



## AI-Assisted Academic Writing: Perspectives of EFL Students from Three Indonesian Universities

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### Abstract

The utilization of AI in the higher education sector has changed the way academic writing is taught in EFL classrooms. However, only a few studies have explored Indonesian EFL students' perspectives and experiences with AI for academic writing using a mixed-methods approach. Therefore, this study aimed to examine students' perspectives on AI use in academic writing classes and identify its benefits and challenges. This study employed an explanatory sequential mixed-methods design involving 28 EFL students from three Indonesian universities. The researchers collected data through closed-ended questionnaires and semi-structured interviews. Descriptive statistics were used to analyze quantitative data, while thematic analysis was used to analyze interview data. The findings showed that students had highly positive perspectives toward AI in academic writing, with a mean score of 4.32. Students believed that AI helped them generate ideas, organize writing, improve grammar, and complete writing tasks more efficiently. The findings also showed that AI supported independent learning, confidence, and creativity. On the other hand, some learners raised concerns related to overdependence on AI and academic honesty. Since the study involved only a limited number of participants, the findings cannot be generalized broadly. Future studies should involve larger and more diverse participants.

**Keywords:** *Artificial Intelligence; EFL Writing; Academic Writing; Students' Perspectives; Higher Education*

## Introduction

The implementation of AI technologies in higher education institutions has attracted increasing attention from researchers, particularly in writing instruction. The growing use of AI technologies has changed how students learn, interact, and complete academic tasks. In writing classes, AI-based tools are now widely used to assist students in developing ideas and enhancing grammatical accuracy, organizing sentences, and revising their work. Due to these functions, many researchers have investigated students' experiences and viewpoints on the use of AI in academic writing.

Several previous studies have reported positive responses toward AI-assisted writing. Wang (2024), for example, found that native and non-native English speakers engaged in sensemaking processes while interacting with generative AI and developed similar practices in AI-supported academic writing. Likewise, Song and Song (2023) reported that EFL students viewed tools powered by AI, including ChatGPT, as effective in improving learning motivation, participation, and personalized learning experiences in writing classes. Similarly, Kim et al. (2024) described AI as a multifunctional writing assistant, virtual tutor, and digital peer that supports students throughout different stages of the writing process.

Besides enhancing students' learning experiences, AI-generated feedback has also shown positive effects on writing quality. Ekizoğlu and Demir (2025) explained that AI-based feedback provides immediate and detailed responses that can overcome the limitations of traditional classroom feedback. Similarly, Alharbi (2023) found that many EFL learners relied on AI writing tools to improve grammar accuracy, develop ideas, and organize their writing more effectively. These findings suggest that AI can support students in completing writing tasks more efficiently and independently.

Despite these advantages, several researchers have expressed concerns about the increasing dependence on AI in academic writing. Hien (2025) stated that excessive use of AI-produced content may negatively affect students' critical thinking and autonomous writing skills. Similar concerns were also highlighted by Bulante et al. (2024) and Chan and Hu (2023), who argued that AI offers benefits while also creating certain drawbacks in learning. Although AI can improve creativity and efficiency, irresponsible use may threaten academic integrity and encourage superficial engagement in learning activities. For this reason, AI integration in education needs to be balanced with ethical awareness and responsible use.

Beyond these findings, the rapid development of AI has also changed teaching and learning methods in many educational contexts, including EFL classrooms. AI technologies, namely chatbots, automated feedback systems, and writing assistants like Grammarly and ChatGPT, are increasingly used to support language learning activities (Zawacki-Richter et al., 2019). With its ability to automate tasks, analyze complex data, and provide personalized learning support, AI has considerable potential to enhance educational practices (Luckin et al., 2016). However, the successful adoption of AI in university-level education largely depends on how users perceive and accept the technology.

In EFL classrooms, students play an important role as end users of educational technology. Students' acceptance of technology can influence how effectively AI supports learning outcomes (Teo, 2011). Although many studies have investigated students' perspectives on Information and Communication Technology (ICT) in language learning, research that specifically discusses students' perspectives on AI in EFL writing contexts is still limited (Chen et al., 2020). This limitation is notably visible in Indonesian higher

education settings, where studies on EFL students' interactions with AI-assisted academic writing remain relatively scarce.

