

Academic Writing in the Age of AI: Formulating Responsible Use Strategies to Preserve Academic Integrity in Arabic Higher Education

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Abstract:

The integration of Artificial Intelligence (AI) into students' academic writing provides significant support for the development of ideas and linguistic accuracy. However, its indiscriminate and uncontrolled use risks undermining originality and academic integrity. This study examines patterns of AI utilisation, perceptions of academic integrity, and formulates strategies for the ethical and effective use of AI amongst students on the Arabic Language Education programme at UIN Syekh Wasil Kediri. Employing a qualitative descriptive design, this study involved 63 students and 4 lecturers teaching academic writing courses. Data were collected via an online questionnaire, in-depth interviews and classroom observations, and were subsequently analysed thematically. The research findings indicate that students actively utilise various AI platforms, such as language chatbots, machine translators and grammar checkers, as writing aids. However, this pragmatic and instantaneous pattern of use tends to undermine critical thinking, the depth of argumentation and intellectual independence, even though students are aware of the ethical risks involved. This study emphasises the need for programme-level strategies that integrate AI literacy and academic ethics, establish clear guidelines for use, and position AI as a cognitive partner rather than a substitute for the thinking process. This step is crucial for strengthening responsible academic writing practices in higher education.

Keywords: Academic Integrity; Artificial Intelligence; Academic Writing; Responsible AI; Arabic Higher Education.

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Penulisan Akademik di Era AI: Merumuskan Strategi Penggunaan yang Bertanggung Jawab untuk Menjaga Integritas Akademik di Perguruan Tinggi Arab

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Abstrak:

Integrasi Artificial Intelligence (AI) dalam penulisan akademik mahasiswa memberikan dukungan signifikan pada pengembangan ide dan akurasi linguistik. Namun, penggunaan yang instan dan tidak terkendali berisiko mengancam orisinalitas serta integritas akademik. Penelitian ini mengkaji pola pemanfaatan AI, persepsi integritas akademik, serta merumuskan strategi penggunaan AI yang etis dan efektif di kalangan mahasiswa Program Studi Pendidikan Bahasa Arab UIN Syekh Wasil Kediri. Menggunakan desain deskriptif kualitatif, studi ini melibatkan 63 mahasiswa dan 4 dosen pengampu mata kuliah penulisan akademik. Data dikumpulkan melalui kuesioner daring, wawancara mendalam, serta observasi kelas, lalu dianalisis secara tematis. Hasil penelitian menunjukkan bahwa mahasiswa secara aktif memanfaatkan berbagai platform AI seperti chatbot bahasa, penerjemah mesin, dan pemeriksa tata bahasa sebagai alat bantu penulisan. Meski demikian, pola penggunaan yang pragmatis dan instan cenderung melemahkan pemikiran kritis, kedalaman argumentasi, dan kemandirian intelektual, sekalipun mahasiswa memahami risiko etisnya. Studi ini menegaskan perlunya strategi tingkat program yang mengintegrasikan literasi AI dan etika akademik, menetapkan pedoman penggunaan yang jelas, serta memposisikan AI sebagai mitra kognitif bukan pengganti proses berpikir. Langkah ini penting untuk memperkuat praktik penulisan akademik yang bertanggung jawab dalam pendidikan tinggi.

Kata Kunci: Integritas Akademik; Kecerdasan Buatan; Penulisan Akademik; Kecerdasan Buatan yang Bertanggung Jawab; Pendidikan Tinggi di Dunia Arab.

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INTRODUCTION

The rapid advancement of digital technology, particularly Artificial Intelligence (AI), has brought fundamental changes to the higher education ecosystem, including students' academic writing practices (Putri et al., 2023). The emergence of generative AI tools such as ChatGPT (Liu, 2024), Gemini, DeepL Write (Ritonga et al., 2024), as well as machine translation applications like Google Translate (Al-Ayubi, 2017), has transformed the ways students' access, produce, and revise academic texts. On the one hand, these technologies offer efficiency, convenience, and linguistic support; on the other, their widespread use has generated serious academic discourse concerning originality, scientific reasoning processes, and academic integrity (Barrett & Pack, 2023; Hardinansyah & Hamidah, 2024; Ozfidan et al., 2024).

