

EXPLORING ARTIFICIAL INTELLIGENCE WRITING TOOLS (AIWTs) FOR EFL IN ISLAMIC EDUCATION: MERITS, DEMERITS, CHALLENGE AND SOLUTION

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Abstract

The fact that Artificial Intelligence Writing Tools (AIWTs) are widely available and let students practice at their own leisure and pace, it appears the belief that integrating AIWTs in teaching EFL writing, including in Islamic education will greatly increase students' ability to write proficiently and overcome obstacles. The purpose of this study was to explore the merits and demerits of AIWTs that students utilize when writing academically in English and to examine the challenges and solutions of integrating AIWTs into EFL writing instruction. This study employed a comprehensive literature review as its research approach. The research results state that AIWTs such as ChatGPT, Quillbot, Grammarly, and Wordtune have merits and demerits when used. Therefore, one thing to be aware when using AIWTs in academic writing is that technology only a tool and cannot replace the role of teachers or our brains. Therefore, technology must be incorporated into EFL writing learning in an appropriate and effective way. In addition, teachers must be trained to manage learning with technology. There are worries when using AIWTs in teaching EFL at Islamic Education such as about over-reliance, which could negatively damage the writing process and limit creativity. The solution of these challenges are balancing AIWTs benefits with developing creative thinking, avoiding dependency, and guaranteeing time management remains difficult, urging a holistic approach to adopting AI technologies in teaching EFL writing at Islamic Education.

Keywords: *Artificial Intelligence Writing Tools (AIWTs), EFL, Islamic Education*

Introduction

Amidst rapid technological developments, especially in the field of Artificial Intelligence (AI), Islamic education is faced with the challenge of adapting without losing the traditional values that have long been upheld.¹ Furthermore, Technology is a potent tool that profoundly affects many facets of society, including education, particularly as it relates to the teaching and learning of English. In English language instruction, technology

¹ Angga Ade Saputra, "INOVASI DALAM PENDIDIKAN ISLAM: PERSIMPANGAN TRADISI DAN TEKNOLOGI," *Meriva: Jurnal Pendidikan Dan Studi Islam*, no. November (2024): 79–84.

is increasingly being used as the primary tool to transmit authentic material.² Technology use can improve learning conditions and surroundings by merging the efforts of teachers and students.³ Technology can make teaching English more comfortable.⁴ An internet connection was used for the research in order to deliver rich learning materials and real-world settings in a portable, useful, and adaptable way. It has been demonstrated that this greatest discovery permits language learners to participate in more pleasurable and fruitful learning activities, which greatly aids in their mastering of the English language.⁵

The use of innovative approaches, materials, tools, frameworks, and procedures are all part of the process of incorporating contemporary technology into English language instruction.⁶ This integration is strongly tied to English language training and aids in achieving the desired results. According to ⁷, a teacher's approach in the classroom has a significant role in assisting pupils in their language acquisition. In the current era of digital advancement, artificial intelligence (AI) has significantly impacted and caused extraordinary development in the education industry.⁸ Artificial intelligence (AI) has several advantages for scientific writing. AI-powered resources like WordTune, Grammarly, ChatGPT, and Quillbot that assist researchers in organizing their thoughts and generating drafts of their work can enhance the caliber of scientific output in general. Non-human authors can facilitate transdisciplinary research by facilitating the collaboration of scientists from disparate fields on difficult subjects. AI-based techniques aid in improving the linguistic quality of manuscripts and facilitate scientific writing by simplifying and

² Fang Huang, Jiafu Qi, and Ailin Xie, "Sustaining Teaching with Technology after the Quarantine: Evidence from Chinese EFL Teachers' Technological, Pedagogical and Content Knowledge," *Sustainability* 14, no. 14 (July 18, 2022): 8774, <https://doi.org/10.3390/su14148774>.

³ R. Lennon Audrain et al., "Ambitious and Sustainable Post-Pandemic Workplace Design for Teachers: A Portrait of the Arizona Teacher Workforce," in *Primary and Secondary Education During Covid-19* (Cham: Springer International Publishing, 2022), 353–81, https://doi.org/10.1007/978-3-030-81500-4_14.

⁴ Siti Zulfa et al., "The Use of AI and Technology Tools in Developing Students' English Academic Writing Skills," *The Annual International Conference on Education* 1 (2023): 47–63, <https://jurnalfaktarbiyah.iainkediri.ac.id/index.php/proceedings/article/view/1811>.

⁵ Rizky Vita Losi, "Students' Perceptions on Mobile-Assisted Language Learning (MALL) in EFL Class: An Overview of Altissia Usage," *Jurnal Pamator : Jurnal Ilmiah Universitas Trunojoyo* 15, no. 1 (April 6, 2022): 25–36, <https://doi.org/10.21107/pamator.v15i1.14103>.

⁶ Eka Surya Fitriani, Viridya Tasril, and Ade Rizka, "Student's Perception on the Use of Fun Vocabulary Multimedia in Enhancing Vocabulary Mastery for Elementary Level," *International Journal of English and Applied Linguistics (IJEAL)* 3, no. 2 (2023): 190–98, <https://doi.org/10.47709/ijeal.v3i2.2437>.

