

Negotiating AI in academic writing: Student voices on autonomy, ethics, and process-based learning

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Abstract: The adoption of Artificial Intelligence (AI) in academic writing has been widely discussed in terms of its impact on writing performance and efficiency, with little attention given to how students actively negotiate its place in process-oriented pedagogies. To fill this gap, this paper investigates how university students negotiate autonomy, ethical responsibility, and cognitive engagement in the context of integrating AI into a Process-Based Approach (PBA) to academic writing. A qualitative-dominant mixed-method design was used. Data were collected from 103 students from eight universities in Indonesia using four Likert-scale questionnaires and open-ended responses, and analysed using descriptive statistics and thematic analysis. Findings suggest that AI is perceived as a form of cognitive support for lower-order writing processes, such as grammar, vocabulary, and idea generation, while students aim to retain control. However, support also produces tensions of overreliance, reduced critical participation, and challenges to academic integrity. Students are beginning to understand the ethical limits, especially when it comes to AI being a tool that helps them with their own writing rather than replacing it. The findings indicate that AI-mediated writing is not only a matter of tool use but a site of negotiation, in which learners negotiate efficiency, autonomy, and authenticity.

Keywords: Artificial intelligence, Process-based approach, Student voices, University academic writing.

1. Introduction

Recent developments in Artificial Intelligence (AI) have begun to reshape the landscape of academic writing, particularly in higher education contexts. Writing is traditionally understood as a cognitively demanding and iterative process [1, 2]. It requires not only linguistic competence but also critical thinking, idea development, and authorial voice. Within this context, the Process-Based Approach (PBA) has long been recognized as an effective pedagogical framework [3, 4]. It emphasizes stages such as planning, drafting, revising, and editing to support students' writing development. At the same time, there has been a growing emphasis on cultivating student independence [5, 6] and self-reflection during the process of writing activities [7, 8].

Over the past three years, educators have widely utilized AI [9-11], which has the potential to significantly and massively change the language learning models. The emergence of AI-powered tools, such as ChatGPT, Grammarly, and DeepL, has introduced new possibilities for supporting writing processes. These tools offer immediate feedback, idea generation, and linguistic assistance. They potentially function as forms of cognitive scaffolding within the writing process. Several studies have shown AI to be a new platform in university-level learning that makes learning more engaging and efficient [9, 12-14]. However, students still need guidance on the limitations and on how to use AI wisely and effectively. This is because students still need assistance to understand how to create a piece of writing based on their own ideas, and are assisted by AI to produce good English writing. In addition, it is necessary to understand how they perceive the use of PBA + AI integration in English writing lessons. Despite these benefits, students still require strategic guidance in navigating the

appropriate use of AI, particularly in maintaining authenticity, idea ownership, and ethical awareness in their writing processes.

Recent studies have highlighted the efficiency and practicality of AI in enhancing students' writing performance and engagement. However, such studies tend to focus predominantly on outcomes, such as improved grammar or task completion, rather than on how students experience and negotiate the use of AI within established pedagogical frameworks like PBA. Nevertheless, with increasing focus on AI-enabled writing, limited qualitative research is available to explore how students experience and perceive the integration of AI within tested pedagogical approaches such as PBA. Most available studies focus on results for performance or tool efficiency [14–17], neglecting the rich student experience while traversing autonomy, reflection, and support from AI. Particularly, the views of students regarding the boundaries, benefits, and dilemmas of using AI to write are still underrepresented in the literature.

More critically, the integration of AI into academic writing raises fundamental questions about authorship, autonomy, and ethical responsibility. While AI may support learners in overcoming linguistic barriers, it simultaneously introduces tensions related to over-reliance, loss of originality, and academic integrity. In this sense, AI presents a Janus-faced phenomenon, with both pedagogical affordances and potential risks. Despite the growing body of research on Artificial Intelligence (AI) in academic writing, existing studies have predominantly focused on performance outcomes, such as improvements in grammar, vocabulary, and task completion. While these studies provide valuable insights into the functional benefits of AI tools, they often overlook the complex ways in which students engage with, interpret, and negotiate AI within established pedagogical frameworks. In particular, limited attention has been paid to how learners position themselves when interacting with AI in process-oriented writing environments.

More critically, the integration of AI into writing instruction introduces a fundamental pedagogical tension. On the one hand, AI offers immediate feedback and cognitive support that may enhance efficiency and scaffold learning. On the other hand, it raises concerns regarding over-reliance, diminished cognitive engagement, and the erosion of authorial voice. Although these tensions have been acknowledged in recent scholarship, there remains insufficient qualitative exploration of how students actively negotiate the boundaries between assistance and dependence, especially within PBA that emphasize recursive writing and learner autonomy. Furthermore, while learner autonomy and self-regulated learning have long been central to writing pedagogy, the role of AI as a mediating agent in shaping these constructs remains under-theorized.