In higher education, academic writing competence extends beyond linguistic accuracy to encompass critical thinking, logical argumentation, and deep intellectual engagement (Lubis, 2019; Susanti, 2023; Asianna et al., 2024). However, a growing body of research indicates that students' use of AI tends to be instant and pragmatic, potentially shifting academic writing from a reflective cognitive process into a mere end product (Faisal, 2024; Lukman et al., 2024). Such tendencies raise concerns that, in the absence of clear ethical and pedagogical frameworks, AI may weaken the core values of academic learning rather than enhance them.

Empirical studies further reinforce these concerns. Recent research demonstrates that students across diverse higher education contexts actively employ AI tools to complete academic tasks, in some cases leading to reduced cognitive engagement and increased technological dependency (Cahyaningtyas, 2024; Capinding & Dumayas, 2024; Nenia Nabila Patimah et al., 2024). A study by Zhang et al. (2024) involving university students in South Korea, for example, revealed that intensive AI use is closely associated with risks of academic integrity erosion. These findings suggest that AI-related issues in academic writing are not merely technical challenges but also involve deeper questions of academic values and culture.

Within the local context, the Arabic Language Education Program at UIN Syekh Wasil Kediri positions academic writing as a core curricular competency. Students are expected to produce argumentative, systematic, and academically rigorous scholarly texts in Arabic. Nevertheless, preliminary observations conducted by the researchers indicate that many students continue to face difficulties in constructing coherent academic arguments and employing appropriate academic language. These challenges are further complicated by the presence of AI technologies, which may assist in overcoming linguistic barriers (Li, 2024; Sarwanti et al., 2024; Zen Munawar et al., 2023), yet simultaneously risk fostering excessive dependence and inhibiting the development of originality and critical thinking (Hadi Mogavi et al., 2024; Kurt & Kurt, 2024; Al-Zahrani, 2024).

Previous studies have extensively examined the use of AI in academic writing, both in language learning contexts and in higher education more broadly. Research by Ozfidan et al. (2024), Maphoto et al. (2024), Kurt and Kurt (2024), and Malik et al. (2023) reports that AI is generally perceived positively for supporting idea generation, text organization, and linguistic accuracy, while simultaneously raising ethical concerns and risks of dependency. Similarly, Akhyar et al. (2023) highlight the efficiency gains afforded by AI in postgraduate academic writing, while emphasizing the importance of users' ethical preparedness. However, most of these



studies primarily focus on practical benefits and general perceptions, without positioning academic integrity as the central analytical lens or addressing the specific context of Arabic academic writing.

Based on this review, several research gaps can be identified. First, there remains a limited number of studies that comprehensively examine the relationship between AI utilization and academic integrity in students' academic writing practices, particularly within religious higher education institutions. Second, empirical research focusing on AI use in the development of Arabic academic writing skills remains scarce, despite the distinct linguistic and rhetorical characteristics of Arabic scholarly discourse. Third, existing studies often stop at mapping perceptions and benefits, without proposing applicable institutional and pedagogical strategies to manage AI use in ethical and effective ways.

Addressing these gaps, the present study seeks not only to analyze students' practices and perceptions regarding AI use in academic writing but also to formulate responsible AI utilization strategies oriented toward strengthening academic integrity. This study aligns with the research roadmap of the Arabic Language Education Program Study at UIN Syekh Wasil Kediri, which emphasizes the integration of information technology in Arabic education while ensuring alignment with academic, Islamic, and national values. Accordingly, this research is expected to contribute both conceptually and practically to the development of AI integration models that are not only technologically advanced but also academically responsible.

METHOD

This study employed a qualitative descriptive research design to explore in depth the strategies for utilizing Artificial Intelligence (AI) in the development of students' academic writing skills within the Arabic Language Education Program at UIN Syekh Wasil Kediri. A qualitative approach was selected to capture participants' perspectives, experiences, and reflections regarding AI use in academic writing and its implications for academic integrity in the digital era. The descriptive design enabled the study to portray actual conditions related to AI integration, the challenges encountered, and relevant strategies for fostering academic writing skills while adhering to principles of academic integrity.

