Utilization of Artificial Intelligence (AI) in Completing Final Project at University Level

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Abstract

Utilization of artificial intelligence (AI) technology is very important in helping English. This research aims to explore the utilization of artificial intelligence (AI) technology in helping English Literature Study Program students complete their final projects at university level. The research design used is a qualitative approach. The population in this study were students from the English Literature Study Program who were completing their final projects, with a sample of 10 students selected purposively. Data was collected through interviews using Google Form which contained five questions related to the utilization of AI in the final project. Data analysis was carried out by referring to the points contained in the interviews to answer the research objectives. The research results show that AI really helps students in completing their final projects, especially in terms of finding ideas, understanding concepts, and improving English language skills. However, some students also realize the limitations of AI in terms of source validity and accuracy of information provided. The conclusion of this research is that the utilization of AI must be balanced with critical evaluation of the information and sources provided to ensure the quality and acceptability of students' final projects. This research provides a deeper understanding of the role of AI in supporting students' final assignment completion, as well as the importance of vigilance in verifying information obtained from this technology.

Keywords: Artificial intelligence (AI), final project, English literature students

INTRODUCTION

Utilization of artificial intelligence (AI) in education has grown rapidly along with technological advances. AI has been used in various aspects of learning, including in completing students' final projects in the English Literature department. In this context, AI can play an important role in helping students complete their final projects more efficiently and effectively. AI can be used in data analysis, searching for references, and writing and revising manuscripts (Jian, 2023). This can reduce the time needed to complete the final assignment and improve the quality of student work. According to Seo et al. (2021), utilization of AI in language assessment can speed up the data processing process and increase the accuracy of assessment results. With the help of AI, students in the English Literature department can get better results in preparing their final projects. Students must be taught how to use AI wisely in order to obtain maximum benefits without neglecting the creative and analytical aspects in completing their final projects (Marrone et al., 2022). Therefore, it is important to explore how AI can be utilized in the final assignment completion process in a university environment.

At the university level, completing final projects is an integral part of a student's academic process. The final project usually requires in-depth research, searching for relevant reference sources, and preparing a logical and coherent argument. One of the main challenges for students is finding relevant and credible material to support their thesis. In this case, AI can be a very useful tool. AI is able to filter information quickly and provide resource recommendations that are appropriate to the topic being discussed (Zulfikasari et al., 2024). According Alhalangy & Abdalgane (2023) stated that AI can make it easier to search for resources in the context of learning English as a foreign language (EFL). By using this technology, students can access various reference sources without having to spend a long time searching for them manually (Seo et al., 2021). This allows them to focus more on the analysis and development of ideas in their final project.

However, although AI offers many benefits, there are several challenges that need to be overcome in its use, especially in the context of higher education. One of the main challenges is AI's limitations in understanding the nuances of certain cultural and academic contexts (Jian, 2023; Seo et al., 2021). AI can provide advice based on existing data, but it cannot always understand the depth of human thinking. According Abimanto & Mahendro (2023) highlight that although AI technology is effective in English language learning, the accuracy and relevance of the advice provided sometimes needs to be considered further. Therefore, students are expected to continue to critically evaluate the recommendations provided by AI.

Using AI also requires basic knowledge about how to utilize this technology effectively. Students must be taught how to use AI wisely to obtain maximum benefits without neglecting the creative and analytical aspects in completing their final projects. To address this research gap, it is important to understand further how AI can be used optimally to support students' final assignment completion. Previous research has highlighted the potential of AI in increasing learning effectiveness like Apriliani (2024); Qawaqneh et al. (2023); Rahmanto & Indah (2023); Ramadiani et al. (2023), but not much has examined how AI can assist in completing final projects in certain fields of study, such as English Literature. Most research focuses on the utilization of AI in language learning or evaluation, but not many have specifically examined its use in preparing final projects. Therefore, this research aims to fill this gap by further researching how AI can help English Literature students complete their final projects.

By occupying this research gap, this research asks the main question: How can the utilization of artificial intelligence technology help English Literature students in completing their final projects at university level? Therefore, it is hoped that the results of this research can make an important contribution in optimizing the utilization of AI in education, especially in the English Literature study program, as well as providing insight into how AI can be used wisely and effectively in the academic world.

