

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

In conclusion, this study has demonstrated English Education students at UIN Sultan Maulana Hasanuddin Banten possess a high level of digital readiness in utilizing Artificial Intelligence (AI) for academic writing. The findings from questionnaires, interviews, and documentation consistently show that students are familiar with various digital and AI-based tools such as ChatGPT, Grammarly, QuillBot, and Mendeley and use them effectively for idea generation, grammar improvement, paraphrasing, and reference management. Their ability to integrate these tools into academic writing reflects strong technical proficiency, adaptability, and strategic use of technology to enhance writing efficiency and quality. The documentation of students' Academic Writing scores further supports this readiness, indicating that their digital engagement contributes positively to their academic performance while maintaining scholarly standards.

At the same time, the research revealed several ethical concerns related to AI use in academic writing. Students expressed awareness of the importance of honesty, originality, and responsibility, recognizing that AI should serve as a supportive tool rather than replace human creativity and critical thinking. While they benefit from AI assistance, many also reported feelings of doubt and guilt about overreliance, reflecting moral sensitivity toward academic

integrity. The absence of clear institutional guidelines encourages students to rely on personal ethical judgment, showing self-regulation and moral reflection in their digital practices. Overall, these findings indicate that English Education students are both digitally capable and ethically aware yet still need clearer institutional guidance to strengthen responsible and transparent AI use in academic contexts.

## **B. Suggestion**

It is suggested that future studies should focus on examining how students from diverse academic disciplines and institutional settings develop both digital competence and ethical awareness when integrating Artificial Intelligence (AI) into academic writing. Expanding the participant scope would help identify potential differences in readiness and ethical perspectives influenced by curriculum design, access to technology, and disciplinary writing conventions. To improve the comprehensiveness of results, it is also recommended that future research incorporate perspectives from lecturers and policymakers to understand institutional readiness and the role of educators in guiding ethical AI use. Practitioners in higher education may consider adopting structured training programs that emphasize not only the technical use of AI tools but also the ethical principles that govern academic integrity and originality.

Further research is needed to explore the longitudinal development of students' digital literacy and ethical reasoning as AI technologies and academic

policies continue to evolve. Future studies could examine the role of institutional interventions such as workshops, explicit AI-use guidelines, or digital ethics modules in shaping responsible AI engagement. In addition, comparative studies between universities with and without established AI policies could provide valuable insights into how formal guidance affects students' perceptions and behaviour in academic writing. To validate the findings of this study, additional research employing larger and more diverse samples, as well as mixed or experimental designs, could be conducted to observe causal relationships between digital competence, ethical awareness, and academic performance.

These findings have important pedagogical implications for higher education. Educators and curriculum designers should integrate AI literacy and digital ethics into academic writing instruction to ensure that students not only master technological tools but also understand their moral and intellectual responsibilities in using them. Institutions are encouraged to formulate clear and transparent guidelines on AI use in academic work, fostering an environment that values honesty, originality, and critical thinking. By embedding discussions of AI ethics and responsible digital practices into coursework, universities can help students become not only digitally competent but also ethically conscious scholars who are prepared to navigate the evolving landscape of AI-assisted academic writing.