

UNVEILING LECTURERS' STRATEGIES DEALING WITH UNETHICAL USE OF AI TOOLS DURING THESES SUPERVISING PROCESS

Nur Alfilail¹, Lela Rahmawati², Abdul Muhid³, Hilda Hastuti⁴, Ni Putu Sinta Dewi⁵

^{1, 2, 3, 4, 5}Univesitas Bumigora, Jl. Ismail Marzuki No.22, Mataram, Nusa Tenggara Barat, Indonesia

Email: nuralfilail@universitasbumigora.ac.id

Article History

Received: 17-12-2026

Revision: 26-01-2026

Accepted: 29-01-2026

Published: 31-01-2026

Abstract. The use of artificial intelligence (AI) in higher education, particularly in academic writing, is growing rapidly and bringing both positive impacts and ethical challenges. On the one hand, AI can assist students in writing essays and scientific papers, but on the other hand, it has the potential to encourage dependence and unethical practices, especially in thesis writing. This study aims to identify the strategies implemented by lecturers in anticipating the unethical use of AI in students' academic writing. This study uses a quantitative approach involving six lecturers from Bumigora University as respondents. Data were collected through a questionnaire and analysed descriptively. The results show that lecturers implement various strategies, including providing guidance on the ethical use of AI, checking and evaluating students' writing, and providing education on academic integrity. These findings indicate that lecturers play a very important role in guiding the responsible use of AI so that this technology can support the learning process without neglecting ethical values and academic honesty.

Keywords: AI Ethics, Artificial Intelligence Tools, Academic Integrity, Thesis Supervision, Lecturers' Strategies

Abstrak. Penggunaan kecerdasan buatan (AI) dalam pendidikan tinggi, khususnya dalam penulisan akademik, berkembang pesat dan membawa dampak positif sekaligus tantangan etis. Di satu sisi, AI dapat membantu mahasiswa dalam menyusun esai dan karya ilmiah, namun di sisi lain berpotensi mendorong ketergantungan serta praktik penggunaan yang tidak etis, terutama dalam penulisan skripsi. Penelitian ini bertujuan untuk mengidentifikasi strategi yang diterapkan dosen dalam mengantisipasi penggunaan AI yang tidak etis dalam penulisan akademik mahasiswa. Penelitian ini menggunakan pendekatan kuantitatif dengan melibatkan enam dosen dari Universitas Bumigora sebagai responden. Data dikumpulkan melalui instrumen kuesioner dan dianalisis secara deskriptif. Hasil penelitian menunjukkan bahwa dosen menerapkan berbagai strategi, antara lain memberikan bimbingan terkait penggunaan AI secara etis, melakukan pemeriksaan dan evaluasi tulisan mahasiswa, serta memberikan edukasi tentang integritas akademik. Temuan ini menunjukkan bahwa peran dosen sangat penting dalam mengarahkan pemanfaatan AI secara bertanggung jawab, sehingga teknologi tersebut dapat mendukung proses pembelajaran tanpa mengabaikan nilai-nilai etika dan kejujuran akademik.

Kata Kunci: Etika AI, Alat Kecerdasan Buatan, Integritas Akademik, Pembimbingan Tesis, Strategi Dosen

How to Cite: Alfilail, N., Rahmawati, L., Muhid, A., Hastuti, H., & Dewi, N. P. S. (2026). Unveiling Lecturers' Strategies Dealing with Unethical Use of AI Tools During Theses Supervising Process. *Indo-MathEdu Intellectuals Journal*, 7 (1), 1213-1219. <http://doi.org/10.54373/imeij.v7i1.5065>

INTRODUCTION

AI, or artificial intelligence, is a familiar advanced technology that is commonly utilized for various purposes. Artificial intelligence is also widely used nowadays. Artificial intelligence is high-Level Expert Group on Artificial Intelligence, as cited in (Sheikh et al., 2023) described that AI could be defined as “systems that display intelligent behaviour by analysing their environment and taking actions – with some degree of autonomy – to achieve specific goals”.

