



PROTEKSI ISI PROPOSAL

Dilarang menyalin, menyimpan, memperbanyak sebagian atau seluruh isi proposal ini dalam bentuk apapun kecuali oleh pengusul dan pengelola administrasi penelitian dan pengabdian kepada masyarakat

LAPORAN KEMAJUAN

1. JUDUL PENELITIAN

Integrasi Artificial Intelligence Untuk Optimalisasi Riset Dan Publikasi Mahasiswa Sebagai Strategi Pelestarian Budaya Pesisir Banggai

Bidang Fokus	Tema	Topik (jika ada)	Prioritas Riset
Sosial Humaniora	Pendidikan	Teknologi pendidikan dan pembelajaran	Kecerdasan buatan

Rumpun Ilmu Level 1	Rumpun Ilmu Level 2	Rumpun Ilmu Level 3
ILMU PENDIDIKAN	ILMU PENDIDIKAN BAHASA DAN SASTRA	Pendidikan Bahasa (dan Sastra) Inggris

Skema Penelitian	Strata (Dasar/Terapan/Pengembangan)	Nilai SBK	Target Akhir TKT	Lama Kegiatan
Penelitian Fundamental - Reguler	Riset Dasar	150.000.000	3	1 Tahun

2. IDENTITAS PENGUSUL

Nama, Peran	Jenis	Program Studi/Bagian	Bidang Tugas	ID Sinta
NURLAELA 0923098901 Ketua Pengusul Universitas Tompotika Luwuk Banggai	Dosen	Bahasa dan Kebudayaan Inggris	1) Mengintegrasikan Artificial Intelligence dalam optimalisasi riset dan publikasi ilmiah mahasiswa 2) Bertanggungjawab penuh atas seluruh kegiatan penelitian agar memenuhi target luaran, menyusun kemajuan dan laporan akhir, serta mengisi catatan harian di BIMA, 3) Mengkoordinasikan dan membagikan tugas-tugas ke anggota peneliti, mahasiswa, dan anggota nondosen	6663698
SYAHRIANTI M.NAWIR, S.S. M.HUM 0929118701 Anggota Universitas Tompotika Luwuk Banggai	Dosen	Bahasa dan Kebudayaan Inggris	1) Menganalisis kondisi budaya pesisir Banggai 2) Mengidentifikasi kendala mahasiswa dalam melakukan riset terkait budaya pesisir banggai 3) Membantu ketua pengusul dalam mengintegrasikan AI dalam proses riset, penulisan karya ilmiah, dan publikasi ilmiah mahasiswa 4) Membantu ketua pengusul dalam mengkaji kontribusi publikasi ilmiah mahasiswa terhadap pelestarian budaya pesisir banggai	6661810

Nama, Peran	Jenis	Program Studi/Bagian	Bidang Tugas	ID Sinta
			dan capaian IKU2 Universitas Tompotika Luwuk	
IRFANI ZUHRUFILLAH 0627058802 Anggota Universitas Muhammadiyah Luwuk Banggai	Dosen	Bisnis Digital	1) Menentukan jenis AI yang relevan dengan kegiatan riset, penulisan karya ilmiah, dan publikasi 2) Merancang framework penggunaan AI 3) Menyusun panduan penggunaan AI dalam riset dan publikasi ilmiah 4) Membantu ketua dalam mengintegrasikan AI dalam proses riset, penulisan karya ilmiah, dan publikasi ilmiah mahasiswa	6717749
Subrata Kalape, S.Sn 7201041003750006 Anggota Dinas Pendidikan dan Kebudayaan Kabupaten Banggai, Kepala Bidang Kebudayaan	Umum	Kebudayaan Banggai	1) Memberikan wawasan terkait pelestarian Budaya Pesisir Banggai 2) Menyediakan informasi terkait budaya pesisir banggai, tradisi masyarakat, dan kearifan lokal masyarakat pesisir Banggai	-
Hanandyo Dardjito, S.Pd., M.Hum., Ph.D. 3404152503730003 Anggota Journal English Learning and Pedagogy	Umum	Reviewer & Dewan editor	1) Menilai dan mengevaluasi kualitas karya ilmiah mahasiswa 2) Memberikan masukan yang konstruktif mengenai kualitas penulisan, metodologi, serta kontribusi ilmiah terhadap karya ilmiah mahasiswa sebelum di publikasikan	-
SATRIO DWI CAHYONO NURSIN 2479217011 Mahasiswa Universitas Tompotika Luwuk	Mahasiswa	Bahasa dan Kebudayaan Inggris	1) Membantu kegiatan penelitian dalam melakukan pengumpulan data	-
I GUSTI PUTU ARYA SUTA 2479217003 Mahasiswa Universitas Tompotika Luwuk	Mahasiswa	Bahasa dan Kebudayaan Inggris	1) Mendokumentasikan tahapan penelitian	-

3. MITRA KERJASAMA PENELITIAN (Jika Ada)

Pelaksanaan penelitian dapat melibatkan mitra kerjasama yaitu mitra kerjasama dalam melaksanakan penelitian, mitra sebagai calon pengguna hasil penelitian, atau mitra investor

Mitra	Nama Mitra	Dana
Dinas Pendidikan dan Kebudayaan Kabupaten Banggai, Bidang Kebudayaan	Subrata Kalape, S.Sn	Tahun 1 Rp 0

4. LUARAN DAN TARGET CAPAIAN

Luaran Wajib

Tahun Luaran	Kategori Luaran	Jenis Luaran	Status target capaian	Keterangan
1	Artikel di Jurnal	Artikel di Jurnal Bereputasi Internasional	Accepted/Published	URL: https://www.je-lks.org/ojs/index.php/Je-LKS_EN/index Nama Jurnal : Journal of e-Learning and Knowledge Society SJR Q3 (0.34) Penerbit : Italian e-Learning Association ISSN : 1971-8829

5. ANGGARAN

Rencana Anggaran Biaya penelitian mengacu pada PMK dan buku Panduan Penelitian dan Pengabdian kepada Masyarakat yang berlaku.

Total RAB 1 Tahun Rp 95.190.000,00

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Kelompok	Komponen	Item	Satuan	Vol.	Biaya Satuan	Total
Bahan	Bahan Penelitian (Habis Pakai)	Biaya bahan penelitian untuk kegiatan pengumpulan data, analisis data, dan pembuatan laporan	Unit	3	1.000.000	3.000.000
Bahan	Barang Persediaan	Aplikasi AI premium pendukung riset dan publikasi sebanyak 5 aplikasi, pada 1 perangkat laptop, dengan lama penggunaan 3 bulan	Unit	15	250.000	3.750.000
Bahan	Barang Persediaan	Pembuatan Repository Digital Publikasi Mahasiswa beserta biaya pengelolaannya selama 1 tahun	Unit	1	5.000.000	5.000.000
Bahan	Barang Persediaan	Software untuk kebutuhan analisis data kuantitatif (R), & Kuantitatif (Nvivo)	Unit	2	500.000	1.000.000
Bahan	Barang Persediaan	Biaya bahan persediaan untuk kegiatan pengumpulan data, analisis data, dan pembuatan laporan	Unit	3	500.000	1.500.000
Pengumpulan Data	HR Pembantu Peneliti	Biaya HR Pembantu peneliti untuk kegiatan pengumpulan data sebanyak 2 orang selama 15 hari kerja/bulan, berlangsung selama 2 bulan	OJ	60	25.000	1.500.000
Pengumpulan Data	HR Petugas Survei	Biaya HR petugas survey lapangan terhadap responden berjumlah 27 mahasiswa, 3 dosen pembimbing tugas akhir, 5 pegawai LPM, 5 staf	OH/OR	50	8.000	400.000

Kelompok	Komponen	Item	Satuan	Vol.	Biaya Satuan	Total
		bidang kebudayaan Kabupaten Banggai, dan 10 masyarakat pelaku budaya pesisir Banggai				
Pengumpulan Data	Transport	Biaya transport untuk kegiatan ketua dan 2 anggota dalam melakukan pengumpulan data selama 10 hari kerja	OK (kali)	30	170.000	5.100.000
Pengumpulan Data	Transport	Biaya kegiatan FGD pengumpulan data untuk peserta; narasumber, ketua, 2 anggota, 2 mahasiswa	OK (kali)	6	170.000	1.020.000
Pengumpulan Data	Transport	Biaya transport petugas survey lapangan 2 orang selama 5 hari kerja	OK (kali)	10	170.000	1.700.000
Pengumpulan Data	Uang Harian	Uang harian untuk kegiatan ketua dan 2 anggota dalam melakukan pengumpulan data selama 10 hari kerja	OH	30	150.000	4.500.000
Pengumpulan Data	Uang Harian	Uang harian kegiatan FGD pengumpulan data untuk peserta, narasumber, ketua, 2 anggota, 2 mahasiswa	OH	6	150.000	900.000
Pengumpulan Data	Biaya konsumsi	Biaya kegiatan FGD pengumpulan data untuk peserta; narasumber, ketua, 2 anggota, 2 mahasiswa	OH	6	60.000	360.000
Pengumpulan Data	Biaya konsumsi	Biaya konsumsi petugas survey lapangan 2 orang selama 5 hari kerja	OH	10	60.000	600.000
Pengumpulan Data	Biaya konsumsi	Biaya konsumsi untuk kegiatan ketua dan 2 anggota dalam melakukan pengumpulan data selama 10 hari kerja	OH	30	60.000	1.800.000
Pengumpulan Data	Biaya konsumsi	Biaya Konsumsi Pembantu peneliti untuk kegiatan pengumpulan data sebanyak 2 orang selama 15 hari kerja/ bulan, berlangsung selama 2 bulan	OH	60	60.000	3.600.000
Pengumpulan Data	HR Pembantu Lapangan	Biaya HR Pembantu lapangan untuk kegiatan pengumpulan data yang dilakukan oleh 2 mahasiswa dan 1 staf kampus selama 5 hari kerja/bulan selama 3 bulan	OH	45	80.000	3.600.000
Pengumpulan Data	Honorarium narasumber	Honorarium Narasumber untuk kegiatan FGD pengumpulan data dengan pemateri eselon III (Kabid Kebudayaan, Bpk Subrata Kalape, S.Sn) terkait materi "Budaya Pesisir	OJ	3	900.000	2.700.000

