



The Contribution of AI in Writing Scientific Articles in Higher Education Environments

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Received: 2025-10-13 Accepted: 2025-11-24

DOI: 10.24256/ideas.v13i2.8181

Abstract

This study aims to analyze the contribution of Artificial Intelligence (AI) in writing academic scientific articles in universities. This study uses a qualitative descriptive approach. The subjects of this study were 54 respondents consisting of 39% lecturers and 61% students in Mataram City, Lombok, Indonesia. Data was obtained through questionnaires and analyzed using an interactive model that included reduction, presentation, and conclusion drawing. In addition, data source triangulation was used to consider the validity and credibility of the data used. The results showed that AI contributed positively to improving writing quality, time efficiency, and academic productivity. Platforms such as ChatGPT with a usage percentage of 30%, Grammarly 9%, QuillBot 5%, Meta AI 7%, Cici AI 1%, and others 12%, have been proven to assist in literature search/preference with a presentation of 35%, writing framework preparation (23%), idea or argument development (16%), followed by text paraphrasing (13%), language checking (12), and other uses (11%). The conclusion of this study is that the use of AI has had a significant impact on the transformation of scientific writing practices among lecturers and students. AI acts not only as a technical tool, but also as a cognitive partner that accelerates, enriches, and streamlines the academic writing process in higher education.

Keywords: Contributions Of AI, Scientific Article Writing, Academic Environment

Introduction

The ability to write academic papers is one of the fundamental competencies that must be possessed by the academic community, both lecturers and students. This skill serves as the main means of communicating the results of scientific, structured, and systematic thinking and research. Academic writing not only requires mastery of language and text structure, but also reflects critical and

reflective thinking skills, as well as the ability to integrate theory and empirical data in the form of scientific arguments (Putri, Agusdianita, and Desri 2024). In the context of higher education, scientific writing skills are a measure of individual academic quality as well as an indicator of institutional progress (M. Heriyudananta 2021).

Advances in information technology, particularly Artificial Intelligence (AI), have opened up new opportunities in education and research. AI is now capable of performing various functions that previously required human intervention, such as manuscript editing, grammar checking, idea generation, and text paraphrasing (Adiman et al. 2024). In the context of academic writing, platforms such as ChatGPT, Grammarly, and QuillBot are beginning to be widely used to help writers design the structure of their writing, improve language quality, and enhance the coherence of their arguments (Setiawan 2025). This technology not only simplifies the technical process of writing, but also supports time efficiency and improves access to relevant scientific sources (Zulfikar Hafizd et al. 2025).

The use of AI in scientific writing also has strategic value in expanding academic participation. For non-native English speakers, AI serves as a language equalizer that helps overcome linguistic barriers and improve writing fluency (Nirwanto 2025). This has a positive impact on increasing the number and quality of scientific publications produced by lecturers and students, while strengthening the position of universities in global academic networks. Thus, AI can be seen as a catalyst that accelerates the process of digital transformation in higher education (Sitorus and Murti 2024).

However, challenges in academic writing are still commonly encountered in higher education. Students and lecturers often face difficulties in constructing effective sentences, organizing arguments, and adapting their writing style to applicable scientific standards (Wijayanto et al. 2021). The complexity of academic writing, limited digital literacy, and difficulties in mastering foreign languages, especially English, are factors that hinder the productivity of scientific article writing (Putera et al. 2023). This situation calls for innovations that can facilitate the writing process more efficiently without compromising the intellectual quality and originality of the work.

However, the use of AI also presents a number of challenges and ethical dilemmas. Over-reliance on technology can erode critical thinking skills, creativity, and the originality of the author's ideas. Several studies highlight the potential for plagiarism and text manipulation due to the use of AI without adequate control and ethical awareness (ade bayu saputra et al. 2023). In addition, not all universities have policies and regulations that govern the proper use of AI, so its use is still free and varies between individuals and institutions.

In the Indonesian context, the adoption of AI technology in higher education is still in its early stages and is not yet fully directed. Although several universities have begun to apply AI in academic activities, empirical studies on its contribution

to the scientific writing process are still limited (Reva Rahman, Risqy 2025). Most studies focus more on the pedagogical aspects and AI-based learning, while the dimensions of its contribution to scientific article writing have not been studied in depth. Therefore, comprehensive research is needed to understand the extent to which AI contributes to the quality, efficiency, and integrity of academic scientific work in higher education (Adzan and Azhar 2024).