The researcher acted as the primary research instrument and was directly involved in data collection and analysis. The research was conducted at the Arabic Language Education Program Study, Faculty of Tarbiyah, UIN Syekh Wasil Kediri, chosen due to its curricular emphasis on academic writing and its institutional vision supporting digital technology integration in learning.

Participants were selected through **purposive sampling**. The inclusion criteria for student participants were: (1) actively enrolled in the Arabic Language Education Program, (2) having completed coursework in academic writing (*kitabah ilmiyyah*) and research methodology, and (3) having direct experience producing academic texts, whether independently or with AI assistance. These criteria led to a predominance of participants from the fifth and seventh semesters, as they were considered most likely to provide substantive and reflective accounts of AI use in scholarly writing. The four lecturer participants were purposively selected based on their direct involvement in teaching academic writing, related courses, ensuring their capacity to provide informed perspectives on students' writing development and AI-related classroom dynamics.



Data were obtained from both primary and secondary sources. Primary data consisted of: (1) an online questionnaire distributed to the 63 student participants, designed to map the intensity and types of AI platforms used, students' perceived benefits and risks, and their level of ethical awareness; and (2) in-depth semi-structured interviews with a subset of students and with the 4 lecturers, complemented by participatory classroom observations focusing on AI-supported learning activities. The questionnaire served primarily to establish the prevalence and distribution of recurring practices and perceptions across the participant group, while the interviews and observations were used to explore these themes in greater depth and nuance. Secondary data included relevant documents such as course syllabi, teaching materials, and students' academic writing products produced with or without AI assistance.

Data collection techniques thus comprised questionnaires, interviews, observations, and document analysis, allowing for triangulation across sources. All data were analyzed using **thematic analysis**, whereby recurring patterns in students' and lecturers' accounts were identified, coded, and grouped into themes. Quantitative distributions derived from the questionnaire (percentages and mean scores) are reported throughout the Findings to describe the prevalence and salience of these themes across the participant group, rather than to test statistical hypotheses or draw inferential generalizations.

RESULT AND DISCUSSION

FINDINGS

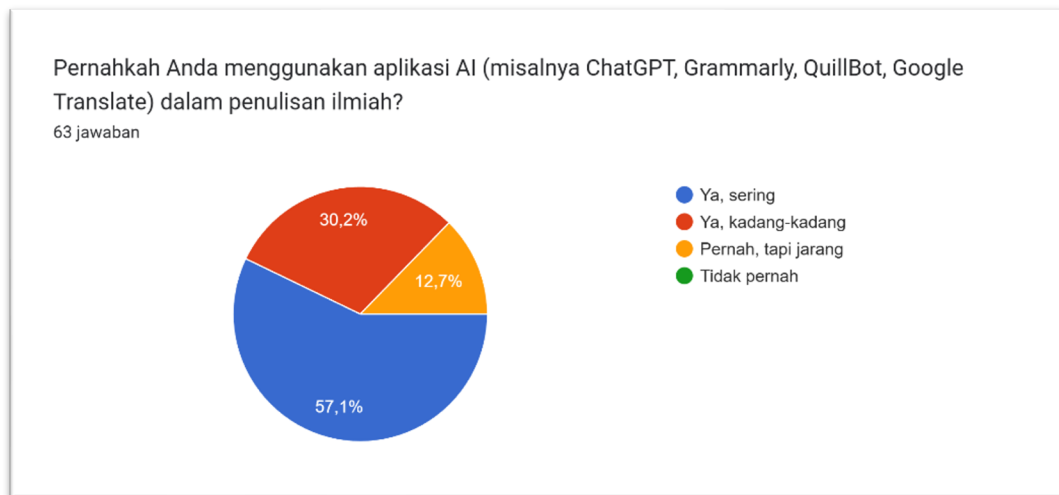
This study involved 63 students from the Arabic Language Education Program at UIN Syekh Wasil Kediri, representing diverse academic stages and predominantly comprising students in the middle and final semesters. Of the participants, 27 students were enrolled in the fifth semester (42.9%) and 23 in the seventh semester (36.5%), while the remainder came from earlier semesters, with one student from the eleventh semester. This composition indicates that most participants had completed courses in academic writing and research methodology, providing them with direct experience in producing scholarly texts. Data collection was conducted between September and November 2025 through online questionnaires, classroom observations, and lecturer interviews, allowing for a comprehensive portrayal of empirical AI use in academic writing practices.