METHOD

This research used a qualitative research design to explore the utilization of AI in completing students' final projects in the English Literature Study Program. A qualitative approach allowed researchers to understand students' experiences and perceptions (Mills & Gay, 2018; Creswell & Creswell, 2018). The participants in this research were 10 students who were completing their final projects, either in the form of a proposal or a thesis that had used AI in the process. The sample selection used a purposive sampling technique, by selecting students who had direct experience in using AI technology for their final projects.

Data was collected through semi-structured interviews using Google Form, that allowed students to give answers freely but still focus on the research topic (Sugiyono, 2016). This interview consisted of five questions that explore students' views regarding the role of AI, the challenges faced, and the type of technology used that adapted from Purba et al. (2024). Gerson & Damaske (2020) states that interviews are an effective technique for gaining in-depth understanding of individual views and experiences. After the data was collected, analysis was carried out using qualitative data analysis techniques included coding and categorizing the data to identify main point relevant to the utilization of AI in the final projects. This analysis aimed to gain a deeper understanding of the influence of AI in higher education, particularly in the context of English Literature students' final projects (Miles, Huberman, and Saldaña, 2020).

FINDINGS AND DISCUSSION

In this section, the researchers present the results and discussion of interviews conducted with students majoring in English Literature regarding utilization of artificial intelligence (AI) technology in completing their final projects. Each question aims to explore students' perspectives on the role, benefits and challenges faced in using AI, as well as how this technology affects their English language skills and information search related to their final assignment. There are 5 points regarding the interview in the following point.

What Do You Think about the Role of Artificial Intelligence (AI) Technology in Doing Coursework at University Level?

Respondent 1 : "AI really helps students in completing college assignments, such as looking for references, improving their writing, and understanding difficult material."

Respondent 2 : "AI is very helpful, especially when, for example, if we are confused about an assignment, AI can then help explain the material in a way that is easier for them to understand. So, they can complete the assignment faster."

Respondent 3 : "I personally think it is very helpful in providing a basic understanding of knowledge or issues that I don't understand at all. Basically, AI

only provides basic understanding, if you want more detail they usually provide links to articles, journals or online books that they use as reference material."

Respondent 4 : "In my opinion, AI is just a tool and its nature is only to help. To create an article we cannot fully use AI. We need to look for ideas and assemble the writing we want to make. Next, the role of AI is to improve the format of the writing we have created."

Respondent 5 : "In my opinion, if "If we use AI as a reference for ideas or even create it completely, apart from the results being not good, it will also damage educational standards because it will kill a student's creative thinking."

Respondent 6 : "Useful if used appropriately, but cannot be given full control because there could be errors in fact-checking."

Respondent 7 : "I think it's very helpful. Even though there are several answers that are different from my answer with AI. But AI's reasons are very correct. What I still have the most doubts about is regarding sources such as links and books and articles. There are several articles that are not valid and undetectable."

Respondent 8 : "The role of AI in making college assignments seems quite helpful in terms of finding the information needed. AI seems more informative and has quite detailed summaries than Google."

Respondent 9 : "Very helpful in doing assignments."

Respondent 10 : "Very helpful for completing assignments."

Interview results show that the majority of students feel positive benefits from using artificial intelligence (AI) in creating coursework at university level. Many students, such as Respondents 1, 2, and 3, find AI very helpful in completing coursework in various ways. Respondent 1 said that AI helps in finding references, improving writing, and understanding difficult material. Respondent 2 felt that AI made it easier for them to understand difficult material in a way that was easier to understand, so that assignments could be completed more quickly. Respondent 3 added that AI provides a basic understanding of topics they don't yet understand, and often provides links to articles or books for further reference. Overall, many students felt that AI gave them better understanding and helped speed up the completion of their assignments, emphasizing AI's role in providing ideas or summarizing relevant information.

In addition, several students also expressed that they felt more helped by the practical features of AI, such as the ability to summarize or simplify information. Respondents 7 and 8 stated that AI is very helpful in finding information and provides more informative and detailed summaries than using traditional searches such as Google. Respondent 6 emphasized that AI is very useful if used wisely and within reasonable limits, especially in helping find references or explaining certain concepts. Even though there are some concerns regarding the accuracy of the sources or information provided, many students still feel that AI can be a very effective tool, especially in speeding up the process of searching and compiling coursework material. In general, utilization of AI is considered an efficient solution in increasing student productivity in completing their coursework.