Addressing these gaps, the present study aims to explore university students' perceptions and experiences of integrating AI tools within a PBA to academic writing. Rather than viewing AI merely as a tool, this study conceptualizes AI as a form of guided cognitive support that interacts dynamically with students' agency, autonomy, and ethical awareness. By foregrounding student voices, this study seeks to uncover how learners negotiate the boundaries between assistance and dependence, as well as between efficiency and authenticity in their writing practices.

2. Method Methodology

2.1. Research Aims and Questions

This recent study aims to contribute to a more nuanced understanding of AI-mediated writing as a site of negotiation, rather than mere assistance, thereby offering both theoretical and pedagogical implications for AI-integrated writing instruction. Thus, the present study proposed the following research questions as follows:

1. How do university students perceive the role of AI-powered tools in academic writing within a Process-Based Approach?
2. What ethical concerns do students associate with the use of AI in academic writing?
3. How do students negotiate the tension between independent idea generation and AI-assisted writing?

2.2. Research Design

This study employed a qualitative-dominant mixed-method design to explore university students' experiences and perceptions of writing tools based on AI while writing at the academic level. Qualitative design was used as a way to gain rich descriptions of how the students make sense of AI incorporation within the Process-Based Approach (PBA) and TPACK models, and their ethical dilemmas and independence when writing about things. In addition, quantitative data from Likert-scale responses were used to capture general trends and patterns. Both kinds of data enabled an in-depth exploration of students' voices, reflections, and meaning-making processes. This design was considered appropriate as it allows for both breadth (through descriptive statistics) and depth (through thematic interpretation), particularly in examining complex phenomena such as autonomy, ethical awareness, and AI-assisted writing practices (Figure 1).

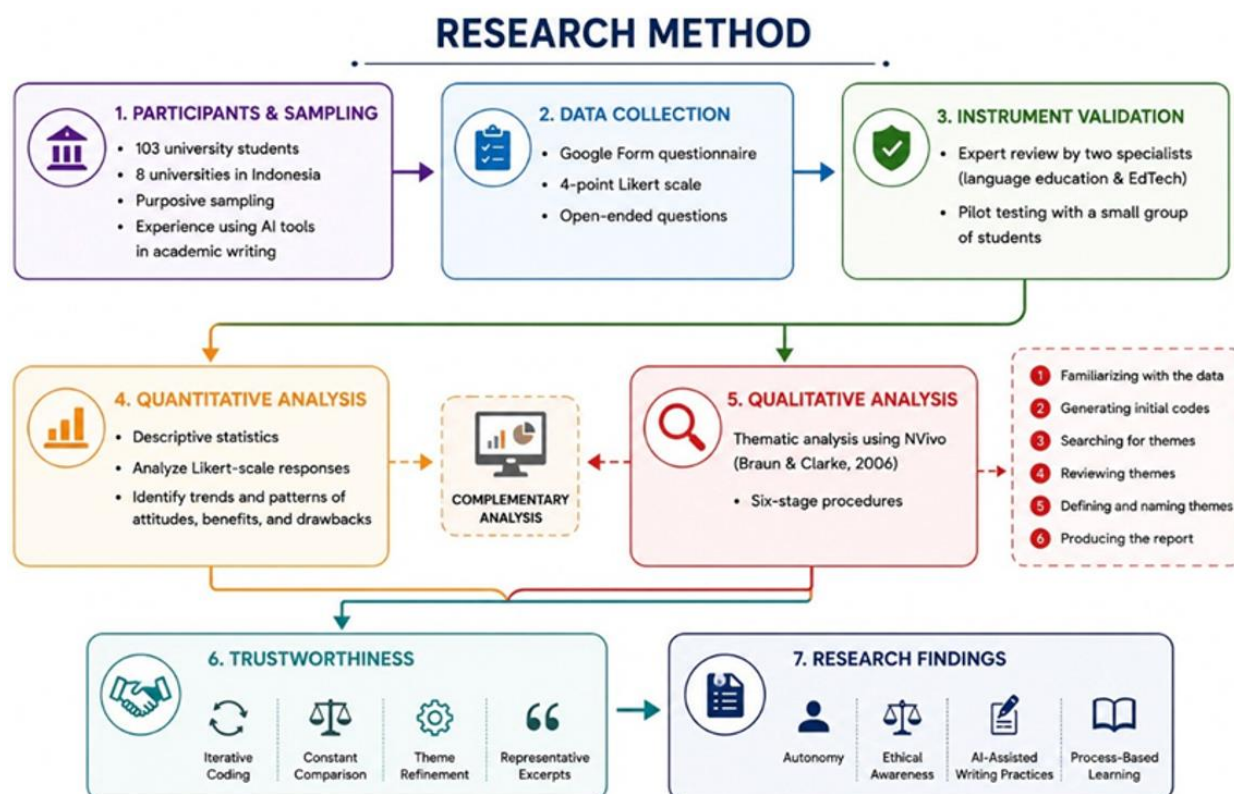


Figure 1.
Participant and data analysis flow of mixed methods used.