Kelompok	Komponen	Item	Satuan	Vol.	Biaya Satuan	Total
		Banggai" selama 3 jam				
Pengumpulan Data	Honorarium narasumber	Honorarium Narasumber untuk kegiatan FGD pengumpulan data dengan pemateri setara eselon III (Hanandyo Dardjito, S.Pd, M.hum, P.HD) terkait "Sistematika penulisan dan substansi artikel Jurnal" selama 4 jam via zoom	OJ	4	900.000	3.600.000
Sewa Peralatan	Peralatan penelitian	Sewa kamera dan voice recorder untuk dokumentasi kegiatan dan pengumpulan data	Unit	1	538.000	538.000
Sewa Peralatan	Ruang penunjang penelitian	Sewa ruangan penunjang peneliti untuk kegiatan pengumpulan data dan analisis data	Unit	2	500.000	1.000.000
Sewa Peralatan	Kendaraan	Sewa mobil untuk kegiatan pengumpulan data riset oleh mahasiswa terkait kondisi Budaya Pesisir banggai (4mobil x 2 kegiatan)	OK (kali)	8	824.000	6.592.000
Analisis Data	HR Pengolah Data	HR Pengolah data untuk kegiatan analisis data	P (penelitian)	1	1.540.000	1.540.000
Analisis Data	Honorarium narasumber	Biaya narasumber untuk kegiatan FGD analisis data kuantitatif (R), & Kualitatif (Nvivo) dengan pemateri setara eselon III selama 4 jam	OJ	4	900.000	3.600.000
Analisis Data	Biaya analisis sampel	Biaya riset mahasiswa yang dipublikasikan pada jurnal terakreditasi nasional Sinta2, Sinta3, dan Sinta4	Unit	7	1.000.000	7.000.000
Analisis Data	Uang Harian	Uang harian untuk 1 ketua dan 2 anggota dalam kegiatan analisis data selama 20 hari kerja	OH	60	150.000	9.000.000
Analisis Data	Uang Harian	Uang harian untuk kegiatan FGD analisis data dengan peserta 1 ketua, 2 anggota, dan 2 mahasiswa	OH	5	150.000	750.000
Analisis Data	Transport Lokal	Biaya transport untuk kegiatan FGD analisis data dengan peserta; 1 narasumber, 1 ketua, 2 anggota, dan 2 mahasiswa	OK (kali)	6	170.000	1.020.000
Pelaporan Hasil Penelitian dan Luaran Wajib	Uang harian rapat di luar kantor	Uang harian rapat di luar kantor untuk kegiatan pembuatan laporan kemajuan (3 hari kerja), laporan akhir (5 hari kerja), dan laporan publikasi (6 hari kerja)	OH	42	150.000	6.300.000
Pelaporan Hasil	Biaya	Biaya konsumsi rapat di	OH	42	60.000	2.520.000

Kelompok	Komponen	Item	Satuan	Vol.	Biaya Satuan	Total
Penelitian dan Luaran Wajib	konsumsi rapat	luar kantor untuk kegiatan pembuatan laporan kemajuan (3 hari kerja), laporan akhir (5 hari kerja), dan laporan publikasi (6 hari kerja)				
Pelaporan Hasil Penelitian dan Luaran Wajib	Biaya Publikasi artikel di Jurnal Bereputasi Internasional	Biaya publikasi Jurnal Internasional bereputasi pada Journal of e-Learning and Knowledge Society, SJR Q3 (0.34)	Paket	1	9.500.000	9.500.000
Pelaporan Hasil Penelitian dan Luaran Wajib	Biaya Pendaftaran KI	Biaya pembuatan HAKI	Paket	1	200.000	200.000

*. KEMAJUAN PENELITIAN

A. RINGKASAN

Urgensi penelitian terletak pada upaya pelestarian Budaya Pesisir Banggai yang semakin terancam oleh modernisasi dan minimnya dokumentasi ilmiah terkait kearifan lokal. Sebagai salah satu institusi Pendidikan Tinggi di Kabupaten Banggai, Universitas Tompotika Luwuk memiliki peran strategis dalam mendokumentasikan dan melestarikan Budaya Pesisir Banggai melalui riset dan publikasi ilmiah, sekaligus berkontribusi pada peningkatan capaian Indikator Kinerja Utama (IKU2) terkait karya ilmiah mahasiswa. Namun rendahnya produktivitas mahasiswa dalam menghasilkan publikasi ilmiah menjadi tantangan utama. Olehnya itu diperlukan solusi untuk mengoptimalkan kemampuan mahasiswa dalam menulis karya ilmiah dengan memanfaatkan teknologi Artificial Intelligence. Teknologi Artificial Intelligence berperan dalam meningkatkan kualitas karya ilmiah mahasiswa dengan memberikan ide kreatif, sehingga mendorong produktivitas publikasi ilmiah berkualitas. Dengan mengangkat kearifan lokal terkait Budaya Pesisir Banggai sebagai topik riset, mahasiswa tidak hanya mengembangkan kemampuan akademik mereka, tetapi juga berperan dalam pelestarian budaya daerah. Penelitian ini bertujuan untuk mengintegrasikan teknologi Artificial Intelligence dalam optimalisasi riset dan publikasi ilmiah mahasiswa sebagai strategi pelestarian Budaya Pesisir Banggai dan peningkatan capaian IKU2. Hal ini sejalan dengan RIRN dalam mendukung penguatan riset dan inovasi berbasis teknologi untuk meningkatkan kualitas Pendidikan Tinggi, serta sejalan dengan PRN pada bidang Teknologi Informasi dan Komunikasi dalam pemanfaatan Artificial Intelligence, bidang Sosial Humaniora, Seni, Budaya, dan Pendidikan yakni pelestarian Budaya Pesisir Banggai dalam dokumentasi ilmiah, serta Kemaritiman terkait penguatan identitas budaya pesisir. Metode penelitian menggunakan Mix-Method yang dilakukan di Universitas Tompotika Luwuk pada mahasiswa program studi Bahasa dan Kebudayaan Inggris (21 orang), dengan pengumpulan data melalui observasi, wawancara, questioner, survey, dan studi dokumen. Analisis data dilakukan secara kuantitatif dan kualitatif melalui tahapan studi pendahuluan, perancangan, implementasi, analisis, dan evaluasi. Luaran penelitian ini adalah artikel yang akan dipublikasikan pada jurnal internasional bereputasi yaitu Studies In English Language and Education (SIELE)(SJR Q1, link <https://jurnal.usk.ac.id/SiELE/index>) dan terbit HAKI. TKT dimulai dari TKT 2 dan target akhir TKT 3.

B. KATA KUNCI

Pengisian poin C sampai dengan poin H mengikuti template berikut dan tidak dibatasi jumlah kata atau halaman namun disarankan ringkas mungkin. Dilarang menghapus/modifikasi template ataupun menghapus penjelasan di setiap poin.

C. HASIL PELAKSANAAN PENELITIAN: Tuliskan secara ringkas hasil pelaksanaan penelitian yang telah dicapai sesuai tahun pelaksanaan penelitian. Penyajian meliputi data, hasil analisis, dan capaian luaran (wajib dan atau tambahan). Seluruh hasil atau capaian yang dilaporkan harus berkaitan dengan tahapan pelaksanaan penelitian sebagaimana direncanakan pada proposal. Penyajian data dapat berupa gambar, tabel, grafik, dan sejenisnya, serta analisis didukung dengan sumber pustaka primer yang relevan dan terkini.

HASIL PENELITIAN

Penelitian ini bertujuan mengintegrasikan teknologi AI untuk optimalisasi riset dan publikasi berbasis budaya lokal, sehingga tidak hanya berdampak pada peningkatan kemampuan *academic writing* mahasiswa, tetapi juga berkontribusi terhadap pelestarian budaya pesisir Banggai. Dalam kegiatan penelitian ini, beberapa tindakan telah dilakukan untuk meningkatkan kemampuan mahasiswa dalam menghasilkan artikel ilmiah yang berkualitas. Tindakan pertama yang dilakukan adalah pelaksanaan kegiatan seminar budaya yang bertujuan untuk memberikan pemahaman kepada mahasiswa terkait kondisi budaya pesisir banggai dan pentingnya melestarikan warisan budaya lokal melalui tulisan ilmiah. Selanjutnya dilakukan webinar terkait strategi penyusunan artikel ilmiah yang meliputi teknik-teknik dasar penulisan ilmiah serta strategi menyusun artikel ilmiah yang layak untuk di publikasikan. Kemudian tahapan selanjutnya adalah pendampingan mahasiswa dalam memanfaatkan jenis-jenis AI yang mendukung proses riset dan publikasi.



Gambar 1. Tindakan yang meliputi (a) Seminar Budaya Pesisir Banggai, (b) Webinar Strategi Penulisan Artikel Ilmiah, & (c) Pendampingan Pemanfaatan AI dalam Riset dan Publikasi

Setelah memperoleh pemahaman awal terkait budaya pesisir Banggai dan strategi menyusun artikel ilmiah dari para ahli/pakar, tahapan selanjutnya adalah mahasiswa melakukan serangkaian proses riset. Kegiatan riset dimulai dengan menyusun proposal yang didampingi oleh dosen dengan mengimplementasikan jenis AI yang mendukung proses tersebut. Terdapat 7 riset mahasiswa yang mengangkat tema budaya pesisir Banggai, yang masing-masing riset terdiri dari tiga mahasiswa yang berpartisipasi aktif pada seluruh rangkaian kegiatan riset. Berikut judul riset yang dilaksanakan oleh mahasiswa.

Tabel 1. Judul riset dan penulis

Authors	Judul Riset
Indriyani Nurhaliza Noma Yori Mahendra	<i>Formulating English Equivalents of Culture Specific Terms in Banggainese Malabot Tumbe Ritual.</i>