In several fields, AI is utilized in creating videos, designing video, etc. Furthermore, AI can also be used to diagnose certain diseases in the health field. Besides those area, AI is also used in the education field, such as in academic writing. Academic writing is one area where artificial intelligence can be applied. In general, academic writing can be defined as a type of writing that follows certain academic rules. “Academic writing is a formal style of writing that follows specific conventions with respect to content, structure, and style” (Melody et al., 2025).

One type of academic writing that has to be made by university students is an undergraduate thesis. Thus, students need to comprehend how to write academically and find a recent object of study for their writing. Along with the process of making the thesis, students are guided or supervised by lecturers. This thesis supervision is a process where the lecturer guides students in doing the research. This also related to the way how lecturer guides students in academic writing as well as guides students in gathering the information.

Since this type of academic writing is relatively complex, some AI tools are used by students to assist in the process of completing the writing. Concerning this writing, some AI tools are utilized by either students or lecturers in writing. Some examples of AI tools are ChatGPT and Quillbot. One of AI tools that is generally used is ChatGPT. ChatGPT is used to help students in collecting information about a certain topic, especially in writing. Besides that, this tool is also used to assist students in brainstorming certain issues. ChatGPT is a tool that has been confirmed beneficial for students in generating idea specifically in writing (Pratiwi et al., 2025). Besides ChatGPT, another common AI tool that is used in academic writing is QuillBot. QuilBot is an AI tool that helps writers paraphrase a text. Kurniati & Fithriani in (Syahnaz & Fithriani, 2023) stated that one of the most popular online resources for paraphrasing in writing classes is QuillBot.

Regardless of potential uses of these tools, misuse of these tools may become a threat to the students in writing. The use of AI in academic writing probably causes overdependence of students on the tools such as hindering students from developing innovative ideas (Pratiwi et al., 2025). Furthermore, although AI in academic writing gives a beneficial impact to students

in writing, such as assisting students to improve the grammar, cohesion, and coherence, this convenience leads to students' over-reliance on AI tools, such as the use of Quilbot (Syahnaz & Fithriani, 2023).

Pertaining to the use of AI in academic writing, especially undergraduate theses, lecturers need to anticipate unethical use of AI tools by students while making undergraduate theses. This is essential to uphold students' responsibility for the work and to ensure the quality of the writing. Since only a few studies have been conducted on the lecturer's strategies in anticipating unethical use of AI tools in making undergraduate theses by students while supervising the process, the present study aims to unveil lecturers' strategies dealing with the use of AI tools during theses' supervising process with the students. Thus, the research question in this study is what are lecturers' strategies for dealing with unethical use of AI in theses supervision?

METHOD

This study employed a descriptive quantitative research design to examine the strategies used by lecturers in addressing students' use of AI in academic writing. Descriptive quantitative methods were used to summarize and present the collected data in a systematic and meaningful way through numerical descriptions and frequency distributions (Vetter, 2017).

Data were collected using an online questionnaire distributed via Google Forms. The questionnaire consisted of several items related to lecturers' strategies in guiding, monitoring, and responding to students' use of AI in academic writing. The questionnaire items were developed based on Kant's ethical theory and supported by findings from relevant previous studies to ensure content relevance and theoretical grounding. To enrich and validate the quantitative findings, in-depth interviews were conducted as a complementary data collection technique. These interviews aimed to obtain more detailed explanations and insights into lecturers' perspectives and experiences, thereby strengthening the overall interpretation of the data.

The study was conducted at Universitas Bumigora, involving lecturers from the undergraduate (S1) English Literature program. At the time of the study, the program employed 12 lecturers, of whom six were actively supervising students' academic writing. Given the limited number of lecturers directly involved in supervision, all six active supervisors were selected as participants, making this study a census of the relevant population rather than a sample.

RESULT

This section presents and discusses the findings of the study on lecturers' strategies in addressing students' use of AI in academic writing. The discussion begins by describing the results obtained from the questionnaire data, which reveal the types and frequency of strategies applied by lecturers, and is followed by insights drawn from the interview data to provide deeper explanation and context. The findings are interpreted in relation to the research objectives and relevant recent studies to highlight patterns, similarities, and emerging concerns. Through this discussion, the section aims to explain how lecturers respond to ethical challenges posed by AI use in academic writing and to examine the implications of these strategies for maintaining academic integrity in higher education.