⁷ Prayudi et al. (2021)

⁸ Rizky Mirani Desi Pratama and Dwi Puji Hastuti, "The Use of Artificial Intelligence to Improve EFL Students' Writing Skill," *English Learning Innovation* 5, no. 1 (2024): 13–25, <https://doi.org/10.22219/englie.v5i1.30212>.

speeding up the analysis, synthesis, and review of scientific content. Nevertheless, integrating AI into scientific writing has a number of disadvantages. Among the challenges are accountability, accuracy, openness, and the potential for algorithmic bias. AI use may give rise to issues with authorship and contribution attribution.

In English language learning, artificial intelligence (AI) offers numerous benefits, such as increased motivation, tailored learning experiences, self-awareness, and silent learning. It has been established that the use of AI technology in English language instruction increases students' reading comprehension, increases their self-confidence and self-esteem, and helps them accurately identify and understand words by providing personalized feedback. AI-assisted education also increases students' overall language proficiency, provides them with a higher level of education, and helps them understand the context of English grammar. Additionally, AI helps students who are experiencing difficulties by fostering self-control, reducing anxiety, and providing options for handling difficult situations.

Many EFL students encounter challenges in their quest to improve as writers, including a dearth of individualized feedback, challenges in recognizing and fixing errors, and a lack of support. This issue will be resolved by integrating AI technologies into textual instruction. Students can benefit from AI writing tools in a variety of ways. ⁹ claims that developments in artificial intelligence have led to the development of new writing tools that support authors and students by offering options for text generation and sentence completion that closely resemble human-produced content. According to Robert artificial intelligence-powered writing tools have the potential to significantly improve student writing quality. ¹⁰ According to Mushthoza, it is stated that artificial intelligence (AI) systems are capable of providing quick and personalized responses, analyzing language input and providing sentences or paragraphs for input, creating recommendations to increase reading comprehension, identifying instances of plagiarism, generating ideas for new subjects, assisting with homework, and promoting career growth. and the use of gaming to increase motivation and resiliency. ¹¹

⁹ Alharbi (2023)

¹⁰ Robert Godwin-Jones, "Partnering with AI: Intelligent Writing Assistance and Instructed Language Learning," *Language Learning & Technology* 26, no. 2 (2022): 5–24, <http://doi.org/10125/73474>.

¹¹ Mushthoza et al. (2023)

The fact that AI writing tools are widely available and let students practice at their own leisure and pace is another benefit of employing them in the writing process. Based on the advantages of AI tools mentioned above, it appears the belief that integrating AI tools into the process of teaching and learning, particularly in the context of teaching EFL writing, will greatly increase students' ability to write proficiently and overcome obstacles.¹²

For students studying English as a foreign language (EFL), writing well is a critical component of academic achievement.¹³ But writing in academic English is challenging for pupils particularly for EFL students.¹⁴ Academic writing presents several challenges for learners of English as an Additional Language (EAL), such as information organization¹⁵, grammar, lexis, writing mechanics, and genre conventions.¹⁶ In order to successfully integrate AI tools into writing education, educators, curriculum developers, and policy makers can benefit greatly from understanding learners' perspectives and practices regarding these tools. The purpose of this study was to explore many technological tools that students utilize when writing academically in English and to examine the benefits and challenges of integrating AIWTs into EFL writing instruction. Students are introduced to this technology as a fresh perspective to enhance their writing skill.

Therefore, in order to obtain the best and most accurate results for this study, the researcher gathered a number of questions that set boundaries and helped to clarify the main objective. There are three research questions of this research. The first, what are the merits and demerits in using AIWTs. The second, what are the challenges in using AIWTs. And the last is what are the solutions to cope with the challenges in using AIWTs. With

¹² Zuraina Ali, "Artificial Intelligence (AI): A Review of Its Uses in Language Teaching and Learning," *IOP Conference Series: Materials Science and Engineering* 769, no. 1 (2020), <https://doi.org/10.1088/1757-899X/769/1/012043>.

¹³ Fitri Ayu, Devi Anggriani, and Nizamuddin, "Meningkatkan Kemampuan Menulis Karya Imiah Melalui 'Process Approach' Pada Siswa/i SMA Pasca Budi," *Enggang : Jurnal Pendidikan, Bahasa, Sastra, Seni, Dan Budaya* ISSN: 3, no. 2 (2023): 1–12, <https://doi.org/10.37304/enggang.v3i2.8797>.

¹⁴ Chahrazed Hamzaoui, "Scrutinizing Algerian EFL Students' Challenges in Research Teaching and Writing," *Hungarian Educational Research Journal* 11, no. 4 (December 20, 2021): 478–88, <https://doi.org/10.1556/063.2021.00047>.

¹⁵ John Flowerdew, "The Linguistic Disadvantage of Scholars Who Write in English as an Additional Language: Myth or Reality," *Language Teaching* 52, no. 02 (April 7, 2019): 249–60, <https://doi.org/10.1017/S0261444819000041>.

