AI-Powered Writing Tools On Indonesian Higher Education:
How Do Educators See It?

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Abstract

This study was intended to explore educators' point of view in higher education related to AI-powered writing tools on students' writing skills. By means of phenomenological research using lived-experience approach by Manen (2016), the study endeavored to find detail information of six higher education teachers from four Indonesian private Universities related to their perspective of the use of AI-powered writing tools in higher education. The study revealed four main aspects namely strength, weakness, opportunity and threats. AI-powered writing tools deliberately bring positive sights on their implication in language learning. These constructive points are time and access efficiency in practice which enable users to use it as simple as possible. These tools are also seen to be good in providing real-time feedback and helping users to synthesize the materials quickly. Moreover, these tools covey their weakness as seem to produce unnatural work and use sophisticated dictions where sometimes are irrelevant. Furthermore, this study found that the respondents also highlight some possible threats led by the implication of those AI-powered writing tools. They saw the use of these tools recurrently will give rise to dependence on the tools and decrease students' capability. Those tools are believed to decrease students' creative and critical thinking when students feel comfortable in using it as their problem solvers in writing projects. From the findings, it can be construed that AI-powered writing tools could bring both positive and negative impact on the users. The study suggested that further researchers could explore the mitigation of possible threats of the integration of AI-powered writing tools and academic use.

Keywords: *AI-powered writing tools, Chat GPT, Quillbot, writing skills and higher education.*

I.   INTRODUCTION

The debate of AI-powered writing tools used in education has been aggressively rising in couple of years and currently when Paraphraser tools and Chat GPT was launched. If students don't care about disadvantages of them, they will lead themselves to plagiarism (Burkhard, 2022) . But, when they are used to improve the skills, students could produce good quality of writings (Marzuki et al., 2023). AI-powered writing tools have transformed a new era in language learning, notably in the area of writing skills. These unconventional tools use artificial intelligence to provide language learners with essential support and direction as they strive to improve their writing skills (Alharbi, 2023a).

One of the most significant goals of AI is to create automated gadgets that can understand their surroundings and perform tasks in the same way that people do (Nazari et al., 2021). These tools provide informative feedback on grammar usage, sentence structure, word choices, and general coherence by assessing learners' compositions (Koch & Dangin, 2023). This real-time feedback loop not only helps learners repair errors, but it also motivates them to make informed adjustments, eventually polishing their writing style and linguistic prowess. In other sides, Chat GPT brings negative perceptions among educators for the reasons that it will be misused by students to do plagiarism (Iqbal et al., 2022). It also brings a concern that some educators prefer to disallow students to access this it. Some educators found that students' tend to hang on the tools rather than increase their skill by doing the task on their own.

AI-Powered Writing Tools in Higher Education

The integration of AI-powered writing tools into higher education has transformed how students interact with the writing process. These tools provide students with a dynamic platform for improving their writing skills, receiving rapid feedback, and refining their academic work (Suraworachet et al., 2023). Turnitin, Paraphraser, Quillbot and other AI-powered tools have proven beneficial in identifying plagiarism, encouraging academic integrity, and assisting instructors in maintaining strict standards of originality.

Furthermore, artificial intelligence writing aides such as Grammarly have enabled students to enhance their grammar, style, and general coherence, supporting autonomous learning and skill development(Parra & Calero, 2019). This symbiotic relationship between technology and education is seen to not only increase students' writing skills, but also foster critical thinking and digital literacy, both of which are necessary for success in today's education trends.

The employment of artificial intelligence writing tools in higher education has resulted in a paradigm shift in how students and educators approach academic writing. These applications, such as chat GPT and AI Writing tutor, provide real-time grammar and style advice, allowing students to not only correct but also understand and learn from errors (Kushmar et al., 2022). The automation of time-consuming chores such as proofreading frees up educators' time to focus on more substantial parts of student work, enabling deeper engagement and tailored feedback (Fitria, 2022). Furthermore, AI writing tools foster creativity by generating topic ideas and assisting with content arrangement, thereby improving students' capacity to explain complicated ideas (Otterbacher, 2023). As higher education evolves into the digital age, these technologies act as a bridge for better writing skills, more efficient communication, and more enriching learning experiences. Thus, to get in to the goal, the study remains one research question as *How do educators see AI-Powered writing tools used in writing skills?*

II.   METHODS

The study is phenomenological research using qualitative approach by (Manen, 2016). Six lecturers who have used and taught AI-Powered writing skills more than 2 semesters were selected as the sample of the study. In order to collect that data, semi-structured interview by focusing on Chat-GPT and Quilbot was applied. Eventually, the gained data were analyzed using SWOT (strength, weakness, opportunity and threat) analysis.