Students' Practices of Artificial Intelligence Utilization

The findings indicate that AI utilization has become an integral part of students' academic activities. Questionnaire data reveal that 57.1% of students are active AI users, 30.2% use AI regularly though not intensively, and only 12.7% report infrequent use. These figures reflect a high level of AI adoption in academic writing among Arabic Language Education students.



Figure 1. Intensity of AI Use in the Academic Writing Process



In terms of applications, ChatGPT emerged as the most widely used platform, reported by 85.7% of participants. Other frequently used tools include Google Translate (54.0%), Tasykil (30.2%), and QuillBot (22.2%). Students primarily use AI to generate ideas or select writing topics (77.8%), translate texts between Arabic and Indonesian (63.5%), and organize the structure of their writing (49.2%). These patterns suggest that AI is mainly employed during the pre-writing stage and for technical linguistic refinement, rather than for substantive analytical development.

Figure 2. Types of AI Tools Used by Students in Academic Writing

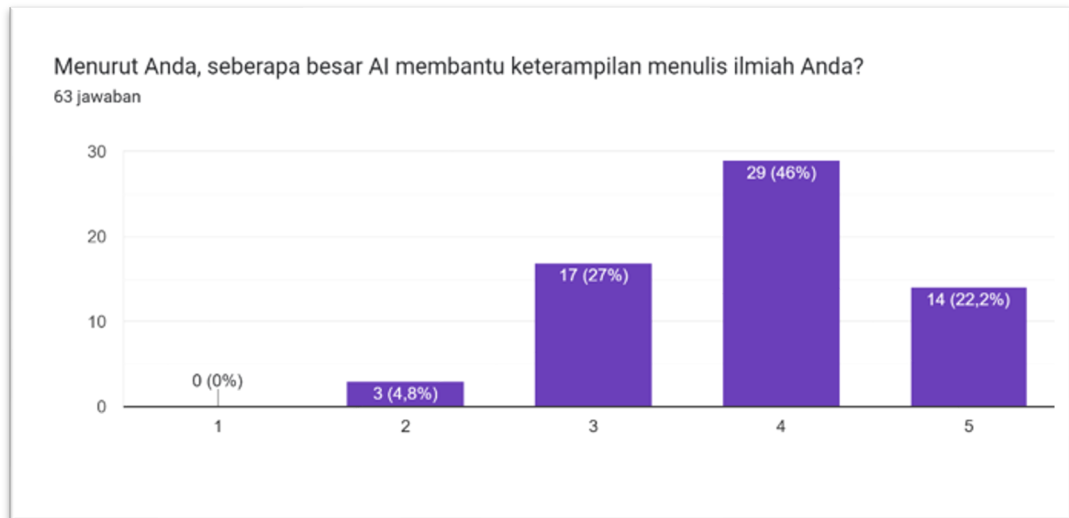


Perceived Impact of AI on Academic Writing Skills

Based on research result, students perceive AI as providing considerable benefits to their academic writing. The mean score for perceived usefulness reached 3.86 on a five-point scale, indicating that AI is viewed as moderately to highly supportive. The most frequently reported positive impact relates to improvements in grammar and word choice (68.3%), followed by support in developing arguments (44.4%) and organizing textual structure (41.3%).



