FROM CONVENIENCE TO CONCERN: EXPLORING AI PARAPHRASING TOOLS IN ACADEMIC WRITING PRACTICES ACROSS INDONESIA

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ABSTRACT Increasing numbers of educational institutions are using artificial intelligence (AI) tools, especially paraphrasing software. This technology is beneficial; however, it also raises concerns about its potential impact on writing development, originality, and creative thinking in higher education. Therefore, this qualitative exploratory study examines perspectives and usage patterns of paraphrasing tools among 25 lecturers at universities from eight regions across five islands in Indonesia. It further explores how lecturers keep students engaged, encourage creative thinking, and maintain academic integrity when AI support is available. The data collection process employed open-ended questions, enabling participants to provide detailed accounts of their experiences with paraphrasing tools, frequency and duration of use, underlying motivations, and pedagogical strategies used to promote critical thinking. The results show that most participants believe paraphrasing tools can help overcome writer's block and reduce excessive textual similarity in academic submissions. Nonetheless, participants expressed concerns about possible over-reliance, superficial revisions, and diminished idea generation, which could hinder the creation of original arguments and an authentic authorial voice. Participants therefore recommend project-based learning (PjBL), problem-based learning (PBL), authentic writing tasks, and a process-based approach, complemented by explicit guidance on ethical AI use. This study concludes that although AI tools can provide substantial support, lecturers should integrate them through pedagogies that emphasize authentic writing processes, reflective practice, and independent thinking. Therefore, universities should set clear AI-use policies and train lecturers to integrate paraphrasing tools through authentic, process-based PBL/PjBL to support originality, critical thinking, and academic integrity.

Keywords: Academic Writing, Artificial Intelligence in Education (AIED), Higher Education, Paraphrasing Tools

INTRODUCTION

The advanced development of artificial intelligence (AI) technology has changed higher education institutions in significant ways. It has been believed that AI tools are essential for both students and lecturers as the assistance in automating grading, customizing learning, creating content, etc. Paraphrasing tools like QuillBot and Grammarly are among the most intriguing AI-powered apps (Younis et al., 2023). These tools enable users to enhance the clarity and organization of their writing by changing the tone, rewording sentences, and correcting grammar (Barron & Benoît, 2023; Barrot, 2020). In academia, paraphrase tools are extensively utilized by both students and lecturers to mitigate writer's block (Mohammad et al., 2023), adhere to academic writing standards (Sulistyaningrum, 2021), and, crucially, diminish similarity indices in plagiarism detection software (Alvi et al., 2021). Unfortunately, while these technologies have many benefits, the growing use makes many wonders how it affects the originality, creativity, and critical thinking (Rogerson & McCarthy, 2017).

Finding the right balance between utilizing technology to help students and ensuring the students' work is real is getting difficult as AI-powered writing assistance becomes more popular. Many prior studies have mentioned that students face difficulties in maintaining originality and critical thinking when they have access to AI tools that can perform much of the linguistic work for them (Liang, 2023; Sağın et al., 2023; Zou et al., 2024). Therefore, it is imperative to analyze the function of AI-driven writing tools and their influence on the growth of fundamental skills such as originality, creativity, and critical thinking in today's environment, which is characterized by the growing integration of technology into the educational experience (Storey, 2023).

Most of the research conducted so far has examined the benefits and drawbacks of AI paraphrasing tools for students. The existing research are also emphasizing issues related to

academic integrity and the risks associated with excessive dependence on AI-generated content. These studies show that the AI paraphrasing tool can help students rephrase difficult ideas and improve their language skills (Alammar & Amin, 2023; Sulistyaningrum, 2021). Therefore, educators face a problem in balancing access to AI tools and promoting cognitive engagement (Liang, 2023; Sağın et al., 2023). Hence, a significant amount of current research treats the educational landscape as identical, ignoring the factors that influence the use and accessibility of AI tools.

