

STRATEGIES TO TACKLE ACADEMIC DISHONESTY IN EFL STUDENTS' WRITINGS IN THE ERA OF ARTIFICIAL INTELLIGENCE: A QUALITATIVE RESEARCH

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Abstrak

Munculnya kecerdasan buatan (AI) telah mengubah penulisan akademis, terutama di kalangan siswa Bahasa Inggris sebagai Bahasa Asing (EFL). Meskipun alat-alat seperti ChatGPT, QuillBot, dan Grammarly mendukung pembelajaran bahasa, penyalahgunaannya telah menyebabkan meningkatnya ketidakjujuran akademis. Penelitian ini menyelidiki bagaimana AI berkontribusi terhadap ketidakjujuran tersebut dan mengeksplorasi strategi institusional untuk mengatasinya. Dengan menggunakan pendekatan deskriptif kualitatif melalui penelitian kepustakaan, penelitian ini meninjau literatur dari sumber-sumber akademis. Temuan menunjukkan bahwa ketidakjujuran terjadi baik secara sengaja maupun tidak sengaja, sering kali disebabkan oleh literasi AI yang rendah dan kurangnya pedoman etika. Mahasiswa cenderung menggunakan AI secara berlebihan untuk membuat parafrase, pemeriksaan tata bahasa, atau pembuatan teks lengkap, sehingga mengurangi pemikiran kritis dan keterlibatan. Sebagai tanggapan, institusi disarankan untuk menerapkan kebijakan AI, mempromosikan literasi AI, menerapkan penilaian berbasis proses, dan melatih dosen dalam penggunaan AI yang etis. Langkah-langkah ini bertujuan untuk menegakkan integritas akademik dan memastikan bahwa AI meningkatkan pembelajaran.

Kata Kunci: Ketidakjujuran akademis; Siswa bahasa Inggris; Kecerdasan buatan.

Abstract

The rise of artificial intelligence (AI) has transformed academic writing, especially among English as a Foreign Language (EFL) students. While tools like ChatGPT, QuillBot, and Grammarly support language learning, their misuse has led to increased academic dishonesty. This study investigates how AI contributes to such dishonesty and explores institutional strategies to address it. Using a qualitative descriptive approach through desk research, the study reviews literature from academic sources. Findings show that dishonesty occurs both intentionally and unintentionally, often due to low AI literacy and lack of ethical guidelines. Students tend to overuse AI for



paraphrasing, grammar checks, or full-text creation, reducing critical thinking and engagement. In response, institutions are advised to implement AI policies, promote AI literacy, apply process-based assessment, and train lecturers in ethical AI use. These measures aim to uphold academic integrity and ensure AI enhances learning.

Keywords: *Academic Dishonesty; EFL Students'; Artificial Intelligence.*

A. Introduction

The development of artificial intelligence (AI) technology has brought significant changes in various fields of life, including in education. One form of AI that is growing rapidly and receiving wide attention is generative AI tools such as ChatGPT, QuillBot, Grammarly, and the like. Generative AI is an advancement in technology that can ease the work of teachers or students by providing answers according to the commands submitted. This is something that now often happens, one of which is when students do writing assignments.

English as a Foreign Language (EFL) learners are utilizing AI to help them with their academic activities, one of which is writing. AI's ability to produce coherent texts, improve grammar, and offer new ideas makes it a very attractive tool for learners who have limited mastery of academic English. EFL students recognize that AI helps them with academic writing, improving grammar, developing ideas, and completing the entire written assignment (Janković & Kulić, 2025). In another study, it was stated that master's students also utilized AI in helping them prepare their thesis (Werdiningsih et al., 2024). These findings show that generative

AI has become an integral part of students' academic literacy practices, especially in EFL students. In this case, AI not only acts as a technical tool, but also as a cognitive partner that encourages the fluency of ideas and the organization of arguments in a foreign language. However, this convenience also presents new challenges related to the originality of the work, critical thinking skills, and academic integrity of students that need to be seriously anticipated.