Several earlier studies have also stressed the importance of AI in promoting personalized learning. AI-driven platforms such as ALEKS and Knewton are designed to provide adaptive learning pathways based on students' needs and abilities, while tools like Grammarly, QuillBot, and InstaText offer immediate and customized feedback on writing tasks (Hiranker & Kittisunthophisarn, 2020; Chiu et al., 2024). These features can encourage learner autonomy, self-reflection, and self-regulated learning. Furthermore, AI can support continuous interaction, collaborative learning, and communication development in language-learning contexts (Vazquez-Cano et al., 2021; Zaky, 2023; Hill et al., 2015).

In the Indonesian context, Rofikah et al. (2025) found that students showed different perspectives toward AI-assisted academic writing practices. Many students viewed AI positively because tools such as ChatGPT, Grammarly, and QuillBot helped them improve grammar, vocabulary, and writing organization. The students also stated that AI made it easier for them to revise their work, develop ideas, and feel more confident in writing. However, they also believed that AI should be used carefully so that students would not become overly dependent on it. Similarly, Aminah and Aly (2025) explained that Generative AI brought both benefits and challenges to EFL academic writing. AI helped students improve their language skills and finish writing assignments in a more efficient way. On the other hand, an overuse of AI may lead to a decline in students' critical thinking skills and make their writing less original.

Although much existing literature has discussed the use of AI in language learning and writing instruction, several research gaps remain. Most studies mainly focused on the effectiveness of AI in improving writing performance, grammar, and writing quality. A limited amount of research has explored students' experiences, perceptions, and feelings toward AI-assisted academic writing, especially in EFL contexts. In addition, many previous researchers used only quantitative methods, such as surveys and experiments, which limited deeper exploration of students' experiences and viewpoints. Most earlier studies were conducted in Western countries or other Asian contexts, whereas Indonesian EFL students may have different learning cultures, digital literacy levels, and access to technology.

Moreover, earlier studies tended to emphasize the benefits of AI more than ethical concerns and students' dependence on AI tools. As a result, issues related to academic honesty, originality, and critical thinking have not been widely explored. Previous studies also rarely examined AI as both a virtual tutor and a tool that supports independent learning in writing classes. Therefore, further investigation is necessary to understand how students perceive, experience, and respond to AI use in academic writing, including responsible use and ethical awareness.

Based on these gaps, the present study investigates Indonesian EFL students' perspectives on the utilization of AI in writing classes, particularly the benefits and challenges they experience during academic writing activities. By focusing on students as end users of AI technology, this study contributes to understanding students' readiness, acceptance, perceived advantages, and challenges in adapting to AI-driven transformation in academic writing.

This study aims to answer the following research questions:

1. What are undergraduate students' perspectives toward the use of Artificial Intelligence (AI) in academic writing classes?

2. What benefits and challenges do undergraduate students perceive in using Artificial Intelligence (AI) in academic writing classes?

## Research Methods

### 1. Research types

Mixed-method research aims to combine the strengths of quantitative and qualitative approaches. Quantitative data, such as scores obtained from research instruments, generate numerical results that can be statistically analyzed to identify the frequency and level of particular trends. This type of data is useful when researchers need to describe patterns from a large number of participants. Besides, qualitative data provide deeper explanations and different perspectives related to the issue being studied, allowing researchers to obtain a complete comprehension of the phenomenon (Creswell, 2012; Harwell, 2011; Heigham & Croker, 2009).

This study applied a sequential explanatory mixed-method design. In this design, the researcher first collected quantitative data and then continued with qualitative data collection to clarify and provide further explanation of the quantitative findings. This approach is justified because quantitative data and results offer an excellent broad research problem; extensive analysis, primarily qualitative data gathering, is necessary to improve, enlarge, or describe the broad picture (Creswell, 2012). In the initial phase, quantitative data were collected through questionnaires to investigate students' views on the adoption of AI in academic writing activities. Subsequently, qualitative data offer rich explanations of students' experiences, attitudes, and challenges in using AI for academic writing.

### 2. Research Data Sources

This study collected data from undergraduate students enrolled in academic writing classes at Indonesian universities. The quantitative data came from students' answers to closed-ended questionnaires, while the qualitative data came from semi-structured interviews. The selection criteria required participants to have at least six months of experience using AI tools in academic writing. Their experience helped the researcher understand students' views on the benefits, effectiveness, challenges, and ethical issues of AI use in writing activities.