Thus, this study aims to examine the contribution of AI in academic writing in higher education. The focus of the study includes the forms of AI utilization, the perceptions of the academic community towards its use, and the ethical and pedagogical implications that arise. The results of this research are expected to enrich the academic literature on the integration of technology in higher education and provide practical recommendations for the development of adaptive institutional policies oriented towards improving academic quality.

Method

This study uses a descriptive qualitative approach that aims to provide an in-depth and comprehensive description of the contribution of artificial intelligence (AI) in writing academic scientific papers in higher education institutions (Dawam and Syaidah 2025). This approach was chosen for its ability to reveal social and educational phenomena systematically and factually, without requiring excessive interpretation. With a descriptive approach, researchers can document the experiences, perceptions, and views of lecturers and students in using AI technology, resulting in a more holistic understanding of the role and impact of AI in the academic writing process.

The types of data used in this study consist of primary and secondary data. Primary data was obtained based on the results of a questionnaire distributed to lecturers and students at Muhammadiyah University Mataram who actively use AI in scientific writing activities. This data provides an authentic empirical and contextual description of AI use in the field. Meanwhile, secondary data was collected from various literature sources such as articles, journals, and relevant previous studies obtained through Google Scholars. Secondary data serves as a theoretical basis and complement to strengthen the analysis and provide a broader perspective on the contribution of AI in academic scientific writing.

The data collection process was carried out using purposive sampling techniques to determine the appropriate respondents, namely lecturers and students in their fifth semester and above who had entered the stage of preparing to write scientific papers (Jailani et al. 2023). Lecturers and students in their fifth semester and above are considered appropriate respondents for research on the contribution of AI to scientific writing because of their active involvement in preparing final assignments, such as research proposals, theses, and other forms of scientific research. The research instrument was a questionnaire consisting of 15

questions related to understanding AI and its use. It was distributed digitally via Google Forms and contained open and closed questions based on the research questions, specifically regarding the contribution of AI in academic writing in higher education, limited to the types of AI that are frequently used and their utilization.

In analysing the data, this study used qualitative analysis techniques developed by Miles and Huberman. The analysis process included the stages of data condensation, data display, and drawing and verifying conclusions. The condensation stage focused on filtering and grouping relevant data, which was then presented systematically to facilitate the identification of patterns and relationships between variables. In addition, data source triangulation is used to consider the validity and credibility of the data used by researchers (Qomaruddin and Sa'diyah 2024). Thus, this method is expected to provide a complete and reliable picture of the contribution of AI in academic writing in higher education.

Results

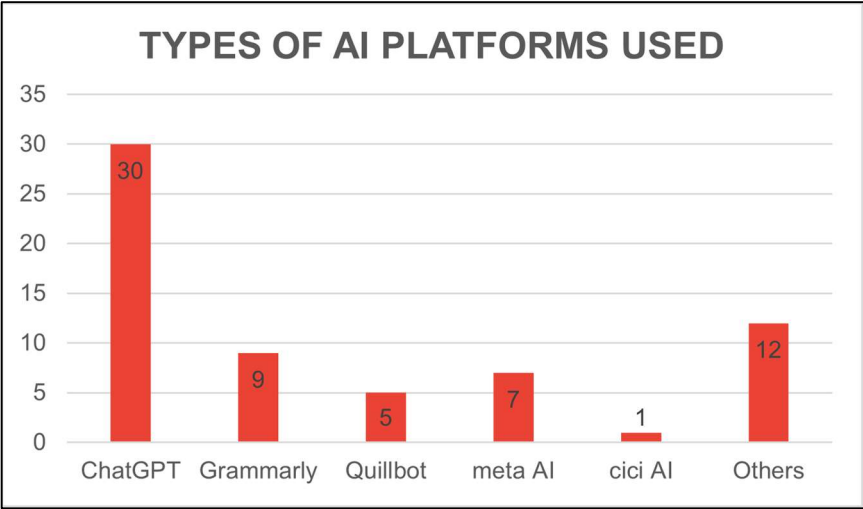
This study aims to analyze the contribution of artificial intelligence (AI) in writing academic scientific articles in higher education, focusing on the experiences of lecturers and students in Mataram city. The results show that the use of AI not only affects writing efficiency but also influences the quality, structure, and academic ethics in the process of producing scientific papers.

