

## Investigating UIN Sunan Kalijaga Programme Heads' Views on the Role and Impact of AI in Student Writing: A Qualitative Study

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### Abstract

The integration of artificial intelligence (AI) in academic writing has gained significant attention in recent years, as educators explore the potential benefits and challenges of utilising AI-powered tools and technologies to improve student writing. (Dong, 2023) As AI adoption in academic settings continues to increase, it is crucial to understand the perspective of programme heads, who play a critical role in shaping the academic landscape and guiding the adoption of such technologies. (Carobene et al., 2023) Does AI indeed provide valuable insights into how AI is used in educational settings. By understanding the views of heads of study programmes, lecturers can make informed decisions to use AI tools effectively to support the development of academic writing or scholarly work. This study used qualitative research with the aim of investigating programme heads' views on the role and impact of AI in writing and also exploring programme heads' perspectives on the role and impact of AI in students' academic writing. Through interviews and surveys with heads of study programmes within UIN Sunan Kalijaga Yogyakarta, this study explores their perspectives on how AI can be effectively used to improve writing instruction and student learning outcomes. By examining the perspectives of heads of study programmes, it can provide lecturers with a deeper understanding of the implications of AI in student writing and can make strategic decisions to improve learning outcomes. It can provide valuable insights into the opportunities and concerns surrounding the use of AI in academic writing pedagogy. This research also resulted in the identification of key themes and trends in their responses, educators can better understand the potential benefits and challenges of integrating AI into writing pedagogy.

*Keywords:* artificial intelligence; academic writing; heads of study programmes.

## 1. Introduction

UIN Sunan Kalijaga Yogyakarta has come a long way in its endeavour to become a World Class University (WCU). (Weni, 2019). As one of the oldest public Islamic universities in Indonesia, UIN Sunan Kalijaga has played an important role in the development of Islamic higher education in the country. (Agung, 2024). In recent years, UIN Sunan Kalijaga Yogyakarta has continued to improve itself, both in terms of academic quality, infrastructure, and international reputation. The steps taken by this university show a strong commitment to compete in the global arena, promoting the principles of integration of science, religion, and culture. One important aspect in achieving World Class University status is improving academic quality. UIN Sunan Kalijaga has strived to improve the quality of study programmes, teaching staff, and research. The university has developed various international cooperation programmes with leading universities in various countries. In addition, UIN Sunan Kalijaga Yogyakarta has also strengthened study programmes through international accreditation and the implementation of a research-based curriculum. With these steps, UIN Sunan Kalijaga not only improves the quality of its graduates, but also expands its academic network at the global level. Modern infrastructure and adequate facilities are also one of the important pillars in heading towards a World Class University. UIN Sunan Kalijaga continues to update and expand its educational facilities, including laboratories, digital libraries, and research centres. In addition, the development of a green and environmentally friendly campus environment is an important focus in creating a conducive learning atmosphere and supporting the creation of innovation. With adequate infrastructure, students and lecturers have better access to the resources needed to develop high-quality research and learning. The achievement towards World Class University is also inseparable from efforts to improve international reputation. UIN Sunan Kalijaga is active in promoting itself in the international arena through participation in global conferences, publications in international journals, and sending delegates for academic exchanges. With consistent determination and hard work, UIN Sunan Kalijaga Yogyakarta is expected to achieve these targets, while making a significant contribution to the development of science and Islamic civilisation at the global level.

The increase begins with increasing the number of scientific works on students at UIN Sunan Kalijaga Yogyakarta. Student scientific work in the form of articles can be in the form of assignments on final assignments, essay writing in the teaching and learning process, and even publications in nationally accredited scientific journals. The creation of this scientific work often uses AI (artificial intelligence) technology. It is undeniable that AI technology offers various benefits for students. AI can help with outlining, writing initial drafts, and editing text to improve clarity and grammar. In the context of research, AI can also help in finding relevant literature and analysing data. All of this can save students time and effort, allowing them to focus on more important aspects of their research. Previous research illustrates that students are greatly assisted in the production of scientific papers. Findings in the study showed that the use of AI among students experienced many problems, including plagiarism, reducing students' critical thinking and declining skills. (Arly et al., 2023; Wijaya et al., 2023; Yahya et al., 2024). But AI also provides many positives, AI impacts higher education by increasing personalisation of learning, automated evaluation, and management efficiency. (Hasni, 2023).