Furthermore, regions with greater access to digital resources may easily integrate AI tools into educational practices, whereas regions with limited technological infrastructure may implement alternative strategies to improve learning outcomes (Adiguzel et al., 2023). Consequently, the pedagogical strategies employed by educators to encourage originality and critical thinking in academic writing are notably influenced by the prevalent use of paraphrasing tools and associated geographical disparities. Thus, it is important to underscore the impact of regional settings on the incorporation of AI and the adaptation of educational practices to align with specific technological, cultural, and academic priorities.

The novelty of this research is its regional emphasis within Indonesia, a nation recognized for its cultural and geographical diversity. This research highlights the substantial geographical variations in AI adoption and pedagogy by analyzing the perceptions and application of paraphrasing tools by lecturers across various islands and provinces. Indonesia's distinct educational landscape, characterized by regions with diverse access to technology, facilitates a more intricate examination of the impact of paraphrasing tools on academic writing practices (Rabani et al., 2023; Widodo et al., 2021). Unlike other studies (Fitria, 2021; Rafiqa et al., 2023; Utami et al., 2023; Yusriadi et al., 2023) that generalize findings across regions or even countries, this research aims to identify the specific needs, challenges, and strategies used by lecturers in different regions of Indonesia, offering significant insights into the influence of local context on AI integration. Therefore, this study aims to fill these gaps by examining the practices and perspectives of lecturers from various regions of Indonesia, including Java, Sumatra, Nusa Tenggara, Kalimantan, and Sulawesi.

The differences between regions are crucial for developing effective teaching policies and plans that cater to diverse contexts. AI tools might help people learn and complete tasks more efficiently, but applying them universally without consideration could cause harm. This study demonstrates that contextualized teaching methods are necessary to balance the benefits of AI with the need to teach fundamental academic skills. Therefore, this study provides a framework for understanding and addressing the diverse educational requirements of Indonesia and other similarly varied countries through a region-specific perspective. Hence, the purpose of this study is to investigate (1) Indonesian university lecturers' experiences and usage patterns of AI paraphrasing tools across different regions, and (2) Indonesian university lecturers' perceptions of students' use of these tools, including the pedagogical strategies they recommend to promote originality, critical thinking, and responsible AI use in academic writing.

LITERATURE REVIEW

Artificial Intelligence in Education (AIED) and Its Impact on Academic Integrity

Artificial Intelligence in Education (AIED) is gradually reshaping classroom practices by offering tools that make instruction more efficient and help students express ideas with greater clarity (Lin, 2022; Liu et al., 2022). Yet, its growing presence also raises concerns about academic honesty, a fundamental value that emphasizes authenticity and intellectual responsibility (Chávez et al., 2023). Paraphrasing tools such as QuillBot and Grammarly, for instance, rely on natural language processing to alter sentence structures, recommend vocabulary, and correct grammatical errors (Shaik et al., 2023). For learners who struggle with language accuracy, especially non-native speakers, these tools can be helpful in improving

fluency and coherence. However, they also blur the distinction between genuine student effort and algorithmic reformulation, creating uncertainty about authorship and originality (Kim et al., 2023).

Relying too heavily on AI to rewrite or refine writing can undermine the main purpose of academic composition. Previous Researchers (Alammar & Amin, 2023; Rogerson & McCarthy, 2017) have been believed that a polished text may seem satisfactory, but it often doesn't have much depth or personal connection. Students who rely on these tools most of the time may lose their ability to do work independently, and in the end, it harms the quality of academic learning (Sulistyaningrum, 2021). AIED was made to help people learn, but it should only be used in honest and fair ways (Holmes et al., 2021). Educators, therefore, play a vital role in helping students recognize the boundary between assistance and substitution, ensuring that technology supports genuine learning rather than replacing the intellectual process itself (Syahnaz & Fithriani, 2023).