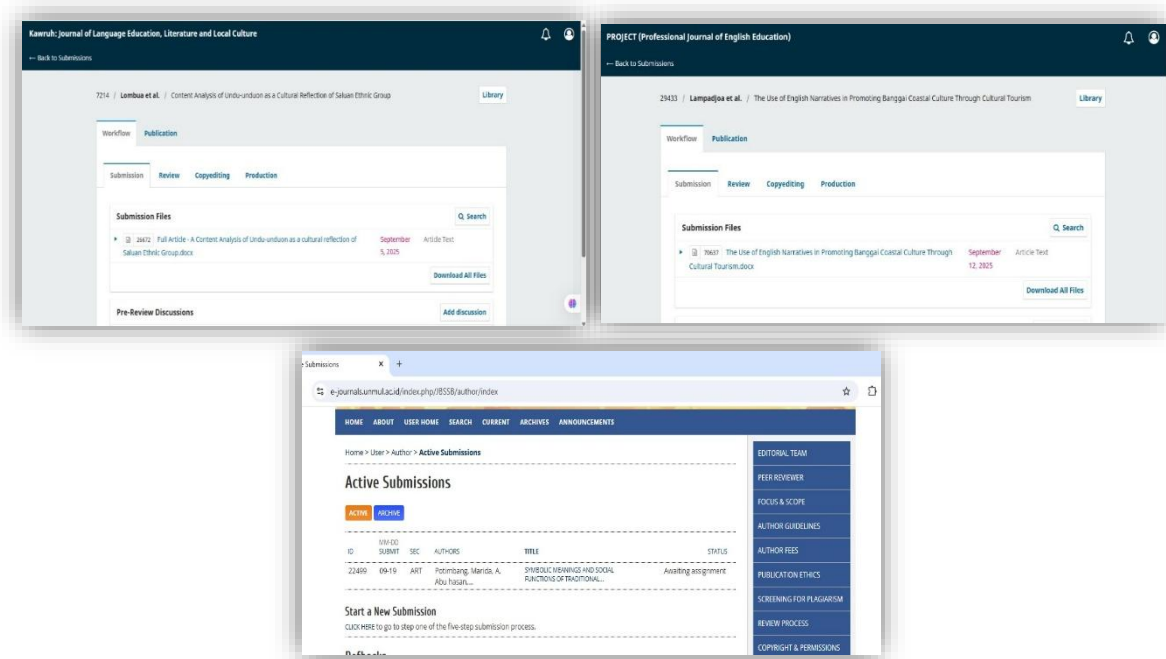
Rahmi N. Yadalia Indah Apriyani David Beckham	<i>Antropolinguistics study of Banggainese oral tradition Baode in South Buko</i>
Nurafni Azzahra Dg. P Kasih Marshella Mifta Zalianti	<i>Exploring the Potential of Local Literature of Banggai Coastal Culture as Reading Materials to Increase Students' Cultural and Critical Awareness.</i>
Lisela Gacinda P. Fatmawati Putri Salsabila	<i>Symbolic Meanings and Social Functions of Traditional Dance of Banggai Tribes in the Context of Local Cultural Preservation</i>
Faradifa S. Lampadjoa Agustian Laya Filla Akbar	<i>The Use of English Narratives in Promoting Banggai Coastal Culture Through Cultural Tourism</i>
Peni Lombua Sri Julikasari Maria lumantow	<i>A Content Analysis of Undu-undun as a Cultural Reflection of Saluan Ethnic Group.</i>
Marshanda Anggraeni Sintia Novi Dwi Hipan	<i>Wedding Ritual Mompi'ohupi: Semiotics Approach</i>

Selanjutnya mahasiswa melakukan pengumpulan data yang sesuai dengan tujuan riset masing-masing. Pada riset yang berjudul *"Formulating English Equivalents of Culture Specific Terms in Banggainese Malabot Tumble Ritual"*, anggota mahasiswa didampingi oleh dosen pembimbing melakukan pengumpulan data di dua desa lokasi ritual malabot tumble, dengan menemui langsung pakar budaya, pemuka adat, dan praktisi budaya. Hal serupa juga dilakukan oleh mahasiswa yang melakukan riset terkait *"A Content Analysis of Undu-undun as a Cultural Reflection of Saluan Ethnic Group"*. Mereka melakukan pengumpulan data melalui analisis wacana/cerita serta interview langsung narasumber terkait cerita rakyat suku saluan. Kegiatan serupa dilakukan oleh semua mahasiswa di sesuaikan dengan judul riset mereka.



Gambar 2. Kegiatan pengumpulan data riset yang dilakukan oleh mahasiswa

Setelah kegiatan pengumpulan data selesai dilakukan, tahapan selanjutnya masing-masing mahasiswa di dampingi dosen pembimbing melakukan analisis data dan menyusun manuscript artikel. Kegiatan penyusunan manuscript artikel ini dilakukan dengan memanfaatkan jenis-jenis AI yang mendukung kegiatan penulisan artikel ilmiah, seperti chatGPT, Grammarly, DeepL, Consensus, Research Rabbit, MongkeyLearn, TurnitinAI, dan jenis AI lainnya. Proses pemanfaatan AI tersebut tetap mengikuti kode etik penulisan akademik agar terhindar dari pelanggaran kode etik dan plagiarisme. Ditahap akhir, manuscript yang telah selesai disusun, di review oleh reviewer jurnal nasional sebelum masuk proses submit. Dari 7 artikel riset, 3 artikel sudah dalam proses submit, dan 4 artikel masih dalam proses persiapan submit.



Gambar 3. Hasil artikel mahasiswa dalam status “submitted”

Serangkaian tindakan tersebut memberikan peningkatan yang signifikan terhadap kuantitas dan kualitas publikasi artikel mahasiswa. Penelitian ini menggunakan Mix-method, dengan model concurrent embedded strategy, yakni metode kuantitatif dan kualitatif di gunakan secara bersama-sama. Berikut adalah hasil temuan penelitian ini ditinjau dari analisis data kuantitatif dan kualitatif.

1. Hasil Analisis Kuantitatif

Data kuantitatif diperoleh dari hasil penilaian *academic writing* mahasiswa sebelum diberikan tindakan (pretest) dan sesudah di berikan tindakan (posttest). Penilaian hasil tersebut berdasarkan indikator penilaian artikel ilmiah, yakni IMRAD (Introduction, Method, Result, and Discussion) (1). Analisis data kuantitatif dimulai dengan melakukan uji normalitas data pretest dan posttest dengan menggunakan uji liliefors. Hasilnya ditemukan bahwa data pretest memiliki nilai Lhitung 0,1816. Sementara itu, data posttest memiliki nilai Lhitung 0,0708. Jika dibandingkan dengan Ltabel, maka data pretest maupun posttes memiliki Lhitung < Ltabel (0,190). Sehingga hasil analisis mengindikasikan bahwa data penelitian berdistribusi normal.

Tabel 1. Hasil Uji Normalitas Data Pretest dan Posttest

Kelompok	N	Lhitung	Ltabel	Kesimpulan
Y1	21	0,1816	0,190	Normal
Y2	21	0,0708	0,190	Normal

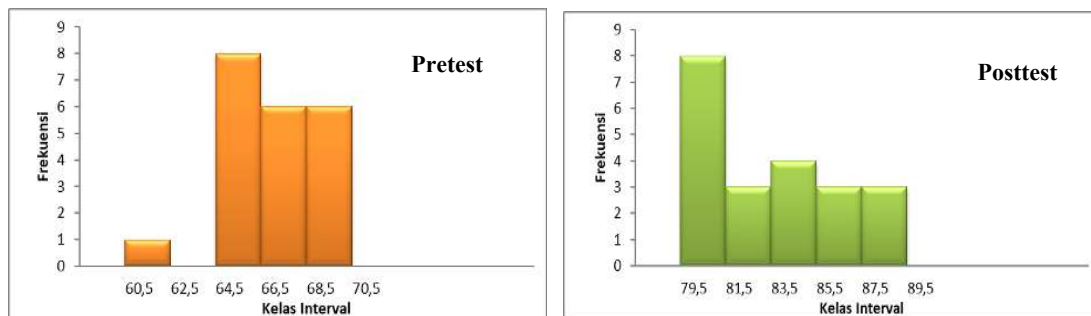
Selanjutnya, dilakukan uji homogenitas terhadap hasil pretest dan posttest. Hasil uji tersebut menunjukkan nilai $F_{hitung} (1,4310) < F_{tabel} (2,1200)$, yang berarti bahwa data pretest dan posttest memiliki varians yang homogen. Hal ini menunjukkan kesamaan populasi dari dua kelompok data, sehingga perbandingan nilai rata-rata dapat dilakukan secara valid. Dengan kata lain, perbedaan antara hasil data pretest dan posttest murni akibat perlakuan atau tindakan yang diberikan dalam penelitian.

Tabel 2. Hasil Uji Homogenitas Pretest dan Posttest

Kelompok	N	F0	$F_{t(0,05/n-1)}$	Kesimpulan
Y1Y2	21	1,4310	2,1200	Homogen

Berdasarkan hasil penilaian artikel mahasiswa pada pretest diperoleh nilai minimum 61, nilai maksimum 69, dengan nilai rata-rata sebesar 67,02, median 67, modus 66,10, serta standar deviasi 2.03. Hasil tersebut menunjukkan bahwa kemampuan awal mahasiswa dalam menulis artikel ilmiah masih berada pada kategori rendah. Namun, setelah dilakukan beberapa tindakan terhadap kegiatan penulisan artikel oleh mahasiswa, nilai posttest meningkat dengan rata-rata posttest 83,55, median 83,17, modus 80,73, dan standar deviasi 2,94.

Peningkatan nilai rata-rata dari 67,02 menjadi 83,55 menunjukkan adanya perubahan yang signifikan ke nilai yang lebih baik. Hasil ini menunjukkan bahwa Tindakan yang diberikan berupa integrasi AI dalam penulisan artikel mahasiswa serta seminar & webinar, terbukti efektif dalam meningkatkan kualitas tulisan ilmiah mahasiswa.



Gambar 1. Histogram Pretest (Y1) dan Posttest (Y2)

Histogram tersebut menunjukkan bahwa sebaran nilai pretest banyak terdapat pada interval rendah yakni 61-69, sementara nilai posttest bergeser ke interval yang lebih tinggi yaitu 80-88. Hasil ini memperjelas bahwa tindakan berupa Integrasi AI dalam penulisan akademik mampu memberikan peningkatan yang signifikan terhadap kemampuan menulis mahasiswa. Hasil ini sejalan dengan beberapa hasil penelitian yang menunjukkan bahwa pemanfaatan AI sebagai pendamping dalam penulisan akademik mampu meningkatkan keterampilan penulis serta meningkatkan kualitas tulisan (2–4).

Selain itu, hasil kuantitatif terkait peningkatan kemampuan menulis akademik siswa EFL diamati dari hasil kuesioner. Hasil kuesioner, yang didasarkan pada skala Likert (1-5), menunjukkan peningkatan yang signifikan. Hasil menunjukkan bahwa sebelum mengintegrasikan AI ke dalam penulisan akademik, skor rata-rata adalah 2,78. Setelah

mengintegrasikan AI ke dalam penulisan akademik, skor rata-rata meningkat menjadi 4,43, dengan peningkatan sebesar 1,65. Hasil ini menunjukkan bahwa integrasi AI memiliki dampak signifikan dalam meningkatkan kemampuan mahasiswa EFL untuk menghasilkan tulisan akademik yang akan diterbitkan dalam bentuk publikasi ilmiah.