The role of AI in education, especially in the field of writing, has become an increasingly relevant topic along with the development of technology. (aristya et al., 2023).. On the one hand, AI can help students improve their grammar, sentence structure, and provide advice on writing style. (Ramadiani et al., 2023).. However, on the other hand, there are concerns that the use of AI can reduce essential writing skills and encourage over-reliance on technology (Rifky, 2024). This raises the question of how AI should be used in the context of academic writing and what impact it will have on the learning process. At UIN Sunan Kalijaga, as one of the leading universities in Indonesia, academic writing has a very important place in the curriculum. The integration of technology in the teaching and learning process has been part of the university's efforts to improve the quality of education. However, with the presence of AI increasingly penetrating the academic realm, new challenges arise in maintaining high standards of academic writing. The views of the Head of Study Programme, as the academic authority at the faculty level, are important in determining the policy direction regarding the use of AI in student writing.

In recent decades, technological advancements have made a significant impact in various fields, including higher education. One of the most prominent innovations is artificial intelligence, which has grown rapidly and started to change the way education is viewed and practised. (Ramadiani et al., 2023; Sullivan et al., 2023).. AI offers various tools and platforms that can assist teaching and learning, such as adaptive learning, academic data analysis, and advanced writing assistants. However, while the benefits offered by AI are clear, its impact on the quality and ethics of academic writing is still debatable. In the academic environment, especially at the State Islamic University (UIN) Sunan Kalijaga Yogyakarta, academic writing is one of the core competencies that students must master. Academic writing involves not only the ability to construct logical arguments and in-depth analyses, but also academic integrity, honesty, and originality.

With the advent of AI, especially writing tools such as ChatGPT, Grammarly, and various other similar apps, there are concerns about how these tools can affect students' writing skills as well as how they are used in academic contexts. This study aims to investigate the views of Heads of Study Programmes at UIN Sunan Kalijaga on the role and impact of AI in student writing. The study took a qualitative approach, which allowed the researcher to explore a deeper understanding of academic leaders' perceptions and attitudes towards AI, as well as its implications for the quality of education at the institution. In this context, the Head of Study Programme plays an important role as a stakeholder responsible for curriculum development, educational quality, and student academic ethics. This research focuses on the views and experiences of Heads of Study Programmes at UIN Sunan Kalijaga in facing this challenge. Through questionnaires, in-depth interviews, this study hopes to provide insights into how AI is perceived and used in academic contexts, as well as its implications for teaching and learning at the institution.

The role of Artificial Intelligence (AI) in writing student papers is an interesting topic in educational institutions such as UIN Sunan Kalijaga. A study conducted among students of the Pemalang Tarbiyah College of Science (STIT) examined the impact of academic reform on the formulation of learning outcomes in study programmes. (Lukman et al., 2024). And also research on the Transformation of Islamic Religious Education in the Era of Society 5.0: The Use of AI by Students at PTKIN East Kalimantan, this shows that changes in educational practices can affect the way students engage with writing assignments. (Aristya et al., 2023).. In addition, research on students' perceptions and experiences indicated an increased interest in exploring different modes of learning

through AI technologies (Ramadiani et al., 2023). (Ramadiani et al., 2023).. Overall, the research conducted looks at the student learning experience. By investigating the impact of academic reform and exploring educational effectiveness through AI, educators at UIN Sunan Kalijaga can actively seek ways to adapt to the ever-changing educational landscape.

