



Beyond Academic Integrity: A Human Security Analysis of Generative AI Use in University Students' Academic Writing

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ABSTRACT

This study aims to analyze students' use of Generative Artificial Intelligence (GenAI) in academic writing through the lens of human security. A descriptive qualitative approach was employed, utilizing data from 60 open-ended questionnaire responses and 35 semi-structured interviews, analyzed using the Framework Method. The findings indicate that students use GenAI for idea development, drafting, language refinement, information seeking, and material comprehension; key benefits include time efficiency, ease of task completion, and support for writing skill development. Questionnaire and interview data also revealed vulnerabilities regarding information reliability, privacy, access inequality, dependency, cognitive autonomy, creativity, authorship, and the clarity of institutional policies. The study concludes that the use of GenAI requires management through information verification, data protection, independent thinking, transparency, AI literacy, and clear institutional guidelines. Therefore, AI governance in higher education should shift from a compliance-oriented approach to a student-centered framework that balances technological benefits, security, equitable access, and academic autonomy.

Keywords: beyond academic integrity, human security analysis, generative AI, students' academic writing

INTRODUCTION

Academic writing is a crucial competency in higher education, yet students continue to struggle with developing ideas, structuring coherent paragraphs, selecting appropriate academic language, and adhering to scholarly writing conventions (Aldabbus & Almansouri, 2022). The emergence of Generative Artificial Intelligence (GenAI) tools like ChatGPT offers support in generating ideas, creating outlines, refining language, providing feedback, and revising text (Aljuaid, 2024; Bantoto et al., 2024). Various studies indicate that

GenAI can enhance productivity and creativity (Afzal et al., 2025), writing proficiency and engagement (Hongxia & Razali, 2025), and academic skill development (Maphoto et al., 2024), as well as facilitate feedback processes in student writing assessments (Lu et al., 2024).

However, the use of GenAI also raises issues that extend beyond learning effectiveness. Previous research has largely focused on academic integrity—covering topics such as plagiarism, originality, authorship, transparency regarding AI usage, and the boundary between permissible

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assistance and academic misconduct (Perkins, 2023; Ward et al., 2024). The evolution of GenAI increasingly blurs these boundaries, as AI-generated text can closely mimic human writing, creating ambiguity regarding authorship and academic integrity (Huang et al., 2025; Zdravkova, 2026). Consequently, educational institutions require clearer policies regarding AI usage (Alyafei et al., 2026). Beyond integrity concerns, the use of GenAI poses risks such as inaccurate information, unverifiable references, privacy issues, unequal access, over-reliance on AI, diminished independent thinking, alterations to creativity and the writer's voice, and a weakened sense of ownership over academic work.

This issue can be analyzed through the lens of human security, which places individuals and their vulnerabilities at the center of attention. Human security concerns not only the protection of institutions but also the conditions that support individual rights, opportunities, well-being, and the capacity for autonomous action (Siloko, 2024). This perspective has been applied to understand vulnerabilities within environmental and technological contexts (Sultana et al., 2024; Ye & Robert, 2024), including digital risks related to privacy, access, freedom, and technological inequality (Malik & Gul, 2024; Hardi et al., 2025). In the context of academic writing, the human security perspective allows the use of GenAI to be examined beyond mere academic correctness, encompassing aspects such as information security, privacy, equitable access, cognitive autonomy, creativity, authorship, and the clarity of usage boundaries.

Existing research on GenAI in academic writing tends to evolve along two relatively distinct paths. The first group positions GenAI as a learning technology, examining its benefits regarding writing skills, productivity, creativity, engagement, feedback, and the student learning experience (Afzal et al., 2025; Aljuaid, 2024; Bantoto et al., 2024; Hongxia & Razali, 2025; Lu et al., 2024; Maphoto et al., 2024). The second group focuses

more on issues of academic integrity, ethics, originality, authorship, and the need for regulations governing AI usage (Alyafei et al., 2026; Huang et al., 2025; Perkins, 2023; Ward et al., 2024; Zdravkova, 2026). Meanwhile, human security studies have highlighted the importance of understanding the consequences of technology for human vulnerability, rights, access, and capacity (Hardi et al., 2025; Malik & Gul, 2024; Siloko, 2024; Sultana et al., 2024; Ye & Robert, 2024); however, this perspective has rarely been applied to explain students' experiences using GenAI for academic writing. This gap indicates that the discourse surrounding GenAI and academic writing requires an approach that moves beyond issues of academic integrity compliance toward an understanding of the security and vulnerability of students as technology users. The novelty of this research lies in its application of the human security perspective to the use of GenAI in academic writing.

