



ANALYZING THE USE OF ARTIFICIAL INTELLIGENCE (AI) IN WRITING ACADEMIC PAPERS OF STUDENT AT UNIVERSITAS PGRI PALEMBANG

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ABSTRACT

This study investigates the role of Artificial Intelligence (AI) in enhancing students' academic writing skills, with a specific focus on English Education students at Universitas PGRI Palembang. Utilizing a qualitative descriptive design within a phenomenological framework, the research examines the impact of AI tools—such as ChatGPT, Grammarly, and Quillbot—on the quality of student writing, their knowledge development, and their perceptions of these technologies. Data were gathered through observations, interviews, and documentation involving 10 students from the second and fourth semesters. The results indicate that AI tools play a significant role in helping students generate ideas, refine grammar and structure, and increase overall writing efficiency. Nevertheless, the study also uncovers ethical challenges, including dependency on AI and risks of plagiarism. In general, students expressed favorable views of AI, considering it a beneficial aid rather than a substitute for critical thinking. The study emphasizes the importance of integrating AI in a balanced way to preserve originality, foster creativity, and uphold academic integrity.

Keywords: *Artificial Intelligence, Academic Writing, Student Perception, Writing Quality, AI Tools*

1. INTRODUCTION

Artificial Intelligence (AI), particularly in higher education, has become a potent force for change in the rapidly changing field of education. Its presence is increasingly felt across academic activities, from personalized learning platforms to intelligent tutoring systems, and more recently, in the domain of academic writing. Writing in academic contexts requires mastery of language, clarity of thought, and structured argumentation skills that are often difficult for student, especially for people learning English as a foreign language (EFL). For students in teacher training programs

who are required to acquire both language and pedagogical material, academic writing presents substantial hurdles in Indonesia, where English is the primary medium of instruction for foreign languages.

To help address these challenges, many students have turned to AI-based writing tools such as Turnitin, Grammarly, Quillbot, and ChatGPT. These tools are used check grammar, rephrase text, generate ideaand detect plagiarism. Their appeal lies in their accessibility and immediacy: they provide real-time support that traditionally required feedback from instructors. This shift has transformed how

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students approach writing tasks, giving rise to new learning behaviors and dependencies on digital technologies.

In Indonesia, the implementation of AI tools in academic writing is already underway. Wahyuningsih (2024) notes that undergraduate students commonly use Grammarly, Quillbot, Turnitin, Zotero, and Mendeley to improve coherence, citation, and grammar in their work. These tools are seen not only as practical aids but also as mechanisms to reduce writing anxiety and increase productivity. However, she also emphasizes that AI tools are not replacements for critical thinking and originality; rather, they serve as supplementary support systems. Students still need to engage with their content, analyze sources, and construct arguments through their own intellectual processes.

From a technical standpoint, Santoso (2023) explains that the core of AI's functionality lies in the machine learning setting and the natural language processing. These systems are designed to simulate human-like understanding of language, allowing them to make grammatical corrections, stylistic improvements, and even generate content. He argues that while these tools enhance efficiency, they must be used ethically and responsibly. Without guidance, Students could compromise academic integrity by obfuscating the distinction between authorship and assistance.

Beyond grammar and mechanics, researchers have begun to explore the cognitive and ethical dimensions toward AI use in academic writing. Fernández (2024) demonstrates the dual effects of AI tools: they increase academic production and student engagement, but they also give rise to worries about over-reliance and decreased

originality. Educators are encouraged to integrate AI use within pedagogical frameworks that promote critical awareness and self-reflection. Similarly, Bui and Tong (2025) found that English-major students benefit from AI-generated suggestions, but lack of clear institutional policies often leads to confusion about what constitutes acceptable use. Aljuaid (2024) further argues that universities must move beyond treating AI as a mere tool and begin incorporating it into curriculum design and academic policy. If used without guidance, students risk becoming passive consumers of machine-generated content. With appropriate regulation, however, AI can be harnessed to support active, thoughtful, and responsible writing practices.

AI tools are not only helping students correct surface-level errors but also influencing how they engage with content and construct arguments. Gupta et al. (2024) assert that AI tools can help identify research gaps and provide thematic support, making them valuable companions in literature review and academic synthesis tasks. Similarly, Ozfidan et al. (2024) noted that students in Saudi Arabia used tools like ChatGPT and Grammarly not just for editing but also to improve time management and overall academic performance, though ethical concerns persisted.

