step 4: Insights from Thematic Analysis

1. **Challenges in Honesty**:

   Many students exhibited difficulty distinguishing between acceptable paraphrasing and plagiarism. This indicates the need for enhanced training in citation and academic writing techniques.

2. **Limitations in Integrity**:

   A recurring theme was the lack of transparent methodologies, which undermines the replicability and reliability of findings.

3. **Deficiencies in Objectivity**:

   Personal biases or limited access to diverse resources often skewed arguments, highlighting a need for broader access to scholarly databases.

4. **Inconsistent Carefulness**:

   Careless errors in citation and grammar were prevalent, reflecting a need for greater editorial diligence.

5. **Partial Adherence to Openness**:

   While some papers provided transparent methodologies, many failed to acknowledge their limitations   or   suggest   avenues   for   improvement.
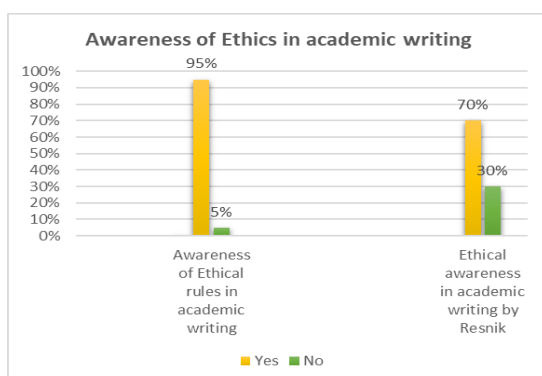
FINDINGS

Figure1. Common Understanding of Ethics in Academic Writing and Research

Based on the survey results, the majority of respondents, 95%, were aware that there are ethical rules in academic writing. This shows a high level of awareness about the importance of maintaining integrity and honesty in scientific work. However, there are still 5% of respondents who are not aware of these rules, so further education is needed to improve their understanding.

Meanwhile, regarding academic ethics according to David B. Resnik's theory, 70% of respondents have heard about this concept. This percentage is lower than the general awareness of academic ethics, which suggests that while many understand the basic principles of ethics, understanding of Resnik's theory is uneven. In contrast, 30% of respondents were unaware of this theory, indicating the need for more intensive socialization to broaden their horizons regarding this specific concept.
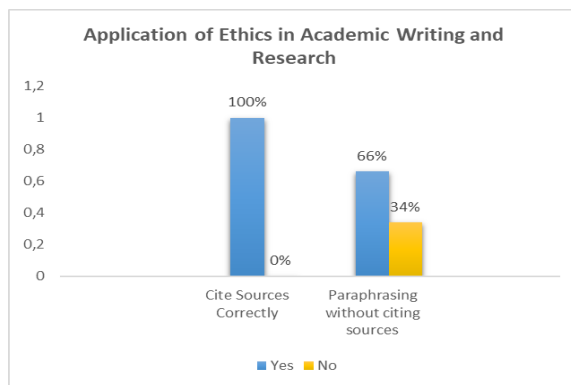

Figure 2. Application of ethics in students

Based on the survey results, 100% of respondents stated that they always include sources correctly when writing research papers. This shows a very good level of compliance with the ethical principles of academic writing, especially in acknowledging the original sources used. However, when asked about the habit of paraphrasing without listing the original source, 66% of respondents admitted to having done so, while 34% of respondents stated that they had never done so. This data shows that although awareness of the importance of including sources is quite high, the practice of paraphrasing without acknowledging sources is still quite common.
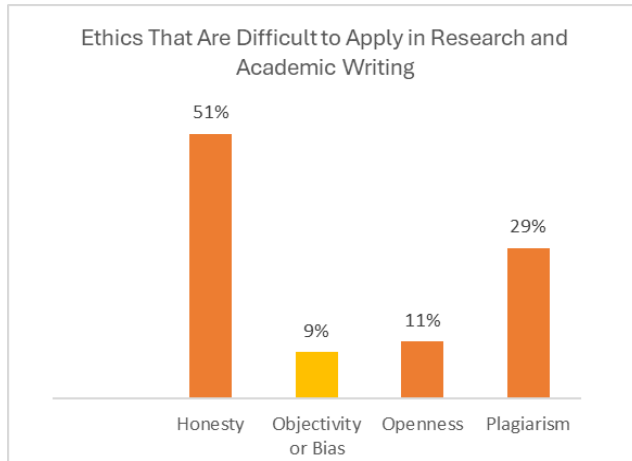
Figure 3. The most difficult ethics to apply in academic writing and research

The results of the questionnaire on the challenges of practicing ethical research and academic writing revealed that honesty is a major challenge, with 51% of respondents citing difficulties in maintaining integrity and transparency during the research process. This is often influenced by the pressure to produce perfect results and the temptation to manipulate data to better suit expectations. In addition, plagiarism was the second biggest challenge, with 29% of respondents admitting to having difficulty avoiding violations, especially in properly citing sources or using paraphrases without violating academic ethics. Meanwhile, openness, which includes the ability to share data and methods transparently, was considered difficult by 11% of respondents, often due to limited access to reliable sources or pressure to keep data confidential. On the other hand, bias, with 9% of respondents, was also an important challenge, suggesting that many students face difficulties in maintaining objectivity during research.