Figure 3. Students' Perceptions of the Benefits of AI in the Academic Writing Process



Nevertheless, the study also identifies several negative implications that warrant attention. More than half of the participants (55%) acknowledged a tendency toward overreliance on AI, while 40% expressed concern about declining independent writing skills, and 28% perceived potential reductions in creativity and originality. Additionally, 37% of students reported concerns about the accuracy of AI-generated information, and 31% associated AI use with diminished academic literacy, including reduced engagement with books and scholarly journals. These findings highlight the dual impact of AI, simultaneously enhancing efficiency while introducing cognitive and academic risks.

Ethical Awareness and Academic Integrity

Regarding ethics and academic integrity, the findings reveal a notable gap between risk awareness and policy literacy. A large majority of students (88.9%) had never read the Ministry of Education's Guidelines on Generative AI Use, while only 11.1% reported familiarity with the document. Limited exposure to formal guidelines may contribute to unstructured and non-transparent AI usage practices.

Figure 4. Students' Experience with Reading Generative AI Usage Guidelines





Despite this, students demonstrate a relatively high level of ethical awareness. Data show that 88.9% of respondents believe that AI use has the potential to undermine academic integrity, with 52.4% rating the risk as moderate, 25.4% as high, and 11.1% as very high. These perceptions reflect students' recognition of issues such as plagiarism, stylistic homogenization, and cognitive dependency, even though this awareness is not yet supported by sufficient understanding of ethical policy frameworks.

Figure 5. Perceived Potential of AI Use to Undermine Academic Integrity



Students' Responses and Risk Management Strategies

The findings further indicate that students are not passive in responding to the risks associated with AI use but instead develop various mitigation strategies. Half of the participants emphasized that AI should function solely as a support tool rather than a replacement for the writer, while 45% stressed the importance of maintaining originality and avoiding plagiarism. Common practical strategies include rewriting AI-generated outputs in one's own style (18%), independently constructing ideas and arguments (15%), and verifying or filtering AI-generated content (10%).

Beyond individual strategies, students also expressed the need for systemic support. More than half of the respondents (61.9%) reported a high level of urgency for ethics-oriented AI training, while the remainder indicated moderate urgency. Students consistently highlighted lecturer guidance and institutional regulation as central pillars for safeguarding academic integrity. These findings suggest that students largely accept AI as a learning partner but call for clear ethical, pedagogical, and policy frameworks to ensure that its use remains productive and responsible.

DISCUSSION

Artificial Intelligence in Academic Writing and Its Implications for Academic Integrity

The findings confirm that the use of Artificial Intelligence (AI) in academic writing has become an embedded practice among students of the Arabic Language Education Program at UIN Syekh Wasil Kediri. The high proportion of students who routinely rely on AI indicates that this technology is no longer peripheral but has evolved into a core component of the learning ecosystem, particularly for students in



the middle and final stages of their studies. This pattern aligns with perspectives that conceptualize AI as a cognitive tool capable of extending learners' cognitive capacity in managing complex linguistic and informational tasks (Luo et al., 2025).

The dominance of natural language processing-based applications, such as ChatGPT, Google Translate, and paraphrasing tools, suggests that AI is primarily employed during the pre-writing phase and for technical refinement. This usage pattern corroborates the findings of Khalifa and Albadawy (2024), who argue that generative AI is more frequently used to support idea organization, lexical choice, and textual cohesion rather than deep conceptual exploration. Within the context of Arabic language learning, AI thus functions as a bridge between academic writing standards and students' linguistic limitations.

In terms of impact, AI is perceived as moderately to highly beneficial in improving the technical quality of academic writing, particularly in grammar, sentence structure, and argument organization. These findings support the argument that AI has the potential to enhance academic literacy when used in reflective and controlled ways (Chen & Gong, 2025). At the same time, the results reveal a fundamental paradox in AI utilization: improvements in efficiency and textual polish do not necessarily correspond with stronger intellectual independence or deeper cognitive engagement. Patterns of overreliance, declining engagement with primary sources, and weakened critical thinking reinforce concerns raised in previous studies (Widiati et al., 2023).

