AI or I? Exploring Student Attitudes Toward AI-Assisted Article Analysis

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ABSTRACT

Article analysis is a vital academic skill that requires critical thinking and analytical abilities. This study explores how artificial intelligence (AI) influences students' approaches to article analysis, focusing on their attitudes, reliance on AI tools, and the impact on critical thinking and academic integrity. Using a mixed-methods approach, data were collected through surveys and interviews across various academic disciplines. Results indicate widespread use of AI tools, primarily for summarizing and brainstorming, reflecting their growing integration into student workflows. Despite these benefits, students expressed concerns about potential overdependence on AI, which may hinder their critical thinking development. Ethical considerations regarding academic honesty were also prominent. The findings highlight the need for clear educational guidelines to ensure AI supports learning without compromising essential academic skills. This study contributes to understanding the balanced integration of AI in higher education.

Keywords: Artificial Intelligence (AI), Article Analysis, Academic Integrity, Critical Thinking, Educational Outcomes

INTRODUCTION

Artificial Intelligence (AI) rapidly transforms education by reshaping how students engage with learning materials, process information, and develop academic skills. AI-powered tools such as ChatGPT, Grammarly, and QuillBot are now widely used to support students in writing, summarizing, and analyzing academic content. As AI becomes more integrated into educational settings, its potential to enhance article analysis, which is a fundamental skill in academic literacy, has sparked discussions about its effectiveness, ethical considerations, and impact on student autonomy.

In higher education, generative AI has been explored from various perspectives, particularly in its role in curriculum development. Studies have examined how AI can facilitate student-centred learning while fostering innovation and creativity in academic programs (Farhi et al., 2023; Squalli Houssaini et al., 2024). Furthermore, researchers emphasize the importance of equipping students and educators with skills relevant to an AI-enhanced workforce, including AI literacy, interdisciplinary learning, and activity-based assessments (Chiu, 2024). As the adoption of AI in education expands, it is essential to evaluate both its benefits and challenges to ensure that students can leverage AI tools while maintaining academic integrity and independent critical thinking.

Article analysis is a fundamental academic exercise that requires students to critically evaluate, synthesize, and interpret scholarly texts. Traditionally, this process relies on students' comprehension, critical thinking, and independent analytical skills. However, with AI's ability to quickly summarize and extract key points from texts, students now have the option to automate certain aspects of article analysis. While AI tools may enhance efficiency and accessibility, concerns have emerged regarding their influence on students' cognitive engagement, critical reasoning, and dependency on technology (Bailey, 2021; Susnjak, 2022).

The integration of AI in article analysis raises important pedagogical and ethical concerns. While AI-assisted tools can aid comprehension and improve writing quality, they also pose challenges related to academic integrity, originality, and cognitive dependency (Zhai, 2022). Some researchers argue that overreliance on AI may diminish students' independent analytical abilities, potentially impacting their ability to engage deeply with academic literature (Tegmark, 2017). However, empirical evidence on how students perceive and use AI for article analysis remains limited, leaving a gap in understanding the actual impact of AI assistance on student learning.

Existing literature has extensively examined AI's role in education, academic writing, and plagiarism detection. Studies have explored how AI-powered language models enhance writing quality, grammar correction, and text generation (Tang et al., 2021). Additionally, research highlights AI's potential to personalize learning experiences, automate feedback, and support students in research tasks (Luckin, 2017; Roll & Wylie, 2016). Numerous studies emphasize the benefits of AI, particularly ChatGPT, in academic environments. Research indicates that ChatGPT

plays a crucial role in improving academic writing skills, especially for university students who are non-native English speakers (Mahapatra, 2024). In business education, ChatGPT has been shown to enhance student motivation, self-efficacy, and career-related outlooks (Gao et al., 2024). Furthermore, a randomized study involving university students found that ChatGPT use contributed to increased self-efficacy, improved content quality, greater elaboration, and enhanced originality in complex creative problem-solving tasks (Urban et al., 2024).

Despite the increasing use of AI in education, concerns have been raised regarding uncritical reliance on AI-generated content, as it may lead to ethical dilemmas, academic dishonesty, and reduced critical engagement (Bailey, 2021; Susnjak, 2022). While existing studies have provided valuable insights into AI's role in writing skills, language learning, and overall academic performance (Kasneci et al., 2023; Zhai, 2022), empirical research on students' perceptions of AI in article analysis remains limited. Little attention has been given to how students perceive AI's advantages and limitations in academic text analysis and how it shapes their learning behaviors and cognitive engagement. This gap highlights the need for further investigation into students' attitudes toward AI-assisted article analysis, particularly in understanding how AI influences their academic decision-making, critical thinking, and interaction with educational technologies.

Additionally, few studies have examined student attitudes through the lens of psychological theory, where cognitive, affective, and behavioural factors interact to shape AI usage patterns among university students. Moreover, there is a gap in research investigating the extent to which students rely on AI for academic text analysis, their perceptions of its advantages and limitations, and its impact on cognitive engagement. Understanding these perspectives is essential for educators and policymakers to establish ethical guidelines that ensure AI is effectively integrated into academic learning without compromising critical thinking and independent analytical skills.

Research Objectives

To address this gap, this study aims:

- To identify the level of student attitudes and perceptions toward AI-assisted on article analysis.
- To assess the level of extent of AI reliance in article analysis.
- To examine the impact of AI-assisted article analysis on students' critical thinking skills and academic integrity.
- To investigate ethical concerns and student preferences regarding AI regulations in academic settings.

Research Questions

- What is the level of student attitudes and perceptions toward AI-assisted article analysis?
- To what extent do students rely on AI in article analysis?
- What is the impact of AI-assisted article analysis on students' critical thinking skills and academic integrity?
- What ethical concerns do students have regarding AI use, and what are their preferences on AI regulations in academic settings?