In terms of language fluency, Al Mazroui and Alzyoudi (2024) observed that students struggling with writing confidence found AI tools like ChatGPT helpful for brainstorming and idea development. They emphasized that these tools offered not just linguistic support but also psychological relief, especially under time pressure. Moreover, Papakonstantinidis et al. (2024) discovered that by allowing students to

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take charge of their edits and monitor their progress, AI tools provide them a boost in motivation. When students receive instant feedback, they are more likely to revise and improve their work, which contributes to long-term writing development. In this regard, AI acts as both a mentor and collaborator in the writing process. In line with this, Chen and Gong (2025) emphasize that in academic settings where teacher feedback is delayed or minimal, AI serves as an on-demand tutor. Their study highlights that students' not only improved grammar and sentence flow, but also gained independence in editing and self-assessing their writing.

Furthermore, research by Ahmed (2022) emphasized that AI-supported writing environments contribute positively to students' metacognitive awareness by prompting them to reflect on grammar rules, vocabulary choices, and sentence structures. Meanwhile, Song (2023) analyzed that EFL students which regularly used AI tools showed measurable improvements in cohesion and paragraph development in their academic essays. Aljuaid (2024) revealed that students appreciated AI feedback more when it was paired with instructor guidance, which suggests a hybrid approach to writing instruction may be optimal. Similarly, Mahapatra (2024) examined the impact of ChatGPT and found that students became more motivated and productive, particularly when dealing with complex argumentative tasks. Christou (2023) argued that AI assistance in writing improves students' revision quality and allows them to focus more on content development and logical structure rather than surface-level grammar errors. Research by Rashid et al. (2024) further emphasized that AI

tools provide instantaneous recommendations that improve students' productivity when creating and polishing scholarly publications.

At Universitas PGRI Palembang, students enrolled in the English Education Study Program are expected to produce academic texts in English, including research papers and theses. These tasks are often challenging, especially for undergraduates still developing their language proficiency and academic writing conventions. As AI tools become increasingly integrated into students' daily routines, there is a need to investigate how they are used, what perceived benefits they bring, and what challenges or ethical dilemmas students encounter. Thus, this research, titled **“Analyzing The Use of Artificial Intelligence (AI) In Writing Academic Papers of Student at Universitas PGRI Palembang”** aims to explore how AI tools are used by students in academic writing contexts. Specifically, it examines which AI tools are most frequently utilized, how students perceive their effectiveness, and what ethical or learning concerns may arise. By looking into these aspects, this study advances our knowledge of how AI affects learning environments and offers insightful information to curriculum designers, educators, and legislators who want to responsibly incorporate technology into writing instruction.

2. LITERATURE REVIEW

The theoretical review in this study aims to provide a solid foundation for understanding the various dimensions of Artificial Intelligence (AI) and its implications in academic writing, especially within the context of Universitas PGRI Palembang. This section presents a conceptual and empirical

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understanding derived from scholarly sources and the researcher's observation.

The Concept of Artificial Intelligence

The term artificial intelligence (AI) describes the replication of human intellect in computers that are designed to reason, think, and carry out tasks that normally demand for human cognition, such as language understanding, decision-making, and problem-solving. Santoso (2023) highlights that AI mimics human reasoning and learning processes by leveraging algorithms and data to perform intelligent tasks. AI systems often incorporate machine learning (ML), neural networks, and natural language processing (NLP) to improve their performance. Lin (2023) defines Artificial Intelligence as the fusion of computer science and cognitive science, designed to develop systems capable of adapting and operating intelligently within changing and complex environments. In the academic domain, this means AI systems can engage with learners, personalize content, and provide intelligent feedback. According to Sokolov (2019), AI's evolution has significantly influenced educational landscapes, offering innovative solutions to traditional pedagogical challenges. By fostering a collaborative environment that emphasizes transparency, accountability, and fairness, AI has the ability to improve human capabilities, but we can also reduce the hazards that come with it. Such an approach not only promotes innovation but also ensures that technology serves the broader interests of society as a whole Shneiderman (2020) Ultimately, AI must be designed to serve

human needs. By prioritizing human values and experiences, we can develop AI systems that benefit society. This requires a human-centered design approach that involves user research, and testing, to ensure that AI tools are intuitive, accessible, and effective.

