Jurnal Teknologi Pendidikan, April 2025, 27 (1), 45-55
DOI: http://dx.doi.org/10.21009/JTP2001.6
p-ISSN: 1411-2744 e-ISSN: 2620-3081
Accredited by Directorate General of Strengthening for Research and Development
Available online at http://journal.unj.ac.id/unj/index.php/jtp

AI-Assisted Academic Writing: Evaluating Postgraduate Students' AI Literacy and Skills

Kapraja Sangadji[1(*)], Arman[2], Acim[3]
[1]Institut Agama Islam Negeri Ambon, Ambon, Indonesia
[2]Universitas Muhammadiyah Pringsewu, Lampung, Indonesia
[3]Universitas Pattimura Ambon, Ambon, Indonesia

Received : August 12, 2024
Revised : January 7, 2025
Accepted : April 23, 2025

Abstract

Given the significant increase in the use of AI tools in academic writing, this study aims to assess the AI literacy skills among postgraduate students in academic writing, focusing on their affective, behavioral, cognitive, and ethical competencies. Utilizing a descriptive quantitative approach, data were collected via a survey conducted among 54 postgraduate students from Muhammadiyah University of Pringsewu Lampung and the State Islamic Institute Ambon. The survey included 20 items measuring the four dimensions of AI literacy. Data analysis involved computing frequencies and percentages to evaluate the participants' demographic profile and AI literacy levels. Findings revealed a generally high level of AI literacy, with students demonstrating positive attitudes towards AI tools, active integration of these tools in their writing processes, and a strong understanding of AI's benefits. However, areas for improvement were identified, particularly in motivation and ethical considerations. This research provides insights into the current state of AI literacy among postgraduate students and highlights the need for a targeted AI literacy model to enhance their academic writing skills efficiently and ethically. In conclusion, the research underscores the need for a targeted AI literacy model to enhance students' academic writing skills while addressing motivational and ethical gaps, fostering more effective and responsible use of AI in academic settings.

Keywords: AI Literacy, Generative AI, Academic Writing.

(*) Corresponding Author: kapraja@iainambon.ac.id

How to Cite: Sangadji, K., Arman, & Acim. (2025). AI-Assisted Academic Writing: Evaluating Postgraduate Students' AI Literacy and Skills. *JTP - Jurnal Teknologi Pendidikan*, *27*(1), 45–55. https://doi.org/10.21009/jtp.v27i1.48952

INTRODUCTION

The writing process of students in academic settings has significantly been affected by the fast growth of Artificial Intelligence (AI). The manner in which students approach writing tasks has changed significantly because of generative AI technologies, such as ChatGPT, they help at brainstorming points for an essay, organizing ideas, improving global or coherence argument and local aspects such as syntax and grammar. Furthermore, integrating AI into education has been found to improve learning quality, student engagement levels, critical thinking abilities, creativity levels among others as well as access to learning resources hence the need to encourage learners' AI literacy so that they continue expressing themselves genuinely and maximize learning openings through collaboration between human beings and AI (Wang, 2024; Zahara et al., 2024).

Numerous benefits are demonstrated through several research papers on the integration of AI in academic writing. Several studies have established that AI-powered tools help students at different stages of writing such as planning, drafting and revising the papers (Nguyen et al., 2024; Utami & Winarni, 2023). They are flexible and accessible hence help the students to develop topics; structure their papers as well as enhance their writing quality (Utami & Winarni, 2023). Moreover, AI tools enhance grammatical accuracy and structural coherence concerning a given topic (Rahmi et al., 2024) and offer improvements in both global and local writing aspects such as grammar and syntax (Sundari & Leonard, 2020). Additionally, AI contributes to enhancing learning quality by fostering critical thinking, creativity, and providing easy access to educational resources (Ngawu, 2020). Furthermore, integrating large language models into scholarly processes has been found to improve text quality and streamline the scholarly manuscripts' writing and revision process thereby making researchers concentrate on important aspects of their work while automating repetitive tasks (Pividori & Greene, 2024). Overall, AI significantly supports academic writing by facilitating idea generation, improving content and structure, supporting literature review, enhancing data management, assisting in editing and publishing, and aiding in communication and ethical compliance (Khalifa & Albadawy, 2024).