From the perspective of academic integrity, AI introduces new challenges, including AI-assisted plagiarism, stylistic homogenization, and blurred boundaries of authorship. These issues position AI not merely as a technical aid, but as a factor that tests students' internalization of academic values such as honesty, originality, and intellectual responsibility (Bjelobaba et al., 2024). Notably, although students' literacy regarding formal AI usage guidelines remains very limited, their intuitive awareness of academic integrity risks is relatively high. This condition reflects a gap between ethical intuition and institutional normative frameworks, signaling a transitional phase in academic culture in the age of AI (Lin, 2025).

Formulating Ethical and Effective AI Utilization Strategies

Based on the findings of this study, the widespread and largely unregulated use of Artificial Intelligence in students' academic writing, together with the evident gap between ethical awareness and consistent writing practices, underscores the need for a systematic formulation of ethical and effective AI utilization strategies. While students actively engage with AI as a supportive writing tool and demonstrate intuitive concern for academic integrity, the absence of clear institutional guidance, pedagogical structuring, and shared ethical frameworks risks reinforcing pragmatic and dependency-driven practices. Accordingly, a set of interrelated strategies can be formulated to guide the responsible integration of AI in academic writing, ensuring that AI functions not as a substitute for intellectual effort but as a cognitive partner that supports critical thinking, originality, and academic integrity in Arabic higher education. These strategies are outlined as follows.

Policy Strategy: Establishing Official Guidelines for AI Use

The empirical findings presented in the previous chapter reveal a clear contradiction: while almost all students actively use AI in academic writing, 88.9% have never read the official GenAI Guidelines issued by the Ministry of Education,



Culture, Research, and Technology. At the same time, the majority acknowledge the potential decline in academic integrity, as reflected by dominant scores ranging from 3 to 5. This indicates that students intuitively “sense a problem” but lack clear normative references to guide their practices. Such a condition reflects an operational policy gap at the program level: AI use is widespread, risks are recognized, yet formal guidance remains minimal.

Within theories of academic integrity and higher education governance, this situation is particularly problematic, as ethical practices are left to individual interpretation rather than being regulated by institutional standards (Ghimire & Edwards, n.d.). Academic integrity requires clear delineation of what is permitted, restricted, and prohibited, especially when new technologies emerge. Official guidelines at the Arabic Language Education program level would clarify permissible AI functions (e.g., brainstorming, outlining, language correction, preliminary translation), prohibited uses (e.g., generating core content, fabricating data, conducting analysis), and expected forms of acknowledgment. Such guidelines would serve as a bridge between national policy and local academic practice.

This strategy is grounded in field data indicating that students already possess intuitive ethical awareness (50% emphasized that AI should function only as a supporting tool, 45% stressed the prohibition of plagiarism, and 33% restricted AI use to technical aspects). Consequently, formal guidelines are likely to be well received, as they institutionalize values that already exist in practice and transform them into shared standards. Moreover, such guidelines would protect lecturers by providing a collective reference point rather than leaving decisions to individual discretion. Thus, this policy strategy is realistic, responsive to field needs (confusion, lack of awareness of national guidelines, and diverse practices), and aligned with academic integrity theory emphasizing institutional regulation in the AI era.

Curriculum Strategy: Integrating AI Literacy and Academic Integrity

Field data show that the most intensive AI users are middle- and upper-semester students, particularly those engaged in scientific writing tasks and thesis preparation. AI is predominantly used for idea generation (77.8%), text translation (63.5%), and structuring written work (49.2%), especially within courses related to academic writing. This indicates that the most critical points of student–AI interaction occur within the academic writing curriculum itself rather than outside the classroom.

Digital literacy theory emphasizes that technological proficiency must be accompanied by an understanding of how technologies function, including their biases and ethical implications, while academic literacy requires the ability to read, analyze, and integrate scholarly sources into writing (Izati & Hizriani, 2024). In the AI era, these two forms of literacy converge: students must critically evaluate AI outputs against primary literature, distinguish between AI-generated text and scholarly analysis, and recognize when AI should function solely as a support rather than a substitute.

Integrating AI literacy and academic integrity into courses such as academic writing (kitabah ilmiyyah), research methodology, and proposal seminars ensures that AI is not treated as an “additional issue” but as an inherent component of scientific writing instruction. This approach is justified by data showing that students are aware of the risks but lack formal guidance; therefore, embedding AI ethics explicitly within writing courses directly addresses this gap.