The Use of Artificial Intelligence

The application of AI has transformed educational settings, especially in writing practices. AI tools help in grammar correction, paraphrasing, summarization, and generating ideas. Research shows that AI facilitates the development of critical thinking and language skills through automated assistance (Kartika et al., 2024). According to Okolie and Egbon (2024), AI tools enable students to draft, edit, and refine their academic work more efficiently by offering real-time suggestions. Moreover, Mandal et al. (2022) emphasize the role of modern technology in encouraging collaborative learning and critical thinking, with AI tools supporting interactive and reflective academic environments. These technologies align with student needs and improve accessibility to learning resources.

Furthermore, AI has a promising role in educational settings, where it can be utilized not only for enhancing students writing skills but also for delivering individualized educational opportunities. AI-powered adaptive learning tools examine students' academic achievement and writing styles over time, offering tailored feedback that aligns with each student's unique learning needs (Douglas, 2024). For instance, if a student

frequently struggles with thesis development, the AI can provide specific exercises and resources targeted at improving that skill. This personalized approach fosters student engagement and motivation in writing tasks, ultimately contributing to improved learning outcomes

Artificial Intelligence in Academic Writing

In the realm of academic writing, AI has revolutionized the way students engage with content. AI applications such as Grammarly, QuillBot, and ChatGPT assist in refining grammar, enhancing coherence, and generating structured arguments. Dewi (2024) found that students use AI to formulate thesis statements, support arguments, and improve readability, resulting in improved writing quality and clarity. Students perceive AI as a collaborative partner that supports their writing development rather than a replacement for their cognitive effort. According to Dergaa (2023), tools like ChatGPT help students brainstorm, organize, and refine ideas while maintaining academic standards.

Conventional academic practices, such as writing procedures, have been profoundly altered by the introduction of artificial intelligence (AI) into the classroom. AI is being used more in education to help students with different academic tasks, especially in improving writing skills. According Wahyuningsih (2024), AI utilizes data analysis to provide adaptive learning support, meeting the needs of student, and facilitating students in improving academic writing skills. In universitas PGRI Palembang, where students, especially students of English Education Study

Program, are facing the challenges in producing English academic papers, AI serves as a valuable tool to improve their language proficiency and meet the academic standard.

However, there are also concerns about critical thinking and the authenticity of student work when AI is used into academic writing. As students use AI tools more, educators face the challenge of making sure these technologies enhance the learning experience instead of replacing essential skills (Amos, 2024). Skills such as critical analysis, argumentation, and independent research are fundamental to academic development, and students must learn to wield AI as a tool that enhances their capabilities rather than diminishes them. In order to foster awareness of the possible advantages and drawbacks of emerging technologies, educational institutions must set explicit rules for the moral application of AI tools in academic writing.

The role of AI technologies in academia is anticipated to increase as they develop further, offering both chances for creativity and difficulties for upholding academic integrity. In order for educational institutions, particularly Universitas PGRI Palembang, to fully utilize AI's potential, ethical considerations and critical thinking must be emphasized. This will guarantee that students not only produce excellent work but also acquire the necessary skills to engage with complex ideas independently and thoughtfully (Alaa, 2024). This balanced approach will enable academia to fully leverage the benefits of AI while fostering a rigorous intellectual environment.

Vol 8, No 2 (2025): ESTEEM**The Use of Artificial Intelligence in Improving Academic Writing**

Integrating AI improves writing quality by providing instant feedback and iterative enhancements. Krajka and Olszak (2024) demonstrate that AI supports writing instruction by assisting students during drafting and revision phases. The research conducted at Universitas PGRI Palembang confirms that students felt more confident in writing when using AI tools to structure paragraphs, refine ideas, and correct grammar. Issafi and Ouladhadda (2024) argue that students become more independent learners by engaging with AI writing tools, learning to recognize and correct their errors through system-generated insights. These tools promote self-revision and enable users to focus on content depth and logical structure rather than surface-level grammar.