Despite the benefits in terms of efficiency and accessibility, the use of AI in academic contexts has raised concerns regarding academic integrity. The phenomenon of academic dishonesty is becoming more complex as the potential misuse of AI tools in the learning process emerges. A study shows that the presence of AI makes the level of academic dishonesty higher due to its ease in helping students with assignments (Mohammadkarimi, 2023). Some of the emerging forms of cheating include using AI to create assignments completely, automatic paraphrasing without understanding, and machine-based plagiarism. This not only threatens the originality of students' scientific work, but also negatively impacts the learning



process that should foster critical, reflective, and communicative thinking skills.

AI in the context of academic writing significantly makes it easier for students to cheat, including plagiarism and other forms of academic dishonesty. A study highlighted the viewpoint of EFL lecturers who expressed concern about the phenomenon of students' over-reliance on AI without attribution (Cong-Lem et al., 2024). In addition, some researchers also highlighted that the over-reliance on AI has led to a reduced awareness of the importance of academic integrity (Li et al., 2024). This shows that the challenges presented by AI are not only technical, but also involve the value and ethical aspects of education such as academic honesty and the responsibility to uphold educational integrity at all levels.

The integration of AI in the academic field still remains an area of controversy, especially in terms of ethics and academic honesty. When students use AI without ethical and critical understanding, the technology can turn into a tool for academic fraud. This is in line with the warning from (Chan, 2023), who stated that AI in education can erode academic integrity if its use is not accompanied by adequate regulation and digital literacy. In other words, although AI brings efficiency, there is a latent danger of dependency that reduces students' critical thinking and originality. This situation

puts educational institutions in a dilemmatic position. On the one hand, they must recognize that AI has become an unavoidable part of the modern learning landscape. On the other hand, they are required to protect the basic values of education, namely honesty, responsibility, and authentic self-development.

A number of previous studies have addressed the issue of AI's potential to support learning and its challenges to academic integrity. However, most of these studies are quantitative in nature and focus on user perceptions of AI tools. Meanwhile, not many studies have qualitatively explored the concrete strategies used by institutions and teachers to address academic dishonesty due to the use of AI, especially in the realm of foreign language education.

A number of educational institutions around the world have responded to this phenomenon by revising plagiarism policies, drafting guidelines for the use of AI in academic assignments, and developing mitigative strategies at the classroom level. However, many institutions still do not have clear guidelines, leaving lecturers and students in a state of uncertainty. Therefore, the purpose of this research is to conduct a desk study on the strategies that institutions and faculty have implemented and could implement in addressing



academic fraud triggered by the use of AI, especially among EFL students.

Artificial Intelligence(AI) in The Current Education

Artificial Intelligence (AI) has now made its way into the world of education. The rapid development of AI technology has changed the way learning, teaching, and evaluating in the modern education system. Artificial intelligence (AI) is a branch of computer science that focuses on developing intelligent systems capable of mimicking human cognitive abilities, such as understanding language, learning, and making decisions (Chen et al., 2020). This technology works through machine learning algorithms and artificial neural networks that allow computers to analyze data, recognize patterns, and generate responses adaptively to different contexts. In addition, in the context of AI in education, it can be defined as a work of technological advancement that helps to develop education as a whole by assisting teachers and supporting students in the teaching and learning process (Pokrivcakova, 2019).

In the educational world, AI has been utilized for various purposes. AI in education has entered not only in the administrative process but also in teaching and learning (Chassignol et al., 2018). AI can assist in the design of adaptive learning, academic tutoring chatbots, and generative AI-based writing tools such as ChatGPT. AI not only

improves efficiency and access to information, but also enables personalization of the learning process according to the needs of each learner. However, these technological advancements also present new challenges, especially when their use is not accompanied by ethical understanding and adequate controls.