This research contributes to the ongoing discourse on AI in education by providing empirical insights into students' experiences and perceptions of AI-assisted article analysis. By identifying both the benefits and potential risks, this study aims to inform educators, curriculum designers, and policymakers about how AI can be ethically and effectively integrated into higher education. Additionally, it highlights best practices for balancing AI's role as an assistive tool while ensuring students retain essential critical thinking and analytical skills.

The remainder of this paper is structured as follows: Section 2 reviews existing literature on AI in education, its impact on writing and analytical skills, and ethical concerns. Section 3 outlines the methodology, including the research design, sample, data collection, and analysis techniques. Section 4 presents the findings, followed by a discussion in Section 5, linking the results to existing literature. Finally, Section 6 concludes the study with implications, recommendations for educators, and directions for future research.

LITERATURE REVIEW

As artificial intelligence (AI) becomes more integrated into education, researchers have explored its role in enhancing learning experiences, particularly in academic writing, analytical skills, and ethical considerations. This section reviews the existing literature on AI's applications in education, its influence on student writing and analysis, and emerging concerns about ethics and academic integrity.

AI in Education: Transforming Learning and Pedagogy

AI-powered tools such as ChatGPT, Grammarly, and QuillBot have significantly influenced how students process, analyze, and generate academic content (Kasneci et al., 2023). These tools assist in summarizing information, generating ideas, and refining writing quality, making AI a valuable resource for language learning and self-directed study (Zhai, 2022). AI's ability to personalize learning experiences through adaptive feedback mechanisms has also been widely acknowledged (Luckin, 2017). AI chatbots, for example, provide real-time tutoring, automated feedback, and individualized guidance, which can support students in understanding complex concepts and structuring their work more effectively (Roll & Wylie, 2016).

However, the growing reliance on AI in education raises concerns regarding students' cognitive engagement and independent learning abilities. While AI offers efficiency in academic tasks, researchers argue that it may reduce students' ability to critically analyze information and foster over-reliance on automated assistance (Bailey, 2021). Studies suggest that human-AI collaboration in education should be carefully structured to ensure that AI augments rather than replaces critical thinking and problem-solving skills (Gao et al., 2024).

AI's Impact on Writing and Analytical Skills

One of the most widely studied areas of AI in education is its impact on writing proficiency and academic communication. Research has demonstrated that AI-powered tools can help students improve grammar, structure, and coherence in writing by providing automated suggestions and corrective feedback (Mahapatra, 2024). This is particularly beneficial for non-native English speakers, who can use AI-generated assistance to enhance clarity and fluency in academic texts (Tang et al., 2021).

Beyond grammar correction, AI has been explored for its potential in developing analytical skills. AI-driven applications assist students in paraphrasing, summarizing research papers, and generating structured arguments (Farhi et al., 2023). Additionally, studies show that AI-enhanced writing tools promote self-efficacy and confidence, allowing students to develop their voice and writing style over time (Urban et al., 2024).

Despite these benefits, concerns remain about AI's influence on higher-order thinking skills. Some researchers argue that AI-assisted writing tools may limit students' engagement with complex texts, as they shorten and simplify information rather than encouraging deep analytical engagement (Chiu, 2024). Additionally, over-reliance on AI-generated content may hinder students from developing originality and independent reasoning, as AI tends to generate responses based on patterns rather than novel insights (Bailey, 2021).

Ethical Concerns and Academic Integrity in AI-Assisted Learning

As AI becomes more embedded in academic writing and research, ethical challenges have emerged. Key concerns include plagiarism, authorship ambiguity, and the misuse of AI-generated content in assignments (Susnjak, 2022). Many universities have expressed concerns that students may submit AI-generated essays without proper modification, raising questions about intellectual ownership and the authenticity of academic work (Gao et al., 2024).

Another ethical issue is the transparency of AI-generated content. Students may not always be aware of how AI generates responses, leading to concerns about misinformation and bias in AI-generated academic writing (Kasneci et al., 2023). Some scholars emphasize the need for AI literacy, where students are taught how to use AI responsibly while maintaining academic integrity and original thinking (Zhai, 2022).

Furthermore, there are ongoing debates about whether AI should be used for grading and assessment. Some researchers suggest that AI can provide objective and standardized feedback, reducing grading inconsistencies (Chiu, 2024). However, concerns remain about AI's ability to fairly assess creativity, originality, and argumentation quality, which are critical components of higher-order thinking (Urban et al., 2024).

To address these challenges, universities and policymakers are considering guidelines that define appropriate AI usage in academic settings (Bailey, 2021). These guidelines may include clear AI citation requirements, limitations on AI-generated content in assignments, and the implementation of AI detection tools to safeguard academic integrity (Susnjak, 2022).

Research Gaps and Future Directions

While AI is making noticeable strides in education, especially in writing support, there are still some important areas that need more attention. Most studies so far have looked at how AI tools help students with writing tasks like fixing grammar or improving structure. However, there's not as much research on how students actually use these tools to analyze academic articles or engage more deeply with content (Zhai, 2022). This is an area worth exploring further, especially as critical thinking is a core part of academic success.

Another key gap lies in understanding students' attitudes toward using AI in their academic work. Although some research mentions cognitive or behavioral aspects, few studies really dig into how students feel about using AI, what motivates them, what concerns they have, and how comfortable they are with it (Kasneci et al., 2023). Getting a clearer picture of student's attitudes and perceptions could help educators design better support systems and ensure that AI is used in a meaningful and responsible way.

