

LECTURER'S PERSPECTIVES ON THE USE OF ARTIFICIAL INTELLIGENCE TOOLS IN STUDENTS' WRITING**Tri Yuli Ardiyansah¹ , Riska Widiyanita Batubara²**Universitas Muhammadiyah Gresik^{1,2}e-mail: ardi13@umg.ac.id, riskabatubara@umg.ac.id

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ABSTRAK

Meningkatnya intensitas pemanfaatan berbagai instrumen teknologi kecerdasan buatan oleh kalangan mahasiswa dalam penyusunan karya ilmiah pada jenjang perguruan tinggi melatarbelakangi kegiatan penelitian ini. Masalah operasional tersebut memicu timbulnya kekhawatiran etis yang mendalam mengenai degradasi orisinalitas, risiko plagiarisme, serta tingginya tingkat ketergantungan mekanis mahasiswa pada hasil teks otomatis. Fokus utama kajian ilmiah ini adalah menginvestigasi perspektif dosen bahasa Inggris terhadap penggunaan instrumen *artificial intelligence* dalam aktivitas *academic writing* mahasiswa di Universitas Muhammadiyah Gresik. Langkah-langkah penelitian dijalankan secara sistematis menggunakan desain *mixed-methods* terpadu berskema survei kuesioner dan wawancara semi-terstruktur kepada sembilan belas dosen yang dipilih secara *purposive*. Pengumpulan data primer lapangan diperoleh lewat kuesioner tertutup dan transkrip wawancara, yang selanjutnya dianalisis menggunakan deskriptif statistik serta metode analisis tematik. Data kuantitatif secara empiris menyingkap tingkat literasi fungsional dosen yang tinggi, di mana 84,2 persen akrab dengan aplikasi generatif ChatGPT dan 78,9 persen memahami mekanismenya, namun hanya 42,1 persen yang merasa percaya diri mampu mengidentifikasi teks intervensi mesin. Simpulan utama menegaskan bahwa para pendidik memandang teknologi ini secara proporsional sebagai mitra suplemen instruksional yang adaptif, bukan pengganti nalar kritis. Manajemen kampus direkomendasikan merancang draf sistem *process-based assessment* yang ketat serta memperkuat regulasi kode etik kebijakan institusional guna mengoptimalkan literasi digital mahasiswa secara bertanggung jawab.

Kata Kunci: *Artificial Intelligence, Perspektif, Praktik Menulis***ABSTRACT**

The increasing intensity of students' use of various artificial intelligence technology instruments in the preparation of scientific papers at the tertiary level is the background to this research activity. These operational issues have triggered deep ethical concerns regarding the degradation of originality, the risk of plagiarism, and the high level of mechanical dependence of students on automated text results. The main focus of this scientific study is to investigate the perspectives of English lecturers on the use of artificial intelligence instruments in student academic writing activities at the University of Muhammadiyah Gresik. The research steps were carried out systematically using an integrated mixed-methods design with a questionnaire survey scheme and semi-structured interviews with nineteen purposively selected lecturers. Primary field data collection was obtained through closed-ended questionnaires and interview transcripts, which were then analyzed using descriptive statistics and thematic analysis methods. Quantitative data empirically revealed a high level of functional literacy of lecturers, where 84.2 percent were familiar with the generative application ChatGPT and 78.9 percent understood its mechanisms, but only 42.1 percent felt confident in identifying machine-

intervention text. The main conclusion confirms that educators view this technology as a proportional, adaptive instructional supplement, not a substitute for critical thinking. Campus management is recommended to draft a rigorous process-based assessment system and strengthen institutional code of ethics regulations to responsibly optimize student digital literacy.

Keywords: *Artificial Intelligence, Lecturers' Perspectives, Writing*

INTRODUCTION

Artificial Intelligence (AI) has become a significant technological innovation that is transforming educational practices worldwide. The incorporation of AI into educational settings has created new possibilities for improving instructional quality, tailoring learning experiences to individual needs, and increasing student participation in the learning process. AI-powered systems can support instructional activities by providing automated feedback, adaptive learning pathways, and virtual learning assistance, thereby contributing to more efficient teaching and learning processes. As educational institutions increasingly adopt digital technologies, AI has emerged as an important component of contemporary learning environments (Al Nabhani et al., 2025).