The increasing adoption of AI in education has reshaped not only learning processes but also the responsibilities of educators and institutions. Teachers are now expected to guide students in the ethical use of AI tools while maintaining academic rigor and integrity. At the same time, the absence of standardized policies and ethical frameworks across institutions creates ambiguity regarding acceptable practices. This gap emphasizes the urgent need for educators to develop digital literacy and for institutions to establish clear guidelines on AI usage, especially in areas prone to misuse, such as academic writing and assessment.

Artificial Intelligence Writing Tools

The rapid expansion of artificial intelligence technology has spawned a wide variety of AI-based writing tools that are increasingly being used in language learning contexts, especially in English as a Foreign Language (EFL) environments. These tools cover a wide range of functions such as grammar correction, automatic paraphrasing, writing structure building, and full text generation



(Marzuki et al., 2023; Rudolph et al., 2023). AI-powered writing tools have changed the way writing, teaching, and evaluating writing due to their ability to provide real-time automated feedback. Examples of AI writing tools are ChatGPT, Grammarly, Quillbot, Jenni, Copy.ai and others.

AI-powered writing tools not only assist in the technical aspects of writing such as grammar and vocabulary, but also support the development of ideas and overall organization of writing. Several studies have shown that the use of AI writing tools can improve the quality of student writing, especially in terms of coherence, sentence accuracy, and lexical variation (Alharbi, 2023). Additionally, tools such as Grammarly are able to provide immediate feedback on writing errors. completion features based on the context of the previous paragraph. For example, Jenni.ai allows users to type a partial sentence and automatically provides follow-up suggestions that are coherent and appropriate to the academic context. This feature assists users in constructing logical arguments without having to start from scratch, thus speeding up the writing process. In addition, the use of large language models (LLMs) such as GPT-3 or GPT-4 allows the tool to better understand the writing context and provide relevant and high-precision responses.

Several platforms even provide control over the style and tonality of

writing. Grammarly, for example, allows users to choose the level of formality, the domain (academic or general), and the purpose of communication-whether to inform, convince, or enlighten. This provides great flexibility for foreign language learners (EFL) who are still developing linguistic sensitivity to certain genres of writing (Alharbi, 2023). Thus, AI-based writing aids not only help with the mechanical aspects, but also guide users to compose writing that conforms to global academic standards. However, while these tools provide significant benefits, their use also raises concerns among educators, particularly regarding potential dependency and reduced cognitive engagement of students in the writing process.

Academic Dishonesty in EFL Students Writings

Academic dishonesty is a violation of the basic values of honesty and authenticity in education. In general, academic dishonesty refers to any form of dishonest behavior in academic activities, including plagiarism, copying of assignments, use of information without attribution, falsification of data, and misuse of technology to complete assignments without a legitimate thought process (Rahardyan et al., 2024; Zhao et al., 2022). In terms of AI use, this includes various forms of unethical actions such as plagiarism, automatic paraphrasing without understanding, outsourcing



writing to machines such as ChatGPT, or language manipulation through machine translators and digital writing assistants. Essentially, these actions undermine the purpose of learning, which should be to foster critical thinking skills, ethics, and academic independence (Mohammadkarimi, 2023). This phenomenon ultimately challenges the conventional boundaries of what is considered original, and demands new understandings and policies that are more adaptive to the development of educational technology.

As the accessibility and capabilities of AI-powered writing tools increase, concerns about academic honesty are becoming more widespread among educators. Technologies such as ChatGPT, QuillBot, and Grammarly have become a part of students' daily lives in composing assignments, but they are not always used in a way that is in line with academic values. Teachers and lecturers express deep concern over students' increasing reliance on AI to complete assignments. Studies show that teachers find it difficult to distinguish between students' original work and AI-generated work because the similarities are so high (Cong-Lem et al., 2024; Mohammadkarimi, 2023). In addition to resembling human language styles, AI writing is often well-structured and free of grammatical errors, which complicates the identification process. The majority also recognized the difficulty in

detecting the use of AI despite using plagiarism detection tools such as Turnitin or Ithenticate.