The respondent profile shows the involvement of two main groups, namely lecturers (39%) and students (61%). This proportion illustrates that the use of AI has reached various levels of the academic community. Students are more dominant in the use of AI due to practical needs for writing final assignments, scientific articles, and other written works. Conversely, lecturers utilize AI mainly for manuscript editing, research idea development, and publication quality improvement. These findings reinforce the results of Abimanto and Mahendro (2023) study, which confirms that students are the most adaptive group to AI technology due to high academic productivity demands and independent learning needs.

AI platforms used

One of the objectives of this study was to identify the AI platforms used by respondents, both lecturers and students, to support their academic tasks. The percentage of AI platforms used is as follows:

Table 1. AI platforms that are often used for academic tasks

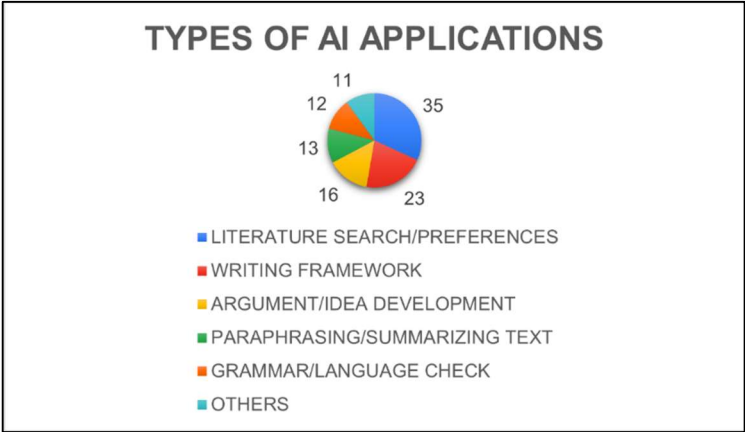


Based on field findings, the most frequently used platform is ChatGPT at 30%, followed by Grammarly at 9%, QuillBot at 5%, Meta AI at 7%, Cici AI at 1%, and others at 12%. The dominance of ChatGPT reflects users' trust in the capabilities of generative AI in helping to develop ideas, structure arguments, and clarify concepts quickly and contextually. Grammarly is widely used for grammar correction, while QuillBot helps with paraphrasing and rewriting sentences. The combination of these platforms forms a complementary writing ecosystem in terms of content, language, and originality. This aligns with the findings of Muaddyl Akhyar et al. (2023) who noted that the use of various AI platforms can create an effective writing ecosystem that supports academic quality.

Utilization of AI

In addition to exploring information related to frequently used AI platforms, this study also seeks to explore and examine information related to the productivity of AI usage or utilization based on the platform used, as shown in the following data:

Picture. Number of uses of AI for academic purposes



In terms of usage, AI is most often used for literature/preference searches (35%), writing frameworks (23%), developing ideas or arguments (16%), followed by text paraphrasing (13%), language checking (12%), and other uses (11%). These results indicate that AI plays a dominant role in the early stages of scientific writing, namely when writers need to explore literature and plan the structure of their writing. These findings support the statement by Siti Rahmah and M. Ramli (2025) that AI contributes to accelerating the process of searching and synthesizing scientific literature. In addition, the role of AI as a cognitive partner strengthens users' ability to develop logical and systematic thinking.

Discussion

The findings of this study indicate that the use of Artificial Intelligence (AI) has become an integral part of scientific article writing activities at Muhammadiyah University Mataram. The involvement of two main groups, namely 39% of lecturers and 61% of students, illustrates that the penetration of AI technology has spread across various levels of the academic community. The dominant proportion of students shows that the need for efficiency, productivity, and academic demands encourages them to be more adaptive to digital technology. This condition is in line with the views of Dawam and Syaidah (2025), who state that students are the group that is quickest to adopt AI-based innovations because of their flexible and results-oriented nature.

The dominance of these students further demonstrates how AI plays an important role in supporting their academic activities. For students, AI is a strategic tool in supporting the writing of final projects, scientific articles, and other written works. The use of platforms such as ChatGPT and Grammarly helps them build a systematic writing structure, develop logical arguments, and improve the quality of academic language. This finding is in line with the research by Fatqurhohman, Hana Puspita Eka Firdaus and Tamami (2025), which confirms that these skills are very much needed in the context of research-based learning, where students are required not only to produce written work but also to understand the scientific thinking process behind it. Therefore, AI functions not only as a technical tool but also as a learning assistant that accelerates the process of mastering academic literacy.