Academic writing is among the educational areas where AI has attracted substantial interest. Many university students rely on AI-powered applications, including ChatGPT, Grammarly, and QuillBot, to assist with tasks such as developing ideas, correcting grammatical errors, paraphrasing text, and organizing written content. The popularity of these tools is driven by their ability to improve writing efficiency and provide immediate assistance throughout the writing process. Previous studies have shown that AI can facilitate self-directed learning and enhance students' academic performance when used appropriately (Gligorea et al., 2023; Mahapatra, 2024).

Although AI offers numerous advantages, its expanding use in academic writing has raised important questions related to ethical conduct and the preservation of academic integrity. AI tools are increasingly capable of producing coherent, contextually appropriate, and academically acceptable texts within a short period of time. For example, ChatGPT can generate essays, reports, and other forms of academic content that closely resemble human-written texts. Consequently, educators face challenges in determining the originality of students' work and ensuring that writing assignments accurately reflect students' knowledge and skills. Concerns regarding plagiarism, overreliance on AI-generated content, and the erosion of critical thinking have become central issues in discussions of AI-assisted learning (Bittle & El-Gayar, 2025; Lund et al., 2025).

Moreover, the widespread availability of generative AI technologies has significantly changed how students undertake and complete academic writing assignments. Unlike traditional writing-support software that primarily focuses on grammar and spelling correction, contemporary AI applications can generate ideas, produce complete paragraphs, summarize information, and provide personalized writing suggestions. These capabilities have created new opportunities for students to enhance their writing productivity and overcome linguistic challenges (Mahapatra, 2024; Selim, 2024). However, the advanced functionality of AI tools has also raised questions about authorship, originality, and the extent to which students should rely on AI assistance during the writing process. As a result, educators are required to reconsider conventional approaches to writing instruction and assessment in order to maintain meaningful learning experiences.

Furthermore, lecturers have a crucial influence on the integration of AI within academic writing. Their perceptions, professional experiences, and teaching choices help shape whether AI serves as an effective educational aid or contributes to inappropriate academic behavior. While technological developments continue to evolve rapidly, educational institutions often struggle to establish clear guidelines regarding acceptable and unacceptable uses of AI in learning activities. Consequently, investigating lecturers' perspectives is essential for understanding how higher education can effectively balance innovation with academic integrity. Insights from this understanding can support the formulation of institutional regulations and instructional approaches that promote the ethical, responsible, and effective use of AI in student writing activities.

Recent studies have explored the potential benefits and challenges of AI integration in education, including its impact on teaching efficiency, personalized learning, and educational decision-making. However, much of the existing research has focused primarily on students' use of AI tools and the technological aspects of AI implementation (Chanpradit, 2025; Sanz-Tejeda et al., 2026; Wang, 2025). As a result, there is still limited empirical research examining lecturers' views on AI-assisted academic writing. While earlier studies have largely concentrated on students' experiences with AI technologies, the present study investigates English lecturers' perspectives, including their knowledge, attitudes, ethical considerations, and teaching practices related to AI-supported writing. Addressing this gap is important because lecturers are key stakeholders in planning learning activities, evaluating students' writing, and upholding academic integrity in higher education.

Therefore, this study seeks to examine English lecturers' perspectives on the application of AI tools in student writing. It specifically investigates their understanding of AI tools, their attitudes toward AI-assisted writing, their concerns regarding academic integrity, and the strategies they employ to address the challenges associated with AI use. This study adds to the expanding literature on AI in education and provides practical recommendations for fostering the responsible and effective integration of AI into academic writing.

METHODS

This study adopted a mixed-methods design to explore English lecturers' perspectives on the use of Artificial Intelligence (AI) tools in students' academic writing. This approach was chosen because it enables a more comprehensive examination of lecturers' viewpoints through the combination of quantitative and qualitative data. The participants consisted of 19 English lecturers from Universitas Muhammadiyah Gresik who were actively involved in teaching and assessing students' writing courses. The participants were selected through purposive sampling based on their experience and active engagement in teaching academic writing courses.