Tabel 3. Hasil Kuesioner sebelum dan sesudah integrasi AI

Kuesioner	Total Score Sebelum Integrasi AI	Total Score Sesudah Integrasi AI	Peningkatan Score
1	2.90	4.50	+1.60
2	2.75	4.45	+1.70
3	2.80	4.40	+1.60
4	2.85	4.50	+1.65
5	2.70	4.30	+1.60
6	2.80	4.45	+1.65
7	2.65	4.35	+1.70
8	2.75	4.40	+1.65
9	2.90	4.45	+1.60
10	2.85	4.40	+1.55
Total Score	2.78	4.43	+1.65

2. Hasil Analisis Kualitatif

Data kualitatif diperoleh dari hasil wawancara dan observasi penggunaan AI dalam penulisan ilmiah serta hasil review terhadap artikel mahasiswa setelah dilakukan tindakan. Berdasarkan hasil wawancara dan observasi terhadap mahasiswa yang telah diberikan tindakan berupa Seminar Budaya, Seminar penyusunan Artikel, dan Pemanfaatan AI dalam penulisan ilmiah maka diperoleh data yang dapat dijabarkan sebagai berikut:

1. Peningkatan Penggunaan AI dalam Penulisan

- Setelah memperoleh tindakan, 90% mahasiswa mulai aktif menggunakan alat AI dalam penulisan mereka, seperti Grammarly untuk pengecekan tata bahasa dan Mendeley untuk pengelolaan referensi.
- AI kini menjadi alat yang lebih sering digunakan untuk memperbaiki kesalahan teknis, seperti tata bahasa, struktur kalimat, dan penyusunan referensi yang lebih terorganisir. Mahasiswa melaporkan bahwa penggunaan AI dalam hal ini membuat mereka lebih fokus pada analisis konten dan pengembangan ide.

2. Dampak Positif pada Kualitas Penulisan

- 70% mahasiswa merasakan peningkatan yang signifikan dalam kualitas tulisan mereka. Mereka merasa lebih mudah untuk menyusun artikel dengan aliran yang lebih baik, argumen yang lebih jelas, dan struktur yang lebih terorganisir. AI membantu mereka untuk memperbaiki kesalahan kecil, seperti ejaan dan konsistensi tata bahasa, yang mereka tidak sadari sebelumnya.
- Mahasiswa juga melaporkan bahwa AI membantu mengurangi kesalahan teknis yang sering terjadi, seperti kesalahan penulisan referensi, dan mereka merasa lebih yakin dengan hasil tulisan mereka setelah menggunakan AI.
- Hasil review artikel juga menunjukkan bahwa kualitas penulisan mahasiswa sudah baik; Artikel berisi kebaruan; Bahasa akademis yang mudah dipahami (sedikit kesalahan); Kerangka teori atau konseptual yang jelas;

Metodologi/pendekatan yang tepat; Logis dan terorganisir dengan baik; Penyajian temuan atau hasil yang jelas; dan Temuan terhubung dengan literatur dalam Pembahasan

3. Peningkatan Pemahaman dan Pengelolaan Referensi

- a) Setelah menggunakan AI, 95% mahasiswa merasa lebih mudah mengelola referensi menggunakan Mendeley dan Zotero, yang membantu mereka dalam penyusunan kutipan dan referensi secara otomatis. Ini membuat mereka merasa lebih yakin bahwa referensi mereka sudah terkelola dengan baik dan bebas dari kesalahan.
- b) AI juga membantu mahasiswa dalam mencari referensi (consensus, rabbit research) yang lebih relevan dengan topik budaya pesisir Banggai. Mahasiswa merasa lebih mudah menemukan sumber yang lebih kredibel dan valid terkait dengan tema budaya lokal ini.

4. Pengaruh terhadap Kreativitas dan Pemikiran Kritis

- a) Kreativitas mahasiswa tidak terhambat oleh penggunaan AI. Sebaliknya, sebagian besar mahasiswa (67%) merasa bahwa AI memberikan mereka waktu lebih banyak untuk fokus pada aspek kreatif dalam penulisan, seperti mengembangkan ide dan menyusun argumen yang lebih tajam tentang budaya pesisir Banggai.
- b) AI mempermudah mereka dalam mengorganisir dan memperbaiki tulisan teknis, sehingga mereka lebih bisa fokus pada analisis budaya, teori, dan pengembangan argumen yang lebih mendalam.
- c) 33% mahasiswa masih merasa bahwa AI belum cukup mendalam dalam membantu mereka menggali nuansa budaya lokal, karena beberapa referensi terkait budaya pesisir Banggai memerlukan penelitian lebih lanjut melalui riset lapangan atau wawancara langsung.

5. Pengaruh terhadap Pelestarian Budaya Pesisir Banggai

- a) Setelah implementasi AI, mahasiswa merasa bahwa artikel yang mereka tulis lebih terarah dan lebih berkontribusi pada pelestarian budaya pesisir Banggai. Dengan memanfaatkan AI, mereka bisa lebih cepat menemukan referensi yang relevan, yang mendukung argumen mereka mengenai budaya lokal.
- b) Seminar budaya dan seminar penulisan artikel ilmiah yang dilaksanakan memberikan pengetahuan tambahan mengenai cara mengangkat nilai budaya yang lebih kontekstual dalam tulisan mereka. Mahasiswa merasa bahwa AI dapat mendukung pelestarian budaya melalui penulisan ilmiah yang lebih terorganisir dan dapat dipublikasikan.
- c) Setelah dilakukan tindakan mahasiswa termotivasi untuk melakukan penelitian terkait budaya pesisir dan menuliskannya dalam bentuk artikel ilmiah yang tentunya dapat melestarikan budaya pesisir Banggai. Adapun judul artikel yang dihasilkan adalah:
 - 1) *Formulating English Equivalents of Culture Specific Terms in Banggainese Malabot Tumbe Ritual.*
 - 2) *Antropolinguistics study of Banggainese oral tradition Baode in South Buko*
 - 3) *Exploring the Potential of Local Literature of Banggai Coastal Culture as Reading Materials to Increase Students' Cultural and Critical Awareness.*
 - 4) *Symbolic Meanings and Social Functions of Traditional Dance of Banggai Tribes in the Context of Local Cultural Preservation*

- 5) *The Use of English Narratives in Promoting Banggai Coastal Culture Through Cultural Tourism*
- 6) *A Content Analysis of Undu-unduan as a Cultural Reflection of Saluan Ethnic Group.*
- 7) *Wedding Ritual Mompi'ohupi: Semiotics Approach*

Hasil kualitatif ini memperjelas bahwa tindakan utama berupa Integrasi AI dalam penulisan akademik mampu memberikan peningkatan yang signifikan terhadap kemampuan menulis mahasiswa. Hasil ini dilihat dari proses penulisan akademik dan hasil review artikel. Hasil ini sejalan dengan beberapa hasil penelitian yang menunjukkan bahwa pemanfaatan AI sebagai pendamping dalam penulisan akademik mampu meningkatkan keterampilan penulis serta meningkatkan kualitas tulisan (5–8).

Tak hanya itu, hasil ini menunjukkan bahwa integrasi AI dalam academic writing berhasil memberikan dampak dan kontribusi yang signifikan terhadap pelestarian budaya Pesisir Banggai melalui dokumentasi ilmiah. Hal ini sesuai dengan beberapa hasil temuan penelitian terkait pelestarian budaya melalui publikasi ilmiah (9,10). Artikel yang dihasilkan mahasiswa berisi kajian budaya Banggai yang perlahan mulai tak dikenal masyarakat. Melalui artikel ilmiah yang dipublikasikan, mahasiswa ikut berkontribusi dalam memperkenalkan dan melestarikan kembali Budaya Pesisir Banggai ke masyarakat umum dan generasi selanjutnya. Selain itu, hasil karya mahasiswa berupa tulisan ilmiah ini mampu memberikan nilai tambah bagi capaian IKU2 Universitas Tompotika Luwuk (11). Dari jumlah karya mahasiswa yang berada pada angka 0 di tahun 2024, di tahun 2025 akan memperoleh tambahan poin sebanyak 7 dari hasil tulisan mahasiswa program studi Bahasa dan Kebudayaan Inggris melalui artikel ilmiah mereka. Sehingga penelitian ini memiliki manfaat tak hanya meningkatkan keterampilan mahasiswa dalam menghasilkan tulisan ilmiah yang di publikasikan, tetapi juga berdampak terhadap pelestarian Budaya Pesisir Banggai, serta menambah capaian IKU2 Universitas Tompotika Luwuk Banggai.

D. STATUS LUARAN: Tuliskan jenis, identitas dan status ketercapaian setiap luaran wajib dan luaran tambahan (jika ada) yang dijanjikan. Jenis luaran dapat berupa publikasi, perolehan kekayaan intelektual, atau luaran lainnya yang telah dijanjikan pada proposal. Uraian status luaran harus didukung dengan bukti kemajuan ketercapaian luaran sesuai dengan luaran yang dijanjikan. Lengkapi isian jenis luaran yang dijanjikan serta mengunggah bukti dokumen ketercapaian luaran melalui BIMA.

Adapun luaran yang dijanjikan dari penelitian ini adalah artikel ilmiah yang akan dipublikasikan pada Jurnal Internasional bereputasi Scopus dan terbit HAKI dari Kementerian Hukum dan Hak Asasi Manusia. Berikut ini jenis, identitas dan status ketercapaian setiap luaran.

Luaran Yang Dijanjikan	Identitas	Status ketercapaian
Jurnal Internasional bereputasi Scopus Q3 (Luaran Wajib)	Studies In English Language and Education (SIELE) SJR Q1 link https://jurnal.usk.ac.id/SiELE/index)	Submit
HAKI (Luaran Tambahan)	Kementerian Hukum dan Hak Asasi Manusia	Draft

.....

E. PERAN MITRA: Tuliskan realisasi kerjasama dan kontribusi Mitra baik *in-kind* maupun *in-cash* serta mengunggah bukti dokumen pendukung sesuai dengan kondisi yang sebenarnya. Bukti dokumen realisasi kerjasama dengan Mitra dapat diunggah melalui BIMA.

Catatan:

Bagian ini wajib diisi untuk penelitian terapan, untuk penelitian dasar (KATALIS, Fundamental, Pascasarjana, dan Dosen Pemula) boleh mengisi bagian ini (tidak wajib) jika melibatkan mitra dalam pelaksanaan penelitiannya

Mitra dalam penelitian ini adalah bidang Kebudayaan, Dinas Pendidikan dan Kebudayaan Kabupaten Banggai. Adapun kontribusi mitra dalam penelitian ini meliputi:

- 1) Memberikan wawasan terkait pelestarian Budaya Pesisir Banggai kepada mahasiswa melalui kegiatan Seminar Budaya yang di bawakan langsung oleh Kepala Bidang Kebudayaan.
- 2) Menyediakan informasi terkait budaya pesisir banggai, tradisi masyarakat, dan kearifan lokal masyarakat pesisir Banggai
- 3) Memberikan data terkait Budaya Pesisir Banggai yang mendukung proses penelitian mahasiswa.

.....

F. KENDALA PELAKSANAAN PENELITIAN: Tuliskan kesulitan atau hambatan yang dihadapi selama melakukan penelitian dan mencapai luaran yang dijanjikan, termasuk penjelasan jika pelaksanaan penelitian dan luaran penelitian tidak sesuai dengan yang direncanakan atau dijanjikan.