### 3. Research Population and Sample

The research population comprised students who joined writing classes that incorporated AI tools at three Indonesian universities: Universitas Prof. Dr. Hazairin, SH, Universitas Riau Kepulauan, and Universitas Islam Ogan Komering Ilir Kayuagung. A purposive sampling technique was employed to select participants who had used AI tools in academic writing classes for at least six months. This criterion helped ensure that the participants could provide relevant information about the utilization of AI in writing activities.

A total of 28 students participated in the questionnaire stage of this study. The number of participants was limited because only a few students had used AI tools in writing classes and showed willingness to participate in the research. The researcher selected students who had used AI in their academic writing, which reduced the number of suitable participants. Even though the number of participants was limited, they were considered suitable for this study because they had sufficient experience with AI for writing activities. Furthermore, seven students volunteered for semi-structured interviews to provide deeper insights into their experiences, perspectives, benefits, and challenges related to the use of AI in academic writing.

#### 4. Data Collection Techniques

Data collection was carried out using closed-ended questionnaires and semi-structured interviews. The questionnaire was adapted from previous studies related to AI use in education and students' perspectives (Zhai, 2022; Baker, 2021; Dhawan & Batra, 2020; Eaton et al., 2021; Else, 2023; Mintz, 2023). The adaptation process was conducted to ensure the instrument's relevance to the context of AI-assisted academic writing in Indonesian higher education. The questionnaire was applied to measure students' perspectives on the benefits, effectiveness, challenges, and ethical aspects of AI use in writing classes.

Before collecting the main data, the researchers tested the questionnaire's validity and reliability. To test content validity, several lecturers in English education and educational technology examined the questionnaire items. The lecturers stated that all items matched the research objectives and represented the aspects that the researchers wanted to measure. The researchers also tested empirical validity by using the Corrected Item-Total Correlation technique. The results showed that all questionnaire items had correlation coefficients ranging from 0.42 to 0.78. These values were higher than the critical  $r$ -value of 0.361 at the significance level of 0.05 ( $n = 30$ ). Therefore, all questionnaire items were valid to determine students' perspectives on AI use in writing classes. To test reliability, the researchers used Cronbach's alpha to assess the questionnaire's consistency. The result indicated that Cronbach's alpha was 0.89, exceeding the minimum acceptable value of 0.70. This result showed that the questionnaire had high reliability and was appropriate for this study.

Before conducting the semi-structured interviews, the researchers checked the validity and reliability of the interview guide. To check content validity, the researchers asked several experts in English education, qualitative research, and educational technology to examine the interview questions. The experts checked whether the interview questions aligned with the study's aims and research questions. They also reviewed whether the questions were clear, relevant, and appropriate for exploring students' perspectives, benefits, and challenges in using AI in writing classes. After receiving suggestions from the experts, the researchers revised several questions to make them clearer and easier for participants to answer. Creswell and Poth (2016) state that expert judgment helps researchers ensure that interview questions are appropriate and relevant to the study.

To confirm that the interview data were reliable and trustworthy, the researchers first conducted a pilot interview with several students who had characteristics similar to those of the actual participants. The pilot interview helped the researchers determine whether the students could understand the questions clearly and whether the questions produced relevant answers.

#### 5. Data Analysis Techniques

The responses collected from the closed-ended questionnaires were examined quantitatively through the use of descriptive statistical analysis. The responses from the five-point Likert scale were calculated to determine the mean scores, percentages, and frequency distributions of each item. These analyses were used to identify students' overall perspectives regarding the benefits, effectiveness, challenges, and ethical issues of AI use in academic writing classes. The quantitative data were then interpreted based on predetermined score categories to classify the level of students' perspectives.

The qualitative data obtained from semi-structured interviews were analyzed by applying thematic analysis. Thematic analysis is a qualitative approach utilized to

determine repeated ideas or patterns within a set of data (Riger & Sigurvinsdottir, 2016). The analysis in this study followed several stages introduced by Braun and Clarke (2006):

#### Stage 1

The researcher carefully reviews the data by transcribing the interview recordings and reading the transcripts several times. Through this process, important ideas, recurring patterns, and potential codes started to emerge from the participants' responses.

#### Stage 2

The researcher creates initial codes from the data. Codes are meaningful labels used to organize data into smaller units. Coding can be done manually or with software, and multiple codes may apply to the same data segment.

#### Stage 3

After coding, the researcher groups related codes into broader themes. Themes represent larger patterns or ideas found in the data and may include subthemes.