This study aims to analyze the use of GenAI in students' academic writing through the lens of human security. It positions students not merely as subjects required to adhere to principles of academic integrity, but also as technology users. The research questions are formulated as follows:

- 1) How do students use and perceive GenAI in the academic writing process?
- 2) How are human security issues reflected in students' experiences?
- 3) What individual and institutional safeguards do students identify as necessary to ensure the safe, ethical, and equitable use of GenAI while maintaining academic autonomy?

This research aims to achieve several objectives aligned with the problem statement. First, it seeks to describe how students use and perceive GenAI in the academic writing process. Second, it aims to describe the human security issues reflected in students' experiences. Third, it seeks to describe the protective measures—at both individual and institutional levels—deemed

necessary by students to ensure the safe, ethical, and equitable use of GenAI while upholding academic autonomy.

METHOD

This study employs a descriptive qualitative approach to analyze students' experiences using GenAI for academic writing through the lens of human security. A descriptive qualitative design was selected because the study focuses on students' experiences, perceptions, perceived benefits, and vulnerabilities, without aiming to develop new theories or test causal relationships between variables. Data collection took place in August 2026 and involved active students with experience using AI for academic purposes.

Data were collected via open-ended questionnaires and semi-structured interviews. A total of 60 questionnaire responses and 35 interview responses were included in the analysis. All participants consented to the use of their data in this study. Participants came from various fields of study, were enrolled in semesters 2 through 8,

and possessed prior experience using AI for academic activities. The questionnaires aimed to capture a broad overview of students' experiences and perceptions, while the interviews were used to explore these experiences in greater depth and provide more contextual explanations.

The research instruments consisted of an open-ended questionnaire and a semi-structured interview guide, both developed based on the same thematic focus. The questions covered the use and perceived benefits of GenAI in academic writing, information reliability and verification, privacy and data protection, equitable access, dependency and cognitive autonomy, creativity and authorship, ethical boundaries, institutional guidelines, and necessary safeguards for the responsible use of GenAI. The questionnaires provided an overview of broader patterns among participants, whereas the interviews allowed for a deeper exploration of students' experiences, concerns, and recommendations. The thematic focus of the questions for both instruments is presented in Table 1.

Table-1
Focus of Questionnaire and Interview Questions

No.	Aspect	Questionnaire	Interview
1	Use and Benefits of GenAI	Experiences with AI use, stages of AI use throughout the writing process, its contribution to the final output, perceived benefits, and situations in which AI supports or substitutes for the learning process.	Experiences of using AI in academic writing and the main perceived benefits.
2	Information Reliability	Experiences of receiving incorrect, irrelevant, biased, outdated, or unverifiable information or references, as well as the methods used to verify such information.	Experiences of encountering AI-generated outputs that are inaccurate, irrelevant, biased, outdated, or supported by references that cannot be verified or located.

3	Privacy and Data Protection	Perspectives on data privacy and security when using AI.	Perspectives and experiences regarding privacy and data protection in the use of AI.
4	Equity of Access	Perceptions of whether students have equal opportunities to benefit from AI services.	Perceptions of fairness in students' access to and ability to benefit from AI services.
5	Ethics and Academic Integrity	Perceived boundaries of ethical AI use, forms of academic misconduct, and appropriate ways to disclose the use of AI in academic work.	Perspectives on the boundary between ethical AI use and practices that violate academic integrity.
6	Institutional Policies	Assessments of university regulations and lecturers' guidance regarding AI use.	Assessments of university policies or lecturers' guidance regarding AI use.
7	Dependence on AI	Experiences of feeling dependent on AI or experiencing difficulty writing without AI assistance.	Experiences of AI dependence and difficulties in writing without AI assistance.
8	Creativity and Authorial Voice	The influence of AI on creativity, writing style, and the ability to develop one's own ideas.	The influence of AI on students' creativity, writing style, and authorial voice in academic writing.
9	Independent Thinking and Ownership	The influence of AI on independent thinking and the sense of ownership over one's writing.	How students maintain independent thinking while using AI.
10	Safe and Responsible Use of AI	Actions that students, lecturers, and institutions should take to ensure that AI use remains safe, ethical, equitable, and supportive of independent thinking.	In-depth exploration of students' needs, experiences, and recommendations that emerge during the interviews.