This phenomenon becomes even more complicated when explored in the context of EFL students. Students tend to use AI not only to check grammar, but also to compose entire pieces of writing or ghostwriting (Padillah, 2024). This deprives them of the opportunity to develop academic literacy skills such as critical thinking, manual paraphrasing, and argumentative structure. In many cases, students are unaware of the extent to which the use of AI tools is considered acceptable, and at what point its use violates the principles of academic honesty. This confusion arises because the boundary between the use of technology as a learning aid and as a primary content creation tool has not been explicitly regulated in institutional policies. Without a critical understanding, the use of AI has the potential to replace students' thought processes completely, so that they do not realize that what they are doing is a form of technology-based plagiarism or a violation of academic integrity.

A number of studies such as Roe et al., (2023) and Alharbi (2023) show that most students do not receive ethical literacy in the use of AI before using it in assignments. This leads to the misperception that as long as the text passes plagiarism detectors such as Turnitin, then its use is considered



legitimate. In reality, academic originality is not just a matter of passing detection software, but rather intellectual engagement in constructing arguments and producing work that reflects personal understanding. Roe et al., (2023) emphasizes that EFL students are prone to engage in academic misconduct, both intentionally and unintentionally, due to the ignorance of ethical boundaries in the use of AI writing tools. Unfortunately, these ethical boundaries are still unclear in many institutions, resulting in blurred enforcement of academic integrity rules.

B. Methodology

This study adopted a qualitative descriptive approach using library research to investigate two interrelated phenomena: the rising trend of academic dishonesty in writing among EFL students due to the use of AI tools, and the mitigative strategies employed by educational institutions and teachers. This method was selected because it allows for in-depth examination of complex issues related to ethical behavior, technological disruption, and pedagogical responses in the context of English language education.

The data for this study were obtained from scientific articles, research reports, and relevant publications sourced from reputable and indexed databases such as ScienceDirect, ResearchGate, and others. All sources focused specifically on AI-assisted writing, the ethical dilemmas

posed by such technologies, and institutional reactions toward maintaining academic integrity.

The literature reviewed discussed how EFL students utilize various AI-powered writing tools, including ChatGPT, Grammarly, and QuillBot, in academic contexts. Particular attention was paid to dishonest behaviors such as automatic paraphrasing without understanding, full AI-generated writing (ghostwriting), and unintentional plagiarism due to lack of AI literacy. Additionally, the articles examined educational responses, such as the integration of AI literacy in curricula, transparency policies on AI use, and assessment reforms to detect and prevent misuse. Data analysis was conducted manually and systematically. Each article was read thoroughly, annotated for relevant segments, and categorized based on the two core themes:

1. Academic dishonesty in writing by EFL students due to AI usage
2. Mitigative strategies by institutions and educators.

The study employed thematic analysis to identify patterns and synthesize insights from various perspectives. To ensure credibility and accuracy, the researcher applied triangulation across multiple sources and clarified terminologies to prevent misinterpretation or ambiguity.



Through this approach, the study provides a comprehensive understanding of how AI shapes writing practices and academic behavior among EFL learners, while also highlighting the proactive steps that institutions and educators can take to uphold integrity in an increasingly AI-assisted academic environment.

C. Results and Discussion

Academic Dishonesty in Writing by EFL Students' due to the use of AI

The development of Artificial Intelligence (AI) technology has revolutionized academic writing practices, especially among English as a Foreign Language (EFL) students. On the one hand, AI-based writing tools such as ChatGPT, QuillBot, Grammarly, and Wordtune make it incredibly easy for students to organize their writing. However, on the other hand, this convenience opens up a new space for academic cheating that is difficult to detect conventionally. Cheating in writing is no longer limited to conventional acts such as copy-paste, but has evolved into new forms that involve manipulating technology to disguise the unoriginality of the work.