There's also a need to look beyond the short-term benefits of AI. While AI tools can make writing and research feel easier and more accessible, we still don't know what the long-term effects are. For instance, does using AI regularly help students think more critically, or does it make them too dependent on technology to do the heavy lifting (Chiu, 2024)? These are big questions that haven't been fully answered yet.

Looking ahead, researchers should focus on:

- How students feel about and interact with AI tools, especially when analyzing complex materials;
- What happens to students' critical thinking and originality when they use AI over longer periods;
- How we can create AI tools that actually support learning, instead of doing the work for students;
- What kind of guidelines and teaching practices we need to ensure that AI is used ethically and effectively in the classroom.

In short, while AI holds a lot of promise in education, we need to keep asking thoughtful questions about how it's being used and make sure it's helping students grow, not just making things faster or easier.

METHODOLOGY

This study adopts a mixed-methods research design to examine students' perceptions and interactions with AI tools in the context of academic article analysis. By integrating both quantitative and qualitative approaches, the research aims to capture not only usage patterns but also the underlying thoughts, motivations, and ethical concerns associated with AI-assisted academic work (Creswell & Creswell, 2018). This design allows for a multidimensional understanding of student behavior, blending statistical analysis with in-depth personal insights.

Participants

The participants in this study were 41 undergraduate students enrolled in a degree program at a public university. These students were selected because they were studying a course in academic writing and analysis tasks where AI tools were likely to be used. Focusing on undergraduates allows the study to investigate attitudes and behaviors at a stage when students are still developing their academic identities and learning to navigate issues of integrity, critical thinking, and digital assistance.

Sampling Method

A purposive sampling method was used to select participants who had prior experience using AI tools such as ChatGPT, Grammarly, or QuillBot in their academic work. This approach ensures that the responses collected are relevant and grounded in actual use, which is essential for achieving the study's objectives.

Sample Size Justification

While a sample of 41 students may appear modest, it is considered appropriate for exploratory mixed-methods research, especially when the goal is to gain in-depth insights into a specific population (Marshall et al., 2013). According to Guest et al. (2006), data saturation in qualitative research can often be reached with as few as 12 participants, and Creswell (2015) suggests that 30–40 respondents may be sufficient for small-scale educational studies using mixed methods. Therefore, a sample of 41 provides both diversity and depth while remaining manageable for meaningful analysis.

Research Focus

The methodology is built around four central research objectives, which aim to:

- Examine how frequently and to what extent students rely on AI tools for article analysis;
- Explore students' attitudes and behaviors toward AI-assisted academic work;
- Investigate how AI usage affects students' critical thinking and independent reasoning;
- Understand ethical concerns, including issues related to plagiarism, authorship, and academic integrity.

This design ensures that the study not only captures statistical trends but also reveals the human dimension of learning with AI—how students actually feel about using it, how it shapes their habits, and what it means for their academic growth.

Research Design

A cross-sectional survey was chosen as the primary method for data collection, allowing researchers to capture a snapshot of student attitudes and behaviours regarding AI-assisted article analysis at a specific point in time (Mackey & Gass, 2016). The study utilizes both quantitative survey questions (e.g., Likert-scale items, frequency measures) and qualitative open-ended responses to gain a deeper insight into student perspectives. The mixed-methods approach ensures that statistical trends (quantitative) are complemented by detailed explanations and experiences (qualitative), enabling a comprehensive interpretation of student attitudes (Dörnyei, 2014).

Data Collection Procedures

To explore students' experiences and opinions regarding the use of AI in academic article analysis, this study utilized an online survey questionnaire designed for undergraduate students enrolled in an English course involving article analysis tasks. This group was chosen because of their direct engagement with academic writing and likely exposure to AI tools in completing such assignments.

Participant Recruitment

Participants were recruited through course-related announcements and institutional academic platforms. A screening question ensured that only students who had used AI tools—such as ChatGPT, Grammarly, or QuillBot—for article-related academic tasks were included.

Survey Instrument

The survey was structured around themes of attitude, perception, frequency of AI use, and ethical concerns, drawing upon established instruments from prior studies on educational technology and AI adoption (Mahapatra, 2024; Susnjak, 2022). Where appropriate, items were adapted from:

- The Technology Acceptance Model (TAM) framework to measure attitude and perception.
- The Digital Ethics Scale developed by Susnjak (2022) for understanding academic integrity and ethical views.
- Mahapatra's (2024) adaptation of AI writing tool usage scales in higher education.

These adaptations ensured that the survey maintained content validity while being context-specific to AI use in article analysis.

Survey Structure

The questionnaire consisted of Likert-scale items, multiple-choice questions, and open-ended responses, structured around key themes adapted from prior research on AI adoption in education. The survey covered four main sections:

- Demographics & AI Experience: Captured student background (age, gender, academic level, and field of study) and past experience with AI in academic work.
- Attitudes and Perceptions Toward AI-Assisted Article Analysis: Assessed how students view AI's role in academic writing, including perceived usefulness, ease of use, and impact on performance (drawing from TAM and Mahapatra, 2024).
- Frequency and Extent of AI Reliance: Explored how often students rely on AI tools and how much they modify or critically engage with AI-generated content.

- Ethical Concerns and Academic Integrity: Investigated student opinions about plagiarism risks, authorship ambiguity, and appropriate use of AI in coursework (adapted from Susnjak, 2022).

Qualitative Insights

Open-ended questions allowed participants to freely express their experiences, motivations, and ethical concerns about using AI. These qualitative responses offered rich, nuanced perspectives that complemented the quantitative data.

Administration

The survey was distributed online to allow convenient access for all participants. Anonymity and confidentiality were assured to encourage candid responses.