Semi-structured interviews were used to gain deeper insight into the information obtained via questionnaires, particularly regarding students' experiences with the risks, dilemmas, and consequences associated with using GenAI in academic writing. The shared focus of both instruments allowed for data

comparison to identify consistencies and variations in participants' experiences. Interview data were analyzed using the Framework Method. The stages of analysis are presented in Figure 1.

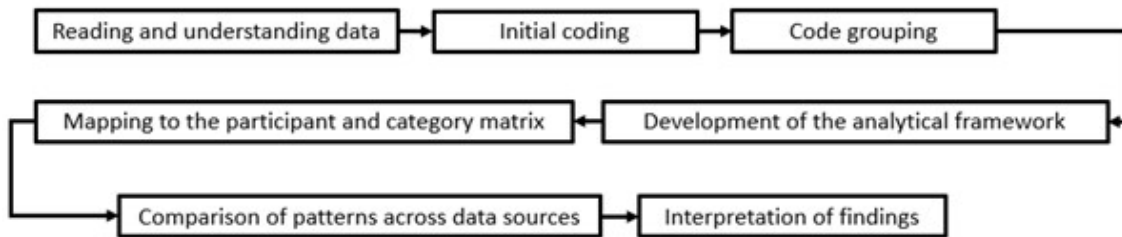


Figure-1
PSS Screenshot of Descriptive Statistics of
Reading Skills Data

As shown in Figure 1, the analysis began by reading all questionnaire and interview responses to gain a comprehensive understanding of the data. Subsequently, initial coding was performed on data segments relevant to the research focus. Codes sharing similar meanings were then grouped to construct an analytical framework. Once the framework was established, the data were mapped into a matrix organized by participant and category. This matrix was used to compare similarities, differences, and variations in experiential patterns across participants prior to interpreting the findings.

To maintain participant anonymity and facilitate systematic data organization, each response was assigned an identification code. Questionnaire respondents were coded as Q01–Q60, while interview participants were coded as I01–I35. The prefix indicates the source of the data, with Q referring to the open-ended questionnaire and I referring to the semi-structured interview, followed by the participant sequence number. These codes were used throughout the coding, analysis, and reporting processes, particularly when presenting direct quotations. The identification codes did not contain participants' names, study programs, email addresses, or other personal information. Interview quotations originally provided in Indonesian were translated into English for reporting, while preserving their original meaning.

The initial analytical framework was developed deductively based on the human security perspective and tailored to the study's empirical focus. The framework encompassed six domains: (1) information reliability and verifiability, (2) privacy and data protection, (3) equity of access, (4) dependency and cognitive autonomy, (5) creativity, authorial voice, and ownership of writing, and (6) ethical guidelines and institutional policies. Although the initial framework was determined deductively, the coding process allowed for the inductive emergence of new codes or categories should relevant participant experiences arise that were not yet covered by the framework. Data regarding usage patterns and the benefits of GenAI served as the context for understanding these six domains, while academic integrity was analyzed as part of the ethical and institutional policy aspects.

Findings from the questionnaires and interviews were compared to identify alignment, discrepancies, and information enrichment across data sources. Categorical data—such as semester, duration of AI usage, and frequency of AI usage—were analyzed using frequencies and percentages to describe participant characteristics and the context of GenAI use, rather than serving as the primary quantitative analysis. Direct quotes from participants were used selectively to support thematic interpretations and were presented using anonymized codes.