AI that is often used by students can serve as an efficient research assistant. With its ability to access and process large amounts of information, this model can assist researchers in collecting data, summarising literature, and generating new ideas. (Herawati et al., 2024).. For example, a researcher can ask Chat GPT to summarise scientific articles relevant to his/her research topic, thus saving time and effort. In addition, Chat GPT can also be used to generate various types of text, such as abstracts, introductions, and discussions, which can serve as an initial framework for writing scientific articles (Črček & Patekar, 2024). (Črček & Patekar, 2023).. However, it is important to remember that Chat GPT is just a tool and cannot replace human critical thinking skills and creativity (Charalabidis et al., 2014). (Charalabidis et al., 2024).. Researchers should still evaluate the information generated by Chat GPT and ensure the accuracy and relevance of the data. In addition, the use of Chat GPT also raises a number of ethical questions, such as plagiarism and intellectual property issues (Yahya et al., 2024).. In scientific article writing, Chat GPT can be a very useful tool to increase productivity and efficiency (Obenza et al., 2023).. For example, it can help in the editing and proofreading process, by identifying grammatical and writing style errors. However, researchers should still be cautious in using Chat GPT, as this model still has limitations in understanding complex language nuances and specific contexts. Overall, Chat GPT is a promising technological development in the academic world (Gambus & Shafer, 2018). By utilising the potential of Chat GPT wisely, researchers can improve the quality and quantity of their research. However, it is important to always keep in mind that AI is just a tool, and the role of humans as researchers remains crucial in producing original and valuable scientific work.

Students rely on AI to write most of their articles, there is a risk that the writing no longer reflects their understanding or academic ability. This could be considered a form of plagiarism, especially if AI is used to generate content without significant contribution from the author. In addition, reliance on AI can reduce students' critical and analytical skills (Chan & Hu, 2023; Dempere et al., 2023; Kumar, 2023).. The process of writing a scientific article is not just about producing text, but also about constructing arguments, analysing data, and critiquing existing literature. (Nagaraj et al., 2023).. If AI takes over most of these processes, students may no longer develop the critical thinking skills that are so important in academia (Lukman et al., 2023). (Lukman et al., 2024).. To understand the context of using AI in academic writing, it is important to review some key literature that addresses how AI affects the learning process and the development of writing skills. Research reveals that AI has become an increasingly popular tool among university students to edit and improve the quality of their writing (Alam et al., 2024; Awalin et al., 2023; Fitria, 2021; Lee et al., 2024).. As such as Grammarly, for example, can detect grammatical errors and provide corrective suggestions, which helps students to write better. (Wibawa & Nabhan, 2023).

While the benefits of AI in assisting writing have been recognised, some research has also shown that there are negative impacts to be aware of. A report by noted that students who rely too much on AI often experience a decline in their independent writing skills. This is because they tend to rely on the suggestions provided by AI without really understanding the reasoning behind the corrections. Thus, the critical and analytical thinking skills that should be developed through academic writing are hindered. (Chan & Lee, 2023).

Using new technologies and pedagogical approaches, students are able to cater for their diverse learning styles and preferences. Students expect to improve their academic performance as well as equip themselves with the skills needed in an increasingly digitalised world. (Elaine Rich, 1991). Understanding the effective implementation of AI tools in the teaching of writing should be well known by teachers at UIN Sunan Kalijaga Yogyakarta. The perspective of Heads of Study Programmes at UIN Sunan Kalijaga Yogyakarta on the role and impact of AI in student writing at UIN Sunan Kalijaga is a complex and diverse topic that requires consideration of various factors such as academic policies, cultural influences, and student experiences. Teachers at UIN Sunan Kalijaga Yogyakarta are expected to have a better understanding of how AI can be integrated into writing instruction to improve student learning outcomes. However, behind the convenience, there are serious ethical issues. One of them is the issue of originality. A scientific article should reflect the author's thoughts and analyses, not the result of an AI algorithm.

## **2. Method**

This research uses a descriptive approach to explore and describe the views of heads of study programmes at UIN Sunan Kalijaga regarding the role and impact of artificial intelligence (AI) in student writing. The descriptive approach was chosen because it aims to provide a detailed and in-depth description of the phenomenon under study, namely the perceptions and attitudes of heads of study programmes towards the use of AI in the context of academic writing. This approach is suitable when researchers want to understand and interpret social phenomena that occur in a particular context, without trying to manipulate variables or looking for cause-and-effect relationships. Thus, this research focuses on describing the phenomenon systematically and factually, to reveal how AI is accepted, used, and perceived by heads of study programmes in the academic environment.