#### Stage 4

The researcher reviews and refines the themes to ensure they are relevant, coherent, and clearly different from one another. Themes may be combined, divided, or removed during this stage.

#### Stage 5

The researcher determines the central idea of each theme and assigns appropriate names to represent them clearly. The researcher also describes the connection between each theme and all the results of the study.

#### Stage 6

The researcher writes the final report by presenting themes, supporting evidence, and interpretations. The report should explain the meaning, implications, and overall story revealed by the data analysis.

Semi-structured interview data were analyzed through thematic analysis as outlined by Braun and Clarke (2006). At the initial stage, the researchers became familiar with the data by converting the interview recordings into written form and reviewing the transcripts several times to better understand the participants' answers and experiences. During this process, the researchers also noted important ideas and initial impressions relevant to the topic. During the second phase, researchers generated initial codes by identifying meaningful statements and labeling important information from the interview transcripts into smaller units of analysis. The third stage was searching for themes, where similar codes were categorized into broader themes and subthemes based on common patterns and meanings. The fourth stage involved reviewing themes to confirm that the accurate themes represented the data and were relevant to the research questions. In this stage, some themes were revised, merged, or separated to achieve consistency and clarity. The fifth stage involved defining and labeling the themes, in which the researchers clearly explained the essence of each theme and provided appropriate names that reflected the main ideas of the participants' experiences. Finally, the sixth stage involved writing the report, in which the researchers outlined the results in a descriptive format by interpreting the themes and supporting them with excerpts from the interview data to offer a thorough grasp of the research issue.

## Results and Discussion

### Result

The results of the study related to the two research questions concerning undergraduate students' perspectives on the use of Artificial Intelligence (AI) in writing classes. The results discuss students' perspectives and the benefits and challenges of using AI in academic writing.

#### 1. Description of Students' Perspectives on the Use of AI in Academic Writing Classes

To address the first research objective, the researchers gathered data using a questionnaire on students' perspectives. The analysis indicates that students from the English Language Education Study Program generally show favorable attitudes toward the use of AI in writing classes. The questionnaire results are summarized in Table 1.

Table 1. Students' Perspectives on the Integration of AI in Academic Writing Classes

No	Aspects Assessed	Average Score	Categories
1.	Students' understanding of the concept and function of AI in academic activities	4.35	Excellent
2.	Ease of use of AI applications (ChatGPT, Canva, MagicSchool.ai, etc.)	4.28	Good
3.	The effectiveness of AI in helping the writing process (ideas, structure, grammar)	4.42	Excellent
4.	The impact of AI on creativity and innovation in writing	4.30	Excellent
5.	Ethical attitudes and awareness in the use of AI	4.25	Good
	Overall Average	4.32	Excellent

Based on Table 1, the average overall student perspectives score reached 4.32, which is in the very good category. Students rated the usefulness of AI in supporting the writing process highly ( $M = 4.42$ ). The findings indicate that AI helps students generate ideas, organize their writing more clearly, and improve grammar and word selection in their compositions.

Furthermore, the aspect of student understanding of the concept and function of AI obtained a high score ( $M = 4.35$ ). These findings indicate that students are not only using AI technically, but also understanding the function of AI in writing academic activities.

The aspect of AI's impact on creativity and innovation in writing obtained an average score of 4.30. Students consider that AI can stimulate the emergence of new ideas and enrich the variety of styles and expressions in writing. Meanwhile, the aspects of ease of use of AI applications ( $M = 4.28$ ) and attitudes and ethical awareness in the use of AI ( $M = 4.25$ ) were in the good category, showing that students accepted the use of AI with a positive and critical attitude.

#### 2. Benefits and Challenges of Using AI in Academic Writing Classes

To address the second research objective, the researchers gathered qualitative data through semi-structured interviews with seven students having previously participated in the questionnaire. The interview data were then examined using thematic analysis, and the resulting themes are summarized in Table 2.