Research ethics were upheld through the voluntary consent of participants prior to data collection and use. Only data from participants who provided consent were included in the analysis. Personally identifiable information was separated from the research data and replaced with anonymized codes. The data were used solely to address the research objectives regarding GenAI usage experiences in academic writing and were not used to identify or assess alleged academic misconduct by specific individuals.

RESULTS

1. Participant Characteristics

The characteristics of the questionnaire respondents included in the analysis are presented in Table 2. These data provide context regarding students' experiences with GenAI for academic purposes. As shown in Table 2, most respondents had used AI for more than one year (60.0%), followed by 3–12 months (26.7%) and less than three months (13.3%). In terms of frequency of use, the largest proportion reported using AI “sometimes” (45.0%), followed by “often” (33.3%), “rarely” (18.3%), and “very often” (3.3%). Most respondents were in Semester 5 (53.3%), and the gender distribution consisted of 55.0% male and 45.0% female students. Overall, the respondents represented varying levels of experience and intensity of AI use in academic activities.

Table-2
Characteristics of Questionnaire Respondents (n = 60)

Characteristic	Category	n	%
Gender	Male	33	55.0
	Female	27	45.0
Semester	Semester 2	7	11.7
	Semester 3	14	23.3
	Semester 4	3	5.0
	Semester 5	32	53.3
	Semester 7	1	1.7
	Semester 8	3	5.0
	< 3 months	8	13.3
	3–12 months	16	26.7
Duration of AI Use	> 1 year	36	60.0
	Rarely	11	18.3
	Sometimes	27	45.0
	Often	20	33.3
Frequency of AI Use for Academic Tasks	Very often	2	3.3

2. Student Use of and Perceptions Regarding GenAI in Academic Writing

The patterns of GenAI use across different stages of academic writing are presented in Figure 2. Because the responses were open-ended, a single response could be assigned to more than one category. As shown in Figure 2, the most frequently identified use was idea or topic development, reported in 29 responses (48.3%). GenAI was also used for drafting or completing assignments and for language editing or revision, with 21 responses (35.0%) each. Other uses included outline or structure development in 19 responses (31.7%), understanding course material or obtaining explanations in 16 responses (26.7%), and searching for information or references in 8 responses (13.3%).

The perceived benefits of GenAI were further categorized from the open-ended questionnaire responses, as presented in Table 3. The most frequently reported benefit was time efficiency and ease of task completion, identified in 39 responses (65.0%). Students also reported benefits related to idea development and understanding course material, each identified in 20 responses (33.3%), followed by improvements in writing structure and language in 17 responses (28.3%). Information or reference searching was identified in 8 responses (13.3%), while writing correction and revision appeared in 4 responses (6.7%).