Beberapa kesulitan dan hambatan yang peneliti hadapi dalam pelaksanaan penelitian:

- 1) Durasi waktu yang kurang efektif ketika membimbing mahasiswa dalam menyusun riset, mulai dari mengumpulkan data di lapangan, dan menganalisis data untuk di laporkan dalam hasil penelitian.
- 2) Keterlambatan dalam penyelesaian draft artikel ilmiah yang tidak sesuai dengan waktu penyelesaian yang di targetkan.
- 3) Selain itu kesulitan dalam menemukan jurnal tujuan yang sesuai dengan scope penelitian yang open access dan sesuai dengan dana penelitian yang disetujui dalam RAB.

.....

G. RENCANA TAHAPAN SELANJUTNYA: Tuliskan dan uraikan rencana penelitian selanjutnya berdasarkan indikator luaran yang telah dicapai, rencana realisasi luaran wajib yang dijanjikan dan tambahan (jika ada) di tahun berikutnya serta *roadmap* penelitian keseluruhan. Pada bagian ini diperbolehkan untuk melengkapi penjelasan dari setiap tahapan dalam metoda yang akan direncanakan termasuk jadwal berkaitan dengan strategi untuk mencapai luaran seperti yang telah dijanjikan dalam proposal. Jika diperlukan, penjelasan dapat juga dilengkapi dengan gambar, tabel, diagram, serta pustaka yang relevan. Jika laporan kemajuan merupakan laporan pelaksanaan tahun terakhir, pada bagian ini dapat dituliskan rencana penyelesaian target yang belum tercapai.

Berdasarkan indikator luaran yang telah ditargetkan, berikut langkah-langkah yang akan dilakukan untuk memastikan tercapainya luaran wajib yang telah di janjikan di proposal.

- 1) Mengecek manuscript artikel yang telah di submit ke jurnal tujuan secara berkala
- 2) Mengurus penerbitan HAKI artikel

Tahapan	Deskripsi	Jadwal
Mengecek manuscript artikel yang telah di submit ke jurnal tujuan secara berkala	Artikel yang telah di submit di cek sekala berkala untuk mengetahui progress artikel.	Bulan 10
Mengurus penerbitan HAKI artikel	Selanjutnya mengurus HAKI artikel yang telah di susun.	Bulan 11

H. DAFTAR PUSTAKA: Penyusunan Daftar Pustaka berdasarkan sistem nomor sesuai dengan urutan pengutipan. Hanya pustaka yang disitasi pada laporan kemajuan yang dicantumkan dalam Daftar Pustaka.

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PEMERINTAH KABUPATEN BANGGAI
DINAS PENDIDIKAN DAN KEBUDAYAAN

Jalan Jendral Ahmad Yani no. 12 Telp (0461) 21742 Luwuk
KABUPATEN BANGGAI-SULAWESI TENGAH

SURAT PERNYATAAN MITRA

Surat Nomor: 800-2.2/5455/BID.KEBUDAYAAN

Yang bertanda tangan di bawah ini,

Nama : **SUBRATA KALAPE, S.Sn**
NIP : **197807062010012010**
Instansi : Dinas Pendidikan Dan Kebudayaan Kabupaten Banggai
Bidang Kebudayaan
Jabatan : Kepala Bidang Kebudayaan
Nomor HP : 081245145253

Dengan ini menyatakan bahwa

1 Nama Peneliti : Nurlaela
Judul Penelitian : **Integrasi Artificial Intelligence Untuk Optimalisasi Riset dan Publikasi Mahasiswa Sebagai Strategi Pelestarian Budaya Pesisir Banggai**

2 Bidang Kebudayaan bersedia memberikan kontribusi terhadap kegiatan penelitian dengan rincian dan peruntukan sebagai berikut:

No	Bentuk Kontribusi
1.	Memberikan wawasan terkait pelestarian Budaya Pesisir Banggai kepada mahasiswa melalui kegiatan Seminar Budaya
2.	Menyediakan informasi terkait budaya pesisir banggai, tradisi masyarakat, dan kearifan lokal masyarakat pesisir Banggai, melalui buku-buku referensi dan interview.

Demikian surat pernyataan mitra ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Luwuk, 19-September-2025


SUBRATA KALAPE, S.Sn
NIP. 197807062010012010



DOKUMENTASI KEGIATAN

- 1) Penyerahan Data terkait Budaya Pesisir Banggai oleh Kepala Bidang Kebudayaan, Dinas pendidikan dan Kebudayaan kabupaten Banggai kepada Ketua peneliti.**



- 2) Interview terkait Budaya Pesisir Banggai oleh Peneliti dan Mahasiswa kepada narasumber/Kepala Bidang Kebudayaan, Dinas pendidikan dan Kebudayaan kabupaten Banggai**



3) Seminar Pelestarian Budaya Pesisir Banggai Melalui Riset dan Publikasi Ilmiah Mahasiswa

1. Pemaparan Materi oleh Narasumber, Bpk.Subrata Kalape, S.Sn (Kepala Bidang Kebudayaan)



2. Kegiatan tanya jawab oleh mahasiswa dan narasumber



Integrating AI into Academic Writing to Enhance EFL Students' Publications on Banggai Coastal Cultural Discourse

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Abstract

This study purposes to integrate Artificial Intelligence into academic writing to encourage EFL students' scientific publications on Banggai coastal cultural discourse. Specifically, it focuses on the impact of Artificial Intelligent toward EFL students' scientific publication as local wisdom preserving. The study used mix-method approaches with sequential explanatory design which combines between quantitative data and qualitative data. Quantitative data were collected by questionnaire and pretest & posttest of academic writing skill, while qualitative data were collected through observation, in-depth interviews, and content analysis of students' scientific article. Data were collected from 21 EFL students of English Language and Culture Study Program. The study results showed that the integration of Artificial Intelligence in academic writing instruction is not only significantly enhance the quantity and quality of EFL students' academic writing, but also be a strategic approach to support cultural preservation through publication. It proved by the quantitative analysis indicated significant improvement in EFL students' academic writing. It can be showed from questionnaire result, which is improve from 2.78 to 4.43, and also pretest and posttest result, which is the value of Ftable (2,1200) which is greater than the value of Fcount (1,4310). Further, qualitative result presented that EFL students able produce academic writing and publication about Banggai coastal culture. It also increased the students' awareness about the role of publication as medium for cultural preservation. This study contributes to provide

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Citation in APA style: Last Name, Initial of First Name. (Year). Title of article. *Name of Journal*, Vol. Number(Issue Number), Beginning page-End page.

Received Month Date, Year; Revised Month Date, Year; Accepted Month Date, , Year; Online Month Date, Year

DOI: xxxx.xxxx.xxxx

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strategy for integrating AI in producing high-quality publication, and the preservation of Banggai coastal culture through scientific publications.

Keywords: Artificial Intelligence, Academic Writing, EFL Students' Publication, Preservation, Banggai Coastal Culture.

1. INTRODUCTION

In the recent study, academic writing constitutes primary component in establishing research quality and intellectual contribution in higher education. Beyond functioning as a means to conveying research finding and scientific thinking, academic writing also represents as primary indicator in assessing students' competence as well as research quality and publication (du Plooy et al., 2025; Mahayosnand, 2024; Patriotta, 2017; Raitskaya & Tikhonova, 2022). Moreover, this process plays a crucial role in enhancing students' critical thinking in generating publication (Isakova & Bozorov, 2025; Teng & Yue, 2023; Yeni et al., 2025). Publication has become primary means in spread widely the research result, and give significant contribution toward knowledge and culture development (Trueblood et al., 2025). Thus, scientific publication not only crucial for students' academic competence, but also an integral part of international academic recognition.

In Indonesia, particularly in Banggai coastal area, there are significant challenges for students in producing high-quality research. Almost students encounter difficulties in composing academic writing for publication. In line with technology advancement, the emergence of AI technology indicates its potential in supporting academic writing and scientific publication. AI able to optimize academic writing process, and help the students in writing high-quality (Pividori & Greene, 2024; Zhao, 2023).

The utilization of AI in academic writing has rapidly developed in recent years. AI provides numerous features in academic writing procedures such as searching relevant references, idea development, and enhancing writing quality (Bista & Bista, 2025; Malik et al., 2023; Wahyuningsih, 2024). Previous studies have extensively explored and examined about this matter. A number of studies examined the impact of integrating AI in academic writing can enhancing the quality of academic writing and research efficiency (Dergaa et al., 2023; Virlan & Tomak, 2025). In addition, the process of AI-assisted academic writing transforming into enjoyable activity and producing high quality writing (Lin, 2025). Furthermore, the application of AI remains necessary the critical thinking through balancing AI feedback and author's expertise (Khuder, 2025; Walter, 2024). All those studies emphasize the impact of AI in writing quality and author's critical thinking.

Despite many studies investigated integrating AI in academic writing, there remains a lack of investigated academic writing related to Banggai coastal culture. Earlier studies have focus on the writing technical and ethical. Several studies discovered that AI in academic writing require precedence the writing ethical to overcome plagiarism, bias, and misinformation, to guarantee writing integrity remain well maintained (Bjelobaba et al., 2025; Bozkurt, 2024; Rentier, 2025; Ugwu et al., 2024). Such studies are unsatisfactory because they not explained about cultural sensitivity term in the academic writing ethical and integrity. Another study examined about the impact of AI in the field of culture, art, and creativity (Menotti, 2025), but that AI limited to being a cultural archive, did not explain AI as a tool in writing related to culture. In addition, different study highlighted local culture as academic writing topic by used two strategies including culture understanding and cultural topics need (Siumarlata & Arrang, 2023). This result also unclears, because it overlooks the integrating of AI in academic writing strategies, as well as strategies employed to maintain the writing ethical, academic writing integrity, and cultural sensitivity. Therefore, it is necessary to investigated how the integration of AI in academic writing that focused local culture topic, namely Banggai coastal culture. This is important because it can contribute to academic writing skill, while also impacting the preservation of local culture through scientific documentation.

Considering this, the study aims to fill the gap by examining how integration of AI in support EFL students in enhance their academic writing quality through publication, especially related to Banggai Coastal culture discourse. Specifically, this study purposed to answer two research questions:

1. How does the integration of AI in academic writing improve the quality and effectiveness of EFL students' publication on the topic of Banggai coastal culture?
2. What impacts does AI-assisted in academic writing have on the representation of Banggai coastal culture in EFL students' publication?

By investigating the integration of AI into academic writing for EFL students' publication about Banggai coastal culture, this study revealed how the AI serves as cognitive sources and cultural bridge in academic writing. This finding supports advancement in academic writing paradigm, which is not only enhancing the quality and efficiency of EFL students' academic writing, but also assist in and accelerate publication process. Moreover, this study contributes to providing insight and supporting strategies of preservation Banggai coastal culture through academic publications.