2.3. Participants

The study employed 103 students from eight universities in Indonesia. Participants were sampled using purposive sampling in order to obtain a well-representative group of students with experience in the use of AI tools in academic writing environments. Demographic data on year of study, field, and experience with AI tools were collected in order to provide background data for analysis. About ethical concerns, the participants were informed of the purpose of the study and signed informed consent. Confidentiality and anonymity were maintained strictly. All participants were informed about the purpose of the study and provided informed consent before participation. Ethical considerations, including anonymity and confidentiality, were strictly maintained throughout the research process.

2.4. Data Instrument and Collection

Data were collected using a Google Form questionnaire that incorporated a four-point Likert-scale and open-ended questions. A four-point Likert scale was used to gauge general attitudes and perceived benefits or drawbacks of AI tools. Open-ended questions were used to elicit student voices using their own words, dealing with their experiences, ethical concerns, and expectations related to AI implementation in academic writing activities.

Before data collection, the questionnaire was reviewed by two experts in language education and educational technology to ensure content validity. A pilot test was also conducted with a small group of students to ensure the items' clarity and reliability.

2.5. Data Analysis

The qualitative data were inductively theme-analyzed using NVivo following Braun and Clarke [18] six-stage procedures (Figure 2).

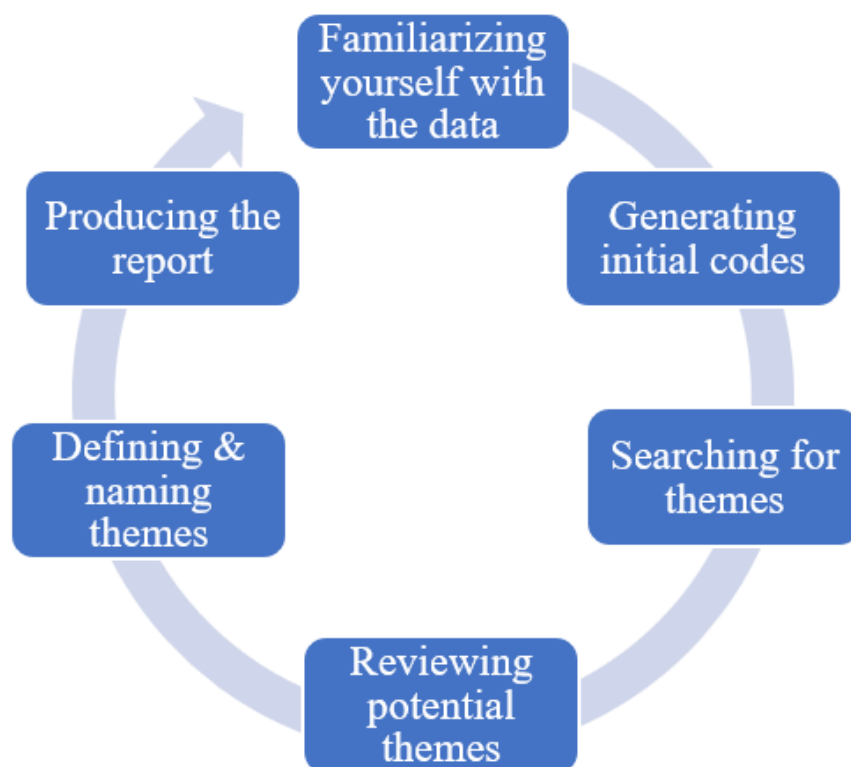


Figure 2.
Braun and Clarke [18] six-stage procedures.

Figure 2 illustrates that the researchers began by familiarizing themselves with the data through repeated reading to gain a sufficient understanding. Then, they derived initial codes from student responses, searched for codes in potential themes, and reviewed the codes. Each theme was then clearly defined and named before being analytically narrated. In the last step, the researchers produced the reports of the study.

To enhance the trustworthiness of the analysis, coding was conducted iteratively, and emerging themes were reviewed and refined through constant comparison. In addition, representative excerpts from participants were used to support the interpretation of each theme, ensuring alignment between data and analytical claims.