DATA ANALYSIS

A two-stage data analysis approach was employed. Descriptive statistics, including percentages and frequency distributions, were used to analyze Likert-scale and multiple-choice responses, providing an overview of student attitudes, AI reliance, and concerns about academic integrity (Tabachnick & Fidell, 2019).

For qualitative analysis, open-ended responses were analyzed using thematic analysis to identify recurring themes in students' perceptions, ethical concerns, and AI regulation preferences (Braun & Clarke, 2006). Responses were coded and categorized into key themes, such as efficiency, accuracy, overreliance, and academic integrity. The qualitative findings complemented the quantitative results, offering deeper insights into students' perspectives (Creswell & Poth, 2018).

Ethical Considerations

This study follows institutional ethical guidelines to ensure participant confidentiality and informed consent. Students are provided with detailed information about the study's purpose, and participation is voluntary. All collected data is anonymized, and responses are stored in a secure, encrypted database (Cohen et al., 2018). The study also adheres to AI ethics guidelines, ensuring that students' AI use is assessed objectively without bias (Luckin, 2017).

By employing a rigorous mixed-methods approach, this study provides a comprehensive examination of student attitudes toward AI-assisted article analysis. The combination of survey-based statistical analysis and in-depth qualitative insights allows researchers to evaluate AI's impact on academic behaviors, cognitive engagement, and ethical considerations. Findings from this study will contribute to future policy recommendations, ensuring that AI is integrated responsibly and ethically into higher education (Farhi et al., 2023).

RESULTS AND DISCUSSION

Section A: Demographics & AI Experience

Table 1. Demographic Profile of Respondents

Category	Subcategory	Frequency (n=41)	Percentage (%)
Age Group	18 – 21	11	26.8%
	22 – 25	30	73.2%
Gender	Female	33	80.5%
	Male	7	17.1%
	Prefer not to say	1	2.4%
Academic Level	Undergraduate	36	87.8%
	Postgraduate	3	7.3%
	Diploma	2	4.9%
Field of Study	Administrative Science and Policy Studies	10	24.4%
	Humanities & Social Sciences	24	58.5%
	Business & Management	6	14.6%

A large proportion of respondents (73.2%) fall within the 22–25 age group, while 26.8% are between 18–21 years old. The absence of participants in the below 18 and 26 and above categories indicates that the study primarily captures the perspectives of young adult learners typically enrolled in university programs. In terms of gender distribution, 80.5% of the respondents are female, 17.1% are male, and 2.4% preferred not to disclose their gender. Regarding academic disciplines, the largest group (58.5%) of respondents are from Humanities & Social Sciences, while 24.4% are enrolled in Administrative Science and Policy Studies. Another 14.6% come from Business & Management. For academic level, 87.8% of respondents are undergraduate students, 7.3% are in postgraduate programs, and 4.9% are enrolled in diploma-level studies.

Table 2. Experience with AI Tools

AI Tool Usage	Frequency (n=41)	Percentage (%)
Yes, regularly	27	65.9%
Yes, occasionally	14	34.1%
No, never	0	0.0%

Regarding experience with AI tools, 65.9% of respondents reported using AI tools regularly for academic tasks, while 34.1% stated they occasionally use AI tools. None of the respondents indicated that they had never used AI tools before, highlighting the widespread adoption of AI-powered writing assistants among students. The findings suggest that AI-assisted tools are already well-integrated into students' academic practices, making it relevant to explore their attitudes, ethical concerns, and perceptions of AI's role in academic writing.

Section B: Student Attitudes and Perceptions Toward AI-Assisted Article Analysis

Table 3. Summary of Findings on Attitudes and Perceptions Toward AI-Assisted Article Analysis

Survey Question	Response Categories	Frequency (n=41)	Percentage (%)

Attitude toward using AI for article analysis	Very positive	15	36.6%
	Somewhat positive	16	39.0%
	Neutral	10	24.4%
	Somewhat negative	0	0.0%
	Very negative	0	0.0%
Primary motivation for using AI tools	To generate ideas	31	75.6%
	To summarize articles	4	9.8%
	To check grammar and sentence structure	0	0.0%
	To improve clarity and coherence	3	7.3%
	To save time	0	0.0%
	To paraphrase content	0	0.0%
Belief that AI improves article analysis quality	Strongly agree	16	39.0%
	Agree	20	48.8%
	Neutral	5	12.2%
	Disagree	0	0.0%
	Strongly disagree	0	0.0%
Frequency of AI tool reliance	Always	6	14.6%
	Frequently	21	51.2%
	Sometimes	14	34.1%
	Rarely	0	0.0%
	Never	0	0.0%
Perceived impact of AI on critical thinking	Yes, significantly	10	24.4%
	Yes, to some extent	23	56.1%
	Neutral	5	12.2%
	No, it reduces my ability to think critically	3	7.3%
	No, I completely rely on AI-generated content	0	0.0%

The results indicate that most respondents hold a positive attitude toward using AI for article analysis assignments. A total of 36.6% described their attitude as very positive, while 39% were somewhat positive. Meanwhile, 24.4% remained neutral, with no respondents selecting negative options. This suggests a general acceptance of AI tools for academic tasks.

Regarding primary motivations for using AI tools, the majority (75.6%) reported that they use AI to generate ideas, followed by 9.8% for summarising articles and 7.3% for improving clarity and coherence. Fewer students selected options for grammar checking and paraphrasing, indicating that they use AI more for idea generation and content development rather than just improving sentence structure.

When asked about AI's impact on the quality of their article analysis assignments, 39% strongly agreed and 48.8% agreed that AI tools improve the quality of their work. A smaller portion (12.2%) remained neutral, while no respondents disagreed, reinforcing the perception that AI tools contribute positively to academic writing.