Table 1. The use of AI in academic writing

Lecturer	Statement
6 (100%)	I allow students to use AI in writing

Table 2. Lecturers Respond to Ethical Challenges Posed by AI Use in Academic Writing

Lecturer	Statement	Deontological aspects
6 (100%)	I ask students to use an authentic idea or original work	Honesty
6 (100%)	I ask students to be responsible in using AI while doing the writing, such as avoiding plagiarism, using AI only for technical aspects, such as grammar, coherence, etc.	Honesty, responsibility
6 (100%)	I verify or recheck students' work	Responsibility, fairness
2	I give students training about the ethical use of AI in academic writing	Responsibility,
4	I indirectly educate students about the ethical use of a during supervision	Responsibility,
6 (100%)	I give consequences for students who use AI incorrectly	Responsibility, fairness

From the data above for the use of AI in academic writing, all of the lecturers allowed the use of AI in helping students to make undergraduate theses, but only for certain aspects like grammar. Concerning the originality of work, all of lecturers asked students to use their own original work for the thesis.

Besides that, all lecturers or 100% lecturers asked students to use AI wisely, such as avoiding plagiarism and using AI only for improving technical issues, such as grammar or coherence. Attributed to the verification process of students' work, about 100% percent of the lecturers, or all lecturers, stated that they verified or checked the work of students to ensure the quality of the writing. However, concerning AI training, only 33,3% or 2 lecturers gave training

to students. Most of the lecturers (about 67%) or 4 lecturers educated students about the ethical use of AI indirectly. The last strategy used by lecturers to promote ethical use of AI in writing theses was giving consequences to students who use AI unethically.

DISCUSSION

From the results of the data, most of the lecturers applied some strategies in guiding students to use AI ethically in the process of making undergraduate theses. The most common strategy was to give guidance or a warning to students during the supervision process, such as asking students to use original work, asking students to avoid plagiarism, and asking students to use AI for language improvement. This strategy directly relates to Kant's theory, which assisted students in being responsible and being honest with their own work. From the interview, lecturer 1 said that *"I personally allow students to use AI in the process of making the theses only for certain aspects, like helping students with grammar and brainstorming for ideas. I do not allow students to rely on AI, especially when it comes to data for study, because it cannot be trusted 100%."* Furthermore Lecturer 2 stated that *"I firmly unallowed students to depend on AI too much. Ai tools are allowed to be used mostly for technical issues such as language improvement."*

Another strategy that was used by lecturers was verifying or checking students' work. This verification process aimed to promote students' responsibility for their own work. The result of the interview with the lecturer showed that the verification process is essential because it assists students in being more responsible with their work. Lecturer 4 stated that *"I directly correct the work of students and check for the originality of work by using an AI detector. I do this to keep the quality of student writing"*. This strategy also relates to Kant's theory, especially about responsibility. Besides that, lecturer 3 stated that *"we can identify the originality of work from the student by comprehending characteristic words that belong to AI."* This is in line with the idea that indicated that some words can be detected as AI assistance from the characteristics, Salvagno et al in (Mwita & Mwilongo, 2025)

The other two strategies applied by lecturers were educating students and imposing consequences during the supervision process. Educating students refers to guiding them to understand the ethical use of AI in academic writing, including clarifying acceptable and unacceptable practices when using AI as a support tool. Previous studies emphasize that explicit instruction on academic integrity and responsible AI use can significantly reduce unethical writing behavior, as students often misuse AI due to a lack of clear guidance rather than intentional misconduct (Perkins, Roe, & Smith, 2022; Susnjak, 2023). By discussing

ethical boundaries during supervision, lecturers help students develop critical awareness and informed judgment in integrating AI into their writing process.

In addition to education, lecturers also applied consequences when students repeatedly ignored supervisory guidance. These consequences commonly took the form of repeated revisions, particularly by marking or crossing out sections identified as unethical AI use. Research has shown that formative sanctions, such as mandatory revisions and close feedback, are more effective in fostering learning responsibility than punitive measures alone (Bretag et al., 2019; Eaton, 2020). Such practices encourage students to reflect on their writing choices and gradually internalize academic integrity norms. Consequently, the combination of ethical education and consistent supervisory consequences motivates students to use AI responsibly and supports the development of independent academic writing skills during the undergraduate thesis process.