Academic writers' ever-increasing reliance on AI tools has raised some challenges. while AI tools help to improve the quality of articles and streamline writing process, there are apprehensions regarding the preservation of academic integrity and ethical standards when incorporating AI into scholarly works (Pividori & Greene, 2024). Moreover, over-reliance on AI tools could diminish researchers' creativity and thinking critically as scholars may prefer automation at the expense of coming up with new ideas and developing writing skills (Abinaya & Vadivu, 2024; Pividori & Greene, 2024). Therefore, it is important for scholars to learn how to use AI tools effectively in order to maintain effectiveness in research activities while keeping the basics of academic research and writing intact.

In addition, ethical frameworks must be built for guiding educational research that supports AI principles including transparency, accountability and fairness as well as authenticity (Balta, 2023). The temptation to resort to AI in order to speed up writing processes underpins the need for a careful balance between AI utility and human judgment which sustains scientific integrity(Yusuf, 2024). It means therefore that promoting transparency culture through adequate AI literacy in integrating AI tools into research work flows are some essential steps towards addressing these ethical questions in academic writing.

AI literacy in academic writing is essential as they have a great impact on improving the writing skills and critical thinking in academic settings. Promoting AI literacy among educators and learners is essential to navigate the ethical and societal implications of AI technologies, ensuring that individuals are equipped to engage meaningfully with AI tools (Tzanova, 2024; Varadarajan, 2024). Hence, developing AI literacy abilities is important for adapting to the dynamic trends within academic writing while ensuring that individuals can use tools powered by AI effectively (Storey, 2023).

For many, AI literacy usually means a set of essential skills that people need to have in order to effectively interact with and critically assess AI technologies. It

stresses the importance of users having an awareness and understanding about AI concepts, ability to use AI systems, evaluation of its effectiveness, and ethical concerns regarding it (Long & Magerko, 2020; Ng et al., 2021). AI literacy reminds us that education should not only be confined to classrooms but must include non-expert users of explainable AI at workplaces as well as legislation drawing on public policy (Long et al., 2023). Moreover, AI literacy is somewhat critical in preparing people for the right skills that they need to employ when it comes to dealing with AI. It entails grasping the ideas of AI, using AI applications, assessing the operations of AI, and considering the thoughts on morality (Kajiwara & Kawabata, 2024; Vashishth et al., 2024). Through AI literacy, the citizens can ventilate their opinions in the societies' and the polities by realizing the effects of AI in the societies hence their perception of justice (Varadarajan, 2024). It includes different aspects and sub-traits that are essential for the person to comprehend and manage AI. Moreover, there are such major elements of the family AI literacy as ask, adapt, author, and analyze, concerning algorithmic bias, as well as critical awareness of the smart technologies among families (Druga et al., 2021). The set of dimensions implies practical orientations of AI literacy: AI knowledge, AI ability, AI awareness and ethics; it points to the imperatives of the holistic mastery and focusing on privacy protection (Zhang et al., 2023).

However, there is very scarce empirical research that has adequately addressed the issues regarding the level of AI literacy among postgraduate students in academic writing. This article is a critical component of the needs assessment stage in a Research and Development (R&D) study aimed at developing an AI literacy model specifically designed to enhance the academic writing skills of postgraduate students. Recognizing the pivotal role of academic writing in postgraduate education, this research seeks to address the gap in AI literacy among students, enabling them to effectively leverage advanced AI tools and techniques This article lays the foundation for creating a robust and targeted AI literacy model that will empower students to produce higher quality academic work with greater efficiency and confidence.

Given these opportunities and challenges, this study seeks to address a key question: What is the current level of AI literacy among postgraduate students in relation to academic writing, and how can targeted interventions enhance their AI-related competencies in this field?

The significance of this research lies in its potential to bridge a critical gap in the current academic landscape by addressing the AI literacy levels of postgraduate students in relation to academic writing. As the integration of AI tools and techniques becomes increasingly prevalent in academia, it is essential that students possess the necessary skills to utilize these technologies effectively. This study's findings will provide valuable insights into the existing challenges and areas for improvement, guiding the development of an AI literacy model that is specifically tailored to meet the needs of postgraduate students.

By enhancing AI literacy, this research aims to empower students to produce higher quality academic work with greater efficiency and confidence. The proposed AI literacy model will not only improve students' understanding of AI concepts but also their ability to integrate AI tools into their research and writing processes. This,

in turn, can lead to more innovative and rigorous academic contributions, fostering a more dynamic and technologically adept scholarly community.