In terms of AI reliance, 51.2% reported using AI tools frequently, while 34.1% used them occasionally, and 14.6% relied on them always. No respondents selected "rarely" or "never," indicating that AI usage is already deeply integrated into students' writing processes.

When evaluating AI's impact on critical thinking, responses were more mixed. While 24.4% believed AI significantly enhances critical thinking, 56.1% stated that AI improves their thinking only to some extent. However, 12.2% remained neutral, and 7.3% believed AI reduces their critical thinking ability. The absence of responses in the "completely rely on AI-generated content" category suggests that students still maintain some level of engagement in their writing.

The attitudes and perceptions of students toward AI-assisted article analysis, as presented in Section B, offer a nuanced view that both aligns with and expands upon the existing literature. The positive reception of AI tools for academic purposes mirrors broader trends reported in the literature, which highlight the growing integration of AI into educational settings and its perceived benefits in enhancing academic tasks (Kasneci et al., 2023; Mahapatra, 2024).

The findings show a strong general acceptance of AI tools, with a significant majority of students expressing positive attitudes toward using AI for article analysis. This is consistent with Tang et al. (2021), who noted that AI-powered tools improve writing proficiency and are well-received by students, particularly for the benefits of efficiency and support in content generation. The majority of students in this study using AI to generate ideas and summarize articles supports this, underscoring AI's role in facilitating more efficient handling of information and potentially enhancing creativity and content organization.

Despite the positive views on AI's utility, the mixed responses regarding its impact on critical thinking skills echo the concerns discussed by Bailey (2021) and Chiu (2024), who argue that reliance on AI might deteriorate students' analytical abilities. While 24.4% of students felt that AI significantly enhances critical thinking, a larger proportion felt it only did so to some extent, and some even believed it reduced their critical thinking capabilities. This highlights a critical tension between the advantages of AI in supporting academic work and the risks of dependency, which may inhibit the development of deeper analytical skills. like having a tool that's both incredibly helpful and somewhat limiting at the same time.

Section C: AI Reliance and Ethical Considerations

Table 4. Summary of Findings on AI Usage Practices, Academic Integrity Concerns, and Institutional Policies

Question	Response Option	Frequency (n=41)	Percentage (%)
To what extent do you modify AI-generated responses before submission?	Substantial edits for originality	27	65.9%
	Minor adjustments	11	26.8%
	Minimal changes	3	7.3%
	Submit AI-generated responses as they are	0	0.0%
How concerned are you about academic integrity when using AI tools?	Very concerned	26	63.4%
	Somewhat concerned	12	29.3%
	Neutral	3	7.3%
	Not very concerned	0	0.0%
	Not concerned at all	0	0.0%
Do you believe universities should set AI guidelines?	Strongly agree	17	41.5%
	Agree	14	34.1%
	Neutral	9	22.0%
	Disagree	1	2.4%
	Strongly disagree	0	0.0%
Would you be comfortable if your lecturers used AI for grading?	Prefer human evaluation	23	56.1%
	Strongly oppose AI grading	7	17.1%
	Believe AI can assess fairly	8	19.5%
	Support AI grading if combined with human evaluation	3	7.3%

The findings in this section highlight how students modify AI-generated responses, their concerns about academic integrity, and their perspectives on AI regulations in academic settings.

A majority of students (65.9%) reported making substantial edits to AI-generated responses to ensure originality, while 26.8% made only minor adjustments to refine content. A smaller group (7.3%) indicated using AI-generated responses with minimal changes, and no students reported submitting AI-generated content without any modifications. This suggests that most students do not rely on AI-generated outputs entirely but instead modify them to align with academic integrity expectations.

Regarding academic integrity concerns, most respondents (63.4%) were very concerned about the ethical implications of using AI tools, while 29.3% were somewhat concerned. Only a small fraction (7.3%) reported being neutral, with no respondents stating that they were unconcerned. These findings indicate that students are generally aware of and cautious about the ethical challenges surrounding AI use in academic work.

When asked about AI regulations in universities, a significant proportion (41.5%) strongly agreed that institutions should establish guidelines for AI use in academic work, while 34.1% agreed. Meanwhile, 22% were neutral, and only a small percentage (2.4%) disagreed. This reflects strong student support for formal AI guidelines in academia, with only minimal opposition.

In terms of AI-assisted grading, the responses were mixed. A majority (56.1%) preferred human evaluation, and 17.1% strongly opposed AI grading. In contrast, 19.5% believed AI could assess fairly, while 7.3% supported AI grading only if combined with human assessment. This suggests

that while some students see potential in AI-assisted grading, most still prefer human involvement in the evaluation process.

The insights gathered from Section C on students' use of AI and their ethical considerations shed light on how students interact with AI tools and address the ethical challenges posed by AI in educational settings. These observations resonate with the themes found in scholarly discussions and emphasize the complex interplay between technology and academic integrity.

It's noteworthy that a significant number of students take the initiative to extensively edit AI-generated content before submitting it. This practice underscores a commitment to originality and aligns with academic standards, reflecting a cautious approach to using AI. Such behavior echoes concerns in the academic community about ensuring that the use of AI tools like ChatGPT or Grammarly doesn't compromise the integrity of scholarly work (Bailey, 2021). Students' active engagement in refining AI outputs before submission highlights an understanding that while AI can support academic tasks, it should not replace the deep, intellectual effort traditionally associated with academic research.

Students' strong concerns about academic integrity highlight the ethical issues surrounding AI usage in education. This mirrors the broader academic discourse that, while recognizing the benefits of AI, also warns against potential risks such as plagiarism or a decline in the quality of student learning if AI is used without sufficient scrutiny (Chiu, 2024). The overwhelming support among students for stringent AI guidelines reflects a community that is not only aware of the potential pitfalls of AI usage but also advocates for proactive measures to address them.