¹⁶ Wa Thai Nhu Phuong, "DIFFICULTIES IN STUDYING WRITING OF ENGLISH-MAJORED SOPHOMORES AT A UNIVERSITY IN VIETNAM," *European Journal of Education Studies* 8, no. 10 (October 7, 2021), <https://doi.org/10.46827/ejes.v8i10.3962>.

the formulation of these three questions, it is hoped that it can provide new insights about AIWTs.

Method

This research is Qualitative research. Qualitative research is a research process carried out to understand social phenomena or symptoms by creating complex images, presenting them with words obtained from informant sources in a special natural context.¹⁷ The method used in this research is a systematic literature review (SLR) method that collects and critically analyzes multiple research studies or papers through a systematic process.

Research Subjects/object

The purpose of a SLR is to provide an exhaustive summary of the available literature relevant to a research question, and in this case is about the merits and demerits of AIWTs that students utilize when writing academically in English and to examine the challenges and solutions of integrating AIWTs into EFL writing instruction.

Data Collection & Analysis

To collect the data, there were three steps: The first was a research question formulated in response to the demands of this study's subject. The second was the search procedure, or the process of locating the data required for this inquiry. Data were gathered from the Google Scholar website with the site address <https://scholar.google.co.id/> to make it simpler to discover the needed journal. Then, the review process is the final step.

In the search process, the researcher began by entering the phrase that relevance to topics of artificial intelligence writing tools (AIWTs) for EFL in Islamic education: merits, demerits, challenge and solution. With samples of papers published between 2015 until 2024. Then, the researcher reviewed, characterized, categorized, and drew conclusion based on empirical evidences.

Result and Discussion

A. Merit and Demerit in Using AIWTs in Islamic Education

AIWTs are used as a very effective media to help students learn and improve their writing skills. AIWTs offer a variety of capabilities to refine, summarize, and bypass the brain. They can even communicate with humanoids,

¹⁷ Miza Nina Adlini et al., "Metode Penelitian Kualitatif," *Edumaspul: Jurnal Pendidikan* 6, no. 1 (2022): 974–80, <https://doi.org/10.33487/edumaspul.v6i1.3394>.

native speakers that imitate humans. AI is now considered educational entertainment ¹⁸.

New research shows how important it is to use artificial intelligence (AI) writing tools and artificial intelligence writing tools (AIWTs). With this technology, learning writing and English has become more fun and easier ¹⁹. There are several AIWTs that we can use, as follows:

1. Using ChatGPT

One of the AIWTs that we can use and is already familiar is ChatGPT (Generative Pre-trained Transformer) from OpenAI. This ChatGPT prototype was released in 2022 which can answer all questions written in the prompt, the book can write numbers, formulas, text and program code ²⁰.

Wibowo ²¹ stated that Chat GPT is a tool to answer all the questions we ask on ChatGPT. This chatbot has many capabilities, including creating content, responding to questions, generating messages, and performing other NLP functions, making it one of the best AI models. The author uses OpenAI's ChatGPT, which can be accessed at <https://chat.openai.com>. ChatGPT can be used in a variety of ways, and the technology itself can increase employee productivity in almost all industries and sectors. The education sector is no exception.

A number of Authors have been reported that there were several merit and demerit that need to be considered when using ChatGPT in learning writing. According to Merentek ²² Implementing ChatGPT in learning can increase student engagement, provide easy and fast access, and provide individual assistance to students. When used, it must be in accordance with the guidelines for using prompts effectively in order to obtain appropriate and relevant responses

¹⁸ Shireen Mostafa Ahmed Abdalkader, "Using Artificial Intelligence to Improve Writing Fluency for The Preparatory Stage Students in Distinguished Governmental Language Schools.," *Egyptian Journal of Educational Sciences* 2, no. 2 (2022): 39–70, <https://doi.org/10.21608/ejes.2022.270694>.

¹⁹ Sdenka Zobeida Salas-Pilco, Kejiang Xiao, and Xinyun Hu, "Artificial Intelligence and Learning Analytics in Teacher Education: A Systematic Review," *Education Sciences* 12, no. 8 (2022), <https://doi.org/10.3390/educsci12080569>.

²⁰ Pratama and Hastuti, "The Use of Artificial Intelligence to Improve EFL Students' Writing Skill."

²¹ Tubagus Umar Syarif Hadi Wibowo et al., "Tantangan Dan Peluang Penggunaan Aplikasi Chat GPT Dalam Pelaksanaan Pembelajaran Sejarah Berbasis Dimensi 5.0," *JURNAL PETISI (Pendidikan Teknologi Informasi)* 4, no. 2 (2023): 69–76, <https://doi.org/10.36232/jurnalpetisi.v4i2.4226>.

²² Merentek et al. (2023)

from ChatGPT. First, set clear goals regarding the information or learning you want from ChatGPT. Secondly, provide relevant context or background for the question being asked. Third, use specific language and avoid questions that are ambiguous or too general. Fourth, limit questions clearly and specifically. Additionally, Commenting on the merits of ChatGPT, H.I.A²³ argues that students can practice writing using ChatGPT by providing an initial sentence which is then completed by the application until several paragraphs are desired. This can help students develop creative writing skills. Apart from that based on Wahid²⁴, Chat GPT can provide inspiration to students when starting to write academic writing and to generate interesting ideas.