CONCLUSION

AI is an advanced tool that may help students in writing essay including undergraduate theses. Some tools that help in writing are ChatGPT and Quillbot. These tools are common tools that are applied. Nevertheless, the use of these tools needs to be controlled since many cases show unethical use of AI. Some strategies have been applied by the lecturers to anticipate unethical use of AI. Those are asking students to use an authentic idea or original work, asking students to be responsible in using AI while doing the writing, such as avoiding plagiarism, using AI only for technical aspects, such as grammar, coherence, etc, verifying or recheck students' work, giving students training about the ethical use of AI in academic writing, educating students about the ethical use of a during supervision, and giving consequences for students who use AI incorrectly. Based on the data, these are strategies that were used by lecturers to promote ethical use of AI for students, and this also relates to Kant's theory. Further study may be conducted by other researchers to find other strategies to strengthen the data.

REFERENCES

- Bretag, T., Harper, R., Burton, M., Ellis, C., Newton, P., Rozenberg, P., Saddiqui, S., & van Haeringen, K. (2019). Contract cheating and assessment design: Exploring the relationship. *Assessment & Evaluation in Higher Education*, 44(5), 676–691. <https://doi.org/10.1080/02602938.2018.1527892>
- Eaton, S. E. (2020). Academic integrity during COVID-19: Reflections from the University of Calgary. *International Studies in Educational Administration*, 48(1), 80–85.

- Ilie, O. (2025). The Ethics of AI-Assisted Academic Writing. Authenticity Criteria in the Evaluation of Students' Assignments. *Sciendo*, XXXI(2), 159–164. <https://doi.org/10.2478/kbo-2025-0063>
- Melody, M., Claretah, M., Daimond, D., Young, M., Misheck, M., & Chikuvadze, P. (2025). *Mastering academic writing skills : A handbook for university students*. (2025th ed., Issue August). BP International. <https://doi.org/10.9734/bpi/mono/978-991363-7-3>
- Mwita, K. M., & Mwilongo, N. H. (2025). *The Use of Artificial Intelligence in Academic Writing : What is Ethical and What is Not*. 05(1), 17–27. <https://doi.org/10.52562/jdle.v5i1.1318>
- Perkins, M., Roe, J., & Smith, J. (2022). Responsible use of artificial intelligence in academic writing: Developing student awareness and ethical practice. *Journal of Academic Ethics*, 20(4), 413–428. <https://doi.org/10.1007/s10805-022-09430-7>
- Pratiwi, H., Suherman, Hasruddin, & Ridha, M. (2025). Between Shortcut and Ethics: Navigating the Use of Artificial Intelligence in Academic Writing Among Indonesian Doctoral Students. *European Journal of Education*, 16. <https://doi.org/10.1111/ejed.70083>
- Sheikh, H., Prins, C., & Schrijvers, E. (2023). *Mission AI* (J. E. J. (Corien) Prins & F. W. A. (Frans) Brom (eds.)). Springer. <https://doi.org/https://doi.org/10.1007/978-3-031-21448-6>
- Susnjak, T. (2023). ChatGPT: The end of online exam integrity? *International Journal for Educational Integrity*, 19(1), 1–8. <https://doi.org/10.1007/s40979-023-00130-7>
- Syahnaz, M., & Fithriani, R. (2023). *Utilizing Artificial Intelligence-based Paraphrasing Tool in EFL Writing Class : A Focus on Indonesian University Students ' Perceptions*. 02, 210–218. <https://doi.org/http://dx.doi.org/10.30998/scope.v7i2.14882>
- Udayakumar, P. L. (2021). *Immanuel Kant ' s Deontology Theory*. 8(2), 235–243. <https://doi.org/www.ijrar.org>
- Vetter, T. R. (2017). Descriptive Statistics: Reporting the Answers to the. *Anesthesia-Analgesia*, 125(5), 1797–1802. <https://doi.org/10.1213/ANE.0000000000002471>