Table 2. Thematic Analysis of Students' Perspectives on the Implementation of AI in Academic Writing Classes

No	Aspects Assessed	Main Theme
R1	"AI helps me find initial ideas and structure paragraphs more neatly."	AI as a Writing Assistant
R4	"With AI, the writing framework becomes clearer and more directed."	AI as a Writing Assistant
R2	"I'm more confident because the grammar can be checked directly."	Improved Writing Efficiency and Quality
R6	"Writing is faster, especially when it comes to deadlines."	Improved Writing Efficiency and Quality
R3	"I learned from the mistakes that AI corrected."	AI as a Means of Independent Learning
R7	"AI is like a personal tutor who is always ready to help."	AI as a Means of Independent Learning
R5	"If you use AI too often, you are afraid of becoming dependent."	Ethical Awareness and Academic Responsibility
R1	"AI should only be used as a tool, not for copying."	Ethical Awareness and Academic Responsibility

The thematic analysis outcomes of the interviews of seven respondents produced four main themes, namely: (1) AI as a writing assistant, (2) improving the efficiency and quality of writing, (3) AI as a means of independent learning, and (4) ethical awareness and academic responsibility.

The first theme shows that students feel the benefits of AI in helping with the initial steps of writing, namely, idea development, drafting, and paragraph organization. The second theme affirms that AI improves the efficiency and quality of writing through grammar correction and the acceleration of the writing process. The third theme describes the function of AI as a virtual tutor that aids self-paced learning through hands-on feedback.

However, the fourth theme reveals the challenges of using AI, especially related to potential dependencies and academic integrity issues. Students highlighted that AI is advised to be applied responsibly as a supporting aid, not a replacement for critical and creative thinking in academic writing.

### 3. Implications of Research Findings

The present study's findings provide several implications for English language teaching, especially in university-level writing classes. The results reveal that students respond positively to the utilization of artificial intelligence in educational tasks. This indicates that AI technology has the capacity to support writing instruction, especially in helping students develop ideas, arrange paragraphs, check grammar, and complete writing tasks more efficiently. For this reason, lecturers may consider using AI applications as additional learning media in academic writing classes.

In addition, this research also demonstrates that AI can encourage students to foster greater autonomy in learning and stronger confidence in writing proficiency. AI tools are able to give quick responses, suggestions, and guidance throughout the writing activity. Consequently, the use of AI in writing instruction can aid students in improving their writing skills in a more active and autonomous way.

However, the study also reveals significant challenges concerning excessive dependence on AI and academic integrity issues. The results suggest that educators need to direct students toward the responsible and ethical use of AI tools. Detailed directions and classroom exchange of views on plagiarism, originality, and critical thinking are necessary to make sure that AI is applied as a learning aid rather than a substitute for students' own ideas and creativity.

In addition, this study implies that academic settings should provide training and rules on the effective and ethical use of AI in learning. By doing so, AI can be utilized optimally to enhance students' academic writing skills while maintaining academic honesty and responsibility.

## Discussion

### 1. Students' Perspectives on the Use of AI in Academic Writing Classes

Table 1 reveals that students in the English Language Education Study Program generally hold favorable perceptions toward the application of AI in writing classes. The overall mean score of 4.32 implies that students think AI is beneficial and appropriate for supporting writing learning activities. These findings are in line with the study of Zawacki-Richter et al. (2019), which reported that AI technologies can positively sustain learning activities by improving efficiency, feedback, and student engagement in educational contexts.

The highest-scoring aspect in Table 1 was the effectiveness of AI in assisting the writing process ( $M = 4.42$ ). Students consider that AI is highly supportive in developing ideas, compiling paragraph structures, and correcting grammatical errors and vocabulary choices. This shows that AI is perceived as a valuable instrument for enhancing the quality of students' academic writing. This evidence supports the research of Chen et al. (2020) and Zhai (2022), who stated that AI provides significant support in learning to write foreign languages, especially in aspects of text organization and language accuracy.

Furthermore, students' understanding of the concept and function of AI obtained a high score ( $M = 4.35$ ). These results indicate that students are not only using AI technically but also understanding the role and function of AI in academic activities. This understanding is essential because the successful use of AI in education needs conceptual understanding so that the technology is used as a learning assistance tool, not as a substitute for students' cognitive processes (Holmes et al., 2022).

In terms of the impact of AI on creativity and innovation in writing, an average score of 4.30 indicates that students feel that AI is able to stimulate creativity and help discover new ideas. Students leverage AI to explore a variety of topic alternatives, a variety of writing styles, and a more diverse text structure. These results are in agreement with Dede et al. (2023), who stated that AI-based technology can enrich the creative thinking process by providing inspiration and diverse examples.