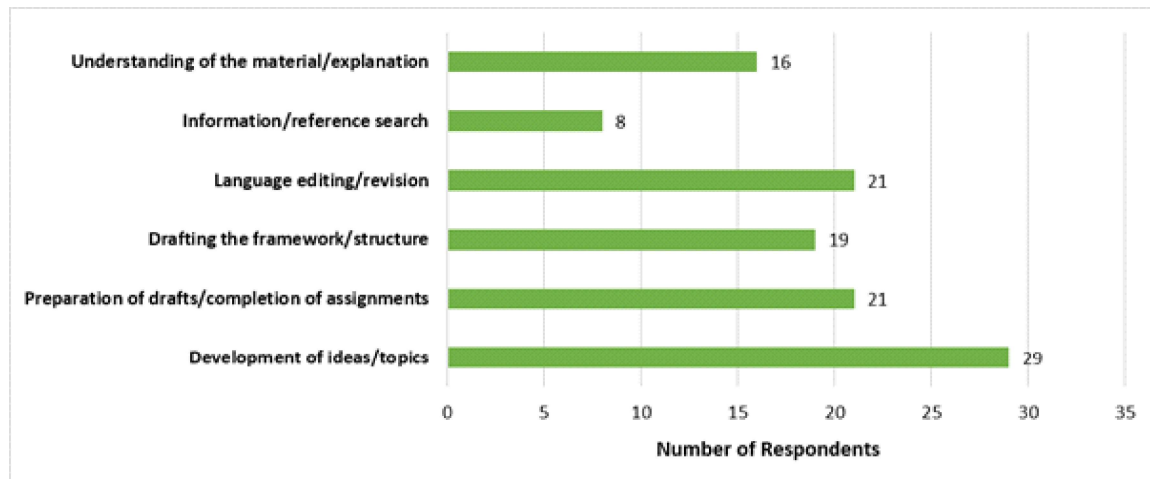


Figure-2
Patterns of GenAI Utilization in Academic Writing

Table-3
Usage Patterns and Benefits of GenAI in
Academic Writing

Aspect	Identified Theme	n	%
Use	Idea/topic development	29	48.3
	Drafting/task completion	21	35.0
	Outline/structure development	19	31.7
	Language editing/revision	21	35.0
	Information/reference searching	8	13.3
	Understanding course material/explanations	16	26.7
Benefits	Time efficiency and ease of task completion	39	65.0
	Improvement in writing structure and language	17	28.3
	Idea development	20	33.3
	Assistance in understanding course material	20	33.3
	Information/reference searching	8	13.3
	Writing correction and revision	4	6.7

Interview findings were used to reinforce the questionnaire results. Among the 35 interviewees, idea development, language refinement, understanding course material, information seeking, and outlining were frequently cited as common uses of GenAI. Participants also noted that GenAI helped them save time, overcome difficulties in starting assignments, and improve the clarity of their writing. One participant explained:

“I use AI to help generate ideas, create outlines, refine sentences, and understand material that I find challenging” (I18).

Another participant emphasized:

“The main benefit I experience is saving time and receiving assistance when I struggle to come up with ideas or construct sentences” (I06).

At the same time, several participants stressed that AI-generated output was not used blindly without further review. As one participant stated:

“After receiving assistance from AI, I read through and adjust the results to align with my own understanding and writing style” (I29).

A similar view was expressed by another participant, who said:

“I use AI to generate ideas and refine language, while I handle the content and analysis myself” (I17).

These responses indicate that, for some students, GenAI serves primarily as a writing aid rather than a complete substitute for their own academic reasoning.

3. Human Security Findings on GenAI Usage

The findings across the six human security domains are summarized in Figure 3 and Table 4. Figure 3 presents the patterns identified from the 60 open-ended questionnaire responses. As shown in Figure 3, information reliability emerged as the most frequently reported issue, with 91.7% of respondents indicating that they had encountered inaccurate, irrelevant, outdated, or unverifiable AI-generated information or references. Concerns related to privacy and data protection were identified in 71.7% of responses, while 65.0% reported some degree of dependence on AI. Nearly half of the respondents (48.3%) perceived unequal access to AI benefits, and 38.3% explicitly identified risks to creativity or authorial voice. In addition, 86.7% of respondents regarded institutional policies or guidance on AI use as important, appropriate, or necessary. Details of the questionnaire findings for each domain are presented in Table 4.