Reference Management and Source Discovery

Effective academic writing requires robust citation management and comprehensive literature review. AI supports this process by streamlining source discovery and reference organization. Obande et al. (2024) show that AI-driven tools help filter academic databases and recommend relevant sources. Akinyemi (2023) adds that citation networks analyzed by AI can identify influential research trends and assist in contextual discovery. Xu (2024) explains that AI integration into platforms like Mendeley and Zotero enhances collaborative reference management, semantic search, and citation accuracy. Halvonso (2024) explains that artificial intelligence (AI) techniques, such as natural language processing

(NLP) tools, speed up literature searches and aid research by suggesting more pertinent sources. The integration of AI also addresses citation gaps and improves accuracy in reference management. These innovations make AI a crucial tool in empowering researchers to boost productivity and improve the quality of their studies.

Enhancing Writing Standard and Quality

Improving the quality of academic writing is central to achieving academic excellence. AI tools contribute by offering personalized grammar corrections, vocabulary suggestions, and real-time structure feedback. According to Al Mazroui and Alzyoudi (2024), AI-powered tools increase writing clarity, enhance student confidence, and ensure adherence to academic standards. Rabbianty et al. (2023) observed that AI tools are widely used for proofreading and originality checking, but educators remain cautious about overreliance. Bankins and Formosa (2023) highlight that AI enhances meaningful work by automating repetitive tasks, thus allowing students to engage in deeper cognitive reflection.

Challenges and Ethical Consideration of AI Integration

The widespread use of AI raises ethical questions around originality, plagiarism, and authorship. Uyen and An (2025) note that while students appreciate AI's assistance, many are concerned about academic honesty. Institutions should provide clear ethical guidelines to ensure responsible usage. Bankins and Formosa (2023) argue for curriculum integration of digital ethics to

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help students reflect critically on AI's role. Issues like data privacy, algorithmic bias, and the erosion of writing skills must be acknowledged. Farhat and Arafa (2024) warns that AI should support, not replace, human creativity in education.

Student Perceptions of AI in Academic Writing

Students at Universitas PGRI Palembang generally view AI as a supportive tool that enhances their academic writing experience. Observation data indicate that students in both 2nd and 4th semesters used AI tools like ChatGPT, Grammarly, and QuillBot to generate ideas, check grammar, and improve coherence. Utami (2023) notes that Indonesian students perceive AI positively but recognize the need for self-awareness in its application. Wahyuningsih (2024) emphasizes the importance of balancing AI use with human reasoning to preserve academic integrity and originality. Students reported improved academic performance, enhanced efficiency, and increased confidence in writing. However, they also acknowledged potential downsides, such as dependency and reduced critical thinking. These insights underline the importance of ethical training and guided usage.

3. METHODS

The research employed a qualitative descriptive method with a phenomenological approach, seeking to thoroughly investigate and characterize Universitas PGRI Palembang students' perspectives and experiences with using artificial intelligence (AI) in academic writing. This method was selected in order to document the students' actual experiences using ChatGPT, Grammarly, QuillBot and including all AI tools to assist with

their writing. The study involved data collection through observation, in-depth interviews, and documentation, allowing the researcher to gather rich and reflective primary data. By merging several data sources and methodologies, the researcher used methodological triangulation to guarantee the validity of the results. After that, the gathered data was examined utilizing data reduction, data visualization, and conclusion drawing to give a thorough grasp of how AI technologies affect students' academic growth, learning experiences, and writing quality.

4. RESULTS AND DISCUSSION**Findings of the Research**

This study sought to investigate how Universitas PGRI Palembang students use artificial intelligence (AI) tools for academic writing, with an emphasis on how AI affects student views, writing quality, and knowledge acquisition. Through observation, interviews, and document analysis, the results show how important AI is for promoting student learning and enhancing writing results. Students reported using AI for a variety of purposes, including generating ideas, correcting grammar, paraphrasing, translating, and checking the structure of academic texts. Most participants expressed that these tools improved their productivity, confidence, and ability to express complex ideas in English. However, concerns regarding overreliance, ethical use, and academic integrity were also raised, particularly by more advanced students.

Vol 8, No 2 (2025): ESTEEM**Result of Observation**

During the observation phase, the researcher noted clear differences in AI usage between second-semester and fourth-semester students. The second-semester students generally used AI as a foundational writing aid—for basic grammar corrections, sentence construction, and vocabulary assistance. These students relied heavily on AI to translate their ideas into grammatically correct English, indicating a dependence on AI for overcoming language barriers. In contrast, fourth-semester students demonstrated more nuanced and strategic use of AI tools. They employed applications such as Grammarly and Quillbot to refine argumentation, ensure coherence, and paraphrase source materials. Notably, these students also used AI to help them create outlines, suggest transitions, and format citations according to academic standards. Their behavior showed a higher level of critical thinking, where AI served more as a collaborator than a crutch. Observation also showed that both groups exhibited increased motivation and self-efficacy when working with AI, especially during writing assignments that they had previously considered challenging.