Another important finding was that besides merit there are several demerits of using ChatGPT in writing part. The first, according to Merentek²⁵ the demerits of using ChatGPT are contextual limitations, inability to differentiate fact and opinion, answers that are not always correct. Additionally, Lack of Human Interaction, although ChatGPT can provide help and feedback, it cannot replace human interaction, namely lecturers and students. It is important for teachers or lecturers to maintain strong relationships with students in learning.²⁶ Furthermore, the existence of GPT chat can cause merit, namely increasing plagiarism and reducing creativity in thinking critically, what plagiarism means is not stating the source of the information taken and just plagiarizing carelessly.

²⁷

2. Using Quillbot and Grammarly

Quillbot is an AI-based application that rewrites, edits and changes sentences in stories. In other words, it is a paraphrasing app.²⁸ Then, Grammarly

²³ H.I.A (2023)

²⁴ Wahid Suharmawan, "Pemanfaatan Chat GPT Dalam Dunia Pendidikan," *Education Journal : Journal Educational Research and Development* 7, no. 2 (2023): 158–66, <https://doi.org/10.31537/ej.v7i2.1248>.

²⁵ Merentek et al. (2023)

²⁶ Pratama and Hastuti, "The Use of Artificial Intelligence to Improve EFL Students' Writing Skill."

²⁷ Ratna Dwi Natasya, "Implementasi Artificial Intelligence (Ai) Dalam Teknologi Modern," *Jurnal Komputer Dan Teknologi Sains (KOMTEKS)* 2, no. 1 (2023): 22–24, <https://ojs.unm.ac.id/pengabdi/article/view/46>.

²⁸ Mufida Syahnaz and Rahmah Fithriani, "Utilizing Artificial Intelligence-Based Paraphrasing Tool in EFL Writing Class: A Focus on Indonesian University Students' Perceptions," *Scope : Journal of English Language Teaching* 7, no. 2 (2023): 210, <https://doi.org/10.30998/scope.v7i2.14882>.

is an automated internet program that has many features that help students with corrections and explanations while reducing writing errors.²⁹

The current study found that there were merits and demerits of using this AIWTs, Quillbot and Grammarly. According to Ginting³⁰ the merits of using Quillbot and Grammarly as follows. 1. Enhanced performance, Quillbot and Grammarly, two AI-powered applications, have been shown to dramatically increase students' performance in writing assignments by enabling them to quickly and accurately examine and determine the proper grammatical structures. 2. Improved enthusiasm, students demonstrate a positive and upbeat attitude on the use of AI technologies for their final projects, which results in an increase in enthusiasm and interest in producing excellent written work. 3. Accessibility and Convenience, students can easily utilize AI capabilities as a convenient writing assistance at any time or place. 4. Monitoring and Feedback, artificial intelligence (AI) systems can give students immediate feedback on their writing by correcting their grammar, spelling, and style.

Meanwhile, the demerits using Quillbot and Grammarly. 1. Students who use AI technologies like Quillbot and Grammarly raise concerns about possible privacy invasion and cyber security threats. 2. restricted Skills for Paraphrasing: EFL students struggle with word choice, grammar, sentence structures, and academic terminology when it comes to paraphrasing their writing assignments. 3. Data Misuse: There are worries regarding the possible abuse of user data by AI systems, which could result in phishing attacks and other security flaws. 4. Susceptibility to risks: Students are concerned about the security of their information due to the vulnerability of online-based AI tools to cyber security risks³¹.

3. Using Wordtune

²⁹ Sephia Oktaviani, Bahrani, and Widya Noviana Noor, "Students' Perception towards the Use of Grammarly in English Writing Skill of Fourth Semester English Education Department at UINSI Samarinda in the Academic Year 2021/2022," *Jurnal Sultan Idris Pendidikan Profesi Guru (SIPPG)* 1, no. 1 (2022): 1–24.

³⁰ Ginting et al. (2023)

³¹ Marzuki et al., "The Impact of AI Writing Tools on the Content and Organization of Students' Writing: EFL Teachers' Perspective," *Cogent Education* 10, no. 2 (2023), <https://doi.org/10.1080/2331186X.2023.2236469>; Dwi Natasya, "Implementasi Artificial Intelligence (Ai) Dalam Teknologi Modern."

Wordtune, as an AI-powered writing assistant, comes with both merit and demerit. The merit of Wordtune based on ³², the first is Real-time Rewrite Options: Wordtune provides users with immediate rewrite options, helping them make cognitive connections between their thoughts and written expressions. The second is Variety of Rewrite Features, the tool offers a range of rewriting options, including basic rewrite, casual tone, formal tone, shortened text, and expanded text, catering to different writing needs. The third is Translation Functionality, Wordtune can translate text from various languages into English, which is beneficial for EFL writers who may need assistance in expressing their ideas in English and the last is Support for Multiple Platforms, the tool can be accessed as a web browser extension and is compatible with various online applications, making it convenient for users across different platforms.