The considerable support for establishing formal AI guidelines in educational institutions suggests that students seek a structured approach to integrate AI ethically. This need for structure is especially pertinent in discussions around AI's role in grading and assessment, where there is still skepticism about AI's ability to fairly evaluate complex, subjective academic work (Urban et al., 2024). The preference among students for human involvement in grading points to ongoing trust issues and perceived limitations of AI in academic evaluations, indicating that the human touch remains irreplaceable in certain aspects of education.

These findings do more than just align with academic literature; they provide real-world evidence of how students balance the benefits of AI with a cautious approach to its challenges. This nuanced view is essential for crafting educational strategies that utilize AI's strengths while addressing its shortcomings. The clear call from students for robust AI guidelines and a thoughtful approach to AI-assisted grading suggests practical steps that institutions can take to enhance the educational value of AI without undermining learning quality and integrity.

In summary, the study highlights the need for a carefully balanced approach to integrating AI in educational settings—one that maximizes its benefits to enhance learning experiences while safeguarding against ethical risks and the erosion of critical academic skills. These insights enrich the ongoing discussion on AI in education by underscoring the importance of clear policies and frameworks that ensure AI is used as a supportive tool in academia, aligned with both ethical standards and educational goals.

Section D: Ethical Concerns and Student Preferences for AI in Academic Settings

Advantages of Using AI for Article Analysis Assignments

Table 5. Summary of Student Responses on AI Advantages

Theme	Excerpts from Students
Time-Saving	*"AI quickly summarizes articles, saving time on reading and note-taking.""It could save time in searching for ideas.""Save time and generate more ideas."*
Idea Generation	*"It helps me generate more ideas and elaborate content.""AI assists in brainstorming and structuring my arguments better."*
Efficiency & Convenience	*"Easier to find information and organize my points.""Most probably, it makes it easy for students to get the assignment done rather than understanding the assignment."*
Grammar & Writing Support	*"AI helps check my grammar and improve my writing.""It helps me write better and refine my sentences."*
Comprehension & Analysis	*"AI identifies key themes and helps me understand the article better.""It can analyze large volumes of text, detect biases, and improve comprehension."*

The responses highlight several key advantages of using AI for article analysis assignments. A majority of respondents emphasised AI's time-saving benefits, noting that it helps them quickly summarise articles, extract key points, and identify themes. Many students stated that AI reduces the time spent on reading and note-taking, allowing them to focus on structuring their analysis more effectively. As one respondent noted, *"AI quickly summarizes articles, saving time on reading and note-taking."*

Another frequently mentioned benefit was AI's role in idea generation and content expansion. Several students reported that AI tools assist them in brainstorming and elaborating on content, making their assignments more structured and coherent. One respondent shared, *"It somehow helps me generate and gain ideas,"* while another stated, *"By using AI, it can help me generate more information and more ideas."* This suggests that students rely on AI not only for summarisation but also for content development.

In addition to idea generation, students also appreciate AI's efficiency and convenience. AI tools simplify the process of identifying key points, organising arguments, and structuring assignments. However, some students noted that AI might make assignments easier without necessarily improving comprehension, as one respondent remarked, *"Most probably, it makes it easy for students to get the assignment done rather than understanding the assignment."*

Another widely acknowledged advantage was AI's assistance with grammar and writing quality. Many respondents noted that AI helps them check grammar, refine sentence structure, and improve their writing overall. For instance, one student mentioned, *"AI helps improve knowledge and grammar,"* while another simply stated, *"It helps me to write better."*

Lastly, a few students highlighted AI's ability to enhance comprehension and analytical skills. AI assists in identifying patterns, detecting biases, and improving overall understanding of articles. A respondent explained, *"AI can help analyze large volumes of text quickly, identify key themes, summarize content, and detect biases."* This indicates that some students view AI as a support tool

for deeper engagement with academic materials, rather than just a shortcut to completing assignments.

Overall, the findings suggest that students primarily value AI for efficiency, idea generation, and writing improvement, with some acknowledging its role in enhancing comprehension. However, the mention of AI making assignments "easier" rather than fostering deeper understanding raises questions about the extent to which students engage critically with AI-generated content.

The findings from the study regarding the advantages of using AI for article analysis assignments are well-supported by existing literature, reflecting a nuanced understanding of how AI tools are reshaping educational practices. The responses align with scholarly discussions that highlight AI's potential to enhance efficiency and support various aspects of academic work.

The emphasis on AI's time-saving benefits corroborates findings from researchers like Kasneci et al. (2023), who note that AI tools streamline information processing, thus freeing up time for deeper analytical tasks. The students' appreciation for AI's ability to quickly summarize articles and identify key themes aligns with Mahapatra (2024), who suggests that such technologies significantly reduce the workload associated with traditional research methods, allowing students to focus more on crafting well-structured analyses.

Similarly, the benefits of AI in aiding idea generation and content expansion reflect insights from Tang et al. (2021), who found that AI tools enhance students' ability to generate and organize ideas, thereby improving their writing quality and coherence. The student feedback about AI assisting in brainstorming and elaborating on content underscores AI’s role not only as a tool for simplifying tasks but also as a catalyst for creative thinking and detailed exploration of topics.

However, the concerns noted by some students that AI might make assignments easier without necessarily improving comprehension echo critical views in the literature, such as those discussed by Bailey (2021). Bailey argues that while AI can enhance certain mechanical aspects of writing, its use must be tempered with strategies that ensure students still engage deeply with the material and develop a robust understanding of their subjects.