However, although many respondents acknowledged the benefits of AI, some students also expressed their concerns regarding utilization of AI in creating coursework. Respondent 4 felt that utilization of AI requires a good understanding of how to ask and

formulate the right questions in order to produce adequate results. Respondent 5 even stated that if AI was fully used to create writing, this would damage students' creative thinking and the overall quality of education. They worry that reliance on AI to generate ideas or even write assignments will reduce students' analytical and writing skills. Respondent 7 also felt uncertainty regarding the accuracy of sources provided by AI, such as articles or books whose validity was not detected. Overall, although AI provides benefits in terms of efficiency, students need to be careful not to rely too heavily on it, as it can reduce the creativity and reliability of the information used in coursework.

From the results of interviews, the majority of students use various artificial intelligence (AI) technologies in making their coursework, especially in their final projects. Some respondents, such as Respondents 1, 2, and 5, mentioned using tools such as Grammarly to check grammar, as well as Quillbot and DeepL to help with paraphrasing or translation. Respondents 3 and 7 also used ChatGPT as their main tool to help construct sentences or find additional references. Respondent 1 added that they also used Perplexity to look for other citations that were relevant to their final project topic. These AI technologies really help students improve the quality of their writing, speed up the writing process, and help formulate ideas or sentences more clearly and structured. In this case, AI technology is considered a very useful tool in expediting coursework.

Interview results show that students feel helped by AI's practical features, such as summarizing information and speeding up searches, increasing productivity in completing coursework. Research by Abimanto & Mahendro (2023) and Rosalina et al. (2024) confirmed the benefits of AI in speeding up source searches and making it easier to understand material. However, although many feel the benefits, that AI can reduce students' creativity and analytical skills. Gallacher et al. (2018) and Moulieswaran & Kumar (2023) noted that AI can reduce critical thinking and writing skills, while Apriliani (2024) argued of the importance of the accuracy of AI-generated sources. In addition, Zulfikasari et al. (2024) added that the students should get enough assistance from the lecturer to analytical thinking for studying the source or information gained. Therefore, although AI is useful in increasing efficiency, students need to be careful not to become too dependent on this technology, so that the quality of education and creativity is maintained.

What Type of Artificial Intelligence (AI) Technology Have You Used in Making Your Coursework or Your Final Project?

Respondent 1 : "Usually use AI like Grammarly to check grammar or Perplexity to look for other citations. Then our shared resource is using ChatGPT to simplify our words or sentences, especially during papers, where my sentences are always messy and seem convoluted."

Respondent 2 : "ChatGPT, gemini, quillbot, etc."

Respondent 3 : "Gemini, perplexity, and chatGPT"

Respondent 4 : "Almost all of them... OpenAi probably the main one. CharacterAi just because I love creating words or stories."

Respondent 5 : "Gramamarly, Quilbot, pharaprase, DeepL, and ChatGpt"

Respondent 6 : "ChatGpt"

Respondent 7 : "ChatGpt and quillbolt".

Respondent 8 : "ChatGpt"

Respondent 9 : "Chat Gpt"

Respondent 10 : "Chat Gpt"

Many students prefer ChatGPT as the main tool in the process of creating college assignments. Respondents 6, 8, 9, and 10 all mentioned ChatGPT as the AI technology they rely on. They felt that ChatGPT made it easier for them to construct sentences, provided easier-to-understand explanations of difficult material, and provided various references that could be used in making assignments. ChatGPT is also often used to improve unclear or convoluted sentence structures, as mentioned by Respondent 1. Respondent 4 even mentioned that they use various tools from OpenAI, including CharacterAi, although more for personal purposes in creating stories or words. Overall, ChatGPT is the first choice for many students because of its ability to provide fast solutions in formulating and perfecting academic writing.

However, while AI technologies like ChatGPT and Grammarly are helpful, there are some concerns raised among some students regarding over-reliance on these technologies. Respondent 4, for example, stated that they use various types of AI, but are sometimes not completely satisfied with the results due to the tools' limited sophistication in understanding context in depth.

Additionally, although AI helps improve sentence structure, some students, such as Respondent 5, felt that creativity and personal understanding were still needed to produce more original writing. Using AI too often to correct or compose sentences can reduce the personal quality and originality of the writing produced. Some students also expressed that they were worried that the information or references provided by AI were not always accurate or relevant, as stated by Respondent 7, who preferred to use Google Scholar to search for more valid scientific references. While this technology provides convenience, there is a feeling that reliance on AI can detract from the actual learning process.