The data were gathered using questionnaires and semi-structured interview sessions. The questionnaire, adapted and expanded from (Petricini et al., 2024), was designed to examine lecturers' understanding of AI tools, attitudes toward AI-assisted writing, ethical concerns and academic integrity, and strategies for managing AI use in students' writing. The questionnaire consisted of *Likert-scale* items and was distributed to all participants. In addition to the survey, semi-structured interviews were carried out with selected lecturers to gain a more detailed understanding of their experiences, perceptions, and reactions to the growing adoption of AI tools in academic writing.

The quantitative data obtained from the questionnaires were analyzed using descriptive statistics to identify trends and patterns in lecturers' responses. Meanwhile, the qualitative data from the interviews were analyzed through thematic analysis to identify recurring themes

related to AI literacy, ethical concerns, assessment challenges, and instructional practices. The findings obtained from the quantitative and qualitative data were then combined to develop a comprehensive interpretation of lecturers' perspectives regarding the benefits and challenges of using AI tools in students' writing activities.

FINDINGS AND DISCUSSIONS

Findings

This section presents the findings gathered from the questionnaire and semi-structured interview data. The results are organized into four themes: lecturers' understanding of AI tools, attitudes toward AI-assisted writing, ethical concerns and academic integrity, and strategies for managing AI use in students' writing.

Lecturers' Understanding of AI Tools

The findings indicate that most participants were familiar with AI-based writing tools.

According to Table 1, 16 participants (84.2%) indicated that they were familiar with AI-based applications, including ChatGPT, Grammarly, and QuillBot. Furthermore, 15 participants (78.9%) reported having an understanding of how AI tools function in generating, editing, and enhancing written content. However, only 8 participants (42.1%) felt confident in distinguishing AI-generated texts from students' original writing.

Table 1. Lecturers' Understanding of AI Tools

Indicator	n	%
Familiar with AI tools (ChatGPT, Grammarly, QuillBot)	16	84.2
Understand the functions of AI tools in writing	15	78.9
Confident in identifying AI-generated texts	8	42.1

Interview findings showed that participants generally understood the capabilities of AI tools and recognized their increasing use among students.

"Students often use ChatGPT to generate ideas and improve their essays. I think it can be useful if they use it as a learning aid rather than simply copying the generated text." (Participant 4)

"I know AI can produce well-structured writing, but sometimes it is difficult to determine whether a text was written entirely by the student or generated by AI." (Participant 1, Participant 3, Participant 9)

The lecturers acknowledged that AI can contribute positively to students' writing development when applied responsibly. Rather than seeing AI solely as a text-generation tool, they regarded it as a resource that can assist with idea development and language enhancement. However, their responses also reflect one of the major challenges identified in the questionnaire results. Although participants are familiar with AI tools, many still struggle to identify AI-generated content, which may affect the fairness and accuracy of writing assessment.

Attitudes Toward AI-Assisted Writing

Table 2 the survey findings revealed that participants generally held favorable views regarding the educational application of AI. A total of 13 participants (68.4%) believed that AI tools could support students in improving their grammar, vocabulary, and organization of written work. 14 participants (73.7%) believed that AI could be beneficial when used ethically and responsibly.

Table 2. Lecturers' Attitudes Toward AI-Assisted Writing

Indicator	n	%
Agree that AI helps improve writing skills	13	68.4
Neutral toward AI use in writing	5	26.3
Disagree with AI use due to dependency concerns	1	5.3
Believe AI is beneficial when used ethically	14	73.7

Interview participants generally viewed AI as a supportive educational technology. However, they emphasized that students should not become overly dependent on it.

“AI can help students organize ideas and improve grammar, especially for those who struggle with writing. However, students still need to think critically and develop their own arguments.” (Participant 2)

“I support the use of AI as a learning tool, but not as a substitute for students’ writing skills.” (Participant 4, Participant 7)

The statements reflect a balanced viewpoint, recognizing AI as a useful tool for enhancing the technical quality of writing while preserving the value of critical thinking and originality. The participant stressed that AI should serve as a supplement to, rather than a replacement for, students’ writing skills. This perspective aligns with the majority of respondents who viewed AI positively when used responsibly.

However, not all participants expressed the same level of support.

“I am concerned that students may become too dependent on AI and lose motivation to improve their own writing skills.” (Participant 1, Participant 6, Participant 8)

This contrasting opinion suggests that several participants continue to express concerns about the potential long-term effects of AI on students’ independence in learning and their development of writing proficiency.