From an implementation perspective, this strategy does not require new courses but rather the integration of topics such as how generative AI works, examples of bias and error, plagiarism in the AI era, and comparative exercises between AI-generated text and journal articles. Theoretically, this aligns with the view that curricula must be responsive to changes in learning ecosystems and that 21st-century academic writing skills encompass technological literacy and ethical awareness. Accordingly, this curriculum strategy emerges logically from the intersection of real practices, risk awareness, and the need for deeper literacy beyond technical competence.

Instructional Design Strategy: Structuring Stages of AI Use

Field data indicate that AI is most frequently used during pre-writing stages (idea generation, outlining, drafting introductory paragraphs) and linguistic revision, while conceptual development and analysis remain largely dependent on students' own reading and reasoning. This pattern suggests the existence of a "safe space" for designing instructional stages that position AI as a support tool rather than the primary content producer.

Sociocultural learning theory conceptualizes tools, including technology, as mediators rather than replacements for learning processes that occur through interaction and cognitive activity (Pham et al., 2021). If AI is allowed to dominate all stages, from idea generation to analysis, it ceases to function as a mediator and instead becomes the primary agent, contradicting the goals of higher education. Accordingly, academic writing tasks can be redesigned into structured stages, such as:

- a. Stage 1: problem exploration and manual mind-mapping based on literature (without AI),
- b. Stage 2: drafting based on books and journal references,
- c. Stage 3: classroom discussion or peer review and lecturer feedback,
- d. Stage 4: AI use for language refinement, structural organization, or alternative phrasing,
- e. Stage 5: written reflection on "what AI changed and what constitutes personal contribution".

This design directly addresses student concerns about overdependence on AI and potential loss of writing skills by ensuring that independent thinking remains central to the writing process. Practically, lecturers can still permit AI use, but only at stages that do not undermine idea construction and argumentation. From a constructivist perspective, academic writing is a knowledge-building process; this staged design ensures that the intellectual structure remains the student's own, while AI functions merely as an intelligent editor. This strategy is highly implementable, as it regulates rather than prohibits AI use and aligns with actual usage patterns observed in the field.

Student Competency Strategy: Self-Regulated and Critical AI Use

The Findings demonstrate that students have already developed personal strategies: positioning AI as a support tool (25%), rewriting outputs in their own style (18%), independently constructing ideas and arguments (15%), consulting literature to strengthen originality (10%), reviewing AI outputs (10%), limiting usage, and adding personal analysis. These practices represent significant capital, reflecting



emerging self-regulation and ethical awareness.

Self-regulated learning theory emphasizes that effective learners actively plan, monitor, and evaluate their learning strategies, while metacognitive theory highlights awareness of one's own thinking processes. When students verify AI outputs, rewrite content in their own language, and consult journals to test AI-generated information, they are practicing self-regulation and metacognition—even if these practices are not explicitly labeled as such (Akamatsu et al., 2019).

This strategy is grounded in the premise that academic programs should not “start from zero” but rather strengthen existing good practices by providing theoretical language and structure. For example, short modules on “AI as a co-assistant” could explain why rewriting and verification are scientifically and ethically essential. Practically, these strategies could be institutionalized as standard practices in assignment and thesis guidelines, such as explicit recommendations for literature verification and critical rewriting.

Theoretically, this approach elevates AI use from a technical level to a reflective one, enabling students to understand not only how to use AI but also why and when it should be used. Consequently, the student competency strategy is logically grounded in empirically observed behaviors.

Lecturer Pedagogical Strategy: Ethical Role Modeling and Scaffolding

Interview data with lecturers indicate noticeable changes in student writing, improved structure alongside emerging dependence and confusion regarding issues such as how to acknowledge AI use. Students also identify clear lecturer guidance as a key strategy for managing AI-related risks, positioning lecturers as primary reference figures in this domain. Educational technology theory emphasizes that technology increases, rather than diminishes, the need for teachers as designers of learning experiences and guardians of ethical standards. From a role-modeling perspective, lecturers' behaviors such as transparency in AI use, critical evaluation of AI outputs, and responses to integrity violations, shape implicit norms for students.