III.   RESULTS AND DISCUSSION
Strength

"Both Chat GPT and Quilbot are user friendly which is good for students and teachers to use it. They also could help users train writing skills with unlimited time." (Respondent 1)

"Both AI tools are good in helping users to synthesize the materials/ information quickly." (Respondent 2)

"Both AI-powered writing tools seem to be great in providing real-time feedback which is really efficient if they both are used to learn and practice writing skills." (Respondent 3)

The respondents highlighted some highly-rated benefits got from Chat GPT and Quillbot. Both Chat GPT and Quilbot bring a feature as user friendly that will be useful for students. They are also seen as tools that could help students synthetize the paragraphs. They both provide distinct advantages in terms of language and writing aid. ChatGPT is perceive good at generating human-like prose on a variety of themes, allowing for lively and informative chats. Because of its advanced natural language processing capabilities, it is an excellent tool for interactive learning, creative writing, and problem solving (Baskara & Mukarto, 2023). QuillBot, on the other hand, specializes on content paraphrasing and rewording, making it an excellent tool for increasing students performance in writing clarity and preventing plagiarism (Ariyanti & Anam, 2021). Its simple interface and emphasis on sentence-level modifications provide writers greater control over their writing. These technologies, when used together, provide users with AI-automated language support for everything from generating interesting dialogues to revising written content with precision and uniqueness and boost their creative thinking as brainstorming or basic model (Ingley & Pack, 2023).

Weakness

Respondents collectively agreed that AI-powered writing tools such as Chat GPT and Quillbot seem to produce unnatural work. They both use sophisticated dictions where the users sometimes don't even understand the meaning. The ease of access and instant feedback could carry negative impact on students' creative and critical thinking. These things could lead students' dependence and neglection on the growth of natural language which means insufficiency (Hyland-Wood et al., 2019). With all of the attention focused on the use of artificial intelligence in writing aid tools, there is a massive possibility that students will use paraphraser machine, text generators and other developing writing tools regardless of their efficacy or ethics (Alharbi, 2023).

Opportunity

AI-powered writing tools are believed to bring promising impact on students' skill development. Syahnaz & Fithriani (2023) also found that students believe it helps them enhance their grammar abilities, develop their vocabulary proficiency, and may help them employ suitable language in their academic writing to build their confidence.(Yang, 2020) additionally support the findings that teachers may also master students' learning situations and apply curriculum development at any moment based on the system's formative assessment report, which is critical for enhancing teaching techniques and accomplishing the upgrading of the teaching system. This kind of opportunity is supported by (Akinwalere & Ivanov, 2022) that AI-Powered writing tools could help students and teachers to get progressive effectivity and time efficiency.

> "*In the domain of learning, this enthusiasm will be mitigated when people realize that AI will not only make existing education more efficient but that it will also change the context where learning occurs and where it becomes socially relevant. Many current learning practices address the needs of an industrial society that is currently being transformed*" (Tuomi, 2018).

Threat

The respondents underline the threats of the use of these tools as well. They assumed that the use of these tools without any fundamental principle will lead students to do plagiarism as they feel the ease from the tools without any efforts. The next possible threat is about the contents and quality of students. Since they use the tools frequently, they could get trapped on the result of the tools rather than learning from it. these things could lead students on dependence of the tools as nowadays are knowledge-driven era-----the instant results may be the threat. The last possible threat is unreal-life feedback providers where students couldn't get the real feedback from teacher as part of human touch.Those threats are in line with (Dergaa et al., 2023) that the raises of the use of these tools could be threats for the educators because it will impact on students' authenticity and credibility on writing output.

 In the other hand, (Kushmar et al., 2022) reported that students are concerned about losing an unnatural learning environment with real speakers of the language, as well as an unnatural learning environment in institutions with no language speakers. (Cardon et al., 2023) followingly sing AI-powered writing tools, spell checkers, and grammar checkers too heavily can prevent pupils from developing their natural writing abilities and depending only on technology may result in a lack of critical thinking and the inability to notice faults on one's own. While AI technologies might make useful ideas, they may also limit students' creative thinking (Burkhard, 2022). It is in accordance with (Owan et al., 2023) Students may become too concerned with complying to AI-generated recommendations, limiting their exploration of various writing styles and distinctive emotions. In another study, (Rogerson & McCarthy, 2017; Siegle, 2023) came up with findings that the ease of access to internet paraphrase tools allows students to submit work that they did not directly compose themselves, or allows academics and other authors to rephrase previously published content to avoid self-plagiarism. Those findings indicate that students may unwittingly misuse AI systems by producing work that closely mimics current sources due to the ease of content production and rephrasing. This could result in unintended plagiarism and ethical uncertainty.

IV.   CONCLUSION

AI-powered writing tools intentionally cast favorable light on their role in language learning. In practice, these constructive elements are time efficiency, allowing users to use it as simply as feasible. They are also thought to be effective in providing real-time feedback and assisting users in quickly synthesizing materials. Furthermore, these tools reveal their flaws by appearing to produce artificial work and employing sophisticated dictions that are not on the level of students'. Furthermore, the respondents in this study identified certain potential therats posed by the use of AI-powered writing tools. They believe that using these technologies frequently will lead to dependence on the tools and a reduction in students' capabilities. These tools are potential to reduce students' creative abilities.

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