2. LITERATURE REVIEW

2.1. AI in Academic Writing

The emergence of artificial intelligence (AI) has profoundly influenced academic writing practices across higher education and research. AI-powered writing tools such as ChatGPT, Grammarly, Elicit, and Research Rabbit have demonstrated substantial potential to support students and researchers in generating ideas, improving linguistic accuracy, and enhancing structural coherence in manuscripts. Scholars argue that AI functions as a "writing partner" that reduces the cognitive load of mechanical tasks, allowing writers to focus more on conceptual depth and originality (Chanpradit, 2025; Namaziandost, 2025; Zhuang et al., 2025)).

Several studies highlight the pedagogical benefits of AI in academic writing. (Parker et al., 2024) found that doctoral students using AI-supported feedback developed stronger argumentation and organizational skills. Similarly, (Marzuki et al., 2023) observed that AI-assisted revisions improved content development and IMRAD structure compliance in student essays. AI also supports literature synthesis by mapping thematic connections and generating structured outlines (Ma, 2025), thus facilitating more efficient engagement with large volumes of academic sources.

However, the literature consistently warns against over-reliance on AI. Ethical concerns surrounding plagiarism, authorship, and transparency have become pressing issues (Dergaa et al., 2023). A researcher demonstrated that students may underreport the extent of AI involvement in their writing, raising questions about integrity in academic assessment (Radtke & Rummel, 2025). Furthermore, AI's reliance on pre-trained models introduces risks of hallucination, cultural bias, and insufficient contextual sensitivity, particularly in disciplines that require local or indigenous perspectives (Foka & Griffin, 2024).

Overall, the consensus in the literature is that AI enhances the technical quality of academic writing but cannot substitute for human creativity, critical thinking, and contextual expertise. The future of AI in academic writing is envisioned not as a replacement of human authorship, but as an augmentation tool that requires ethical guidelines, institutional regulation, and reflective practice among writers (Gao et al., 2025; Lin, 2025).

2.2. Academic Publications Quality

The quality of academic publications is a central concern in higher education and research, particularly in the context of increasing global competition and international ranking systems. Academic quality is commonly evaluated through originality, methodological rigor, coherence of arguments, ethical standards, and the impact of dissemination (Octaberlina et al., 2024; Okina, 2024; Shuping, 2025). High-quality publications not only contribute to the advancement of knowledge but also serve as indicators of institutional performance and researcher productivity.

Several scholars argue that the novelty of research remains the foremost criterion for quality, as it demonstrates the ability of scholars to extend existing theories or challenge conventional perspectives (Parker et al., 2024). Equally important is methodological soundness, which ensures that findings are credible, reproducible, and scientifically valid (Marzuki et al., 2023). For journals indexed in Q1 databases, strict adherence to international reporting standards such as IMRAD (Introduction, Methods, Results, and Discussion) is regarded as essential to guarantee transparency and replicability.

Moreover, the clarity and coherence of writing are highlighted as determinants of publication quality. Well-structured manuscripts with logical argumentation enhance readability and comprehension, thereby increasing the likelihood of acceptance in prestigious journals (Lin, 2025). In this regard, academic writing support, including the use of AI-assisted tools, has emerged as a significant factor in improving surface-level quality such as grammar, style, and citation accuracy. However, while AI tools enhance technical aspects, they cannot substitute for the critical thinking and creativity required to develop substantive scholarly contributions (Radtke & Rummel, 2025).

Another dimension is ethical compliance, particularly with respect to plagiarism, authorship transparency, and data integrity (Dergaa et al., 2023). The enforcement of ethical standards contributes to maintaining trust in academic publishing. Scholars also note that pressures to publish in indexed journals may lead to “quantity over quality” phenomena, which risk undermining the credibility of research outputs (van Niekerk et al., 2025a).

Finally, impact and visibility are increasingly emphasized as components of publication quality. Citation metrics, journal impact factors, and alternative metrics (e.g., downloads, social media attention) are used to measure the influence of publications (Patriotta, 2017). However, debates persist about whether such metrics adequately capture the societal and cultural value of research outputs, especially in fields such as education and cultural studies (H. Zhang & Mace, 2021).

In sum, the literature demonstrates that quality in academic publications is multi-dimensional, encompassing originality, methodological rigor, writing clarity, ethical integrity, and measurable impact. While technological tools such as AI can assist in improving technical presentation, the essence of quality remains grounded in human scholarly contributions, ethical responsibility, and relevance to both academic and societal needs.

2.3. Cultural Preservation Through Academic Publications

Cultural preservation has become an increasingly significant concern in the face of globalization and the rapid homogenization of identities across communities. Academic writing is recognized not only as a scholarly exercise but also as a vehicle for documenting, archiving, and transmitting cultural heritage. Scholars argue that when local traditions, oral histories, and indigenous practices are transformed into scholarly publications, they achieve visibility beyond their geographic boundaries, allowing cultures to be preserved for future generations and integrated into global academic discourse (H. Zhang & Mace, 2021; J. Zhang, 2025).

One major strand of research highlights that academic writing enables systematic documentation of intangible heritage—such as rituals, folklore, and linguistic practices—that might otherwise be lost due to modernization or migration (Foka & Griffin, 2024). In this sense, academic texts serve as repositories of cultural knowledge that can be accessed by both local and international audiences. Furthermore, by adhering to rigorous research methods, academic writing

validates cultural practices within recognized epistemic frameworks, ensuring that local knowledge is taken seriously as scholarly knowledge (Smith, 2021).

Another critical dimension is the ethical responsibility inherent in cultural documentation. While AI tools and digital platforms accelerate transcription, translation, and thematic analysis of cultural materials, they cannot replace human sensitivity to nuance, context, and community engagement (van Niekerk et al., 2025b). The literature emphasizes that cultural preservation through writing should be collaborative, involving local stakeholders to ensure accuracy, authenticity, and respect for cultural ownership (Smith, 2021).

Recent scholarship also stresses the transformative potential of academic writing as an advocacy tool. By publishing cultural narratives, researchers not only preserve heritage but also influence policy-making, education, and intergenerational transmission of knowledge (Kroskrity, 2010). Thus, academic writing transcends its role as an academic requirement and becomes a form of cultural activism.

Overall, the literature establishes that cultural preservation through academic writing requires a balance between methodological rigor, ethical responsibility, and contextual sensitivity. Technology, including AI, may enhance efficiency in cultural documentation, but human authorship remains central to ensuring that preserved knowledge remains authentic, respectful, and representative of the communities from which it originates.

3. METHODS

3.1. AI in Academic Writing

This study was conducted at tertiary institution in Indonesia, namely Universitas Tompotika Luwuk. The participants were 21 students in the fifth semester, from English language and Culture study program. Participants were chosen by using purposive sampling. They were EFL students with Indonesian as their first language, and had been learning English for 5 years. They have completed course in the fundamentals of writing and research, including paragraph writing, essay writing, research methodology, and data analysis. Most importantly, the participants possess foundational knowledge related to writing and research. The participants expected get significant insight about how AI assist them in writing academic publication related Banggai coastal culture discourse.

3.2. Research Design

This study employed mix-method design through combining quantitative and qualitative approach. This research design provides more comprehensive result due to the combining of objective quantitative and deep qualitative (Creswell & Creswell, 2018). Quantitative approach utilized to measure the improvement of students' competence in academic writing after integrated AI as assistant writing. This approach provided clear representation of the variable change, namely EFL students' academic writing and publication. This approach used pretest post-test, and questionnaire in collecting the data about enhancement students' writing skill after integrated AI in academic writing process. Subsequently, qualitative approach adopted to explore EFL students' experience in integrating Ai in academic writing for publication related to Banggai coastal culture.

3.3. Data collection instruments

There were two instruments used in collecting the data, namely quantitative and qualitative. Quantitative data were collected by instruments such as questionnaires and writing proficiency test before and after integrated AI into academic writing instructions (pretest & posttest). The questionnaire utilized for measuring students' knowledge, competence, and skill before and after integrated AI into academic writing process for publication. It consists of several questions which is related their knowledge, competence, and skill.

Table 1. Questionnaire.

Before Integrating AI into academic writing	
1	To what extent do you understand the basic concept academic writing (structure, writing style, citation, referencing)?
2	Do you feel that your language of academic writing is sufficient to write quality academic publication?
3	To what extent do you understand Banggai coastal culture as a research topic/discourse?
4	What are the main challenges you face in understanding and researching Banggai coastal culture?
5	How would you rate your ability to write a scientific paper related to Banggai coastal culture before this?
6	Do you face difficulties in structuring your academic paper (Introduction, Literature Review, Methodology, Result, and Discussion)?
7	To what extent do you feel capable of searching for, selecting, and managing relevant references when writing an academic paper?
8	Have you ever used any software or tools to manage references (eg. Zotero, Mendeley, EndNote)?
9	How effective do you find these tools in assisting your academic writing?
10	What is the biggest challenge you face when writing scientific publication related to Banggai coastal culture?
After Integrating AI into academic writing	
1.	To what extent did the use of AI help you understand the basic concepts of academic writing?
2.	Do you feel it is easier to write academic papers after integrated AI?
3.	To what extent did AI help you understand Banggai coastal culture as research topic or discourse?
4.	In what way did AI help you understand Banggai coastal culture?
5.	How would you rate your ability to write a scientific paper after integrated AI into academic writing?
6.	Did AI help you in structuring your academic writing more effectively?
7.	To what extent did AI help you search for, select, and manage relevant references when writing an academic paper/publication?
8.	Do you feel more efficient in managing references after using AI?
9.	What is the biggest change you experienced in the academic writing process after integrated AI into academic writing?
10	To what extent do you feel AI impacted the quality of your academic publications, especially those related to Banggai coastal culture?

Meanwhile, qualitative data employed interview, observation, and documentation study as the instruments in collecting the data. The interview designed to explore EFL students' perception about the integrating of AI in academic writing process, writing challenges, and how they perceive AI in the context of Banggai coastal culture preservation. Besides interview, observation toward EFL students' writing process is also conducted for obtain more comprehensive understanding about the integration of AI into academic writing. The last is documentation study, which is obtained from article result analysis.

Table 2. Assessment guideline for student's article manuscript.