The demerit of using Wordtune based on Mahmud ³³ are Internet Connection Requirement, wordtune currently requires an internet connection to function, limiting its usability in offline scenarios. Accuracy of Rewrite Options: In complex or intricate text, the accuracy of the rewrite options provided by Wordtune may vary, with top choices generally being more accurate than those at the bottom of the list. Limited Language Support, While Wordtune can translate text from multiple languages into English, its primary focus is on English writing, potentially limiting its utility for users working in languages other than English Subscription Plans, Users need to choose from different subscription plans to access full features, with the free version having limitations on the number of sentences that can be rewritten per day.

B. The Challenges and Solutions of Integrating AIWTs Into EFL Writing Instruction in Islamic Education

AI is a simple and highly recommended tool for increasing workplace efficiency. However, in the study that has been analyzed, there are various obstacles revealed in the usage of AI, particularly the employment of AIWTs. All results have been summarized in the table below.

³² Xin Zhao, "Leveraging Artificial Intelligence (AI) Technology for English Writing: Introducing Wordtune as a Digital Writing Assistant for EFL Writers," *RELC Journal* 54, no. 3 (2023): 890–94, <https://doi.org/10.1177/00336882221094089>.

³³ Fawaz Al Mahmud, "Investigating EFL Students' Writing Skills Through Artificial Intelligence: Wordtune Application as a Tool," *Journal of Language Teaching and Research* 14, no. 5 (2023): 1395–1404, <https://doi.org/10.17507/jltr.1405.28>.

Table 1: Result of the Challenges when using AIWTs

No	Title	Citation	Challenge
1	Chatting and Cheating Ensuring Academic Integrity in the Era of Chat-GPT	(Cotton et al., 2024) ³⁴	a. Plagiarism and originality b. Potential bias c. Academic gaps
2	Generative Artificial Intelligence in EFL Writing Context: Students' Literacy in Perspective	(AlZubi, 2024) ³⁵	a. Disorganized vocabulary and content b. Language structure flaws
3	The Impact of Artificial Intelligence Tools on Academic Writing Instruction in Higher Education: A Systematic Review	(Al-Juaid,2024) ³⁶	a. The distinction between the AI digital writing method and the traditional writing method b. Potential bias c. Over-reliance potential d. Ethical Issues e. Privacy and data security
4	Incorporating Artificial Intelligence into Students' Academic Writing in Higher Education: The Use of Word-tune by Chinese International Students	(Zhao et al., 2024) ³⁷	a. Over-reliance potential b. Language structure flaws c. Disorganized vocabulary and content

³⁴ Debby R.E. Cotton, Peter A. Cotton, and J. Reuben Shipway, "Chatting and Cheating: Ensuring Academic Integrity in The Era of ChatGPT," *Innovations in Education and Teaching International* 61, no. 2 (2024): 228–39, <https://doi.org/10.1080/14703297.2023.2190148>.

³⁵ Ali Abbas Falah Alzubi, "Generative Artificial Intelligence in the EFL Writing Context: Students' Literacy in Perspective," *Qubahan Academic Journal* 4, no. 2 (2024): 59–69, <https://doi.org/10.48161/qaj.v4n2a506>.

³⁶ Hind Aljuaid, "The Impact of Artificial Intelligence Tools on Academic Writing Instruction in Higher Education: A Systematic Review," *Arab World English Journal* 1, no. 1 (2024): 26–55, <https://doi.org/10.24093/awej/chatgpt.2>.

³⁷ Xin Zhao, Jiahong Hu, and Andrew Cox, "Incorporating Artificial Intelligence into Student Academic Writing in Higher Education: The Use of Wordtune by Chinese International Students," *Proceedings of the 57th Hawaii International Conference on System Sciences* 1 (2024): 2726–35.

5	Chat-GPT for Good? On Opportunities and Challenges of Large Language Model on Education	(Kasneci et al.,2023) ³⁸	<ul style="list-style-type: none"> a. Plagiarism and originality b. Potential bias c. Over-reliance potential d. Deficiency of knowledge and experience e. Problems in recognizing work outcomes between students and AI f. Privacy and data security
6	Integrating Chat-GPT into EFL Writing Instruction: Benefits and Challenges	(Baskara,2023) ³⁹	<ul style="list-style-type: none"> a. Unable to produce unique and creative language
7	Utilizations of Artificial Intelligence Technology in an Academic Writing Class: How Do Indonesian Students Perceive?	(Utami et al., 2023) ⁴⁰	<ul style="list-style-type: none"> a. Incomplete accessible feature especially for modifying Indonesian text b. The accessible features must be utilized optimally.
8	The Impact of Writing Tools on the Content and Organization of Students' Writing: EFL Teachers' Perspective	(Marzuki et al., 2023) ⁴¹	<ul style="list-style-type: none"> a. Over-reliance potential b. Unrealistic context in linguistics c. Academic gaps d. Broadening the educational achievement imbalance

³⁸ Enkelejda Kasneci et al., "ChatGPT for Good? On Opportunities and Challenges of Large Language Models for Education," *Learning and Individual Differences* 103, no. March (2023), <https://doi.org/10.1016/j.lindif.2023.102274>.