3. Findings and Discussions

Theme 1: AI Usage in Academic Writing

The majority of students reported using AI tools, such as ChatGPT, Grammarly, and DeepL, in their academic writing. They primarily employed the tools for checking grammar, rephrasing sentences, and generating ideas. According to Marhaban et al. [6], AI promotes student autonomy and creativity through the use of ChatGPT, DeepL, and Grammarly. However, most students did not rely too much on AI when generating their content. Instead, they reviewed and edited the AI outputs before writing their final drafts. It is in line with the study of Imran and Almusharraf [16] that the most impressive role of ChatGPT is its use as a writing tool and writing assistant (Figures 3 and 4). Accordingly, the respondents' reflections (N=103) suggested that they were familiar with and had employed AI tools in their academic writing.

Which AI tools do you most frequently use for writing? (Select all that apply)

103 responses

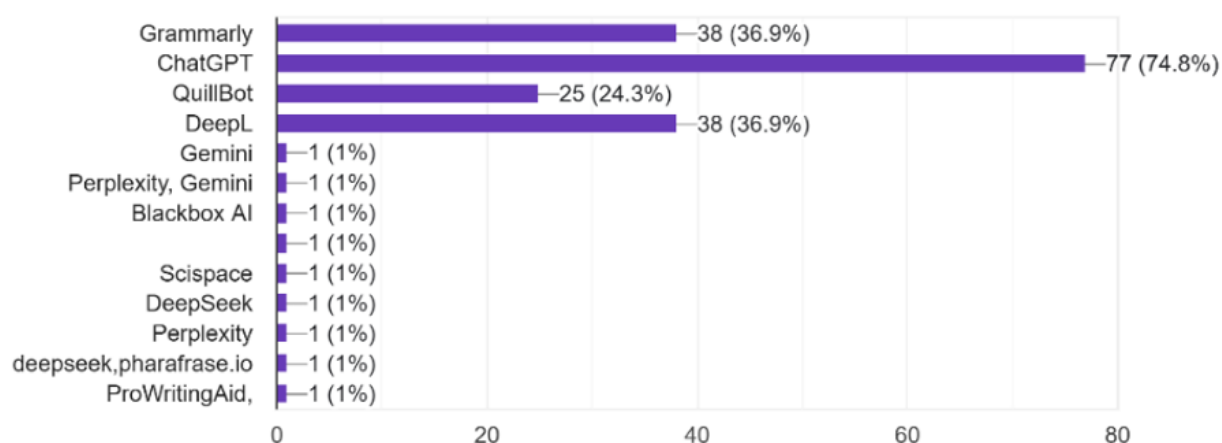


Figure 3.

The AI tools employed by the respondents in academic writing.

Figure 3 shows that respondents most frequently used five AI tools in their academic writing classes: ChatGPT (74.8%), Grammarly (36.9%), DeepL (36.9%), QuillBot (24.3%), and others (1%). It is reasonable for them to apply the tools since they probably still need some tools, not only to help generate ideas but also to consult on their grammar and sentence building, as seen in Figure 3. The results confirm that AI can deliver personalized learning experiences by adapting to each student's specific needs and preferences, thereby enhancing their writing quality [6, 19, 20]. Figure 4 and Table 1 summarize 5 main purposes of the students why they employed AI tools in their academic writing activities.