This research was conducted at the State Islamic University (UIN) Sunan Kalijaga, Yogyakarta. The research subjects were heads of study programmes who served in various faculties at UIN Sunan Kalijaga Yogyakarta. Heads of study programmes were selected as research subjects because they have a central role in managing the curriculum, monitoring academic quality, and ensuring the implementation of relevant academic policies, including policies related to the use of technology in student writing. The research participants were selected using purposive sampling technique, by considering certain criteria relevant to the research objectives. These criteria include: Heads of study programmes who have a minimum of two years of work experience at UIN Sunan Kalijaga. Heads of study programmes who are involved in making decisions related to curriculum and academic policies, especially those related to student scientific writing. From the population of heads of study programmes at UIN Sunan Kalijaga, 15 participants were selected who were considered to have relevant insights and experiences to provide rich and in-depth data. The selection of this number of participants was based on the principle of data sufficiency, in which the researcher tries to reach the point of data saturation, a condition in which additional interviews no longer provide significant new information.



### 3. Result and Discussion

Artificial intelligence (AI) has become one of the most significant technological innovations in today's digital era. Its influence extends to various fields, including education, where AI is used to support learning, evaluation, and academic writing. However, the adoption of this technology is not always easy and is often influenced by the understanding and attitude of stakeholders, including heads of study programmes in higher education. Their understanding of AI is crucial, as they play a key role in directing academic policies and deciding the extent to which these technologies can be integrated into the curriculum. This research focuses on the views of heads of study programmes at Universitas Islam Negeri (UIN) Sunan Kalijaga Yogyakarta towards the role and impact of AI in student writing. Heads of study programmes play a central role in academic management, including in curriculum development and the implementation of policies related to academic writing. Therefore, their views are crucial in determining the extent to which AI can be integrated into the learning and writing processes in the academic environment. This study involved 15 respondents who are heads of study programmes from various faculties at UIN Sunan Kalijaga Yogyakarta. These respondents were selected by considering the diversity of faculties in the university, so as to provide a comprehensive picture of how AI is perceived and used in different contexts within the university. This research aims to explore how heads of study programmes perceive the role of AI in student academic writing, the challenges they face in integrating this technology, and the perceived impact on the quality and integrity of student writing. Using a qualitative approach, this research will provide in-depth insights that will hopefully inform the development of academic policies that are more adaptive to technological developments in education.

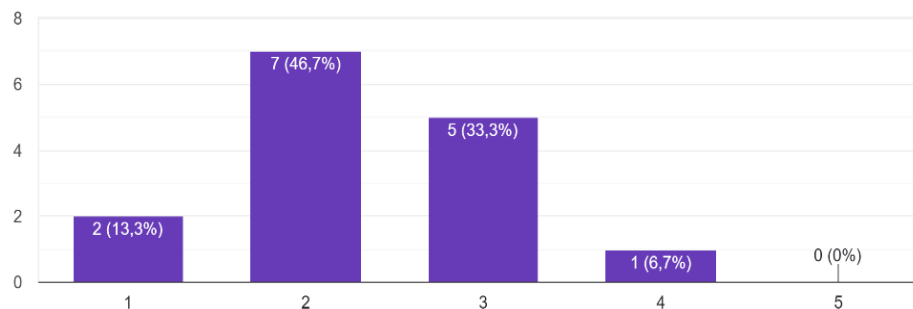
From the analysis conducted by administering a questionnaire through a Likert scale, it can be seen that the understanding of heads of study programmes at UIN Sunan Kalijaga regarding AI varies, with most placing themselves in the category of moderate understanding (value 1 is very good understanding, while 5 is very poor understanding), this scale indicates basic to intermediate knowledge of AI. Heads of study programmes gave an understanding of 46.7% or as many as 7 people gave a good rating in understanding basic AI concepts such as machine learning, natural language processing, and AI applications in everyday contexts, but have not fully explored how this technology can be applied effectively in the academic world. 13.3 or 2 heads of study programmes have a very good understanding. There are several reasons that might explain this variation. First, exposure to AI-related training or seminars, most heads of study who have attended formal training or seminars on AI tend to have a better understanding. Formal training allows them to gain more structured and in-depth knowledge, as well as the opportunity to discuss with experts in the field. In contrast, heads of study programmes who have not received formal training tend to have a lower understanding, which is reflected in lower scores on the Likert scale. They may have only gained knowledge about AI through informal sources such as online articles, video tutorials, or discussions with peers as per the in-depth interviews exploring the existing questionnaire results. While this shows initiative and a desire to learn, the lack of structure in this learning may lead to limited or in-depth understanding. In addition, attitude towards AI also plays an important role in determining one's understanding. Those who are more open and enthusiastic about the technology are more likely to actively seek out and learn about AI, whereas those who are sceptical or concerned about the impact of AI may be less motivated to explore the technology. Overall, although most heads of study programmes at UIN Sunan Kalijaga have a moderate understanding of AI, there is a clear need for more formal training and education on this

technology. Improving their understanding of AI will not only help in making better decisions regarding the integration of AI in education, but also ensure that this technology is used in the most effective and responsible way in supporting students' academic writing.