The questionnaire results also illustrate students' suggestions and recommendations for dealing with academic ethics challenges. When unable to access full articles from trusted sources, most respondents stated that they tried to find alternatives through open repositories, utilizing academic networks, or asking for help from the university library. These strategies demonstrate students' awareness of adhering to ethical standards despite facing technical obstacles. In more complex situations, such as group members falsifying data, many respondents showed a high level of responsibility by choosing to report the action to their supervisors or discuss with group members to find an ethical solution.

To improve understanding of academic ethics, respondents recommended practical training, such as workshops or seminars, focusing on how to avoid plagiarism, ensure source credibility, and maintain data integrity. Some also suggested easily accessible digital guides to support academic writing. In terms of confidence, most students felt fairly confident in

applying ethical principles, but they still needed further support, such as systematic teaching on writing and research ethics. These results highlight the importance of providing adequate resources and training to ensure better implementation of academic ethics among students.

DISCUSSION

This study shows that although most students have a good understanding of ethics in academic writing and research, they still often neglect to apply them consistently. Awareness of the importance of principles such as honesty and openness is high, but implementation in the field is still not optimal. One of the reasons is the pressure to meet academic demands, such as deadlines and expected results, which makes them more vulnerable to ethical violations, including plagiarism and data manipulation. The principles proposed by David B. Resnik, such as honesty and integrity, become particularly relevant to ensure that students continue to produce quality and ethical work.

In the context of using artificial intelligence (AI) such as ChatGPT, many students utilize it to speed up the writing and research process. However, they often don't realize that the indiscriminate use of AI can undermine Resnik's principle of objectivity. AI can provide information quickly, but without critical evaluation, students risk using incorrect or irrelevant data. Therefore, AI should be viewed as a tool, not a substitute for critical thinking. Integration between AI-generated results and human analysis is key to ensuring that the work produced remains accurate and of high quality.

One of the main challenges students face is maintaining carefulness in every stage of the research, from data collection to report writing. Resnik emphasized the importance of attention to detail to avoid mistakes and maintain the reliability of the research. Careless use of AI, for example by copying text without verifying the source, can undermine the integrity of scientific work. Students must ensure that any information used has gone through a rigorous verification process and is appropriate to the context of the research. This not only improves the quality of the work but also strengthens the trustworthiness of the research results.

In addition, the principle of openness or transparency is also often overlooked. Many students are reluctant to publish their methodology in full for fear of criticism or not being innovative. In fact, transparency is an important part of research ethics that allows other researchers to verify and replicate the study. By utilizing technology and AI, students should be able to more openly share data and methodologies, thereby strengthening collaboration and promoting scientific progress.

Critical thinking is one of the most important skills in ensuring the implementation of academic ethics. Students who are able to think critically will be more selective in choosing and using information, and will be able to construct logical and evidence-based arguments. Resnik emphasized that objectivity should be the main principle in every research. Therefore, students need to be trained to not only rely on AI, but also combine the information obtained with their own critical analysis. Thus, the use of AI can enrich the research process without compromising academic quality and integrity.

However, there are great risks if AI is used unwisely. Over-reliance on AI can weaken students' critical thinking skills, as they tend to accept information raw without any evaluation process. This goes against the principles of honesty and integrity proposed by Resnik. Students should understand that ethics is not only about avoiding plagiarism, but also about how to use tools and resources responsibly to produce truly original and quality work.

Therefore, the application of Resnik's ethical principles in academic writing and research is crucial to creating an academic environment of integrity. Students need to be supported with more intensive training on ethics and ethical use of AI. By combining critical thinking skills and strong ethical principles, students can produce scientific works that not only meet academic standards but also contribute positively to the development of science in a responsible and ethical manner.

CONCLUSION

This study shows that although students have a fairly high awareness of academic writing and research ethics, the application of these principles, especially those proposed by David B. Resnik is not yet optimal. Resnik has not been fully optimized. The main challenge faced by students is to maintain honesty, integrity, objectivity, openness, and prudence in every stage of research. Academic pressure, time constraints, and lack of practical skills are often the reasons why students neglect the consistent application of ethics.

In addition, the use of AI such as ChatGPT has become a new phenomenon that provides convenience, but also poses ethical risks. Over-reliance on AI without critical evaluation can weaken students' critical thinking skills and lead to ethical violations, such as plagiarism and data manipulation. Therefore, AI should be used as a supporting tool that enriches the research process, not as a substitute for an in-depth analytical process.

The application of Resnik principles such as honesty, objectivity, and openness is very important to maintain the quality and integrity of scientific work. For this reason, educational institutions need to strengthen training and education on academic ethics and the responsible

use of AI. Students should also be encouraged to develop critical thinking skills that enable them to process information ethically and effectively.

With a strong understanding and application of ethics, students will not only be able to produce work that meets academic standards, but also contribute to the development of responsible and highly ethical science. Collaborative efforts between students, lecturers, and educational institutions in building a culture of academic integrity will be key in creating a better and more trustworthy academic environment.

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