Concept Map: Students' Voices on the Use of AI in Academic Writing Activities

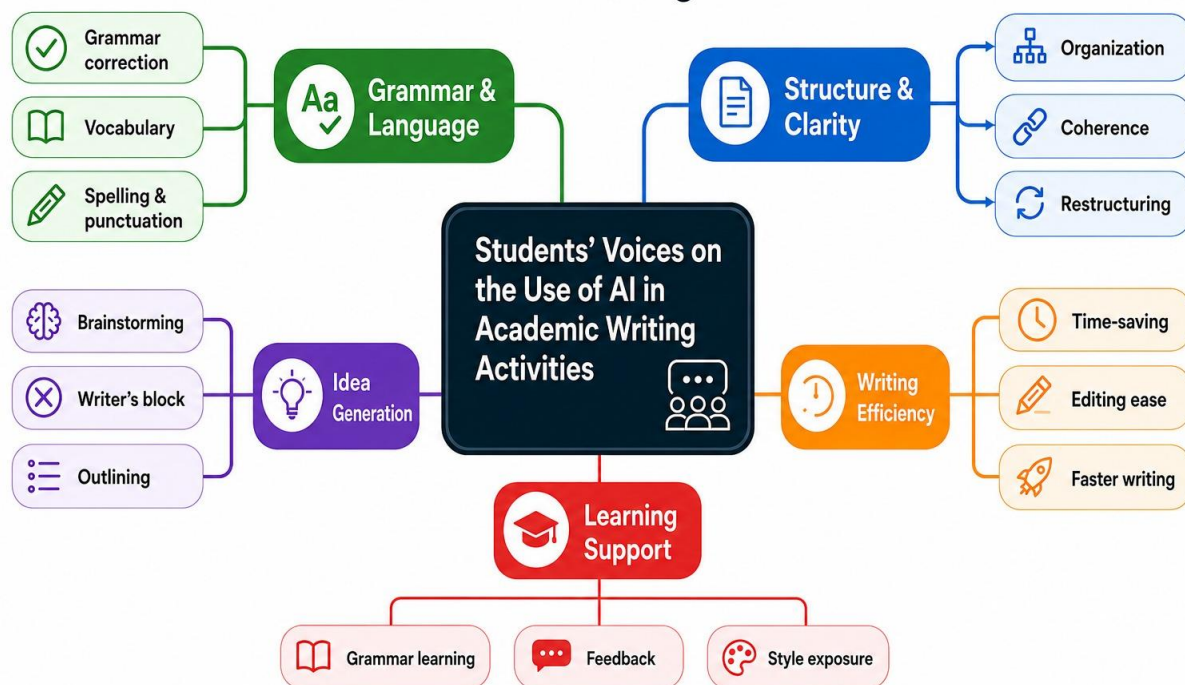


Figure 4.
Respondents' purposes for using AI tools.

Table 1.
Student voices on the use of AI in academic writing activities.

NO	Main Themes	Frequency	Sub-Themes	Core Interpretation
1	Grammar and language	63 (61.2%)	Grammar correction, vocabulary expansion, spelling, and punctuation	AI supports the mechanical aspects of writing, increasing correctness and vocabulary use.
2	Idea generation	54 (52.4%)	Brainstorming, breaking writer's block, outlining	AI helps users initiate and plan their writing, offering a starting point for ideas and outlining.
3	Structure and clarity	46 (44.7%)	Organizing ideas, improving coherence, and restructuring	AI improves the flow and readability of written content.
4	Writing efficiency	39 (37.9%)	Speeding up writing, editing ease, time-saving, and exposure to style	AI accelerates the writing process and reduces the time spent on revisions
5	Learning Support	39 (37.9%)	Understanding grammar, feedback, and exposure to style	AI provides an indirect educational tool by modelling good writing.

Figure 4 and Table 1 illustrate that students maximized the use of AI tools to support the mechanical aspects of writing, including grammar and language use. They claimed that AI supports mechanical aspects of writing, increasing correctness and vocabulary use. It is in accordance with other studies that the language use of the students improved significantly since they applied AI-generated feedback, such as Grammarly and DeepL [6, 21, 22]. Thus, they seemed to be more independent in solving real-world problems in writing [23, 24].

Another aspect found was the structure and clarity of the students' writing tasks. Respondent 5 noted:

"AI tools have helped me improve my writing by offering suggestions on grammar, vocabulary, and sentence structure. They also help me organize my thoughts more clearly and offer real-time feedback that supports learning."

Respondent 10 claimed:

"AI tools have helped me a lot by giving quick corrections on grammar and spelling, and also suggesting better ways to organize my ideas, so my writing becomes clearer and easier to understand."

Based on the above comments, as represented by Respondents 5 and 10, AI likely helped students organize their ideas, enhance coherence, and rearrange content for better readability, thereby accelerating the writing process. AI creates more dynamic language teaching when incorporating creativity and AI [14]. They experienced the processes of writing, where each student perhaps had different trajectories [25-27], which enriched their knowledge in writing with the help of AI. Rofiqoh et al. [28] and Perdana et al. [29] found that the knowledge of process, system, content, and genre indicates a significant contribution to the writing quality. Thus, AI is beneficial in helping students to improve the flow and readability of written content, but teachers still need to provide personalized support to foster students' critical thinking [6, 30, 31]. As a result, it is hoped that students become aware of the benefits of AI in boosting efficiency and aiding learning so that they are not passive users but active agents who selectively apply AI to enhance their writing tasks.

Theme 2: Challenges and Ethical Concerns in Using AI Tools

Despite the benefits, Table 2 highlights that students mentioned plagiarism and academic integrity as the riskiest aspects to avoid. There were 46 students (44.7%) who looked worried about plagiarism and academic integrity, covering copying content, lack of attribution, cheating, misrepresentation, lazy submission, and unverified AI output. These findings, as students confessed, related to the significant challenges in using AI tools, may invite debates among students and even scholars. Alberth [32] notes that the use of artificial intelligence in academic writing is still in its infancy, and more discussion and debates pertaining to its use and merit are highly urged. In addition, students are concerned with ethical considerations and potential misuse of AI, particularly when dealing with plagiarism, privacy, and cheating in online exams [33, 34].

Table 2.

Student voices on challenges in using AI tools.