The next question was about how the heads of study programmes were knowledgeable about AI. Most respondents had attended AI-related training or seminars, which gave them additional insights into how AI can be used in education. This training was very influential in deepening their understanding, as indicated by respondents who rated their understanding higher after attending the training. However, there are still respondents who have not had the opportunity to attend formal training, and they tend to have a more limited understanding. Experiences in the training also varied, with some respondents stating that they learnt AI through a self-taught approach, using online resources or practical experience in applying the technology in an academic setting. While these methods represent good initiatives, such informal learning may not provide as comprehensive an understanding as formal training, thus creating gaps in the application of AI among study programmes.

2. Bagaimana pemahaman Anda tentang kecerdasan buatan (AI) secara umum?

15 jawaban



**Figure 1.** Understanding of AI by Heads of Study Programmes at UIN Sunan Kalijaga

The data collected on the views of heads of study programmes at UIN Sunan Kalijaga on the use of AI in higher education is quite diverse. A total of 10 respondents rated the use of AI in higher education as "very good" or "good". They see AI as a tool that can help in improving the efficiency of the learning and teaching process. AI is considered to be able to provide faster and more precise solutions in terms of managing student data, analysing academic performance, and providing personalised feedback to students. Respondents who gave this positive assessment tended to have better experience with AI technologies, either through formal training or practical use in an academic environment. Respondents who voted less saw that while AI can assist in the learning process, it cannot completely replace the role of lecturers in guiding and directing students. There is a concern that over-reliance on AI could reduce the human interaction that is important in the education process.

Based on interviews and questionnaires collected from 15 heads of study programmes in various faculties at UIN Sunan Kalijaga, it was revealed that formal policies related to the use of AI by students in writing scientific papers are still in the early stages of development. Some faculties have started to introduce guidelines or rules governing how students can use AI tools, especially in the

context of academic writing. However, these policies are not yet universal across faculties and still require refinement. Most respondents stated that while AI has great potential to help students with their writing, there are concerns related to academic authenticity and integrity. These concerns include the possibility that students may use AI to automatically generate writing without fully understanding the content, which could undermine learning objectives. These data suggest that although the use of AI in writing scientific papers by students at UIN Sunan Kalijaga has great potential, a clear and structured policy is needed to regulate its use. The policy should include limitations on the use of AI, training and education, and strict supervision to ensure that the technology is used ethically and responsibly.

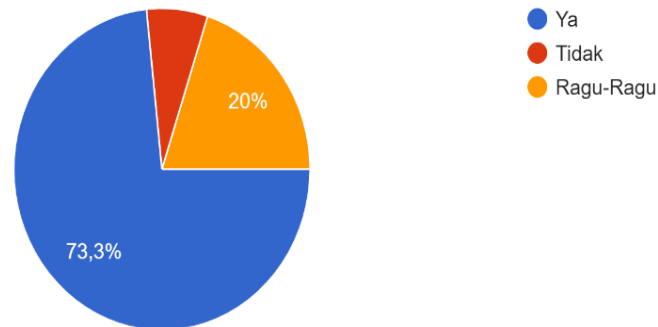
The use of artificial intelligence (AI) at UIN Sunan Kalijaga in the adoption of AI for student scientific writing is an important topic that requires special attention. Based on interviews and questionnaires collected from 15 heads of study programmes in various faculties at UIN Sunan Kalijaga, it was revealed that formal policies related to the use of AI by students in writing scientific papers are still in the early stages of development. Some faculties have started to introduce guidelines or rules governing how students can use AI tools, especially in the context of academic writing. However, these policies are not yet universal across faculties and still require refinement. Most respondents stated that while AI has great potential to help students with their writing, there are concerns related to academic authenticity and integrity. These concerns include the possibility that students may use AI to automatically generate writing without fully understanding the content, which could undermine learning objectives. A clear and structured policy is needed to govern the use of AI in academic writing. They argue that without a firm policy, there is a risk that students will misuse this technology. the use of AI in scientific writing by students at UIN Sunan Kalijaga has great potential, a clear and structured policy is needed to regulate its use. The policy should include limitations on the use of AI, training and education, and strict supervision to ensure that this technology is used ethically and responsibly.