Result of Interview

Interviews conducted with 10 students reinforced the patterns observed. According to the majority of students, AI has improved their writing processes. A second-semester student shared that AI tools helped them "translate ideas from Bahasa into English more smoothly," while a fourth-semester student explained that AI assisted them in "structuring arguments and avoiding repetitive phrasing." Many participants highlighted that AI reduced their anxiety when writing in English and

made them feel more capable of producing high-quality academic work. However, concerns emerged regarding excessive dependency. Some students admitted they sometimes accepted AI suggestions without fully understanding the corrections, which could hinder their learning in the long run. Others expressed ethical concerns, such as uncertainty about how much AI-generated content is acceptable in academic assignments. Despite this, the majority still viewed AI as a powerful support system rather than a threat, provided it is used responsibly and under proper academic guidance.

Documentation of the Research

The documentation collected, including writing samples before and after AI use, observation sheets, and screenshots of AI interfaces, showed clear evidence of improvement. Initial drafts submitted by students typically contained grammatical errors, underdeveloped ideas, and poor organization. In contrast, after utilizing AI tools, their revised texts displayed greater clarity, improved coherence, stronger vocabulary usage, and proper academic structure. Moreover, many students annotated their AI usage, showing that they used it not only to correct but also to learn from the suggestions given. For example, some students kept notes on grammar explanations provided by Grammarly or attempted to paraphrase AI outputs to make them more personalized. This indicates a potential for AI tools to function as both writing assistants and informal tutors.

Discussion

The results of this research affirm the theoretical framework proposed by Santoso (2023), who argued that Artificial Intelligence has the capability to analyze data and support humans in learning processes, particularly in academic writing. In Santoso's view, AI tools can bridge gaps in student proficiency by offering real-time feedback and tailored language suggestions, ultimately enhancing student performance. This is precisely reflected in the students' experiences at Universitas PGRI Palembang. The findings demonstrate that AI not only helps students correct surface-level errors but also supports the deeper development of ideas, organization, and academic style, validating Santoso's argument that AI contributes significantly to learning enhancement. However, Santoso also cautions about the potential misuse of AI and its impact on critical thinking. This study echoes that concern: although AI enables faster and more accurate writing, it also poses risks of plagiarism, reduced originality, and superficial learning if not used critically.

This research adds nuance to Santoso's theory by highlighting the different ways students engage with AI depending on their academic stage. While beginners use it as a translator and grammar checker, more advanced users harness its potential as a drafting and editing partner. Thus, AI's effectiveness is strongly tied to the user's intentions and level of digital literacy. In conclusion, the study suggests that AI has become an indispensable component of academic writing for students at Universitas PGRI Palembang. However, its use must be guided by ethical considerations, digital literacy training, and pedagogical support to ensure that it strengthens—

rather than weakens—students' academic integrity and intellectual growth. Educators must create environments where AI is positioned as a *supporting tool*, not a *substitute* for original thought and scholarly effort.

5. CONCLUSION

The findings of this study underscore the significant role of AI tools—such as ChatGPT, Grammarly, and QuillBot—in enhancing the academic writing of Universitas PGRI Palembang students. These technologies contribute meaningfully to improvements in grammar, coherence, vocabulary, and text organization, while also assisting students in conceptual development and textual refinement. Engagement with AI tools appears to evolve with academic progression, with early-semester students relying on them for basic linguistic support and advanced students employing them more strategically for argument development and academic formatting.

While AI fosters greater confidence and efficiency in writing, the study also highlights critical concerns, including overreliance, diminished critical engagement, and the potential for academic dishonesty. Nonetheless, students largely perceive AI as a constructive aid rather than a replacement for their skills, emphasizing the need for ethical use.

Further research should investigate the long-term cognitive impacts of sustained AI-assisted writing on students' originality, reasoning, and self-regulation. It would also be valuable to explore discipline-specific AI usage patterns, and the effectiveness of structured digital literacy programs in promoting ethical and critical engagement with AI tools. Such inquiries will

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help shape policies and pedagogical frameworks that balance innovation with academic integrity.

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