While the utilization of AI tools like ChatGPT is very popular among students to increase efficiency in writing assignments, some concerns remain regarding the impact of excessive use on creativity and personal understanding. AI such as ChatGPT does help simplify information and improve sentence structure, as stated by Abimanto & Mahendro (2023) and Rosalina et al., (2024), but according to Moulieswaran & Kumar, (2023), dependence on this technology can reduce students' critical thinking abilities and originality. Additionally, students also feel concerned about the accuracy of references provided by AI, with some preferring to use more reliable sources such as Google Scholar. This shows that although AI can speed up the writing process, it is important for students to maintain balance and not rely entirely on technology to maintain the quality and integrity of their academic work.

How Do you think the Artificial Intelligence (AI) Technology that You Have Used Can Help or Challenge You in Creating Your Final Assignment? Why?

Respondent 1 : "Sometimes it is a challenge, because we have to write a lot of words to get the information we want."

Respondent 2 : "AI is very helpful, because AI helps provide ideas or sources that we sometimes never thought before."

Respondent 3 : "Because GPT chat can help us know what we don't know."

Respondent 4 : "It really helped me to get various references and sources, even though sometimes the sources were unclear."

Respondent 5 : "Providing basic understanding is very helpful, so I know where to go or what I should look for after understanding the explanation given by AI."

Respondent 6   : "It would help a lot. But remember, learn how to ask property questions. Rules & guidelines, and of course the desired outcome."

Respondent 7   : "I think the AI that I use is quite helpful, such as correcting the grammar of writing, correct spelling of words, and arranging and ordering the paragraphs that I have created."

Respondent 8   : "Can help direct us in finding sources that we can use."

Respondent 9   : "Because what I want and I mean everything is available there. If it's not quite right, we can repeat the question again."

Respondent 10: "Helps here in quotation marks "looking for information" regarding things that we don't get if searching via Google etc. AI also helps answer our questions in a more structured manner. The challenge may be in the way we use it, such as "MUST" be detailed and specific about the things we want to ask because AI will only do things we tell it to do."

From the results of interviews, the majority of students felt that artificial intelligence (AI) technology provided significant assistance in creating their final projects. Most respondents, such as Respondents 2, 3, and 5, felt AI helped them by providing the basic ideas or understanding they needed to continue writing their final assignment. Respondent 2 stated that AI provided sources or ideas that they sometimes had not thought of before, while Respondent 3 felt that AI helped them understand information that they previously did not know. Respondent 5 stated that AI provides basic explanations that guide them to know the next steps that need to be taken in completing the task. AI is considered very helpful in providing initial guidance and speeding up the writing process by simplifying difficult concepts. Overall, AI technology has proven to be useful in increasing understanding and providing clear direction in preparing final projects.

However, some students also feel that utilization of AI brings certain challenges in the process of creating their final projects. Respondent 1, for example, felt that to get relevant results, they had to write down a lot of words and commands so that the AI could provide the right information. Respondent 6 added that although AI is very helpful, it is important to understand how to ask questions correctly, because the results obtained really depend on the astuteness and accuracy in asking questions. Some respondents, such as Respondent 7, also felt that although AI helps improve grammar and construct sentences in a more structured manner, they should still be careful not to rely too much on this tool. The biggest challenge for students is the ability to use AI effectively, because the results obtained from AI depend on the quality of the questions asked. If it is not precise, AI cannot provide information that meets user expectations.

Even though there are many benefits felt, there are also concerns that arise regarding utilization of AI in creating final projects. Respondents 4 and 7 revealed that although AI helps in finding references, sometimes sources are unclear or invalid. This can add to the burden on students who have to verify further information. Respondent 10 also noted that the biggest challenge lies in how we use AI, because AI will only provide results according to the instructions given. If the instructions are not detailed or specific enough, the results obtained may be less accurate or not meet your needs. In addition, Respondent 8 also felt that although AI can help find sources, they still need to be more careful in evaluating and selecting reliable references. Therefore, even though AI offers

many conveniences, its use must be done carefully so as not to reduce the quality and validity of the final work being done.