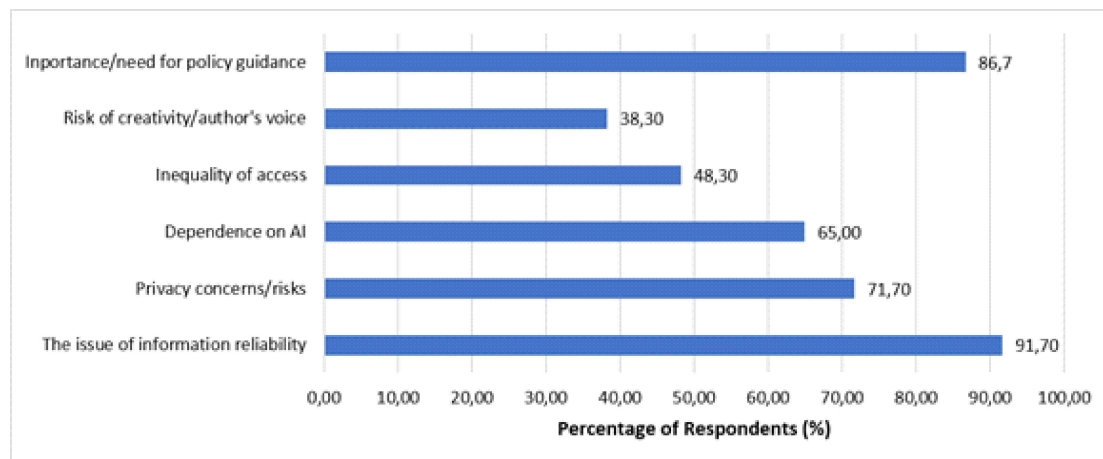


Figure-3
Indicators of Human Security Findings in GenAI Usage



Table-4
Findings Based on Human Security Domains

Domain	Finding	n	%
Information Reliability and Verifiability	Encountered inaccurate, irrelevant, outdated, or unverifiable information/ references	55	91.7
	Had not encountered such issues	4	6.7
	Response could not be clearly classified	1	1.7
	Expressed caution or acknowledged privacy/data risks	43	71.7
Privacy and Data Protection	Considered AI use relatively safe or not problematic	13	21.7
	Neutral or uncertain	4	6.7
Equity of Access	Perceived that access to AI benefits was not fully equitable	29	48.3
	Perceived access as relatively equitable	27	45.0
	Did not express a clear position	4	6.7
Dependence and Cognitive Autonomy	Reported dependence on AI or difficulty working without it	39	65.0
	Did not or did not strongly feel dependent	20	33.3
	Response was conditional	1	1.7
Creativity and Authorial Voice	Reported that AI supported idea generation, creativity, or writing development	42	70.0
	Reported risks of reduced creativity, distinctive writing style, or independent idea development	23	38.3
Ethics and Institutional Guidance	Regarded AI-related policies or guidance as important, appropriate, or necessary	52	86.7

Note: The categories within the creativity domain are not mutually exclusive; a single respondent may mention both benefits and risks.

Regarding information reliability and verifiability, 55 of the 60 questionnaire respondents (91.7%) reported encountering problematic AI-generated information or references. The interview data showed a similar pattern. Participants described inaccurate information, outdated content, and references that could not be located. One participant stated, "I have received AI outputs that were less accurate, such as irrelevant or outdated information, or references that were difficult to find" (I05). Participants commonly reported checking AI-generated information against journals, Google Scholar, official sources, or the original references before incorporating it into academic writing.

For privacy and data protection, 43 respondents (71.7%) expressed caution or acknowledged possible risks when sharing information with AI services. Concerns included personal information, confidential documents, passwords, and other sensitive data. The interviews also revealed both cautious and relatively trusting positions. One participant explained,

"I avoid entering personal data, confidential information, or important documents in full. AI is helpful, but we still need to be careful about what information is safe to share" (I13).

Regarding equity of access, 29 respondents (48.3%) perceived that opportunities to benefit from AI were not fully equitable, while 27 respondents (45.0%) considered access relatively equitable. Differences in internet connectivity, devices, digital skills, and access to paid AI services were repeatedly mentioned. This variation was also reflected in the interviews. One participant stated,

"Some students have laptops, stable internet, and access to paid AI services, while others may only rely on phones or free versions" (I13).

In the domain of dependence and cognitive autonomy, 39 respondents (65.0%) reported some degree of dependence or difficulty working without AI. Dependence was commonly associated with generating ideas, beginning a piece of writing, finding information, or constructing sentences. Interview participants described similar experiences. One participant noted,

"Sometimes it becomes easier to ask AI directly rather than trying to think by myself first" (I13).

Nevertheless, several participants also described deliberate strategies for maintaining independence, such as developing ideas independently before consulting AI and reviewing AI-generated responses rather than accepting them directly.

The findings on creativity and authorial voice showed both supportive and constraining experiences. AI was reported to support idea generation or writing development by 42 respondents (70.0%), while 23 respondents (38.3%) also identified risks of reduced creativity, less distinctive writing styles, or weaker independent idea development. Interview findings reflected this dual pattern. One participant explained,

"AI can help provide ideas or perspectives that I had not considered before, but if I follow its language style too often, the writing can feel less like my own" (I13).