METHODS

This study describes the needs assessment phase in the development of an AI literacy model for academic writing, using the ADDIE (Analysis, Design, Development, Implementation, and Evaluation) instructional design model. During the analysis phase, a comprehensive needs assessment was conducted to identify the current level of AI literacy among postgraduate students and to pinpoint specific challenges they face in academic writing.

A descriptive quantitative approach was employed to assess the AI literacy of postgraduate students. The scope of the study focused on evaluating four key dimensions of AI literacy: affective, behavioral, cognitive, and ethical competencies related to academic writing. The operational definitions for these dimensions include affective as students' attitudes, confidence, and enjoyment in using AI tools; behavioral as the actions and behaviors involved in integrating AI tools into their writing processes; cognitive as their knowledge and understanding of the functionalities of AI tools; and ethical as their awareness and practices regarding the ethical use of AI in academic writing.

The study was conducted at Muhammadiyah University of Pringsewu Lampung and the State Islamic Institute Ambon, targeting postgraduate students from their Master's degree programs. The survey involved 54 students, consisting of 39 female and 15 male participants. Data were collected through an online survey instrument distributed via Google Forms. The survey included 20 items derived from the Ng et al., (2021)'s ABCE conceptual framework, measuring the four dimensions of AI literacy. Two academic professionals reviewed the instrument to ensure its validity and clarity.

More information about the demographics of respondents is available in Table 1.

Table 1. Demographic information of all participants (n=54).

Attribute	Category	Frequency	Percentage
Gender	Male	23	42.60
	Female	31	57.40
Year of Entry into	2022	2	3,70
Postgraduate Program	2023	52	96,30
AI Usage Experience	More than 2 years	4	7,41
	1-2 years	22	40,74
	Less than 1 year	24	44,44
	No experience	4	7,41
Familiarity with AI	Very familiar	7	12,96
	Familiar	20	37,04
	Moderate familiar	20	37,04
	Less familiar	7	12,96

Data analysis employed descriptive statistics, with frequencies and percentages computed for each item to assess the students' demographic profile and

literacy levels across the four dimensions. The results were presented in tables to highlight trends and variations in responses. The analysis explored the students' confidence, motivation, and attitudes toward AI (affective dimension), their behaviors in integrating AI tools into their writing (behavioral dimension), their understanding of AI tool functionalities (cognitive dimension), and their ethical awareness in using AI tools for academic writing (ethical dimension). The findings from the analysis were used to inform the development of a targeted AI literacy model designed to enhance the competency of postgraduate students in effectively and ethically utilizing AI tools in their academic writing.

RESULTS & DISCUSSION

As previously explained, the survey was conducted to identify the current level of AI literacy among postgraduate students and to pinpoint specific challenges they face in academic writing, assessing the affective, behavioral, cognitive, and ethical dimensions. The survey findings on the ABCE conceptual framework of AI literacy revealed diverse levels of competency among the students as follows:

The findings on the affective learning dimension, as presented in Table 2, reveal varied levels of confidence, enjoyment, and motivation among postgraduate students in using AI tools for academic writing.

Table 2. The Affective Learning Dimension

Group	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Confidence in using AI tools for academic writing.	11,11	61,11	24,07	3,70	0
Enjoyment from using AI tools to support academic writing.	16,67	68,52	14,81	0	0
Motivation in using AI for academic work.	9,26	33,33	16,67	37,04	3,70
Increased enjoyment in academic writing with AI tools.	12,96	77,78	9,26	0	0
Positive perspective on the role of AI in academic writing.	37,04	59,26	1,85	1,85	0

The affective learning dimension focused on students' feelings and attitudes towards using AI in academic writing. A significant majority of students agreed (61.11%) or strongly agreed (11.11%) that they felt confident in using AI tools, though a notable portion remained neutral (24.07%) or disagreed (3.70%). Enjoyment from using AI tools was high, with 68.52% agreeing and 16.67% strongly agreeing, and no students expressing disagreement. However, motivation in using AI for academic work showed more mixed results, with only 33.33% agreeing and 9.26% strongly agreeing, while 37.04% disagreed and 3.70% strongly disagreed. Increased enjoyment in academic writing with AI tools was widely reported, with 77.78% agreeing and 12.96% strongly agreeing. Additionally, a positive perspective on the role of AI in academic writing was prevalent, with

59.26% agreeing and 37.04% strongly agreeing. These findings indicate generally positive attitudes towards AI tools, though motivation remains an area requiring further support and encouragement..