³⁹ FX Risang Baskara, "Integrating ChatGPT into EFL Writing Instruction: Benefits and Challenges," *International Journal of Education and Learning* 5, no. 1 (2023): 44–55, <https://doi.org/10.31763/ijelev.v5i1.858>.

⁴⁰ Santi Pratiwi Tri Utami et al., "Utilization of Artificial Intelligence Technology in an Academic Writing Class: How Do Indonesian Students Perceive?," *Contemporary Educational Technology* 15, no. 4 (2023).

⁴¹ Marzuki et al., "The Impact of AI Writing Tools on the Content and Organization of Students' Writing: EFL Teachers' Perspective."

9	The Use of AI and Technology Tools in Developing Students' English Academic Writing Skills	(Zulfa et al., 2023) ⁴²	<ul style="list-style-type: none"> a. Over-Reliance potential b. Errors and ambiguity in writing outcomes c. Lack of creativity and critical thinking
10	Revolutionizing Academic English Writing through AI-Powered Pedagogy: Practical Exploration of Teaching Process and Assessment	(Dong, 2023) ⁴³	<ul style="list-style-type: none"> a. Potential bias b. Adaption of new technology
11	Exploring Artificial Intelligence in Academic Essay: Higher Education Student's Perspective	(Malik et al., 2023) ⁴⁴	<ul style="list-style-type: none"> a. Lack of uniqueness and innovation b. Limited critical thought skills c. Over-reliance on technology d. Risk of misinformation and inaccuracies e. Ethical concerns about plagiarism f. Difficulties with difficult subjects g. Limited customization options

⁴² Zulfa et al., "The Use of AI and Technology Tools in Developing Students' English Academic Writing Skills."

⁴³ Yifan Dong, "Revolutionizing Academic English Writing through AI-Powered Pedagogy: Practical Exploration of Teaching Process and Assessment," *Journal of Higher Education Research* 4, no. 2 (2023): 52, <https://doi.org/10.32629/jher.v4i2.1188>.

⁴⁴ Agung Rinaldy Malik et al., "Exploring Artificial Intelligence in Academic Essay: Higher Education Student's Perspective," *International Journal of Educational Research Open* 5, no. August (2023): 100296, <https://doi.org/10.1016/j.ijedro.2023.100296>.

			h. Potential for bias in the material i. Time-consuming adjustments and fixes
12	Can Artificial Intelligence Help for Scientific Writing?	(Salvagno et al., 2023) ⁴⁵	a. Ethical Issues
13	A Review of AI-Powered Writing Tools and their Implication for Academic Integrity in the Language Classroom	(Roe et al., 2023) ⁴⁶	a. Unable to produce unique and creative language b. Plagiarism and originality

The table above summarizes some of the issues encountered while using AIWTs in academic writing. The first and most intrinsic challenge with AIWTs is plagiarism and originality^{47; 48; 49; 50; 51; 52; 53}. Essay-writing AI systems are made to produce essays in response to prompts or given specifications. This implies that students might submit writings that are not their own as a way to cheat on their assignments by using these strategies⁵⁴. Nevertheless, the result of the prompt answers sometimes leads to copyright and plagiarism issues because the content of the answer may include several or whole paragraphs of some research⁵⁵. From the plagiarism, bias is the result of the problem.

⁴⁵ Michele Salvagno, Fabio Silvio Taccone, and Alberto Giovanni Gerli, "Can Artificial Intelligence Help for Scientific Writing?," *Critical Care* 27, no. 1 (2023): 1–5, <https://doi.org/10.1186/s13054-023-04380-2>.

⁴⁶ Jasper Roe, Willy A Renandya, and George M Jacobs, "A Review of AI-Powered Writing Tools and Their Implications for Academic Integrity in the Language Classroom," *Journal of English and Applied Linguistics* 2, no. 1 (2023), <https://doi.org/10.59588/2961-3094.1035>.

⁴⁷ (Cotton et al., 2024)

⁴⁸ Aljuaaid, 2024

⁴⁹ Kasneci et al., 2023

⁵⁰ Malik et al., 2023

⁵¹ Salvagno et al., 2023

⁵² Roe et al., 2023

⁵³ Livberber & Ayvaz, 2023

⁵⁴ Cotton, Cotton, and Shipway, "Chatting and Cheating: Ensuring Academic Integrity in The Era of ChatGPT."

⁵⁵ Kasneci et al., "ChatGPT for Good? On Opportunities and Challenges of Large Language Models for Education."

Broad language models brought by AIWTs have the potential to worsen teaching and learning procedures as well as results by amplifying and sustaining societal injustices and biases ⁵⁶. This was also agreed upon by several other researchers such as ⁵⁷, ⁵⁸, ⁵⁹, ⁶⁰, ⁶¹, and ⁶². On the other hand, researchers found that there was a highly important contrast between digital writing approaches employing AIWTs and traditional writing methods. This case also leads into the doubt about AI technology in academic writing ⁶³; ⁶⁴; ⁶⁵; ⁶⁶. Subsequently, regarding with the difference between the abilities of students and teachers in the ability and understanding of AIWTS, it will create an academic gap ⁶⁷; ⁶⁸; ⁶⁹. The potential for certain students to unfairly reap benefits from AIWTs at the expense of others. A student might unfairly benefit from having access to AIWTs if they use it to produce excellent written assignments, as opposed to other students who do not have this model. This can cause unfairness in the evaluation procedure ⁷⁰.