Basic Elements	
1.	The paper fits the scope
2.	The title is clearly stated and relevant
3.	The abstract summarizes the paper well
Content Quality	
1.	Novelty or original contribution
2.	Clear theoretical or conceptual framework
3.	Appropriate methodology/approach
4.	Clear presentation of findings or results
5.	Findings connect to the literature in the Discussion
6.	Practical/theoretical implications stated
Structure and Writing	
1.	Logical and well-organized
2.	Understandable academic language (few errors)
3.	Current references and properly formatted

3.4. Procedures

The study begins with preliminary study for understanding the integration of AI into academic writing in enhancing EFL students' research and publication. This study purposed exploring types and strategies in integrating AI into academic writing especially for scientific publication related to Banggai coastal culture. Furthermore, obstacle identification faced by EFL students was carried out. The obstacles included constraints the information access, difficulties in analyzing the data, and limitation of academic writing skill. Subsequently, writing proficiency test and questionnaire were conducted to obtain EFL students' competence in academic writing before integrated AI into academic writing instructions. The next step is integrating AI into academic writing process. There were several types of AI used in supporting academic writing process namely ChatGPT, Jenny, Grammarly, ReserachRabbit, Consensus, Turnitin, Mendeley, Zotero, and others. Each type of AI has specific functions such as generate the idea, verifying grammar, plagiarism checker, managing reference, searching literatures, and others. Following this, quantitative and qualitative analysis were undertaken. The analysis conducted to investigating changes that occur in the term of quantity and quality of EFL students' academic writing for publication before and after integrating AI into academic writing process. Quantitative analysis purposed to evaluate EFL students' competence from their academic writing result, and qualitative analysis focused to students experience in doing academic writing for publication by integrating AI. The last step, evaluation was conducted to assess the contribution of EFL students' academic writing in publication toward the preservation of Banggai coastal culture.

3.5. Data Analysis

3.5.1. *Quantitative Analysis*

Quantitative analysis used data which is collected by two instruments namely pretest and posttest of EFL students' academic writing in publication, and questionnaire to measure EFL students' perception toward integrating of AI into academic writing. Pretest and posttest employed to compare the alteration in the quality of EFL students' written work before and after integrated AI into academic writing. EFL Students' academic writing in the manuscript form will be assessed based on the criteria in table 2. Pretest and posttest result analyzed by using descriptive statistical techniques to illustrate changes in the average writing scores, as well as t-test to assess whether significance alterations between pretest and posttest score. Moreover, data analysis from questionnaire used to evaluate EFL students' perceptions toward the integrating of AI into academic writing in enhancing their publications

3.5.2. *Qualitative Analysis*

It used thematic analysis from interview result, observation, and documentation study. Interview result was transcribed and analyzed for finding primary theme related to their experience in using AI into academic writing for publication. It analyzed EFL students' academic writing process, the challenges faced by students, and the benefit experienced by student after integrated AI into academic writing process. This result gave significant insight about factors which affects EFL students' perception related to that. Next, observation of EFL student's' writing process also conducted to identify how the students interact in the writing process. It served contextual data toward the utilization of AI in the real context, and provided description about how AI affects EFL students writing skill and competence. The last is documentation study, which is evaluation of the students' manuscript that will be published. It purposed to measure the quality of the students' manuscript. The evaluation consists of some criteria such as clear theoretical or conceptual framework, appropriate methodology/approach, clear presentation of findings or results, logical and well-organized, understandable academic language (few errors), and others. This qualitative analyzed was expected to explore broader and deeper impact related to integrating AI into academic writing for publication related to Banggai coastal culture. The study begins with preliminary study for understanding the integration of AI into academic writing in enhancing EFL students' research and publication. This study purposed exploring types and strategies in integrating AI into academic writing especially for scientific publication related to

Banggai coastal culture. Furthermore, obstacle identification faced by EFL students was carried out. The obstacles included constraints the information access, difficulties in

4. RESULTS

This research aims to integrate AI technology to optimize research and publications based on local culture, thereby improving EFL students' academic writing skills and contributing to the preservation of Banggai's coastal culture. In this research activity, several steps have been taken to enhance students' ability to produce high-quality scientific articles. The first action taken was the implementation of cultural seminars, which aimed to provide EFL students with an understanding of the cultural conditions on Banggai coast and the importance of preserving local cultural heritage through scientific writing. Furthermore, a webinar on scientific writing strategy was held, which included basic techniques of scientific writing and strategies for writing article that is worth to be published. The next stage involved providing EFL students with assistance on how to utilize AI to support the research publication process.

After gaining an initial understanding of the coastal culture of Banggai and the strategy for compiling scientific articles from experts, the next stage involves EFL students conducting a series of research processes. The research activity began by compiling a proposal, accompanied by lecturers, and implementing the type of AI that supports the process. Seven research projects on Banggai coastal culture were conducted by involving three students on each who actively participated in every stage of the research process. The following is the title of the research carried out by the students.

Table 3. Research titles and authors.

Authors	Research Titles
Rahmi N. Yadalia; Indah Apriyani; & David Beckham	Antropolinguistics study of Banggainese oral tradition Baode in South Buko
Indriyani; Nurhaliza Noma; & Yori Mahendra	Formulating English Equivalents of Culture-Specific Terms in Banggainese Malabot Tumbe Ritual
Nurafni Azzahra Dg. P; Kasih Marshella, & Mifta Zaliani	Exploring the Potential of Local Literature of Banggai Coastal Culture as Reading Materials to Increase Students' Cultural and Critical Awareness.
Lisela Gacinda P; Fatmawati; & Putri Salsabila	Symbolic Meanings and Social Functions of Traditional Dance of Banggai Tribes in the Context of Local Cultural Preservation
Faradifa S. Lampadjoa; Agustian Laya; & Filla Akbar	The Use of English Narratives in Promoting Banggai Coastal Culture Through Cultural Tourism
Peni Lombua; Sri Julikasari; & Maria lumantow	A Content Analysis of Undu-unduon as a Cultural Reflection of Saluan Ethnic Group.
Marshanda Anggraeni; Sintia; & Novi Dwi Hipan	Wedding Ritual Mompi'ohupi: Semiotics Approach

Furthermore, students collected the data in accordance with their respective research objectives. In the research entitled "Formulating English Equivalents of Culture Specific Terms in Banggainese Malabot Tumbe Ritual", student members, accompanied by supervisors, collected data in two villages where the molabot tumpe ritual was located by meeting directly with cultural experts, traditional leaders, and cultural practitioners. The similar approach was taken by students conducting research on "A Content Analysis of Undu-unduon as a Cultural Reflection of Saluan Ethnic Group". They collected data through discourse/story analysis, as well as direct interviews with resource persons related to the folklore of the Saluan tribe. Similar activities were conducted by all students in accordance with their assigned research titles.

After completing the data collection process, students moved on to data analysis and article writing process under the guidance of their supervisors. The activity of preparing this article

manuscript was carried out by utilising various types of AI that support scientific article writing activities, such as ChatGPT, Grammarly, DeepL, Consensus, Research Rabbit, MonkeyLearn, TurnitinAI, and other AI tools. The process of using AI still follows the code of ethics for academic writing to avoid violations of the code of ethics and plagiarism. In the final stage, the manuscript that has been completed is reviewed by national journal reviewers before entering the submission process. Of the 7 research articles, 3 articles are already in the submission process, and 4 articles are still in the process of being prepared for submission.

This stage provides a significant improvement in the quantity and quality of publication of student articles. This study uses a mixed-method design with a concurrent embedded strategy model, which involves quantitative and qualitative methods used together. The following are the findings of this study, reviewed from the analysis of quantitative and qualitative data.

4.1. Quantitative result of Integrating AI into academic Writing

Quantitative data were obtained from the results of EFL students' academic writing assessments before being given actions (pretest) and after being given actions (posttest). The assessment of the results is based on the assessment indicators of scientific articles, that can be seen on the table 2. Quantitative data analysis began by conducting a pretest and post-test data normality assessment using the Lilliefors test. The results found that the pretest data had a value of 0.1816. Meanwhile, the posttest data has a value of 0.0708. When it is compared to L_{table} , the pretest and posttest data have $L_{count} < L_{table}$ (0.190). Thus, the results indicate that the research data are distributed normally.

Table 4. Normality Test Results of Pretest and Posttest Data.

Team	N	L_{count}	L_{table}	Conclusion
Y1	21	0,1816	0,190	Normal
Y2	21	0,0708	0,190	Normal

Furthermore, a homogeneity test was carried out on the results of the pretest and posttest. The test results showed the value of F_{count} (1.4310) $< F_{table}$ (2.1200), which means that the pretest and posttest data have homogeneous variance. This shows the similarity of the populations of the two data groups, so that the comparison of the average values can be valid. In other words, the difference between the results of the pretest and posttest data is purely due to the treatment or action given in the research.

Table 5. Pretest and Posttest Homogeneity Test Results.

Team	N	F_0	$F_{t(0,05/n-1)}$	Conclusion
Y1Y2	21	1,4310	2,1200	Homogenic

Based on the results of the assessment from students' articles in the pretest, a minimum score of 61, a maximum score of 69, with an average score of 67.02, a median of 67, a mode of 66.10, and a standard deviation of 2.03. These results show that students' initial ability to write scientific articles is still in the low category. However, after several actions were taken on article writing activities by students, the posttest score increased with an average posttest of 83.55, a median of 83.17, a mode of 80.73, and a standard deviation of 2.94. The increase in the average score from 67.02 to 83.55 indicates a significant change to a better score. From the data table 5, it is apparent that integrating AI into student article writing, as well as seminars and webinars, have proven to be effective in improving the quality of students' scientific writing.

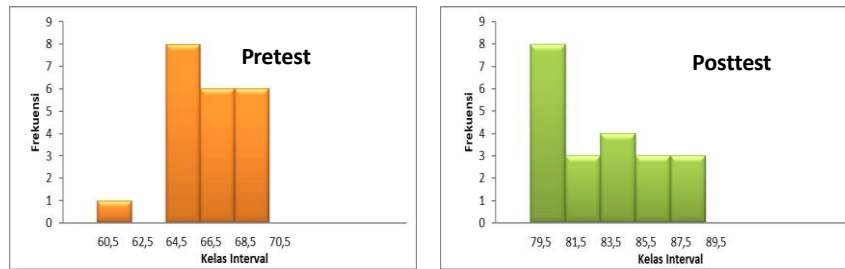


Figure 1. The comparison of results.

The histogram shows that the distribution of pretest scores is mostly found at low intervals, namely 61-69, while posttest scores shift to higher intervals of 80-88. These results make it clear that actions in the form of AI integration in academic writing are able to provide a significant improvement in EFL students' writing skills. These results are in line with several research results that show that the use of AI as a companion in academic writing is able to improve writers' skills and improve the quality of writing.

Table 6. Questionnaire Result.

Questionnaire	Before Integrating AI (Average Score)	After Integrating AI (Average Score)	Score Improvement
1	2.90	4.50	+1.60
2	2.75	4.45	+1.70
3	2.80	4.40	+1.60
4	2.85	4.50	+1.65
5	2.70	4.30	+1.60
6	2.80	4.45	+1.65
7	2.65	4.35	+1.70
8	2.75	4.40	+1.65
9	2.90	4.45	+1.60
10	2.85	4.40	+1.55
Total Score	2.78	4.43	+1.65

Moreover, the quantitative result related to the improvement of EFL students' ability to write academic writing were observed from the questionnaire results. The questionnaire results, based on a Likert scale (1-5), showed a significant improvement. The results show that before integrating AI into academic writing, the average score was 2.78. After integrating AI into academic writing, the average score increased to 4.43, an increase of 1.65. These results show that the integration of AI has a significant impact on improving EFL students' ability to produce academic writing that will be published in the form of scientific publications.