Finally, in the domain of ethics and institutional guidance, 52 respondents (86.7%) regarded policies, rules, or guidance regarding AI use as important, appropriate, or necessary. Students generally distinguished between using AI as a supporting tool and allowing AI to replace the academic work process. The interviews similarly emphasized the need for clearer boundaries. As one participant stated,

“The rules should be clear and should not simply prohibit AI. Students need guidance about what AI use is allowed, what is not allowed, and how to use it without reducing their own effort and thinking” (I13).

4. Forms of Protection and Responsible Use of GenAI

Table 5 presents the safeguards identified by students to support the safe, ethical, and equitable use of GenAI while maintaining academic autonomy. The categories were developed from the 60 open-ended questionnaire responses, and one response could be assigned to more than one category. The most frequently identified safeguard was using AI responsibly while maintaining independent thinking, reported in 41 responses (68.3%). This was followed by the need for clear rules, boundaries, and institutional guidance (45.0%), education or AI literacy initiatives (31.7%), and reviewing or verifying AI-generated outputs and sources (26.7%). Transparency and honesty in AI use were identified in 21.7% of responses. Equitable access to AI technology (11.7%) and privacy and personal data protection (10.0%) were also identified as necessary safeguards.

Table-5
Forms of Protection Recommended by Students

Form of Protection	Responsible Party	n	%
Using AI responsibly while maintaining independent thinking	Students	41	68.30
Providing clear rules, limitations, and guidelines for AI use	Lecturers/Institutions	27	45.00
Verifying AI-generated information and sources	Students	19	31.70
Providing education, AI literacy, awareness-raising, or training on AI use	Lecturers/Institutions	16	26.70
Maintaining transparency and honesty in AI use	Students	13	21.70
Protecting privacy and personal data	Students/Institutions	7	11.70
Ensuring equitable access to AI technology	Institutions	6	10.00

The interview findings reinforced these recommendations, particularly the importance of maintaining students' control over the thinking process and establishing clear institutional guidance. One participant explained,

"I usually try to think and develop my own outline before asking AI. After receiving an AI response, I review it and select only what is consistent with my own thinking" (I13).

Another participant emphasized the need for institutional guidance, stating,

"The rules should be clear and should not merely prohibit AI; students need guidance on what is allowed, what is not allowed, and how AI can be used without reducing their own effort and thinking" (I13).

Similarly, another participant stressed individual responsibility:

"AI is very useful for academic activities when used wisely. Students still need to think critically, verify information, and remain responsible for the writing they produce" (I18).

Overall, the questionnaire and interview findings indicate that students viewed responsible GenAI use as a shared responsibility involving individual control, clear academic guidance, AI literacy, verification practices, transparency, data protection, and equitable access.

DISCUSSION

Student Use of and Perceptions Regarding GenAI in Academic Writing

The findings addressing RQ1 show that students use GenAI across different stages of academic writing, particularly for idea development, drafting, language refinement, structuring, information

searching, and understanding course material. The most frequently reported benefit was time efficiency and ease of task completion (65.0%), while students also perceived GenAI as useful for developing ideas and understanding academic material. These findings are consistent with previous studies showing that GenAI can support productivity, creativity, writing development, and student engagement (Afzal et al., 2025; Hongxia & Razali, 2025; Maphoto et al., 2024). Some researcher (Chan & Hu, 2023) similarly found that students perceive GenAI as useful for brainstorming, writing, and learning support.

The interview findings further indicate that students generally viewed GenAI as a supporting tool rather than a complete substitute for their own writing process. This is particularly important in academic writing because students' understanding of scientific texts contributes to their writing ability. Some researcher (Zulfadhli et al., 2026) found a positive relationship between students' understanding of scientific articles and their writing skills in higher education. Therefore, the use of GenAI should support, rather than replace, students' engagement with academic sources and the development of their own ideas..

Human Security in Using GenAI for Academic Writing

RQ2 demonstrates that students experience several vulnerabilities that extend beyond academic integrity. Information reliability emerged as the most prominent issue, reported by 91.7% of respondents, followed by privacy concerns (71.7%), dependence on AI (65.0%), perceived inequality of access (48.3%), and risks to creativity or authorial voice (38.3%). In addition, 86.7% considered institutional guidance on AI use important or necessary. The interview findings reinforced these concerns, particularly regarding inaccurate references, sensitive data, unequal access to paid services, and the possibility of becoming overly dependent on AI.