One of the most common forms of cheating is the use of automatic paraphrasing features without understanding. In this case, students change the sentence structure using tools such as QuillBot, then claim the results as

their original work. Studies show that QuillBot is widely used by students to help paraphrase and avoid plagiarism (Kurniati & Fithriani, 2022; Marzuki et al., 2023). This leads to a form of plagiarism that is more difficult to detect because it cannot be distinguished visibly. Tambunan et al., (2022) asserted that although AI-powered writing tools such as Grammarly and QuillBot or even ChatGPT help correct linguistic errors, their passive use decreases students' cognitive participation in developing original ideas.

There is also a tendency for students to leave the entire writing process to the AI, such as utilizing ChatGPT to compose essays from start to finish. In this case, students only act as curators of output, not as active learners (Padillah, 2024). When students start handing over the critical thinking process to machines, academic integrity is at stake. This is certainly contrary to the goals of higher education, which emphasize the development of critical thinking and reflective writing skills.

The concerns expressed by EFL lecturers are increasing as it becomes increasingly difficult to distinguish between student work and AI-generated work. Similarities in style, structure and vocabulary make AI-generated texts seem natural and authentic (Cong-Lem et al., 2024; Mohammadkarimi, 2023). In fact, plagiarism detection tools such as Turnitin



and Ithenticate are not yet sufficiently capable of identifying content that is entirely generated by AI. This creates a huge challenge in upholding academic integrity, as cheating becomes increasingly hidden yet systemic.

Another aspect to consider is unconscious cheating. EFL students with linguistic limitations may use AI as a technical aid, but due to their lack of academic literacy and understanding of writing ethics, they unintentionally violate academic honesty norms. Kovalenko & Baranivska (2024) and Roe et al., (2023) stated that different perceptions of the limits of AI use contribute to the emergence of gray areas in the assessment of writing integrity. Thus, the forms of academic fraud in writing by EFL students due to the use of AI are not only diverse but also increasingly complex. This complexity requires a critical and strategic response from educational institutions so that the presence of AI does not obscure the value of honesty in the academic process.

Mitigative Strategies by Institutions and Teachers

The main dilemma is not simply who is cheating, but how technology encourages the reconfiguration of the human role in the writing process. The shifting landscape of academic writing due to AI-writing tools demands a comprehensive response from educational institutions and teachers. Without

strategic intervention, the pedagogical potential of AI will be overshadowed by the escalation of academic cheating that is increasingly difficult to detect. Cross-campus survey studies show that only $\pm$ 3% of institutions have formal policies on the use of AI, while 51% of students admit that they would still use it even if prohibited (So, 2025). This gap demands a comprehensive mitigative strategy; not just a ban, but a holistic regulatory, pedagogical and operational framework.

An important mitigative strategy that educational institutions and teachers can adopt is the utilization of detection technologies. Many string matching-based plagiarism detection tools such as Turnitin, Grammarly, or Ithenticate have not been able to effectively identify content that is entirely generated by AI (Cong-Lem et al., 2024; Mohammadkarimi, 2023). This marks a shift in the challenge from mere textual similarity to analyzing the originality of the author's ideas and cognitive patterns. In response to this challenge, a number of generative AI-based detection technologies have been developed, such as GPTZero, OpenAI AI Text Classifier, and Originality.ai. However, the accuracy of these detection tools still fluctuates, mainly because the generative AI models themselves continue to evolve and are able to mimic human writing styles more and more subtly.



Establishing transparency and attribution policies can be another strategic step in addressing the problem of student academic dishonesty in the context of learning writing in English. Institutions need to establish official guidelines that regulate the degree, purpose, and limits of using AI-writing tools in academic assignments. A common scheme is disclosure-required use where students are required to explicitly state the function of AI such as only grammar correction or up to paragraph generation (Marzuki et al., 2023). The same study states that this is effective because student compliance increases when AI declaration becomes an administrative requirement for assignment submission. This can happen because transparency fosters ethical awareness while facilitating lecturer verification.