The use of artificial intelligence (AI) in the academic world has brought significant changes in various aspects, including in the way students write papers. Writing papers by students is generally based on their ability to manually structure and organise their writing. This process often involves many revisions and guidance from supervisors to ensure that the flow of argument, grammar, and overall structure meet academic standards. After the use of AI, many heads of study reported an improvement in the structure and organisation of their writing. AI, especially writing tools such as chatGPT, Grammarly or Quillbot, assist students in constructing more coherent paragraphs, improving grammar, and ensuring alignment between ideas presented. However, there are concerns that this convenience could reduce students' engagement in the critical thinking process, as AIs tend to offer instant solutions without allowing students to learn from their mistakes. The head of the study programme noted that despite improvements in technical quality, the writing style produced by AI tends to be more homogeneous and less reflective of students' individual voices or personalities. This poses a challenge in developing more personalised and creative writing skills. This can be seen in the graphic image below.



8. Apakah Anda melihat ada perbedaan signifikan dalam cara penulisan karya tulis mahasiswa sebelum dan sesudah penggunaan AI? Bila Ya, lanjut ke nomer 9

15 jawaban



**Figure 2.** Differences in the way scientific papers are written before and after using AI in university students. UIN Sunan Kalijaga Studies

With the help of AI, many students can now easily produce accurate and complete citations. Tools such as Zotero or EndNote help in organising references and ensuring that each citation conforms to the required format. Some heads of study programmes see this as a positive improvement, as students can focus more on the content and arguments rather than on technical details. However, there are concerns that reliance on AI for citations may reduce students' understanding of the importance of academic ethics and copyright awareness. Students may tend to rely on AI without really understanding the sources they are using, which can lead to problems in terms of originality and plagiarism. Before the use of AI, creativity and innovation in writing were highly valued in student papers. Students were encouraged to develop original ideas and construct unique arguments based on their own research. After the use of AI, some heads of study programmes felt that student creativity had changed. While AI can help in crafting a neater and more coherent piece of writing, there is a concern that students become overly reliant on AI suggestions, which can limit their ability to think critically and creatively. AI tends to encourage a more linear and conventional mindset, which may inhibit the exploration of new ideas or innovative approaches.

One of the most notable benefits of using AI in student writing is the improvement in writing quality. Some Heads of Study Programmes observed that student writing became more structured and coherent, with better logic and flow. For example, one respondent stated that "Student writing is good (flow, logic, content, even references)." This shows that AI plays a role in helping students construct stronger arguments and organise their ideas better. In addition, AI also assisted in editing grammar and sentence structure, which overall improved the final quality of the writing. Some respondents noted that AI speeds up the writing process by providing tools that can help students structure texts more quickly and efficiently. "Speeds up writing" and "Speeds up the writing process" were two frequently mentioned benefits. This suggests that with the help of AI, students can complete their papers in less time, allowing them to focus on other aspects of the research, such as data collection and analysis. Based on the data analysis, it can be concluded that the use of AI in student writing at UIN Sunan Kalijaga has various significant benefits. Not only does AI improve the quality and efficiency of writing, but it also helps students in organising ideas and expanding access to resources

and data. However, it is important for universities and lecturers to ensure that the use of AI is done in a way that supports the development of students' intellectual skills, rather than simply replacing their role in the learning process. With the right approach, AI can be a very useful tool in improving the quality of higher education and preparing students for the challenges of the future.

An interesting question to the heads of study programmes was to what extent has AI influenced the quality of students' scientific work in their study programmes? The summarised answer was that while AI improved the quality of language and structure of papers, this was often not matched by improvements in ideas and innovation. One Head of Study Programme noted, "The quality is better in terms of language structure, but poor in terms of ideas," suggesting that AI may improve technical aspects but does not necessarily encourage deep and creative thinking. AI is perceived as a "double-edged knife," where on one hand it helps students in completing their assignments, but on the other hand, it can also be used for unethical acts such as plagiarism. Some respondents noted that AI could be a "new medium of plagiarism," which may not have been fully detected by existing plagiarism detection tools. These concerns suggest that while AI can improve the technical quality of writing, there is a risk that students become overly reliant on this technology, neglecting the importance of critical thinking and originality.