4.2. Qualitative Result of Integrating AI into academic Writing

Qualitative data was acquired from a sequence of comprehensive process encompasses deep interview, observation toward the integrating of AI into academic writing related to Banggai coastal culture, along with a critical examination after intervention. The data not only limited to the utilization of AI into academic writing, but also included EFL students' experience, perspective, and responses. Therefore, the data served a comprehensive insight related to learning dynamics, challenges, and opportunity in integrating AI into academic writing. There is the qualitative result.

4.2.1. Improvement of AI integration into academic writing

Subsequent to the intervention, 90% students began to engage AI integration into academic writing, such as Grammarly for verifying grammar, ChatGPT for generating the idea, Turnitin for plagiarism checker, Mendeley and Zotero for managing reference, Consensus and Rabbit-

Research for searching literatures, and others. Then, students reported the integrating of AI into academic writing helped them more focused in content analysis and generating idea.

One participant commented: “I am not familiar with that type of AI; I have only used ChatGPT. However, after this, I now know that there are many types of AI that can assist in the process of writing scientific articles. For example, consensus is very helpful in finding references that are relevant to the topic.....’

4.2.2. Impact of AI into academic writing

70% of EFL students reported a significant improvement in their academic writing quality. They stated it easier to write articles with better flow, clearer arguments, and a more organized structure. AI helps them correct small errors, such as spelling and grammatical consistency, that they were previously unaware of. Students also reported that AI helped reduce frequent technical errors, such as reference writing mistakes, and they felt more confident in their writing results after using AI. The results of the article review also showed that the quality of EFL student writing was already good; the articles contained novelty; the academic language was easy to understand (few errors); the theoretical or conceptual framework was clear; the methodology/approach was appropriate; the writing was logical and well-organized; the presentation of findings or results was clear; and the findings were connected to the literature in the discussion.

As one interviewee put it: “After using AI tools such as Grammarly, Consensus, ChatGPT, and Mendeley, I feel that they have greatly helped me in my writing. In addition, I feel that my writing has improved because I can identify and correct my mistake.”

4.2.3. Improvement of Understanding and References Management

Subsequent integrating AI into academic writing, 95% of EFL students found it easier to manage references using Mendeley and Zotero, which helped them automatically generate citations and references. This made them feel more confident that their references were well-managed and free of errors. AI also helped students find references (consensus, rabbit research) that are more relevant to the topic of coastal culture in Banggai. Students perceived it easier to find more credible and valid sources related to this local culture theme.

For example, one interviewee said: “Previously, I had difficulty finding references that were relevant to the topic of my writing. I usually just used Google to search for references, so often the references were not relevant to the topic of my writing. However, with the knowledge provided about types of AI such as Consensus and Research Rabbit, it has been very helpful in making it easier for me to obtain many references that are relevant to my research topic.”

4.2.4. The Impact on Creativity and Critical Thinking

Student creativity is unimpeded by integrating AI. Conversely, most students (67%) revealed that AI gives them more time to focus on the creative aspects of writing, such as developing ideas and constructing sharper arguments about Banggai's coastal culture. AI helped the students easier in organizing and improving technical writing, allowing them to focus more on cultural analysis, theory, and deeper argument development. In addition, 33% of students perceived that AI is not deep enough to help them explore the nuances of local culture, as some references related to Banggai's coastal culture require further research through field studies or direct interviews.

Talking about this issue an interviewee said: “I still use my critical thinking skills. That means I don't just copy and paste from AI. I still develop my own ideas, and AI only helps me, not replace me”

4.2.5. The Impact on The Preservation of Banggai coastal culture

After AI implementation, students perceived the articles they wrote were more focused and contributed more to the preservation of Banggai's coastal culture. By utilizing AI, they were able

to find relevant references more quickly, which supported their arguments regarding local culture. Moreover, the cultural seminars and scientific article writing seminars provided additional knowledge on how to incorporate more contextual cultural values into their writing. EFL students felt AI could support cultural preservation through more organised and publishable scientific writing. Subsequent the intervention, students were motivated to conduct research related to coastal culture and write it in the form of a scientific article, which would certainly help preserve Banggai's coastal culture.

Commenting on the impact on preservation of Banggai coastal culture, one of the interviewees said: "By integrating AI into the writing process, I can compose scientific articles related to my culture. The article I composed is titled 'Formulating English Equivalents of Culture-Specific Terms in Banggainese Malabot Tumbé Ritual'. So, I can contribute to preserving my culture through my scientific writing in the form of publications."

These results clarify that the main intervention namely integrating AI into academic writing is capable of significantly improving EFL students' writing abilities. This is evident from the academic writing process and the results of article reviews. This result aligns with several research findings indicating that integration of AI-assist into academic writing can improve writing skills and enhance the quality of writing. Furthermore, this result demonstrates that integrating AI into academic writing successfully provides a significant impact and contribution to the preservation of Banggai Coastal culture through scientific documentation. This is consistent with several research findings related to cultural preservation through scientific publications. The article produced by the EFL students contains a study of Banggai culture, which is gradually unrecognized by society and became extinct. Through the publication of scientific article, students contribute to reintroducing and preserving Banggai's coastal culture for the general public and future generations. Therefore, this research not only benefits students by improving their skills in producing published scientific writing, but also impacts the preservation of Banggai Coastal Culture.

5. DISCUSSION

This study demonstrated the integration of AI into Academic Writing Instruction to Enhance EFL Students' Publications on Banggai Coastal Cultural Discourse. It revealed that the integration of AI into academic writing plays a significant role in the quality and efficiency of EFL students' academic writing related to the topic. The utilization of AI including processing natural language and data analysis, has been proven to be capable assist EFL students in generating structured idea, enhancing language proficiency, and facilitate the identification of relevant references. This present finding substantiates previous study which indicated that AI capable in expedited and facilitated academic writing process, particularly in idea organization and quality enhancement (Goyibova et al., 2025; Johnson & Paulus, 2024; Marzuki et al., 2023; Song & Song, 2023). Moreover, integration of AI into academic writing facilitates EFL students generates high quality article, especially about Banggai coastal culture.

Furthermore, this finding investigated that the integration of AI into academic writing instruction not only focused to the writing technique, but also give positive effect concerning to in-depth analysis and argument quality in the academic writing. In Banggai coastal culture discourse, AI facilitated in accessing and analyzing a lot of relevant topics. This is in line with the research which demonstrate that AI enrich writers' understanding related to the cultural topic through comprehensive and representative data presentation (Münster et al., 2024; Tao et al., 2024). Therefore, integration of AI is appropriate effective tool in academic writing in enhancing the quality of articles related to Banggai coastal culture.

However, the finding of this study also underscore challenge in integrating AI into academic writing, namely necessity maintaining balance between utilization of AI and individual intellectual ability. As discussed in various studies, the utilization of AI into academic writing should be conducted with consideration to ethical dimensions. As a result, it prevented over-

reliance of technology that can decrease creativity and originality (Mohammed et al., 2024; Sanusi & Olaleye, 2022; Shuping, 2025; William, 2024; Ziar, 2024). Accordingly, it is crucial to verify that EFL students persist in developing their critical thinking in academic writing process, thus AI contributes as a supporting tool rather than replace their intellectual proficiency.

Additionally, this study revealed that EFL students' academic writing in publication that generated from integration of AI provide significant contribution toward preservation of Banggai coastal culture. Academic writing in scientific publication not merely function as a medium in enhancing scholarly knowledge, but also as a crucial means in documenting, disseminating, and preserving values of Banggai coastal culture. Recent studies (Shehu, 2024; Trueblood et al., 2025; J. Zhang, 2025) reported that scientific publication holds a significant role in preserving culture, because scientific data provides comprehensive and accurate description concerning to culture.

Overall, this study finding emphasize that integration of AI into academic writing deliver significant impact toward academic writing and scientific publication quality of EFL students, as well as affecting the preservation of Banggai coastal culture. This study pointed the integration of AI not only enhancing EFL students' competence, creativity, and critical thinking in academic writing process, but also support long term goal in preserving Banggai coastal culture through scientific documentation.

6. CONCLUSION

This study successfully demonstrated integrating of AI into academic writing has significant impact on enhancement of EFL students' article quality and effectiveness, especially related to Banggai coastal culture discourse. It not only facilitates in improving structure and quality of language, but also contributes in enhancing the depth of analysis and enriching the references. By virtue of its ability in organizing an idea, AI has been demonstrated to be effective tools in optimize academic writing process, which ultimately facilitate the improvement of scientific publication quality that focused on preservation of Banggai coastal culture.

However, despite this finding provide positive impact in integrating AI into academic writing, there was challenges, primarily in maintaining critical thinking and academic writing ethics. Excessive reliance toward AI poses a risk of diminishing critical thinking and creativity. Consequently, it is crucial for the EFL students' in maintaining and enhancing their depth critical thinking in integrating AI.

As a recommendation, further study needs to be conducted for explore about challenge and opportunities of AI integration into academic writing related to various local culture. Further study should focus on the development of AI usage module in research and publication related to local culture. Thus, that finding provide more optimal benefits. Moreover, study on academic writing ethics requires further attention, to ensure that the usage of AI into academic writing can be carried out responsibly, without violating ethical standard while maintaining critical thinking and creativity.

In conclusion, this finding provides valuable contribution toward academic writing enhancement of EFL students, particularly in integrating AI in enhancing academic writing quality to support preservation of Banggai coastal culture. High-quality academic writing is not limited to enrich knowledge and insight, but playing a role in scientific documentation and preservation of cultural heritage. It is expected that this finding can serves as foundation of further studies and widely application of integration AI into academic writing in enhancing publication as a strategy of cultural heritage preservation.

ACKNOWLEDGMENTS

Our sincere gratitude is extended to the Ministry of Higher Education, Science, and Technology (KEMDIKTISAINTEK) who has provide full funded for this study. We also grateful to Universitas Tompotika Luwuk, Research and Community Service Institute (LPPM), and English Language and Culture study program who have offered support and contribute in this study.

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Nama : NURLAELA S.Pd, M.Pd

Alamat : -

berdasarkan Surat Keputusan Nomor 0419/C3/DT.05.00/2025 dan Perjanjian / Kontrak Nomor 137/C3/DT.05.00/PL/2025; 853/LL16/AL.04/2025; 288/T.01/PN.00.03/2025 mendapatkan Anggaran Penelitian Integrasi Artificial Intelligence Untuk Optimalisasi Riset Dan Publikasi Mahasiswa Sebagai Strategi Pelestarian Budaya Pesisir Banggai Sebesar Rp. 95.190.000

Dengan ini menyatakan bahwa :

1. Biaya kegiatan Penelitian di bawah ini meliputi :

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Luwuk, 20-09-2025, Ketua



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