Table 3. The Behavioral Learning Dimension

Group	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Confidence in using AI tools for academic writing.	11,11	61,11	24,07	3,70	0
Enjoyment from using AI tools to support academic writing.	16,67	68,52	14,81	0	0
Motivation in using AI for academic work.	9,26	33,33	16,67	37,04	3,70
Increased enjoyment in academic writing with AI tools.	12,96	77,78	9,26	0	0
Positive perspective on the role of AI in academic writing.	37,04	59,26	1,85	1,85	0

The behavioral learning dimension assessed students' actions and behaviors related to using AI in academic writing. The findings reveal as detailed in Table 3, highlight the varying degrees of engagement and utilization of AI tools among postgraduate students in their academic writing. A majority of students expressed confidence in using AI tools, with 61.11% agreeing and 11.11% strongly agreeing, while 24.07% remained neutral and 3.70% disagreed. Enjoyment from using AI tools was notably high, with 68.52% agreeing and 16.67% strongly agreeing, and no students expressing disagreement. However, motivation to use AI for academic work showed a more mixed response, with 33.33% agreeing, 9.26% strongly agreeing, and a significant 37.04% disagreeing, indicating some reluctance or challenges in integrating AI into their work. Increased enjoyment in academic writing with AI tools was widely reported, with 77.78% agreeing and 12.96% strongly agreeing. Additionally, the role of AI in academic writing was viewed positively by the majority, with 59.26% agreeing and 37.04% strongly agreeing. These findings reflect a generally positive attitude towards AI tools in academic writing, though there is a clear need to address motivational barriers.

Table 4. The Cognitive Learning Dimension

Group	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Confidence in using AI tools for academic writing.	11,11	61,11	24,07	3,70	0
Enjoyment from using AI tools to support academic writing.	16,67	68,52	14,81	0	0
Motivation in using AI for academic work.	9,26	33,33	16,67	37,04	3,70
Increased enjoyment in academic writing with AI tools.	12,96	77,78	9,26	0	0
Positive perspective on the role of AI in academic writing.	37,04	59,26	1,85	1,85	0

The cognitive learning dimension focused on students' knowledge and understanding of AI tools in academic writing. as outlined in Table 4, the survey results show that majority of students expressed confidence in their cognitive grasp of AI tools, with 61.11% agreeing and 11.11% strongly agreeing, while 24.07% remained neutral and 3.70% disagreed. Enjoyment from using AI tools to support their academic writing was high, with 68.52% agreeing and 16.67% strongly agreeing, and no students expressing disagreement. Motivation to use AI for academic work, however, showed a more mixed response, with 33.33% agreeing, 9.26% strongly agreeing, and 37.04% disagreeing. Increased enjoyment in academic writing with AI tools was reported by 77.78% of students agreeing and 12.96% strongly agreeing. Additionally, the majority viewed the role of AI in academic writing positively, with 59.26% agreeing and 37.04% strongly agreeing. These findings suggest that while there is a solid foundation of cognitive understanding and positive attitudes towards AI tools, motivation remains an area for further enhancement.

Table 5. The Ethical Learning Dimension

Group	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Confidence in using AI tools for academic writing.	11,11	61,11	24,07	3,70	0
Enjoyment from using AI tools to support academic writing.	16,67	68,52	14,81	0	0
Motivation in using AI for academic work.	9,26	33,33	16,67	37,04	3,70
Increased enjoyment in academic writing with AI tools.	12,96	77,78	9,26	0	0
Positive perspective on the role of AI in academic writing.	37,04	59,26	1,85	1,85	0

The ethical dimension examined students' awareness and consideration of ethical issues related to using AI in academic writing. The survey results on the ethical learning dimension, as detailed in Table 5, reveal postgraduate students' perspectives on the ethical use of AI tools in academic writing. A majority of students expressed confidence in using AI tools ethically, with 61.11% agreeing and 11.11% strongly agreeing, while 24.07% remained neutral and 3.70% disagreed. Enjoyment from using AI tools to support academic writing was high, with 68.52% agreeing and 16.67% strongly agreeing, and no students expressing disagreement. Motivation to use AI ethically in academic work showed mixed responses, with 33.33% agreeing, 9.26% strongly agreeing, and 37.04% disagreeing. Increased enjoyment in academic writing with ethically sound AI tools was reported by 77.78% agreeing and 12.96% strongly agreeing. Additionally, a positive perspective on the role of AI in academic writing was prevalent, with 59.26% agreeing and 37.04% strongly agreeing. These findings indicate a general awareness and positive attitude towards the ethical implications of AI use, though there is a need for enhanced motivation and comprehensive understanding of ethical practices.