Unlike students, lecturers' use of AI shows more strategic characteristics. Lecturers utilize this technology for editing publication manuscripts, developing research ideas, and improving the quality of scientific work. In this context, AI acts as an intellectual partner that helps broaden perspectives, enrich literature data, and improve the efficiency of the editorial process. This is in line with the concept of augmented intelligence, where AI does not replace the role of humans, but rather strengthens the critical and analytical thinking abilities of writers. Thus, the use of AI by lecturers emphasizes the quality and validity of the substance of the writing rather than just the speed of production. The difference in usage patterns between

lecturers and students is also reflected in the types of platforms used. Based on field data, the most widely used AI platform is ChatGPT at 30%. This dominance shows users' trust in the ability of generative AI to assist in idea generation, concept clarification, and writing framework design. ChatGPT is considered capable of providing fast, relevant, and contextual output for research topics. In an academic context, this is an important breakthrough because it shortens the distance between ideas and implementation, thereby accelerating the creative process of writing scientific articles.

However, ChatGPT does not stand alone in the academic ecosystem. Other platforms such as Grammarly (9%) and QuillBot (5%) are also widely used for different but complementary purposes. Grammarly helps correct grammatical errors, language style, and paragraph coherence, which are important aspects of academic publishing. Meanwhile, QuillBot focuses more on paraphrasing and rephrasing sentences to make them more varied and avoid plagiarism. In addition, Meta AI (7%) and Cici AI (1%) are used to a limited extent by users who are interested in exploring new features in semantic analysis. These proportions show that AI is used selectively as needed, forming a mutually supportive ecosystem between platforms.

The integration of these various platforms then creates an effective and adaptive writing ecosystem in the campus environment. Students and lecturers do not rely on just one type of technology, but use AI in an integrated manner to support all stages of writing. These findings are in line with the research by Suyitno et al. (2024), which confirms that the synergy between various AI platforms can create a productive, efficient writing environment that supports academic quality improvement. Thus, the successful use of AI does not only depend on the tools used, but also on the ability of users to intelligently and proportionally integrate cross-platform functions.

In addition to platform types, this study also reveals the most dominant forms of AI utilization. In terms of function, AI is most widely used for literature or reference searches, with a percentage of 35%. This fact shows that AI has transformed into an initial reference source in the academic research process. Users can instantly access various scientific perspectives and theoretical syntheses, making the literature exploration process more efficient. However, dependence on AI search results also requires improved digital literacy so that users are able to verify the validity and credibility of the sources produced.

After the literature search stage, AI is widely used in the writing framework development phase (23%) and idea or argument development (16%). These two stages are at the core of the scientific thinking process, where writers construct strong and systematic argumentative logic. AI helps in organizing the flow of thoughts through a structured framework, providing development ideas, and offering alternative perspectives that may not have been considered by the writer.

Thus, AI functions as a cognitive partner that plays an active role in supporting the writer's intellectual process, not just as a mechanical tool that generates text.

Furthermore, the use of AI for text paraphrasing (13%) and language checking (12%) shows that the academic community is aware of the importance of maintaining the integrity and linguistic quality of scientific works. The paraphrasing process plays an important role in avoiding plagiarism, while language checking ensures the readability and professionalism of the writing. In this context, AI reinforces academic ethical standards by improving the originality and precision of scientific expression. However, human supervision is still necessary to ensure that the results of paraphrasing or automatic correction do not alter the intended scientific meaning or context.

Overall, the results of this study confirm that AI plays a dominant role in the early stages of writing, particularly in exploring ideas, searching for literature, and planning the structure of the writing. These findings are consistent with the results of a study by Septi Rahayu (2023), which states that AI can accelerate the process of synthesizing scientific literature, allowing writers to focus on data analysis and interpretation. In the context of higher education, this efficiency contributes to increased research productivity and accelerates the process of scientific publication, both among lecturers and students.

However, these findings also open up space for critical reflection on the limitations of AI in an academic context. Although AI makes a real contribution to the efficiency of writing and organizing ideas, this technology still faces a number of fundamental challenges that users in higher education need to be aware of. One of the main limitations is the tendency for AI to produce text that is generic, repetitive, and lacks local context. This shows that AI does not yet fully understand the epistemological and methodological nuances of social, humanities, and educational research, which require deep interpretation and sensitivity to cultural context.

Therefore, using AI without adequate academic understanding risks reducing the depth of scientific argumentation and eroding the originality of the author's thinking. Another limitation lies in the reliability of sources. In practice, AI, especially generative models such as ChatGPT, sometimes produces unverified or even fictitious information or references. This condition requires users, both lecturers and students, to continue to manually validate the data, theories, or quotations generated by the system. Over-reliance on AI can reduce critical thinking skills and blur the line between original human work and its auxiliary products. Thus, AI should be positioned as an intellectual facilitator, not a replacement for human authors in the scientific process.