Academic Writing and Critical Thinking in Higher Education

Academic writing has been important for higher education because it helps students understand ideas better and say what they mean clearly. Writing for school helps students look into information, start conversations, and put their thoughts together into clear arguments. This process is not quick and easy. Planning, writing, editing, and re-evaluating the text's meaning are all part of the process (Budiana, 2023). Students gradually develop the habit of reading critically and connecting ideas during this process (Doğan & Batdı, 2021; Masri & Smadi, 2023). They also start to understand that writing isn't just about making text; it's also about making a way of thinking that changes how they understand their subjects.

AI-based paraphrasing tools have started to change the way students write. Many people rely on these kinds of apps to check their grammar and make their sentences flow better (Parsakia, 2023). This is helpful when the student doesn't speak English as their first language. But depending on it too much could make it harder to learn. The tool might fix the grammar, but it often makes the writing's main idea less clear (Storey, 2023). They might finish their work faster, but they won't have time to really think about what they want to say. Lecturers can help by showing how AI can help students learn without taking over the whole process (Maphoto et al., 2024). Writing can still be a way to improve language skills and critical thinking if students get the right help. This keeps them interested in their own learning.

Pedagogical Strategies to Mitigate AI Influence

Universities are facing new problems because more and more people are using AI-based tools like paraphrasing apps. These tools can help students write, but they may also make them less interested and make it harder for them to learn more deeply. Students who depend too much on these tools may stop thinking about their own ideas, which means they miss out on important chances to learn. To tackle this problem, lecturers can use ideas from constructivist and experiential learning theories, which stress being involved, thinking about things, and finding solutions (Grubaugh et al., 2023). Constructivist theory, formulated by Jean Piaget and further developed by Lev Vygotsky, asserts that knowledge is constructed through exploration, interaction, and reflection, rather than through rote memorization (Kritt & Budwig, 2022). David Kolb's experiential learning theory also says that learning is a never-ending cycle of experience, reflection, conceptualization, and practice (Morris, 2019). Students become more active learners and less dependent on AI-generated solutions by going through these steps. Doing things like process writing, real writing, and project-based learning makes kids more curious, aware of what they're doing, and responsible for their work. If you use these strategies all the time, they can turn classrooms into places where real learning happens, with technology as a helpful tool instead of a replacement for human thought.

First, students can practice this in writing activities by using process-oriented methods, where they plan, write, and revise several times. This process encourages students to think about their ideas, question what they think they know, and stay interested in their writing (Lei & Mokhtar, 2023; Mushtaq et al., 2021). Also, real writing assignments that are related to students' own lives or those of their friends and family can make the work more relevant and interesting (Kang, 2022). Third, project-based learning (PBL) is another way to stop people from relying too much on technology. In PBL, students work on projects that are similar to problems they would face in the real world and are encouraged to work together and make decisions together (Belwal et al., 2020). They learn how to use what they know and how to think for themselves and come up with new ideas through this method.

Regional Context and Access to Technology in Educational Practices

The geography and culture of Indonesia are very different from one another, which is reflected in the country's education system. How teaching and learning happen often depends on the area, which is very different on each island. Indonesia is a big group of islands, but access to technology, learning materials, and institutional resources is still uneven (Rabani et al., 2023). For instance, Java has better infrastructure and more institutional support, which makes it easier for lecturers to use AI-based tools like paraphrasing apps in their lessons (Adiningsih et al., 2019; Rosmika et al., 2022; Susilo, 2020). Lecturers on islands other than Java, such as Sumatra, Nusa Tenggara, Kalimantan, and Sulawesi, often have to work in less-than-ideal conditions. The Internet isn't always available, and many schools may not have the digital tools they need for modern education. Even with these problems, many lecturers are very creative when it comes to getting their students involved. They often change lessons, use the resources they have, and encourage learning by doing things that are specific to their environments(Adiningsih et al., 2019; Rosmika et al., 2022; Susilo, 2020). These efforts show that a lecturer's ability to adapt to the needs of their students is just as important as their access to technology when it comes to how well they teach.