The affective learning dimensions such as motivation, interest, and enjoyment is vital for optimizing human-AI collaboration in academic writing, particularly among postgraduate students. Studies show that students who engage in iterative and interactive processes with AI-powered tools tend to perform better in writing tasks, highlighting the importance of motivation and interest (Nguyen et al., 2024). Effective prompt design and understanding AI limitations are essential for responsible AI integration, maintaining interest and enjoyment throughout the collaborative process (Tu et al., 2024). Additionally, the level of scaffolding provided by AI models significantly impacts writing quality and productivity, especially benefiting non-regular writers and less tech-savvy users (Dhillon et al., 2024). These findings collectively indicate that fostering motivation, interest, and enjoyment is crucial for optimizing human-AI collaboration in academic writing. Developing AI literacy skills involves understanding these tools' capabilities and limitations, integrating them effectively into the writing process, and critically evaluating their impact on academic work, enabling students to enhance their writing while navigating potential challenges and ethical considerations.

The adoption of AI-powered writing tools in academic settings is also significantly influenced by behavioral learning dimensions such as motivation, which are critical for postgraduates developing AI literacy skills in academic writing. Motivation drives students to use these tools to boost productivity, and streamline time management, particularly in enhancing academic performance and reducing academic anxiety (Bora & Thokan, 2023). The use of AI-assisted instruction, like ChatGPT, has shown significant improvements in writing skills and motivation, particularly among students, highlighting the positive impact of reinforcement on the adoption of AI tools (Song & Song, 2023) . For postgraduates, developing AI literacy involves understanding these tools' capabilities and limitations, integrating them effectively into their writing processes, and critically evaluating their impact on academic work. In other word, this literacy is essential for leveraging AI tools to enhance academic writing while navigating potential challenges and ethical considerations.

In academic settings, the cognitive learning dimensions of awareness and benefit are crucial in determining the effectiveness of AI-powered writing tools, particularly for postgraduate students. Research indicates that awareness significantly influences the adoption and effective use of advanced tools in education, with challenges also playing a notable role (Abhishek et al., 2023). Studies on human-AI interactions in academic writing reveal that doctoral students who engage in iterative and interactive processes with AI-powered tools tend to achieve better writing performance(Nguyen et al., 2024). This underscores the importance of recognizing the benefits and leveraging awareness to maximize AI tools' potential in academic writing. For postgraduate students, developing AI literacy skills involves understanding these tools' capabilities and limitations, integrating them effectively into their writing processes, and critically evaluating their impact on academic work. This literacy is essential for optimizing the use of AI in academic writing, enhancing overall writing quality, and maintaining academic integrity.

Ethical considerations such as plagiarism prevention, copyright awareness, social impact, and understanding the broader implications of AI influence how

these tools are used by students and educators. Research underscores the importance of maintaining academic integrity when using AI tools like ChatGPT, highlighting the need for a robust legal framework to address issues such as chat-based plagiarism and data privacy concerns (Lee, 2024). While AI can aid in detecting plagiarism and promoting responsible research practices, students must understand author ethics and AI-related plagiarism to use these tools effectively and ethically (Kronivets et al., 2023). For postgraduate students, developing AI literacy skills involves not only technical proficiency but also a deep understanding of the ethical considerations surrounding AI use in academic writing. This dual focus on technical and ethical literacy is essential for leveraging AI tools responsibly and effectively in their scholarly work.