Meanwhile, students could rely too much on the AIWTs ⁷¹; ⁷²; ⁷³; ⁷⁴; ⁷⁵; ⁷⁶. The easily produced material might have a detrimental effect on their capacity for critical analysis and problem-solving ⁷⁷; ⁷⁸; ⁷⁹; ⁸⁰. This is because the AIWTs make it easier to obtain knowledge or answers, which may increase laziness and undermine students' motivation to carry out independent research and arrive at their findings or solutions.

⁵⁶ Kasneci et al.

⁵⁷ Cotton et al., (2024)

⁵⁸ Aljuaid (2024)

⁵⁹ Kasneci et al., (2023)

⁶⁰ Baskara (2023)

⁶¹ Malik et al., (2023)

⁶² Kim & Kim (2022)

⁶³ (Aljuaid, 2024

⁶⁴ Malik et al., 2023

⁶⁵ Khabib, 2022

⁶⁶ Francesc Pedró, 2020)

⁶⁷ (Cotton et al., 2024

⁶⁸ Marzuki et al., 2023

⁶⁹ Francesc Pedró, 2020)

⁷⁰ Cotton, Cotton, and Shipway, "Chatting and Cheating: Ensuring Academic Integrity in The Era of ChatGPT."

⁷¹ (Aljuaid, 2024

⁷² Zhao et al., 2024

⁷³ Marzuki et al., 2023

⁷⁴ Zulfa et al., 2023

⁷⁵ Malik et al., 2023

⁷⁶ Gayed et al., 2022)

⁷⁷ (Kasneci et al., 2023

⁷⁸ Marzuki et al., 2023

⁷⁹ Baskara, 2023

⁸⁰ Zulfa et al., 2023)

In fact, there are a lot of weaknesses and obstacles that can be faced when using AIWTs that cause differences in meaning that lead to misdirection, one of which is the inability of AIWTs to place vocabulary in accordance with reality and the lack of emotional touch in writing ^{81; 82; 83; 84}. Security and data leaking. Since student data is frequently sensitive and private, the use of big language models in education poses questions about data security and privacy. In addition, one worth considering is the entry of new technologies that allow its users to have unlimited access. Many researchers are skeptical about the safeguarding of the data that has been filled in through the pages of each AIWTs, whether everything is safe or whether it can lead to data leaks and privacy ^{85; 86; 87}

Behind a steep obstacle there must be a myriad of solutions to overcome it all. We have summarized the solutions to the above problems in the table below.

Table 2: Result of the solutions

No	Title	Citation	Solution
1	Chatting and Cheating Ensuring Academic Integrity in the Era of Chat-GPT	(Cotton et al., 2024) ⁸⁸	a. Utilizing plagiarism checker b. Create the rules of plagiarism c. Teacher supervision d. Create linguistic analysis equipment
2	Generative Artificial Intelligence in EFL Writing Context: Students' Literacy in Perspective	(AlZubi, 2024) ⁸⁹	a. Students' AIWTs for academic writing workshop

⁸¹ (Alzubi, 2024

⁸² Zhao et al., 2024

⁸³ Utami et al., 2023

⁸⁴ Hwang et al., 2020)

⁸⁵ (Aljuaid, 2024

⁸⁶ Kasneci et al., 2023

⁸⁷ Ginting et al., 2023)

⁸⁸ Cotton, Cotton, and Shipway, "Chatting and Cheating: Ensuring Academic Integrity in The Era of ChatGPT."

⁸⁹ Alzubi, "Generative Artificial Intelligence in the EFL Writing Context: Students' Literacy in Perspective."

3	The Impact of Artificial Intelligence Tools on Academic Writing Instruction in Higher Education: A Systematic Review	(Al-Juaid,2024) ⁹⁰	a. Create strategy to enhance conventional academic writing by using AIWTs
4	Incorporating Artificial Intelligence into Students' Academic Writing in Higher Education: The Use of Word-tune by Chinese International Students	(Zhao et al., 2024) ⁹¹	a. Create specific limitation for utilizing AIWTs
5	Chat-GPT for Good? On Opportunities and Challenges of Large Language Model on Education	(Kasneci et al.,2023) ⁹²	a. Create specific rules of plagiarism b. Teachers' supervision c. Utilizing lectures and human expertise
6	Integrating Chat-GPT into EFL Writing Instruction: Benefits and Challenges	(Baskara, 2023) ⁹³	a. Students' AIWTs for academic writing workshop
7	Utilizations of Artificial Intelligence Technology in an Academic Writing Class: How Do	(Utami et al., 2023) ⁹⁴	a. Conveying suggestions for improvement to stakeholders b. Develop future research for the researchers

⁹⁰ Aljuaid, "The Impact of Artificial Intelligence Tools on Academic Writing Instruction in Higher Education: A Systematic Review."

⁹¹ Zhao, Hu, and Cox, "Incorporating Artificial Intelligence into Student Academic Writing in Higher Education : The Use of Wordtune by Chinese International Students."