Empirically, students possess risk awareness but lack pedagogical support; theoretically, lecturers are central agents in internalizing new norms and practices. Therefore, positioning lecturers as ethical role models in AI use is both realistic and pedagogically coherent. Implementation strategies include demonstrating how to verify AI claims with journals, facilitating classroom discussions on AI-related plagiarism cases, assigning reflective tasks on AI's role in assignments, and clarifying AI usage boundaries in course contracts. This approach reduces student uncertainty and lecturer burden by establishing consistent expectations across courses.

Specialized Training Strategy: AI and Academic Writing Clinics

Urgency data indicate that 61.9% of students assign high importance to training on ethical AI use, while only around 8% consider it unnecessary. This suggests that most students are not only aware of the risks but are also receptive to formal interventions. AI literacy theory asserts that responsible users must not only know how to use AI but also how to critique outputs, anticipate risks, and integrate AI ethically into professional practice (Akamatsu et al., 2019). Specialized clinics on AI and academic writing could combine technical sessions (exploring tools) with analytical sessions (examining AI-generated texts, verifying accuracy with journals, simulating plagiarism detection, and developing personal strategies).

Practically, such clinics respond directly to student needs and bridge the gap



between unregulated use and structured practice. Theoretically, they operationalize digital and AI literacy concepts discussed in the theoretical framework, translating them into contextualized learning practices for PBA students. Expected outcomes include a minimum "AI competency profile" for graduates: the ability to write academically with AI assistance while maintaining originality, critical thinking, and ethical compliance.

Academic Culture Strategy: Reinforcing the Value of Process and Originality

Ultimately, all strategies must be supported by an academic culture that consistently values intellectual process and originality. Field data reveal student concerns about declining writing skills, reduced creativity, stylistic homogenization, and shallow understanding, indicating cultural discomfort with excessive AI dominance. This discomfort represents a powerful entry point for strengthening integrity culture.

The concept of scientific habitus in higher education suggests that values, habits, and scholarly attitudes are shaped through repeated, symbolic, and institutional practices such as assessment criteria, lecturer feedback, and institutional responses to violations. If the Arabic Education program consistently rewards independent argumentation, analytical depth, and oral defense of written work, AI will be structurally positioned as secondary. Practically, this can be operationalized through assessment policies emphasizing originality and process, enforcement of sanctions for AI-based plagiarism, and reinforcing narratives that position AI as a tool rather than the essence of scholarly work. Theoretically, this re-centers AI within a broader value framework, ensuring that academic integrity, rather than technological proficiency, remains the core of scholarly identity among Arabic Language Education Program Study students at UIN Syekh Wasil Kediri.

CONCLUSION

This study concludes that students of the Arabic Language Education Program at UIN Syekh Wasil Kediri have extensively utilized various Artificial Intelligence (AI) platforms in academic writing, particularly to support idea development, text structuring, and linguistic accuracy. Such utilization offers notable convenience and efficiency; however, it is also characterized by a tendency toward instant and pragmatic use, which may weaken critical thinking processes, argumentative depth, and intellectual independence if not accompanied by adequate ethical literacy. At the same time, students generally demonstrate awareness that uncontrolled AI use may compromise originality and pose risks to academic integrity, although this awareness has not yet been consistently translated into disciplined academic writing practices.

Furthermore, this study underscores the need for a comprehensive strategic framework at the program level to guide the ethical and productive use of AI in academic writing instruction. This framework should include the formulation of clear written guidelines on AI use, the integration of AI literacy and academic ethics into the curriculum, and continuous professional development for both lecturers and students to ensure that AI functions as a cognitive partner rather than a substitute for intellectual processes. When accompanied by the strengthening of an academic integrity culture, through systematic socialization, writing mentorship, and the educational use of conformity and plagiarism detection tools, AI holds substantial potential to foster critical, original, and ethically grounded academic writing skills aligned with the scholarly vision of the Arabic Language Education Program.



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