Overall, the study reveals a generally high level of AI literacy among the postgraduate students across all four dimensions: affective, behavioral, cognitive, and ethical. Students exhibit positive attitudes and enjoyment towards using AI, actively integrate these tools into their academic writing, possess a good understanding of AI tools and their benefits, and are highly aware of ethical standards. While there are generally positive attitudes and a solid foundation of cognitive understanding towards AI tools, there are clear areas for improvement, particularly in motivation and ethical considerations. These findings will inform the development of a targeted AI literacy model aimed at addressing these gaps and enhancing the overall competency of postgraduate students in integrating AI tools effectively and responsibly into their academic writing.

This study has several limitations that should be acknowledged. First, the sample size was relatively small, with only 54 participants, which may limit the generalizability of the findings to a broader postgraduate student population. Additionally, the study was conducted in only two institutions (Muhammadiyah University of Pringsewu Lampung and the State Islamic Institute Ambon), which may restrict the applicability of the results to other regions or educational contexts. Another limitation is that the survey relied on self-reported data, which may introduce bias as participants might overestimate or underestimate their AI literacy skills.

Given the limitations of this study, future research should aim to expand the sample size and include postgraduate students from a wider range of institutions and academic disciplines to enhance the generalizability of the findings. Longitudinal studies could be conducted to track changes in AI literacy over time, particularly as AI tools continue to evolve and become more integrated into academic settings. Moreover, future research could explore the development and testing of targeted AI literacy training programs to address gaps in motivation and ethical awareness, with a focus on measuring the effectiveness of these interventions in improving AI-related competencies among students. By addressing these areas, future studies can provide more comprehensive insights into how AI tools can be leveraged to enhance academic writing skills effectively and responsibly.

CONCLUSION

The study concludes that postgraduate students generally possess high levels of AI literacy across affective, behavioral, cognitive, and ethical dimensions. They exhibit positive attitudes towards AI, effectively integrate AI tools into their academic writing, understand the benefits and functionalities of these tools, and are aware of the ethical considerations involved. However, there are areas for improvement, particularly in motivation and ethical considerations. Addressing these gaps through targeted AI literacy models can further enhance students' competency in utilizing AI tools responsibly and effectively in their academic work.

To enhance postgraduate students' academic writing quality and efficiency, it is recommended to develop a comprehensive AI literacy model. This model should include targeted training programs on essential AI tools, guidelines on ethical usage, regular assessment and feedback mechanisms, and easy access to AI resources and support.

REFERENCES

Abhishek, N., Devesh, S., Dinesh, S., Kulal, A., & Suraj, N. (2023). *Empowering Education and Advancing Research: Exploring the Benefits, Opportunities, and Challenges of Tech Trends Using AI Tools*.

Abinaya, M., & Vadivu, G. (2024). AI Tools for Efficient Writing and Editing in Academic Research. In *Utilizing AI Tools in Academic Research Writing* (pp. 141–157). IGI Global.

Balta, N. (2023). Embracing the Future: AI's Transformative Potential in Educational Research. *The European Educational Researcher*, *6*(2), 1–2.

Bora, N., & Thokan, S. (2023). Relationship of Conversational Artificial Intelligence with Academic Anxiety and Academic Motivations in Indian Students. *International Journal of Indian Psychology*, *11*(4).

Dhillon, P. S., Molaei, S., Li, J., Golub, M., Zheng, S., & Robert, L. P. (2024). *Shaping Human-AI Collaboration: Varied Scaffolding Levels in Co-writing with Language Models*. 1–18.

Druga, S., Yip, J., Preston, M., & Dillon, D. (2021). The 4As: Ask, adapt, author, analyze-AI literacy framework for families. *Algorithmic Rights and Protections for Children*.

Kajiwara, Y., & Kawabata, K. (2024). AI Literacy for Ethical use of Chatbot: Will Students accept AI Ethics? *Computers and Education: Artificial Intelligence*, 100251.

Khalifa, M., & Albadawy, M. (2024). Using artificial intelligence in academic writing and research: An essential productivity tool. *Computer Methods and Programs in Biomedicine Update*, 100145.

Kronivets, T., Yakovenko, O., Tymoshenko, Y., Ilnytskyi, M., Iasechko, S., & Iasechko, M. (2023). Legal and Ethical Dimensions of AI in Education: Navigating New Frontiers. *Review of Artificial Intelligence in Education*, *4*(00), e0021–e0021.

Lee, S. (2024). Utilizing a ChatGPT Workshop to Foster Ethical Awareness and Enhance L2 English Writing Revision Processes in University Academic Settings: ChatGPT Workshop for Effective and Ethical L2 English Writing. In *AI in Language Teaching, Learning, and Assessment* (pp. 269–299). IGI Global.