NO	Main Themes	Frequency	Sub-Themes	Core Interpretation
1	Plagiarism and academic integrity	46 (44.7%)	Copying content, lack of attribution, cheating, misrepresentation, lazy submission, and unverified AI output	Main concern: passing off AI-generated text as original work undermines integrity. Ethical concerns stem from using AI uncritically and dishonestly.
2	Over-reliance on AI	38 (36.9%)	Reduced thinking, procrastination, and loss of writing ability	Excessive AI use discourages skill development and independent learning.
3	Loss of creativity and learning	34 (33%)	Lack of ideas, superficial learning, and bypassing struggle	AI can reduce students' engagement with complex thinking and original content.
4	Transparency and ethics	30 (29.1%)	Disclosing use, clear limits, preserving honesty	Transparent use of AI is essential to maintain trust in academic settings.

Another key concern was the fear of over-reliance on AI, which could lead to reduced critical thinking, loss of writing ability, and procrastination. They were worried about the fact that excessive AI

use discourages skill development or hinders their writing-skill development and independent learning, as represented by Respondents 27 and 45.

Respondent 27 said:

“The biggest concerns are plagiarism, losing original thinking, and becoming too dependent on AI. When students rely too much on AI-generated content without properly paraphrasing or citing, it can lead to academic dishonesty and undermine the learning process.”

Respondent 45 noted:

“Relying too much on AI to generate content can lead to submitting work that isn’t truly your own, which violates academic honesty. It also prevents real learning and personal growth. Using AI as a tool for grammar or guidance is helpful, but it should not replace original thinking and effort.”

The comments reflected that they were also worried about losing creativity and hard work in academic writing, since writing is not only a matter of progress but also a process [6, 35–37]. For them, AI could reduce students’ engagement with complex thinking and original content if they just relied too much on AI, as stated by Respondent 77:

“Using AI as a tool for grammar or guidance is helpful, but it should not replace original thinking and effort.”

According to Abdallah [24], students should take greater control of their learning journey for significant improvements in writing skills, and AI, especially ChatGPT, should be a stimulus for completing complex tasks [38]. In other words, students should maximize their own potential and knowledge in accomplishing a certain academic writing task by employing self-assessment, the ability to evaluate their own work as an individual process in writing [27, 28, 39].

The last student voices on challenges in using AI tools were their concerns about the importance of transparency and ethics. They advocated for clear acknowledgment when AI was used and called for honesty to be preserved in academic writing products. There should be transparent use of AI is essential to maintain trust in academic settings. It is, to some extent, in line with some studies [16, 22, 30] that emphasize a balance between AI assistance and human efforts in academic settings without affecting learning outcomes. This implies that teachers attend to individual needs and abilities to facilitate students’ sustainable development [40] while using AI as a stimulus for critical thinking in the context of academic contexts [20, 38, 41].

Theme 3: Suggestions for Ethical Use

In response to a stimulus on whether there should be guidelines when using AI in academic writing, 60 (58.3%) respondents chose “Strongly Agree”, 38 (36.9%) selected “Agree”, 4 (3.9%) claimed “Disagree”, and 1 (1%) admitted “Strongly Disagree” (see Figure 4). The respondents believed that there should have been clear guidelines from institutions regarding the ethical use of AI in academic writing. According to Marhaban et al. [6], teachers should guide their students to use artificial intelligence wisely, particularly on ethical issues and social concerns. In addition, the integration of AI must be approached with careful consideration of ethical guidelines and strict regulations [30, 32–34]. In addition, there should be scoring rubrics carefully constructed [42] so that teachers also need to be aware of possible changes to assessment areas [6]. This indicates that despite the benefits of AI in academic writing, students confirmed the need for clear guidelines when employing AI in academic writing.

In your opinion, should there be clear guidelines from institutions regarding the ethical use of AI in academic writing?

103 responses

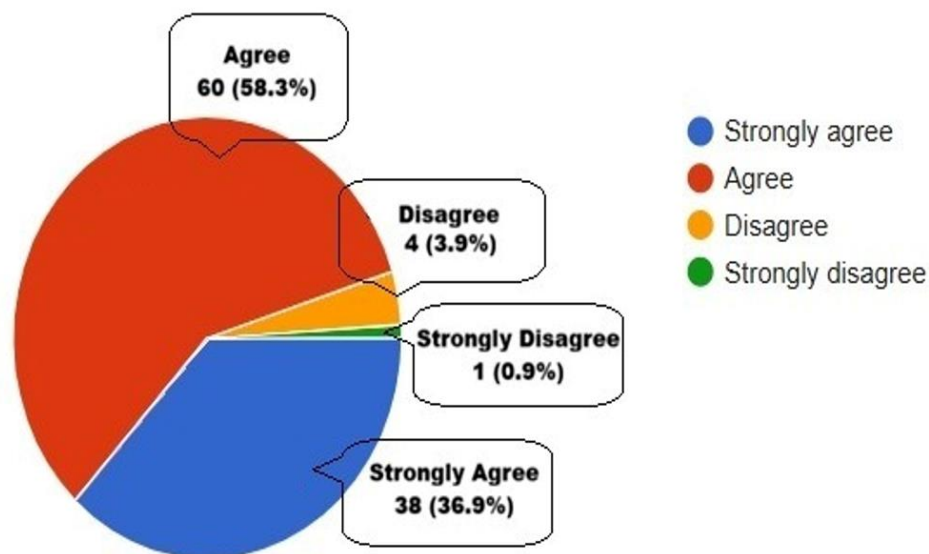


Figure 5.
Student voices on the ethical use of AI in academic writing.