Ethical Concerns and Academic Integrity

Table 3 ethical concerns emerged as one of the most prominent findings. 15 participants (78.9%) expressed concern about students submitting assignments generated primarily by AI tools. 11 participants (57.9%) reported having encountered cases of AI misuse among students. Furthermore, 16 participants (84.2%) supported the implementation of institutional policies to regulate AI use in academic writing.

Table 3. Ethical Concerns and Academic Integrity

Indicator	n	%
Concerned about AI-generated assignments	15	78.9
Have encountered AI misuse among students	11	57.9
Support institutional policies regulating AI use	16	84.2

Interview data reinforced these concerns. Several participants highlighted plagiarism and the loss of authentic learning experiences as major issues.

“The biggest challenge is that some students submit AI-generated work without revising it. In such cases, it is difficult to assess their actual writing ability.” (Participant 5)

“AI is not necessarily the problem. The problem occurs when students use it without understanding the content or acknowledging its use.” (Participant 2, Participant 10)

Participants suggests that AI-generated assignments may reduce lecturers’ ability to accurately evaluate students’ language proficiency and writing development. Their statement shifts the focus from the technology itself to the manner in which students use it. The participants emphasized that ethical awareness and transparency are essential when integrating AI into academic tasks.

Another participant offered a slightly different perspective:

“If students disclose how they use AI and still demonstrate their understanding of the topic, I do not consider it a form of cheating.” (Participant 7)

This perspective suggests that certain lecturers are open to the use of AI-assisted writing as long as students continue to participate actively in their learning and uphold principles of academic integrity.

Strategies for Managing AI Use in Students’ Writing

The findings also revealed that participants have begun adapting their teaching practices in response to AI developments. 11 participants (57.9%) reported redesigning assignments to emphasize the writing process through drafts, reflective journals, and classroom writing activities. 9 participants (47.4%) were familiar with AI-detection tools, although only 4 participants (21.1%) trusted their accuracy. Additionally, 12 participants (63.2%) supported integrating AI literacy into academic writing courses (table 4).

Table 4. Strategies for Managing AI Use in Writing Courses

Indicator	n	%
Modified assignments to reduce AI misuse	11	57.9
Aware of AI-detection tools	9	47.4
Trust the accuracy of AI-detection tools	4	21.1
Support AI literacy integration in writing courses	12	63.2

Interview findings indicated that participants increasingly emphasize process-based assessment to promote authentic learning.

“I now require students to submit outlines, drafts, and reflections before the final submission. This helps me understand their writing process.” (Participant 3)

“Instead of banning AI, we should teach students how to use it ethically and responsibly.” (Participant 8, Participant 10)

The participants’ responses illustrate the ways in which lecturers modify their assessment practices to encourage active student involvement throughout the writing process instead of depending entirely on AI-generated content. The participants viewed AI literacy as a more effective solution than prohibition, emphasizing the importance of preparing students to use emerging technologies appropriately.

Overall, the interview findings complement the quantitative results by showing that lecturers generally acknowledge the benefits of AI tools while remaining concerned about their potential impact on academic integrity. Participants highlighted the need for ethical and responsible AI utilization, well-defined institutional policies, and assessment approaches that foster authentic student learning experiences.

Discussions

The findings indicate that English lecturers have a considerable level of knowledge and familiarity with AI tools employed in academic writing. The majority of participants were acquainted with popular AI applications, including ChatGPT, Grammarly, and QuillBot, and understood their primary roles in assisting writing-related tasks. The findings also indicate that AI technologies have become increasingly integrated into higher education environments. Interview findings also showed that lecturers acknowledge the capacity of AI to support idea development, language refinement, and overall writing improvement, consistent with previous studies that identified AI as a useful tool for brainstorming, editing, and enhancing language use (Alawad et al., 2025; Kim et al., 2025). However, despite their familiarity with AI tools, many participants reported difficulties in identifying AI-generated content. This issue indicates

that the fast-paced development of AI technologies has made it increasingly difficult for lecturers to differentiate between texts produced by students and those generated by AI, thereby introducing new complexities into the assessment process.