These findings are consistent with several researcher (Kasneci et al., 2023; Malik & Gul, 2024), who emphasize the risks of inaccurate information and the importance of critical evaluation, fact-checking, digital human security to privacy, access, and user vulnerability. They also extend previous discussions that primarily focus on plagiarism, authorship, originality, and transparency (Huang et al., 2025; Perkins, 2023; Zdravkova, 2026). Cognitive autonomy is particularly relevant because students may use AI without committing academic misconduct while still becoming dependent on automated assistance. Several researcher (Farokhah et al., 2025) showed that self-regulated learning plays an important role in supporting literacy in digital learning contexts. Although conducted in a different educational domain, this finding reinforces the importance of maintaining student autonomy and self-regulation when technology becomes integrated into learning. Thus, a human security perspective broadens the evaluation of GenAI from compliance with academic rules to the protection of information reliability, privacy, equitable access, cognitive autonomy, creativity, and student ownership of the writing process.

Safeguards for Safe and Responsible Use of GenAI

RQ3 indicates that students' recommendations emphasize responsible management rather than prohibition of GenAI. The most frequently identified safeguard was maintaining AI as a supporting tool while preserving independent thinking (68.3%). Other recommendations included clear institutional rules and boundaries (45.0%), AI literacy and education (31.7%), verification of AI-generated information (26.7%), and transparency in AI use (21.7%). Interview responses similarly emphasized the need to maintain personal control over writing, verify AI outputs, and establish clearer institutional guidance. These findings support Alyafei et al. (2026), who emphasize policies, transparency, and responsible AI use in maintaining academic integrity. However, the present findings indicate that safeguards should

extend beyond misconduct prevention. Students need to verify information, protect personal data, and retain control over their reasoning and writing; lecturers need to establish clear boundaries for acceptable AI use; and institutions need to provide AI literacy, data protection, and equitable access. Accordingly, GenAI governance should move from a predominantly compliance-oriented approach toward a student-centered framework that protects both academic responsibility and human security.

Limitations and Future Research

This study has several limitations. Participants were drawn from a single university, which may limit the transferability of the findings to different institutional, disciplinary, and regional contexts. The study also relied on self-reported experiences obtained through open-ended questionnaires and semi-structured interviews; therefore, it did not directly measure changes in writing performance, actual AI-use behavior, levels of dependency, or the quality of AI-assisted academic writing. In addition, the human security analysis focused on six domains derived from the study framework and available data, meaning that other dimensions may remain unexplored.

Future research should involve participants from multiple universities and disciplinary backgrounds and combine perception data with analyses of academic texts, AI interaction logs, or longitudinal observations. Further studies could also develop and validate quantitative instruments based on the six human security domains to examine relationships among GenAI use, cognitive autonomy, academic integrity, and human security. Experimental or longitudinal studies would also be valuable for determining whether sustained GenAI use influences students' writing ability, source-verification practices, creativity, and independent thinking over time.

CONCLUSION

This study shows that students use Generative Artificial Intelligence (GenAI) across multiple stages of academic writing, particularly for idea

development, drafting, language refinement, structuring, information searching, and understanding course material. Students generally perceived GenAI as beneficial for improving efficiency, supporting idea development, and facilitating academic writing. However, the findings also reveal vulnerabilities that extend beyond academic integrity, particularly in relation to information reliability, privacy and data protection, unequal access, dependence on AI, cognitive autonomy, creativity, authorial voice, and the clarity of institutional guidance.

The findings further demonstrate that responsible GenAI use requires safeguards at both individual and institutional levels. Students need to maintain control over their own reasoning, verify AI-generated information, protect personal data, and use AI transparently. Lecturers and institutions, meanwhile, need to establish clear boundaries for acceptable AI use, strengthen AI literacy, ensure data protection, and promote more equitable access to technology. Therefore, the study highlights the need to move beyond a compliance-oriented approach focused primarily on preventing academic misconduct toward a more human-centered model of AI governance that protects students' security, agency, equitable participation, and academic autonomy while preserving the educational benefits of GenAI.

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