Table 3.
Student voices on ethical issues in using AI tools.

NO	Main Themes	Sub-Themes	Core Interpretation
1	Educational guidance, clear policies, and boundaries	Teach AI fundamentals, AI literacy classes, ethics awareness, rules on use, institutional guidelines, and limits on AI help	Ethical use begins with informed use—students need to understand AI; institutions must provide structured guidance to prevent misuse.
2	AI as a support tool	Brainstorming, grammar checks, helper, not a replacement	AI should be a helper, not a replacement for human input.
3	Critical engagement and original thinking	Cross-checking AI, writing own ideas, promoting originality	Ethical use involves thoughtful, selective use of AI paired with critical engagement.

Table 3 shows that there were 3 main concerns regarding the ethical use of AI in academic writing. First, students called for educational guidance and awareness-building on AI use, as well as clear policies and boundaries. They believed that institutions should carefully teach AI fundamentals, offer AI literacy classes, and embed discussions of ethics in academic writing curricula. Thus, students require guidance from their lecturers to ascertain their expectations regarding their written work [6] so that students are aware of the importance of ethical concerns in the use of AI tools for responsible use and academic integrity [21, 33, 43].

Secondly, students noted that AI is a support tool in academic writing, particularly for brainstorming, grammar checks, and other tasks, not a replacement. They confessed that AI should be a helper, not a replacement for human input. Some respondents echoed this concern; for example, Respondent 88 said:

“To ensure ethical use, instructors should teach students to use AI as a support tool rather than a replacement for their own ideas. Clear guidelines should be established about when and how AI assistance

is acceptable, and students should be encouraged to always critically evaluate and edit any AI-generated content before submitting their work.”

Respondent 37 also suggested:

“It is important to set clear guidelines, educate students on how AI works and its limitations, and promote transparency in its use. Students should be encouraged to view AI as a support tool rather than a replacement for critical thinking or personal creativity”.

Respondents 88 and 37, who represented similar opinions to those of others, clearly believed that AI should be dedicated to helping them, not to replace their positions as writers. They seemed aware that they should maximize their critical thoughts when composing an academic text. This fact is in harmony with a study by Zhu et al. [38], which revealed that AI was a learning tool that stimulated students to be more reflective. AI should be considered ‘as intelligence augmentation’ (IA), augmenting our human intelligence, as opposed to the technology becoming intelligence [44], so students should rely on their collective judgment and creativity, using AI as a helper rather than a replacement [30]. In short, students should use AI as a helper when planning, writing, and revising their academic work in a process-based approach, rather than relying on it as a replacement that fosters dependency.

When students perceive AI as a helper, not a replacement, they basically maximize their critical engagement and original thinking in academic writing. Table 3 illustrates that students do cross-check AI and write their own ideas to promote originality or a sense of authorship. It is intriguing to advocate for their comments in an open-ended response.

Respondent 32 urged:

“Students should still think, write, and explain ideas in their own words. Use AI sparingly and seek inspiration to do tasks, and do not rely too much on AI.”

Respondent 46 noted:

“Don’t commit plagiarism by asking AI to make the writing. Just ask AI to check the writing for grammar or vocabulary, and if you are getting stuck, ask AI to give some ideas.”

Imran and Almusharraf [16] claim that AI in education is a part of the students’ ongoing development process, and AI facilitates personalised feedback to empower students to take control of their learning journey [21, 24, 38]. This finding indicates that rather than banning AI in academic contexts, the student voices reflect a pedagogical shift toward empowerment and critical use of AI. When students are taught to critically question, verify, and revise AI suggestions, they are engaged in academic writing activities by employing higher-order thinking and cultivating ownership of their own writing. Accordingly, academic institutions should provide proper regulations and clear guidance on AI usage so that students are ready for tech-integrated academic writing and other skills. They will treat AI as a meaningful helper without having the intention to replace their own roles in language learning, especially in writing activities following the Process-Based Approach (PBA).