⁹² Kasneci et al., "ChatGPT for Good? On Opportunities and Challenges of Large Language Models for Education."

⁹³ Baskara, "Integrating ChatGPT into EFL Writing Instruction: Benefits and Challenges."

⁹⁴ Utami et al., "Utilization of Artificial Intelligence Technology in an Academic Writing Class: How Do Indonesian Students Perceive?"

	Indonesian Students Perceive?		
8	The Impact of Writing Tools on the Content and Organization of Students' Writing: EFL Teachers' Perspective	(Marzuki et al., 2023) ⁹⁵	a. The awareness of teacher
9	The Use of AI and Technology Tools in Developing Students' English Academic Writing Skills	(Zulfa et al., 2023) ⁹⁶	a. Students' awareness of using AIWTs
10	Revolutionizing Academic English Writing through AI-Powered Pedagogy: Practical Exploration of Teaching Process and Assessment	(Dong, 2023) ⁹⁷	a. The use of AI for academic writing requires accuracy b. Utilizing human expertise
11	Exploring Artificial Intelligence in Academic Essay: Higher Education Student's Perspective	(Malik et al., 2023) ⁹⁸	a. Improve critical thinking for both teachers and students

⁹⁵ Marzuki et al., "The Impact of AI Writing Tools on the Content and Organization of Students' Writing: EFL Teachers' Perspective."

⁹⁶ Zulfa et al., "The Use of AI and Technology Tools in Developing Students' English Academic Writing Skills."

⁹⁷ Dong, "Revolutionizing Academic English Writing through AI-Powered Pedagogy: Practical Exploration of Teaching Process and Assessment."

⁹⁸ Malik et al., "Exploring Artificial Intelligence in Academic Essay: Higher Education Student's Perspective."

12	Can Artificial Intelligence Help for Scientific Writing?	(Salvagno et al., 2023) ⁹⁹	a. Develop international regulation for AIWTs
13	A Review of AI-Powered Writing Tools and their Implication for Academic Integrity in the Language Classroom	(Roe et al., 2023) ¹⁰⁰	a. Teachers and students training toward the use of AIWTs b. Improve specific regulation of using AIWTs

In the findings above, it can be seen that several solutions are offered to solve and straighten out the problems that have occurred during the AIWTs that have begun to be intensively used for academic writing. To address plagiarism and originality issues, utilizing tools of plagiarism detector to scan and identify the written work away from plagiarism issues is one of the solution which could implement related to the previous research ¹⁰¹. In addition, training on AIWTs is the most widely offered solution to build awareness about technological developments in academic writing ^{102; 103; 104; 105; 106}. To maximize students' and teachers' comprehension of AI tools and enhance their EFL writing abilities, they should take training courses, get experience with both AI and English, and cultivate a curiosity for self-improvement ¹⁰⁷.

Teachers should be aware of these possible obstacles and try to mitigate issues proactively in their teaching practices ¹⁰⁸. Therefore, a balanced strategy that uses AI to enhance conventional instruction rather than replace it could be a more profitable policy for institutions ¹⁰⁹. In addition, institutions must work towards clear guidelines that evolve

⁹⁹ Salvagno, Taccone, and Gerli, "Can Artificial Intelligence Help for Scientific Writing?"

¹⁰⁰ Roe, Renandya, and Jacobs, "A Review of AI-Powered Writing Tools and Their Implications for Academic Integrity in the Language Classroom."

¹⁰¹ Cotton, Cotton, and Shipway, "Chatting and Cheating: Ensuring Academic Integrity in The Era of ChatGPT."

¹⁰² such as Alzubi, 2024

¹⁰³ Baskara, 2023

¹⁰⁴ Roe et al., 2023

¹⁰⁵ Khabib, 2022

¹⁰⁶ Kim & Kim, 2022

¹⁰⁷ Alzubi, "Generative Artificial Intelligence in the EFL Writing Context: Students' Literacy in Perspective."

¹⁰⁸ Marzuki et al., "The Impact of AI Writing Tools on the Content and Organization of Students' Writing: EFL Teachers' Perspective."

¹⁰⁹ Aljuaid, "The Impact of Artificial Intelligence Tools on Academic Writing Instruction in Higher Education: A Systematic Review."

with AIWTs. By establishing the rules, AIWTs will have limitations in their use so that they do not violate ethical consideration.^{110; 111}

Conclusion

The integration of AIWTs in Islamic education not only allows for increased learning effectiveness or in improving writing, but can also be done without neglecting existing traditional values. Furthermore, this research has several points. Firstly, it points to the merits and demerits of using AIWTs like ChatGPT, Quillbot, Grammarly, and Wordtune. Secondly, it points about the challenges when using AIWTs in academic writing such as about over-reliance, which could negatively damage the writing process and limit creativity. Thirdly, it points the solution of these challenges are Balancing AI benefits with developing creative thinking, avoiding dependency, and guaranteeing time management remains difficult, urging a holistic approach to adopting AI technologies in academic writing. Further research might explore or investigate about how to integrating or incorporate AI with EFL writing or other skills inappropriate and effective way.

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¹¹⁰ (Zhao et al., 2024

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