The findings also align with Chiu (2024), who points out that AI's capacity to support grammar and writing quality is increasingly recognized in academic settings. The students’ recognition of AI’s role in improving writing mechanics and even aiding comprehension of complex texts indicates that AI tools can contribute substantially to higher-order cognitive tasks, such as analyzing large volumes of text and detecting biases, as highlighted by one respondent.

Despite these advantages, the concern that AI might reduce the necessity for critical engagement with academic material is a significant issue. This concern is reflected in the broader academic discourse, emphasizing that while AI tools offer numerous benefits, their integration into educational practices must be managed carefully to maintain academic rigor and integrity (Susnjak, 2022).

In summary, the students' responses and the alignment with the literature suggest that while AI tools are highly valued for their efficiency, idea generation, and support in writing, there is a

critical need for educational strategies that integrate these tools in ways that enhance learning outcomes without compromising the depth and quality of education. The insights from this discussion reinforce the potential of AI to transform educational practices positively while also highlighting the importance of using these tools responsibly to foster genuine understanding and critical thinking skills.

Concerns About Using AI in Academic Work

Table 6. Summary of Student Concerns About AI in Academic Work

Concern	Excerpts from Students
Plagiarism & Academic Integrity	*"AI tools can make plagiarism easier, raising questions about originality and ethics in student work.""Beware of plagiarism.""My biggest concern about using AI is integrity and plagiarism."*
Over-Reliance on AI & Critical Thinking	*"Students may depend too much on AI tools, reducing their ability to develop critical thinking, analytical skills, and independent research capabilities.""Some students don't use their head at this point, completely relying on AI."*
Misinformation & Bias	*"AI may create things up.""AI can produce biased information.""The concerning issue in using AI is misinformation."*
Failure to Meet Academic Standards	*"It does not always meet the criteria.""The idea from students is less."*

The responses reveal several key concerns regarding the use of AI in academic work. The most frequently mentioned issue is plagiarism and academic integrity, with many students expressing worry that AI tools enable the submission of AI-generated work as original. One respondent noted, *"AI tools can make plagiarism easier, raising questions about originality and ethics in student work,"* while another emphasised, *"My biggest concern about using AI is integrity and plagiarism."*

Another major concern is over-reliance on AI, which some students fear may hinder critical thinking and independent learning. Respondents shared that excessive dependence on AI could lead to laziness and a lack of motivation in students. One participant pointed out, *"Some students pretty much don't use their head at this point, completely relying on AI, which raises the question of why they are even pursuing a degree if they let AI do everything."* Others echoed this sentiment, stating that students may become *"limited in their thinking because they depend too much on AI."*

The accuracy and reliability of AI-generated content was another frequently cited concern. Some students worried about misinformation and bias, with one stating, *"AI may create things up,"* and another warning, *"AI can produce biased information."* These responses highlight the potential risks of students accepting AI-generated content without verification, leading to the spread of inaccurate or misleading information.

Furthermore, students raised concerns about AI failing to meet academic standards, with one stating, *"It does not always meet the criteria,"* suggesting that AI-generated work may not align with grading expectations or learning objectives. Another student mentioned that AI-generated content may lack originality, reducing students' ability to express their own ideas and perspectives.

Overall, the findings suggest that students are most concerned about plagiarism, over-reliance on AI, misinformation, and a decline in critical thinking skills. These concerns reflect broader ethical issues associated with AI in education, highlighting the need for clear guidelines and responsible AI usage in academic settings.

Recommendations for Integrating AI in Academic Learning

Table 7. Summary of Student Recommendations for AI Integration in Academic Learning

Theme	Excerpts from Students
AI as a Support Tool, Not a Replacement	*"AI should be used as a supplementary tool rather than a replacement for critical thinking and research." "AI should support, not replace, students' learning."*
Setting Guidelines and Limitations	*"The lecturer must set the requirement in using AI." "Set boundaries or limitations in using AI while doing academic writing."*
Encouraging Ethical and Responsible Use	*"Use it wisely, not fully depending on it." "Encourage students to use AI for brainstorming, idea generation, or refining their work rather than doing all the work for them."*
AI as a Research and Writing Aid	*"AI can enhance research and critical thinking while ensuring students still develop problem-solving and creativity." "AI can help students find relevant sources, summarize key points, and generate outlines, but they should be required to critically engage with and evaluate the information."*

The responses suggest that students believe AI should be used as a support tool rather than a replacement for critical thinking and research skills. Many emphasised that AI should assist in generating ideas, summarising content, and improving writing, but students should still be required to engage in independent analysis. One respondent noted, *"AI should be used as a supplementary tool rather than a replacement for critical thinking and research."*

A key recommendation is that lecturers should establish clear guidelines and limitations on AI use to prevent over-reliance. Some students suggested that AI could be incorporated as a learning aid that supports research, problem-solving, and personalised learning, while ensuring students remain actively engaged in critical thinking. One participant shared, *"AI should be used to support learning, offering personalized feedback and resources, while ensuring students engage in active problem-solving and critical thinking."*

Another prominent theme is the need for ethical and responsible AI use in academic settings. Several respondents emphasised the importance of teaching students how to evaluate AI-generated content critically and ensuring they do not rely entirely on AI-generated responses. A student suggested, *"Encourage students to use AI for brainstorming, idea generation, or refining their work rather than doing all the work for them."*

Besides that, AI can serve as a research assistant by helping students find relevant sources, summarise information, and generate outlines. However, students should be required to critically engage with AI-generated content rather than accepting it without question. As one respondent pointed out, *"AI can help students find relevant sources, summarize key points, and generate outlines, but they should be required to critically engage with and evaluate the information."*

Overall, the findings highlight that students recognise the potential benefits of AI in academic learning but stress the importance of maintaining student engagement, setting ethical boundaries, and encouraging independent thought.