An absolute review of assessment in the peagogic field is also necessary. Teachers or institutions need to redesign how an assessment is conducted in order to minimize the misuse of AI (Chan, 2023). Similar principles were adopted by TEQSA Australia through its “assessment reform in the age of AI” agenda, which requires process portfolios, incremental revisions, and lecturer-student reflective dialogue (So, 2025). Process-based evaluation forces students to express their train of thought, making full delegation to the chatbot easy to detect. This strategy not only narrows the space for AI abuse,

but also restores the essence of writing as a cognitive rather than technical activity.

On the other hand, this change in assessment format will require training for lecturers. This includes workshops, collaborative curriculum development, and peer mentoring that focus on AI-related academic ethics and task design. Lecturers need to be equipped with the ability to design assessment rubrics that are relevant in the AI era, as well as the skills to distinguish between original and significantly machine-assisted writing. Without these skills, there is a risk that educators may either over-penalize or under-recognize AI influence, leading to inconsistent standards in academic evaluation. This is in line with the findings of Chan (2023) that new pedagogical competencies must be developed in a structured way so that lecturers are able to adopt curriculum and evaluation approaches that are aligned with the challenges of the digital era.

Most violations are created not because of deceptive intent, but rather a lack of understanding of the reasonable limits of AI use. Institutions must also strengthen digital literacy, especially AI literacy. AI literacy should be integrated into courses such as academic writing. This is important, as a study states that students often adopt sophisticated vocabulary from Grammarly without considering semantic nuances so that writing appears stiff and inauthentic.



The integration of AI literacy in curricula such as academic writing not only provides technical knowledge, but also strengthens students' metacognitive skills. By practicing reflection on the AI-assisted writing process, students will learn to distinguish when tools can be used as support and when to rely on personal intellectual abilities. This is confirmed by Cacho (2024) which shows that a balanced guidance approach that combines AI assistance and human guidance can improve the quality of writing without sacrificing students' originality and critical thinking process. In addition, this literacy should also include an understanding of the risks inherent in the use of AI, such as algorithmic bias, factual inaccuracies, and potential misuse. That way, students will not only be passive users, but also critical evaluators of the technology they use. In this context, higher education institutions have a central role to play in not only teaching how to use, but also when and why to use AI appropriately in academic activities.

D. Closing

The emergence of AI-powered writing tools has created a paradigm shift in academic writing, particularly among EFL students. While these tools offer efficiency and support in improving grammar, coherence, and structure, they also introduce new forms of academic dishonesty that are increasingly difficult

to detect. Cheating no longer involves just simple copy-paste techniques, but now includes more sophisticated methods such as paraphrasing without understanding, fully delegating writing tasks to AI, and unconscious misuse due to lack of awareness. The boundary between legitimate assistance and dishonest practices becomes increasingly blurred, especially when students rely too heavily on tools like ChatGPT and QuillBot without critical engagement. This situation not only undermines academic integrity but also hampers the development of essential writing and thinking skills that are central to higher education goals.

In response, educational institutions and educators must implement comprehensive mitigative strategies that go beyond detection. This includes developing clear and enforceable policies on AI usage in academic writing, integrating AI literacy into curricula, and shifting assessment methods towards process-based evaluation. Requiring students to disclose AI usage transparently and designing assignments that emphasize cognitive involvement such as drafts, revisions, and reflections that can help reduce AI misuse. Moreover, lecturers need targeted training to adapt their evaluation techniques and develop a deeper understanding of AI-generated content characteristics. Promoting ethical awareness through AI literacy is essential,



not just in terms of functionality, but also in helping students understand the ethical, semantic, and cognitive implications of AI usage. By doing so, institutions can ensure that technology remains a tool to enhance learning rather than a shortcut to bypass intellectual engagement. In the age of AI, academic honesty must be redefined not by prohibition, but through education, regulation, and transformation of pedagogical approaches.

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