The study further revealed that lecturers generally viewed the use of AI in student writing favorably. Most participants believed that AI can contribute to improvements in grammar, vocabulary usage, and the organization of written work when applied responsibly. Interview responses further highlighted that lecturers perceive AI as a supportive learning tool rather than a replacement for students' writing abilities. This finding is consistent with (Malik et al., 2023), who emphasized that AI technologies can support self-directed learning and improve academic performance. Despite these positive views, some participants were concerned that overdependence on AI could weaken students' motivation to enhance their writing proficiency and critical thinking skills. These concerns reflect lecturers' efforts to maintain an appropriate balance between the benefits of technology and the cultivation of independent learning abilities.

Ethical concerns emerged as one of the most significant issues identified in this study. A large proportion of participants reported concerns regarding AI-generated assignments, plagiarism, and the difficulty of evaluating students' authentic writing abilities, issues similarly highlighted in research on AI, integrity, and plagiarism detection (Alawad et al., 2025; Leong & Zhang, 2025; Xia et al., 2024). These findings are consistent with (Imran & Almusharraf, 2023), who emphasized that the incorporation of AI into educational settings presents significant ethical challenges concerning academic integrity and the validity of assessment practices. The interview data suggest that the primary concern is not the technology itself but how students use it. Several participants emphasized that AI can be acceptable when students use it transparently and continue to demonstrate their understanding of the subject matter. This finding suggests that ethical AI use depends largely on students' responsibility, honesty, and awareness rather than on the technology alone (Črček & Patekar, 2023; Triyanto & Handayani, 2025; Zhai et al., 2024).

Another important finding relates to lecturers' strategies for managing AI use in academic writing. Participants indicated that they had adjusted their assessment methods by adopting process-based strategies, including the submission of outlines, drafts, reflective journals, and several rounds of revisions. These practices align with recommendations advocating assessment redesign to promote self-regulated learning and uphold academic integrity in the context of AI use (Evangelista, 2025; Perkins et al., 2023; Xia et al., 2024). These strategies allow lecturers to monitor students' writing development and reduce excessive dependence on AI-generated content. The findings also reveal limited confidence in AI-detection tools despite moderate awareness of their existence. This result suggests that technological solutions alone may not be sufficient to address concerns about AI misuse. Instead, participants strongly supported the integration of AI literacy into writing courses. Such support is consistent with (Almatrafi et al., 2024; Biagini, 2025; Shi et al., 2025), who emphasized the importance of ethical frameworks and digital literacy in guiding responsible AI adoption in education.

Overall, the findings indicate that lecturers adopt a balanced perspective toward AI-assisted writing. They recognize the educational value of AI but continue to exercise caution regarding its potential effects on academic integrity, the reliability of assessments, and students' ability to learn independently. The diverse opinions expressed during the interviews further suggest that there is no single consensus regarding the appropriate role of AI in academic writing. Therefore, higher education institutions need to implement clear policies governing AI

use, strengthen AI literacy among both students and lecturers, and design assessment approaches that prioritize critical thinking, reflective learning, and authentic engagement. These measures can support the effective use of AI while reducing the risks associated with its application in academic writing.

CONCLUSION

This study explored English lecturers' perspectives regarding the use of Artificial Intelligence (AI) tools in students' writing at Universitas Muhammadiyah Gresik. The findings indicate that lecturers generally acknowledge the educational benefits of AI and view it as a valuable tool for supporting writing development, language improvement, and learning efficiency. However, they continue to express concerns about academic integrity, particularly regarding plagiarism, excessive dependence on AI-generated materials, and difficulties in evaluating students' genuine writing performance.

The findings indicate that successful AI integration in academic writing requires not only access to technological resources but also the implementation of responsible teaching practices and the development of ethical awareness among students. Lecturers have responded to these challenges by adopting process-based assessment methods, promoting reflective learning activities, and supporting the integration of AI literacy into writing instruction. These initiatives show that AI can be effectively integrated into academic writing while maintaining educational goals, provided that adequate guidance and supervision are in place.

Overall, AI should not be viewed as either a threat to education or a substitute for students' intellectual effort. Rather, it should be utilized as a complementary learning tool that supports writing development while preserving critical thinking, originality, and academic integrity. Therefore, higher education institutions are encouraged to establish clear regulations, ethical frameworks, and AI literacy initiatives to support the responsible use of AI in academic settings. Future research should include larger and more diverse participant groups from various institutions and examine students' perspectives to gain a broader understanding of AI-assisted writing in higher education.

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