Ethical and Academic Integrity Concerns

The concerns about academic integrity and the potential for plagiarism discussed by Susnjak (2022) are also reflected in the cautious attitudes of students towards the overuse of AI. The ethical considerations of using AI in education, particularly regarding the originality and authenticity of AI-assisted work, are areas of active debate and concern in the literature. The absence of students reporting complete dependency on AI-generated content in this study suggests a level of awareness and deliberate engagement with AI tools, which is crucial for maintaining academic integrity as highlighted by Gao et al. (2024).

Implications and Future Directions

The findings suggest that while AI tools are valued for their assistance in academic tasks, there is a pressing need for guidelines that help integrate these tools in a way that supports educational goals without compromising the development of critical skills. Future research should explore structured ways to incorporate AI in educational settings that enhance learning outcomes while also promoting critical engagement and maintaining ethical standards. The literature and this study together highlight the potential for AI to act as both a facilitator and a disruptor in education, necessitating a balanced approach to its integration.

Hence, the findings align well with existing literature by confirming the benefits of AI in enhancing academic efficiency and support, while also underscoring the potential risks to critical thinking and academic integrity. The mixed responses also suggest areas for further investigation, particularly in understanding the optimal conditions under which AI tools can be used to enhance, rather than inhibit, educational outcomes.

CONCLUSION AND RECOMMENDATION

This study offers a comprehensive examination of students' attitudes and perceptions toward AI-assisted article analysis, revealing both the advantages and the complexities of integrating AI into academic environments. Students generally view AI tools such as ChatGPT, Grammarly, and QuillBot favorably, particularly appreciating their usefulness in generating ideas, summarizing content, and improving writing clarity. The findings indicate that AI has become a regular feature of academic workflows, with many students relying on these tools to enhance efficiency and manage demanding coursework. However, the study also highlights nuanced perspectives; while students recognize the functional benefits of AI, they remain cautious about the potential erosion of independent thinking, originality, and academic integrity.

In addressing the first research objective, the results clearly show that most students hold positive attitudes toward AI-assisted article analysis. They see AI tools as supportive aids that streamline their work processes without replacing their intellectual input. Concerning the second objective,

assessing the extent of AI reliance, the study finds that a majority of students use AI frequently, but with conscious effort to maintain authenticity. Most students reported making substantial edits to AI-generated content, which reflects their awareness of academic standards and their intention to uphold integrity.

The third objective focused on the impact of AI on critical thinking and academic integrity. Although many students acknowledged that AI supports comprehension and content structuring, there were growing concerns that excessive dependence on these tools could inhibit deeper engagement and critical analysis. A small but notable proportion of students expressed that AI use had a diminishing effect on their ability to think independently. Additionally, students voiced strong concerns about academic honesty, particularly the risks of plagiarism and authorship ambiguity. These concerns underscore the importance of fostering ethical awareness and reinforcing academic responsibility in an era of growing AI use.

In line with the fourth research objective, the study finds strong student support for institutional intervention through policy and regulation. Most participants agreed that universities should develop formal guidelines to define acceptable AI usage in academic tasks. Students also indicated a preference for maintaining human involvement in grading and assessment processes, citing trust in human judgment and skepticism about AI's ability to evaluate subjective academic work fairly. These findings emphasize the need for clear ethical boundaries and instructional support to ensure AI is used responsibly in educational contexts.

Based on the findings, several key recommendations emerge. First, universities should establish clear policies on the ethical use of AI in academic work. These policies should define the scope of acceptable AI assistance, reinforce expectations around originality, and include mechanisms for plagiarism detection and AI citation. Second, institutions should introduce AI literacy initiatives through workshops and curricular modules that help students critically evaluate AI-generated content, understand its limitations, and use it responsibly. Third, instructors should design assessments that prioritize higher-order thinking skills. Assignments that require reflection, argument development, and problem-solving can help deter passive reliance on AI and promote meaningful cognitive engagement.

Furthermore, universities should encourage transparency in academic submissions by requiring students to disclose the use of AI tools and cite them appropriately. Such measures not only uphold academic honesty but also teach students to engage ethically with emerging technologies. AI should also be positioned as a pedagogical aid rather than a replacement for human instruction. Educators can leverage AI to provide personalized feedback and writing support while maintaining the student's active role in the learning process. Lastly, further research should explore the long-term effects of AI-assisted learning on students' intellectual development, academic integrity, and career readiness. Longitudinal studies are especially important to assess whether AI enhances or hinders students' ability to think critically and independently over time.

In conclusion, this study contributes to the evolving discourse on AI's role in higher education by offering empirical insights into student experiences and concerns. While AI presents meaningful opportunities for academic enhancement, it must be carefully integrated to avoid compromising essential academic values. With the implementation of thoughtful policies, ethical guidelines, and

student-centered instructional strategies, AI can serve as a transformative educational tool that supports rather than supplants human learning and intellectual growth.

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Conflict of Interest

The authors declare there are no conflicts of interest.

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Authors' Contributions

The study contributes to the academic field by offering critical insights into how students engage with AI technologies in educational settings, particularly in the context of article analysis and critical thinking. It enhances understanding of the pedagogical value and limitations of integrating AI tools into learning environments, particularly regarding student autonomy, trust, and ethical concerns. Furthermore, the study addresses the evolving role of digital literacy and the need for curricula to adapt to the presence of intelligent tools. By capturing students' perspectives, the research informs educators, policymakers, and developers about the effective and responsible deployment of AI in academic instruction.