Furthermore, AI is not yet effective in assessing the validity of research methodologies or the empirical validity of data. Although it can help develop conceptual frameworks and research instruments, AI does not have the capacity to assess the relevance of field contexts, social dynamics, or interpretive biases in

qualitative research. These limitations confirm that AI cannot replace human sensitivity in understanding complex and nuanced phenomena, such as in ethnographic research, educational studies, or customary law research. In other words, AI still operates at a technical and syntactic level, not yet touching on the hermeneutic and reflective realms that are at the core of academic research.

In an academic context that upholds scientific integrity, the limitations of AI are also related to the ethical aspects of writing. Uncontrolled use of AI can blur the boundaries of authorship and threaten the originality of scientific work. Without clear ethical guidelines, AI has the potential to cause indirect plagiarism or create intellectual shortcuts that reduce academic quality. Therefore, universities need to strengthen institutional policies on the use of AI, accompanied by comprehensive digital literacy and academic ethics training. This approach is important so that lecturers and students are able to use technology productively without sacrificing scientific integrity.

Considering all of the above findings, it can be concluded that the contribution of AI in scientific article writing at Muhammadiyah University Mataram is both constructive and transformational. AI not only increases writing efficiency, but also acts as a catalyst for learning, intellectual collaboration, and methodological innovation in the academic environment. However, the success of AI integration is highly dependent on users' critical awareness in controlling, evaluating, and balancing the results produced by the system. This reflective attitude is key to ensuring that AI truly supports, rather than dominates, the human intellectual process.

These findings are in line with the results of research by Sukoco, Kamaliah, and Fadila Juliana Rahman (2024), which confirms that improved writing skills have a positive correlation with improved academic quality and research productivity. Proper integration of AI can be a strategic means of strengthening these skills. However, without ethical oversight and the instillation of strong academic values, AI has the potential to become a tool that diminishes the critical thinking skills of both students and faculty. Therefore, educational institutions need to strike a balance between technological innovation and the strengthening of academic character.

In summary, this study shows that AI has a significant contribution to strengthening the culture of scientific writing in higher education. AI plays a role in improving efficiency, language quality, and writing structure, while also expanding access to global scientific literature. However, the balance between the use of technology and academic integrity must be maintained. Ethical guidance, institutional regulations, and digital literacy training are key prerequisites for AI to truly function as an intellectual partner that strengthens human capacity for scientific thinking and writing. Thus, the role of AI in academia does not stop at automation, but evolves towards intelligent collaboration between humans and

machines to build a more reflective, ethical, and sustainable scientific civilization.

Conclusion

Based on the results of research on the Contribution of AI in Academic Scientific Writing in Higher Education, it can be concluded that the use of artificial intelligence has had a significant impact on the transformation of scientific writing practices among lecturers and students. AI acts not only as a technical tool, but also as a cognitive partner that accelerates, enriches, and streamlines the academic writing process. The existence of platforms such as ChatGPT, Grammarly, and QuillBot allows users to develop ideas, organize the structure of their writing, and substantially improve the quality of their language and writing style.

The results of this study also confirm that AI contributes to increasing the productivity and academic competence of users. Students are better assisted in the process of writing final assignments and scientific articles, while lecturers find it easier to develop scientific publications and edit manuscripts. AI shortens work time, minimizes language errors, and expands access to global scientific literature. Thus, AI serves as a facilitator in building a more effective, efficient, and measurable scientific writing culture in higher education environments.

However, behind these various benefits, this study also found ethical and structural challenges. Over-reliance on technology has the potential to reduce writers' critical thinking, creativity, and originality. In addition, there is still a gap in access to digital devices and infrastructure that hinders the equitable use of AI among students. The aspect of academic integrity is also an important issue that demands serious attention, as the use of AI without clear ethical guidelines can blur the line between technological assistance and plagiarism. Therefore, even though AI has made a significant positive contribution, its use must still be balanced with digital literacy, ethical awareness, and a high level of academic responsibility.

Overall, this study concludes that artificial intelligence has the potential to be a strategic instrument in strengthening an academic culture that is adaptive to technological developments. AI not only supports the efficiency and quality of scientific writing, but also plays a role in developing reflective and analytical thinking competencies among the academic community. However, for AI to truly become a constructive intellectual partner, synergy between technological innovation, institutional policy, and continuous academic development is required.

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