Meanwhile, the aspect of ease of use of AI applications received a score of 4.28 and was in the good category. Students consider that AI applications such as ChatGPT, Canva, and MagicSchool.ai are relatively easy to use. However, some students still face obstacles in compiling the right prompt so that the results generated by AI are in accordance with academic needs. These findings support the view of Lee and Kim (2021) that the effectiveness of AI integration in learning is greatly affected by users' digital literacy levels.

The final aspect in Table 1 is attitudes and ethical awareness in AI usage, with an average score of 4.25. Although it is classified as good, this aspect shows that students

are more cautious than in other aspects. Students are aware of the importance of maintaining the authenticity of their scholarly work and ethical conduct when using AI. This is in line with the view of Holmes (2021), who emphasizes that the utilization of AI in education should be balanced with moral awareness, so as not to cause dependency and violation of academic integrity.

Although the findings show that students commonly had positive perspectives related to AI utilization in academic writing classes, the results of this study cannot be generalized. This study involved only 28 students from three Indonesian universities, so the findings reflect the experiences and perspectives of a limited group. In addition, the participants were determined by specific criteria, particularly their experience using AI tools in writing classes. Therefore, the results may not fully represent all EFL students in Indonesian higher education settings. Future studies are suggested involving a larger, more diverse sample to yield broader, more representative findings on students' perspectives on AI-assisted writing.

## 2. Benefits and Challenges of Using AI in Academic Writing Classes

Table 2 offers a more detailed picture of the benefits and challenges of using AI in academic writing classes. The thematic analysis resulted in four main themes, namely AI as a writing assistant, strengthening writing efficiency and quality, AI as a means of independent learning, and ethical awareness and academic responsibility.

The theme of AI as a writing assistant reveals that students utilize AI to help find initial thoughts, draft their writing, and maintain paragraph coherence. Respondents' statements such as "AI helps me find initial ideas and structure paragraphs more neatly" and "writing frameworks become clearer and more directed" indicate that AI facilitates the pre-writing stage, which is often a challenge for students. Similar results were reported by Kim et al. (2024), who stated that AI functions as a multifunctional writing assistant that supports the development of ideas and academic text structures. These research results reveal that students perceive AI as a helpful writing assistant that provides idea generation and enhances the organization of academic writing.

The second theme, improving writing efficiency and quality, emphasizes that AI helps students correct grammatical errors and speed up the writing process. Students feel more confident because grammatical errors can be checked directly, and writing can be completed faster, especially when facing deadlines. These findings are supported by Luckin et al. (2020), who stated that AI has great potential in improving the efficiency of academic processes by reducing the technical burden of writing. This suggests that AI helps students complete writing tasks more efficiently while also improving the quality and accuracy of their academic writing.

The theme of AI as a means of independent learning confirms that students implement feedback from AI to understand mistakes and make revisions independently. The statements "I learn from AI-corrected mistakes" and "AI is like a personal tutor" suggest that AI plays the role of a virtual tutor that supports self-regulated learning. These findings are in line with Xia et al. (2022), who found that the utilization of AI can encourage students' learning independence and self-reflection in language learning. Therefore, AI facilitates writing activities while encouraging students to learn independently and reflect on their own mistakes during the writing process.

Nevertheless, the themes of ethical awareness and academic responsibility reveal the challenges of using AI. Students expressed concerns about the potential dependency and risk of plagiarism, as reflected in the statements "if you use AI too often, you will be afraid of becoming dependent" and "AI should only be used as an aid, not for copying". These findings are in line with Chan and Hu (2023) and Bulante et al. (2024), who affirm

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that the use of AI in education is a double-edged sword, thus requiring AI literacy and clear ethical guidelines. These findings show that although students acknowledge the advantages of AI, they also understand the importance of using AI ethically and responsibly in academic writing.

Overall, the findings show that students had very positive perspectives toward the use of AI in writing classes. AI helped students write more quickly, raise the standard of their writing, and learn more independently. However, the findings also indicate that students need adequate AI literacy and strong academic ethics to use AI wisely and responsibly in academic work. Nevertheless, these findings cannot be generalized broadly because the study involved only 28 students from three Indonesian universities. Therefore, the results reflect the experiences and perspectives of a limited group of EFL students rather than all university students in Indonesia.