Taken together, these findings point to the need for a shift in how AI is integrated into writing pedagogy. Rather than treating AI as either a threat or a solution, educators should approach it as a pedagogical mediator that requires careful orchestration. This includes fostering AI literacy, establishing clear ethical guidelines, and designing learning activities that encourage critical engagement rather than passive dependence. By doing so, AI can be positioned not as a replacement for human thinking but as a catalyst for deeper reflection, strategic learning, and responsible authorship. Overall, this study contributes to the growing discourse on AI in education by moving beyond functional perspectives toward a more nuanced understanding of AI-mediated writing as a process of negotiation. It highlights that the impact of AI is not determined solely by its technological capabilities but by how learners interpret, regulate, and integrate it within their cognitive and ethical frameworks.

4. Conclusion and Implications

4.1. Conclusion

This study highlights university student voices regarding the use of Artificial Intelligence (AI) in integration with the Process-Based Approach (PBA) in academic writing classes. The findings confirm that students, in general, appreciate AI as a helper in enhancing grammar, vocabulary, and coherence. They utilized AI as a scaffold for idea generation and organization, yet they were aware of its limitations, covering academic integrity, overreliance, and sense of authorship. It indicates that they did not rely too much on AI, so they did not treat AI as a replacement for their roles in accomplishing their academic writing tasks. Thus, mostly, they emphasized that AI should act as a helper, not a replacement for their own roles in their academic writing trajectories. They believed that it was important for academic institutions to provide clear guidelines and limitations on AI usage in academic writing activities so that they could practice responsible use. In short, while AI offers promising dimensions in academic writing, its use demands critical reflection, ethical rules, and pedagogical supports to ensure it helps rather than replaces students' academic endeavours.

More critically, the research shows that the integration of AI generates a productive but difficult tension between efficiency and authenticity, and between support and dependence. AI provides a means for students to externalize lower-order writing processes, but also risks diminishing critical engagement when applied unreflectively. Students' emerging forms of ethical awareness in response to this tension suggest that the use of AI in academic writing is not necessarily detrimental but depends on how it is regulated, interpreted, and enacted by learners. In conclusion, the importance of AI in academic writing is not about its ability to replace human labour but about its ability to transform the ways writing is learnt, negotiated, and owned in the digital age.

4.2. Implications

The findings of this research have important implications for the theory, pedagogy, and practice of the incorporation of Artificial Intelligence (AI) in academic writing. Theoretically, this study contributes to a re-conceptualization of AI in writing pedagogy. The findings conceptualize AI as a kind of cognitive scaffolding that actively changes learner agency rather than merely a technological instrument for augmenting writing performance. This underlines the importance of rethinking past notions of learner autonomy, which have tended to focus on the learner's independence from external help. In AI-mediated domains, autonomy should be understood as the individual's ability to critically engage with, govern, and strategically use external cognitive resources. This rethinking also points to new directions for research on distributed cognition and human–AI interaction in language learning.

Pedagogically, the study indicates a more principled and guided approach to bringing AI into writing instruction. The fact that there are tensions around over-reliance and reduced cognitive engagement means that simply letting people use AI is not enough. Instead, educators can create learning environments that promote critical engagement with AI, for example, by asking students to justify their use of AI-generated recommendations, reflect on their writing choices, and compare AI outputs with their own drafts. So, AI can be used not as a shortcut but as a tool for deeper learning and metacognitive development.

Also, students' ethical awareness is an important aspect of the need for AI literacy in the curriculum. This covers direct instruction on appropriate AI use, problems of authorship and originality, and the maintenance of academic integrity. Rather than banning AI, teachers need to teach students how to develop ethical judgment and transparency about how AI is helping them write.

The findings have implications for practice and suggest a need to revisit evaluation procedures in writing courses. The traditional product-oriented assessment technique may be inappropriate in AI-supported environments. Then, the distinction between human and AI contributions becomes less clear. Then, the focus of assessment should shift to the writing process, including drafts and revisions, reflective commentary, and evidence of decision-making. This kind of process-based assessment is better able to capture students' agency, their critical engagement, and ownership of their work.

Finally, the study highlights the necessity for clear and context-sensitive policies on the use of AI in academic writing at the institutional level. The students' petition for guidance indicates that uncertainty about the application of AI could result in uneven practices and ethical concerns. "Standards should be developed by institutions to foster innovation and academic integrity and to emphasize how AI can be used to facilitate meaningful learning, not to disable it."

However, this study may have certain drawbacks, such as a low number of participants and no detailed interviews. Future research could be longitudinal studies that follow students' emergent writing skills and ethical attitudes through the continued employment of AI. Moreover, since AI is widely used in academic writing, future research may focus on the design of evaluation frameworks, such as analytic scoring rubrics for writing tasks.

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Transparency:

The authors confirm that the manuscript is an honest, accurate, and transparent account of the study; that no vital features of the study have been omitted; and that any discrepancies from the study as planned have been explained. This study followed all ethical practices during writing.

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