Some students face challenges in using AI for their final projects, especially in getting relevant results. They feel the need to give very specific instructions so that the AI can provide the appropriate information. This is in line with findings by (Alhalangy & Abdalgane, 2023), who show that the effectiveness of AI depends greatly on the way instructions are given. Students are also reminded not to rely too much on AI so as not to reduce personal skills, especially in writing. Additionally, although AI makes finding references easier, some students expressed concerns regarding the validity of the sources found. This shows the importance of deeper information verification and evaluation skills, as explained by Ramadiani et al. (2023) emphasized that the importance of being careful in choosing trustworthy sources. Therefore, even though AI can speed up searches and provide ideas, students still need to be critical in verifying the results and ensuring the quality of the information used in their final projects.

Do You Think Artificial Intelligence Will Improve Your English Skills in Making Your Final Assignment?

Respondent 1 : "Yes, because AI can correct grammar for free and we can also ask to explain where the mistakes are, and ask to explain again how to write it correctly."

Respondent 2 : "No, AI only helps when we are looking for sources or ideas. If you want to improve your abilities, you have to have someone who practices frequently."

Respondent 3 : "Yes."

Respondent 4 : "Of course."

Respondent 5 : "I personally think it helps, because there are several vocabulary words that I don't know scientifically."

Respondent 6 : "Yes and No"

Respondent 7 : "It's quite helpful because I also learn pronouns to choose words from the writing I have written."

Respondent 8 : "Personally no."

Respondent 9 : "Of course. Because the sentence is very simple. Even if we want a form in different grammar such as in changing past form, it's very easy."

Respondent 10 : "Yes, because AI can correct grammar for free and we can also ask to explain where the mistakes are, and ask to explain again how to write it correctly."

Most students feel that artificial intelligence (AI) has a positive influence on their English language skills in making their final projects. Some respondents, such as Respondents 1 and 9, felt that AI was very helpful in improving grammar and simplifying sentences. Respondent 1 stated that AI makes it easy to correct grammar errors and allows them to understand these errors and correct them. Respondent 9 said that AI also helped them to modify sentences, even changing tenses easily. This shows that AI not only provides corrections automatically, but also helps students understand correct aspects of grammar. Respondent 10 also agreed, stating that AI was very useful in providing clarification regarding writing errors and helping them to write better. Overall, utilization of AI is thought to improve English language skills, especially in the context of academic writing.

However, not all students feel that AI can significantly improve their English skills. Some respondents, such as Respondents 2 and 8, expressed different views. Respondent 2 believes that although AI is very useful for finding ideas or references, their English skills still need to be honed through personal practice, rather than just relying on AI. Respondent 8 also felt that utilization of AI had no effect on improving their English skills, because they felt that it relied more on direct speaking and writing practice. In this case, although AI can help in improving technical writing, self-study efforts and deeper language mastery are still needed to achieve meaningful improvements. Some students may feel that AI functions more as a tool, not as a primary means of improving language skills.

In addition, there are also those who feel that AI has limitations in improving their English language skills, as expressed by Respondent 6 who said "Yes and No". They felt that AI did provide assistance with grammar, but did not provide an in-depth language learning experience. Respondent 7 also felt that AI helped in improving word choice and sentence structure, but this was not enough to improve overall English proficiency. Therefore, although AI is useful for improving the technical parts of writing, some students doubt whether AI can replace the process of active and continuous language learning. They may still feel that the experience of learning a language through direct interaction and continuous practice is much more effective than relying solely on artificial intelligence. These limitations suggest that AI has a more limited role in improving English language skills compared to more conventional learning approaches.

Some students feel that although AI provides assistance in finding ideas and references, their English skills still need to be honed through direct practice and independent learning. Respondents 2 and 8 emphasized that the utilization of AI cannot replace active speaking and writing practice, that is in line with Alhalangy & Abdalgane, (2023) stated that language mastery requires personal effort and continuous practice. Although AI helps with technical improvements, such as grammar and sentence structure, students like Respondents 6 and 7 feel that AI does not provide an in-depth language learning experience. This shows that although AI is effective for technical aspects, a deeper and more sustained language learning experience requires direct interaction and active practice, in line with the findings of Rahmanto & Indah (2023) and Jian (2023). Therefore, AI should be considered as an aid, not a replacement for conventional language learning.

Do You Think Artificial Intelligence Can Help in Finding Information or Concepts in Making Your Final Assignment?