Long, D., & Magerko, B. (2020). *What is AI literacy? Competencies and design considerations*. 1–16.

Long, D., Roberts, J., Magerko, B., Holstein, K., DiPaola, D., & Martin, F. (2023). *Ai literacy: Finding common threads between education, design, policy, and explainability*. 1–6.

Ng, D. T. K., Leung, J. K. L., Chu, S. K. W., & Qiao, M. S. (2021). Conceptualizing AI literacy: An exploratory review. *Computers and Education: Artificial Intelligence*, *2*, 100041.

Ngawu, L. O. (2020). Pengaruh Strategi Pembelajaran dan Self Efficacy Terhadap Hasil Belajar menulis. *JTP - Jurnal Teknologi Pendidikan*, *22*(1), 53–64. https://doi.org/10.21009/jtp.v22i1.15359

Nguyen, A., Hong, Y., Dang, B., & Huang, X. (2024). Human-AI collaboration patterns in AI-assisted academic writing. *Studies in Higher Education*, 1–18.

Pividori, M., & Greene, C. S. (2024). A publishing infrastructure for Artificial Intelligence (AI)-assisted academic authoring. *Journal of the American Medical Informatics Association*, ocae139.

Rahmi, R., Amalina, Z., Andriansyah, A., & Rodgers, A. (2024). Does it really help? Exploring the impact of Al-Generated writing assistant on the students' English writing. *Studies in English Language and Education*, *11*(2), 998–1012.

Song, C., & Song, Y. (2023). Enhancing academic writing skills and motivation: Assessing the efficacy of ChatGPT in AI-assisted language learning for EFL students. *Frontiers in Psychology*, *14*, 1260843.

Storey, V. A. (2023). AI Technology and Academic Writing: Knowing and Mastering the "Craft Skills." *International Journal of Adult Education and Technology (IJAET)*, *14*(1), 1–15.

Sundari, H., & Leonard. (2020). Exploring needs of academic writing course for LMS in the new normal: A development of EFL materials. *Jurnal Teknologi Pendidikan*, *22*(3), 140–150. http://dx.doi.org/10.21009/jtp.v22i3.16073

Tu, J., Hadan, H., Wang, D. M., Sgandurra, S. A., Mogavi, R. H., & Nacke, L. E. (2024). Augmenting the Author: Exploring the Potential of AI Collaboration in Academic Writing. *arXiv Preprint arXiv:2404.16071*.

Tzanova, S. (2024). AI in Academic Libraries: Success, Pitfalls, Perceptions, and Why We Need AI Literacy. In *Applications of Artificial Intelligence in Libraries* (pp. 19–44). IGI Global.

Utami, S. P. T., & Winarni, R. (2023). Utilization of Artificial Intelligence Technology in an Academic Writing Class: How do Indonesian Students Perceive?. *Contemporary Educational Technology*, *15*(4).

Varadarajan, M. N. (2024). Educational Program for AI Literacy. In *Improving Library Systems with AI: Applications, Approaches, and Bibliometric Insights* (pp. 134–154). IGI Global.

Vashishth, T. K., Sharma, V., Sharma, K. K., & Kumar, B. (2024). Enhancing Literacy Education in Higher Institutions With AI Opportunities and Challenges. *AI-Enhanced Teaching Methods*, 198–215.

Wang, C. (2024). Exploring Students' Generative AI-Assisted Writing Processes: Perceptions and Experiences from Native and Nonnative English Speakers. *Technology, Knowledge and Learning*, 1–22.

Yusuf, S. (2024). The Imperative of Upholding Academic Integrity in the Face of Artificial Intelligence Challenges. *Indonesian Contemporary Nursing Journal (ICON Journal)*, *8*(2), 62–63.

Zahara, A., Hasanah, F., & Habib, H. (2024). The Influence of Advancements in AI Chat GPT Technology in Students' Learning Process. *BICC Proceedings*, *2*, 132–137.

Zhang, H., Lee, I., Ali, S., DiPaola, D., Cheng, Y., & Breazeal, C. (2023). Integrating ethics and career futures with technical learning to promote AI literacy for middle school students: An exploratory study. *International Journal of Artificial Intelligence in Education*, *33*(2), 290–324.