The ethical aspect of using AI for academic writing is something that the heads of study programmes take seriously. Based on data collection and interviews, the Heads of Study Programmes at UIN Sunan Kalijaga see the ethical aspect as a crucial element in the use of AI for academic writing. Although AI offers various benefits, there are deep concerns about its impact on academic integrity, honesty, and academic responsibility. Therefore, it is important for educational institutions to develop clear ethical guidelines and provide adequate education for students on how to use AI properly. With the right approach, AI can be an invaluable tool in improving the quality of higher education, while maintaining academic integrity and values. Some respondents suggested that the use of AI should be accompanied by an understanding of its long-term impact on students' critical thinking skills. AI, if not used wisely, can reduce students' ability to think independently and critically. Some Heads of Study Programmes emphasised the importance of academic responsibility. They stated that while AI can be a very useful tool, the ultimate responsibility for the content generated remains with the student. One respondent cautioned that "Ethics is very important in ensuring that AI is used in a responsible way." Clear ethical guidelines are also needed to ensure that AI is used as a tool that enriches the learning process, not as a substitute for students' intellectual engagement. Some respondents suggested that the use of AI should be limited to certain aspects, such as grammar checking or organising ideas, and not used to write entire sections of scientific work. It is important to maintain a balance between the utilisation of technology and the development of students' academic skills.

One of the main hopes of the study programme heads is that AI technology can be used to improve the quality of learning in the academic environment. AI has the potential to be a very useful tool in helping students understand learning materials better. With AI, students are expected to utilise this technology to access a wider range of educational resources, conduct research more effectively, and compose better scientific papers. The heads of study programmes hope that AI will not only help in the technical aspects of academic writing, such as grammar and writing structure, but also encourage students to develop their critical thinking. AI can provide a platform for students to test and develop new ideas, which in turn can increase innovation in academic research. However, the course leaders also emphasised the importance of responsible use of AI, where students remain the

main subject in control of the learning process. Therefore, the course leaders hope that students are still provided with a balanced education, where technology is used as a tool, not as a substitute for active learning. They hope that the development of these skills remains based on deep understanding and critical thinking, not just on the end result produced by AI.

#### **4. Conclusion**

This study found that Heads of Study Programmes at UIN Sunan Kalijaga have mixed views on the use of AI in student academic writing. Most of them recognise the potential of AI to improve the quality of writing, especially in terms of grammar and structure. However, there are also significant concerns related to the possible decline in students' critical and creative thinking skills due to reliance on AI. The variation in understanding and attitudes towards AI suggests a need for further training and discussion among academics on how AI should be used in education. The Heads of Study Programmes highlighted the major challenges that arise from the use of AI, especially in relation to academic ethics and the originality of student papers. A major concern is that AI can facilitate plagiarism and blur the line between original work and technological contributions. Poorly supervised use of AI can threaten academic integrity and undermine learning objectives that should develop students' critical and independent thinking skills.

Despite the concerns, the Heads of Study Programmes also see that AI has great potential in supporting the learning process, especially in terms of proofreading and editing. AI can help students produce writing that is neater and free from technical errors, which in turn can improve their confidence in writing. However, it is important to remember that AI should be used as a tool, not as a substitute for the basic skills that students should master. The results of this study indicate an urgent need to formulate a clear academic policy regarding the use of AI in academic writing. This policy should include guidelines on the ethical and effective use of AI and ensure that students are still trained to develop their writing skills independently. A balanced approach is needed to maximise the benefits of AI without compromising the quality and integrity of education. This study recommends that universities, especially UIN Sunan Kalijaga, organise training and workshops for teaching staff and students on the use of AI in writing. In addition, there needs to be an ongoing dialogue between academics to evaluate the impact of AI and develop adaptive strategies to integrate this technology into the curriculum. With these steps, it is hoped that AI can be optimally utilised to support the achievement of educational goals without compromising the expected academic quality.

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