Respondent 1 : "Yes, but only in the idea section, the source information is inaccurate."

Respondent 2 : "Yes, they even provide information in the form of the source of the material."

Respondent 3 : "Very helpful with ideas."

Respondent 4 : "It really helps to understand the concept, not the source."

Respondent 5 : "Yes, very helpful, but not looking for a reference source."

Respondent 6 : "Yes and No, because helping with ideas and understanding is not the correct reference source."

Respondent 7 : "No way, because I think AI is just a tool to find writing ideas. Usually I use Google Scholar but AI can help me summarize the journals I find."

Respondent 8 : "Yes, but it needs to be done as carefully as possible because AI is not perfect."

Respondent 9   : "Very helpful for my final assignment, even though the source is not reliable."
Respondent 10 : "Yes, of course in terms of understanding the concept."

Most students feel that artificial intelligence (AI) is very helpful in finding information and understanding concepts in making their final projects. Many respondents, such as Respondents 1, 2, 3, and 5, stated that AI can provide ideas or help understand material that was previously difficult to understand. Respondent 1 admitted that although AI was helpful in providing ideas, they felt that the sources provided by AI were not always accurate. Respondent 3 emphasized that AI is very effective in providing ideas for final project development. Respondent 2 even stated that AI not only provides ideas, but also provides material sources that can be used. Some students feel that AI is very helpful in making it easier to understand concepts that may have previously been difficult for them to understand, as stated by Respondent 4. This shows that AI has the potential to speed up the process of finding and understanding ideas in working on final projects.

However, even though there are many benefits felt, there are also students who feel the limitations of using AI in searching for more in-depth information or valid reference sources. Some students, such as Respondents 6 and 7, felt that AI was only useful in providing basic ideas or understanding, not in finding reliable reference sources. Respondent 6 said that AI helps in providing ideas and understanding, but cannot be relied on to find the correct references. Respondent 7 also revealed that although AI can help summarize journals they find through other sources, AI cannot replace searching for more valid reference sources through academic platforms such as Google Scholar. Several other respondents, such as Respondents 5 and 8, also admitted that although AI is very useful, they feel that AI cannot be completely relied on in finding the right references. They still trust manual searches more for more reliable sources.

On the other hand, some students also expressed doubts regarding the accuracy of the information provided by AI, as seen in the opinions of Respondents 1 and 9. Respondent 1 highlighted that although AI can help in providing ideas, often the information suggested is not fully reliable. Respondent 9 felt that although AI was very helpful in their final projects, the sources provided were often unreliable or invalid. This shows the challenges in using AI to find accurate and relevant sources that is important in writing final projects. Some respondents, such as Respondent 8, also warned that although AI can help in information retrieval, users must be very careful in verifying the veracity and quality of the sources provided by AI. These limitations indicate that although AI can speed up information search and understanding, caution and more critical evaluation of the information provided by the technology is still needed.

Several students expressed the limitations of using AI in finding valid and in-depth references. Although AI is useful for providing basic ideas, as stated by Respondents 6 and 7, AI cannot be completely relied on to find valid reference sources, in line with the findings of Jian (2023) and Seo et al. (2021) showed that searching for accurate information still requires manual searching through trusted academic platforms. This reflects concerns regarding the accuracy of the information provided by AI, as expressed by Respondents 1 and 9, who felt that the information suggested was often unreliable. In line with Alhalangy & Abdalgane (2023), even though AI accelerates the search for information, students still have to be critical and verify the quality of the sources provided.

CONCLUSION

Based on the results of research conducted, the majority of students feel that artificial intelligence (AI) technology is very helpful in making course assignments, especially in terms of finding ideas, improving writing, and understanding difficult material. The AI technologies most often used by students are ChatGPT, Grammarly, and Quillbot to speed up the writing process and reduce grammatical errors. However, although AI can provide benefits in understanding concepts and finding ideas, several students also expressed that AI is limited in terms of providing valid and accurate references. The main challenges faced are the limitations of AI in providing reliable sources and dependence on correct use. Therefore, even though AI can improve English language skills, its use must still be accompanied by a critical understanding of the information suggested. Future researchers are advised to conduct a more in-depth analysis of the influence of using AI on student creativity in academic writing and how AI can be integrated more effectively into university curricula. In addition, researchers can also explore differences in utilization of AI between students who have a higher and lower level of technological understanding.

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