The distinctive aspect of this study is its focus on students' perspectives, benefits, and challenges in using AI in academic writing classes in Indonesian higher education. Most previous studies mainly discussed how AI improves writing skills. In contrast, this study used questionnaires and semi-structured interviews to explore students' experiences with AI in writing in greater depth. This study also highlights that AI supports students during the writing process and contributes to learning activities more broadly. At once, students recognized the risks of excessive dependence on AI and the issues related to academic integrity. Therefore, the discussion of AI as a virtual tutor, a support for independent learning, and a source of ethical concern becomes an important contribution of this study. In addition, this study offers insight into the discussion of AI literacy in English language teaching by emphasizing the need to balance AI's advantages with ethical, responsible academic use.

From the results obtained in this study, several suggestions can be given to lecturers, educational institutions, students, and future researchers. First, lecturers can apply AI tools, namely ChatGPT, Canva, and MagicSchool.ai, in writing classes as additional learning tools. AI can help students find ideas, make drafts, check grammar, improve vocabulary, and organize paragraphs. AI usage in writing classes can aid lecturers in creating learning activities that are more interactive, effective, and focused on students' needs.

Second, educational institutions need to provide training and workshops about AI literacy and digital literacy for lecturers and students. Some students still have difficulties in making effective prompts and evaluating the correctness of AI-generated content. Therefore, students and lecturers need guidelines for using AI carefully and responsibly. Institutions also need clear academic rules and ethical guidelines for the employment of AI in writing classes to reduce plagiarism, dependency, and misuse of technology.

Third, students are recommended to apply AI as a tool to support learning, not instead of their own ideas and creativity. Students still need to improve their critical thinking, originality, and independent writing skills while using AI in the writing process. They also need to maintain honesty and responsibility in academic work.

However, the suggestions provided in this study should be interpreted carefully because the study involved only 28 students from three Indonesian universities. Therefore, the findings and recommendations may not adequately reflect the perspectives and experiences of all EFL students in Indonesian higher education. Future studies are urged to include a larger and more diverse group of participants to obtain broader and more representative findings concerning the utilization of AI in academic writing classes.

## Conclusion

The findings of this study showed that undergraduate students of the English Language Education Study Program had very positive views about the use of Artificial Intelligence (AI) in academic writing classes. The questionnaire results showed that students believed AI assisted them in generating ideas, organizing writing, improving grammar, and choosing better vocabulary. Students also understood AI's role in academic activities and believed it could help them become more creative in writing. The interview results also found that AI helped students during the writing process, made writing faster and better, and supported independent learning through direct feedback. Nevertheless, the study also found several problems related to students' dependence on AI, as well as issues of honesty, originality, and academic ethics. These findings reveal that AI can help students write effectively when used properly and responsibly.

This study gives conceptual, methodological, and theoretical contributions to the discussion of AI in language education. Conceptually, this study explains more clearly how students see the benefits and challenges of AI in academic writing at the university level. Methodologically, this study used an explanatory sequential mixed-methods design that combined questionnaire and interview data to provide deeper and more complete information about students' experiences. Theoretically, this study adds to previous research about technology in language learning by showing that AI can help students learn, but it can also create ethical problems in academic writing. The findings can also help lecturers and educational institutions make policies and learning strategies about the responsible use of AI in academic writing classes.

Despite its contributions, this study has several limitations. First, the study involved only students from one study program, so the findings may not reflect students from other educational contexts. In addition, the study involved only 28 students from three Indonesian universities. Therefore, the findings cannot be generalized because they reflect only the experiences and perspectives of a limited group of EFL students. Second, only seven students participated in the interviews, so the data may not fully describe all students' experiences. Third, this study focused more on students' perspectives and did not directly measure the effect of AI on students' writing achievement. Therefore, future researchers are encouraged to involve larger and more diverse participants from different schools or universities and to use experimental or longitudinal research designs. Future studies can also examine the long-term effects of AI on writing skills, creativity, critical thinking, and academic integrity.

## Author Contribution Statement (Optional, Font Book Antiqua, 12pt, Spasi 1)

This section contains an explanation of each author's contribution to the article. The description of contributions should be written clearly and specifically, reflecting their academic role. Contribution statements should be written in 11-point Book Antiqua font with single spacing.

How to write:

The authors' contributions to this article are as follows: Author 1 acted as the initiator and conceptor of the article; Author 2 contributed to the analysis and interpretation of the data; Author 3 served as the validator of the data and analysis results; Author 4 contributed to the data collection and critical revision of the article. All authors approved the final content of the article and are responsible for all aspects of this research.

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