Regional differences affect how lecturers use AI tools and how they plan lessons to encourage participation and critical thinking. Many lecturers in provinces where technology is more available use AI along with traditional teaching methods to improve productivity and language learning. In contrast, in regions with limited technological access, educators generally utilize hands-on, pertinent techniques that promote independent thinking and sustained student engagement (Meriyanti & Jasmina, 2022). This localized approach to pedagogy highlights the necessity of adapting instructional methods to the specific social, cultural, and technological contexts of each region. AI tools can help lecturers think critically instead of taking their place, as long as they know what's going on in their own area. This fair approach lets students in both developed and developing areas get the most out of the technology that is available to them, while also helping them become more creative, better at solving problems, and better at other important skills.

RESEARCH METHODS

This study employed a qualitative survey methodology to collect university lecturers' perspectives regarding the utilization of AI paraphrasing tools and their strategies for maintaining student engagement and originality in writing. This method was selected to collect detailed and qualitative information. It enabled a deeper investigation into the participants' perspectives and pedagogical approaches concerning paraphrasing tools.

Research Participants

There were 25 faculty members from eight Indonesian provinces. These provinces are spread out over five islands (Java, Sumatra, Nusa Tenggara, Kalimantan, and Sulawesi). These participants were chosen using convenience sampling. The survey was sent to doctoral students

in English language education at a state university in East Java, Indonesia, all of whom were also active faculty members in the English language teaching department, Faculty of Teacher Training and Education. This sampling method included a wide range of faculty members from diverse backgrounds and technologies, which helped the study gather a broad range of experiences and teaching styles. The following is a list of all the participants' information.

Table 1. Participants Distribution

Island	Province	Number of Participants
Java	West Java	1
	East Java	13
	Central Java	1
	Yogyakarta	3
Sumatera	Bengkulu	1
Sulawesi	Central Sulawesi	2
Kalimantan	South Kalimantan	2
Nusa Tenggara	West Nusa Tenggara	1
	East Nusa Tenggara	1
TOTAL		25

Research Instrument

An open-ended survey with eight questions was the main way to collect data. The questions were meant to get detailed and narrative answers from the people who took the survey. The survey was carefully crafted to examine the various ways university lecturers utilize AI-powered paraphrasing tools and the strategies they employ to foster critical thinking and independent idea generation among students. The researcher chose open-ended questions to learn more about how faculty members feel about things. This method produced more nuanced and detailed responses than closed-ended questions would have.

The questions on the survey were grouped into these main themes:

1. Using Paraphrasing Tools Before. This part was meant to look into the different kinds of paraphrasing tools that were used (like QuillBot and Grammarly), how long they were used, and why these tools were chosen. Some of the questions were, "What are the most common paraphrasing tools you use, and why?" and "How long have you been using these tools in your teaching?"
2. How people think about the impact. This section looked at the pros and cons of using paraphrasing tools, especially how they affect students' originality and academic honesty. For example, lecturers were asked, "What are the main pros and cons you've seen in students who use paraphrasing tools?" and "What do you think these tools do to help students think critically about writing assignments?"
3. Ways to Teach. This part tried to figure out what strategies lecturers used to keep students from relying too much on AI tools while still helping them think critically and creatively. Some questions were: "What do you do to encourage students to be original and interested in writing tasks?" and "How do you use paraphrasing tools and other ways of learning at the same time?"

The survey was reviewed by two senior lecturers who hold doctoral degrees in English Language Education to evaluate its clarity, readability, and alignment with the study aims. The reviewers agreed that the instrument was appropriate and fit for purpose, noting only minor wording issues (simplifying phrasing and clarifying terms). These minor revisions were incorporated, and no substantive changes to the content or structure of the instrument were required.

Data Collection

The survey was sent out online so that people from different provinces could easily get to it. This method made it easier to gather detailed qualitative data, which let participants share their thoughts and experiences in more depth. The study involved doctoral students who were also lecturers in Indonesia, granting access to a network of academics who had employed AI tools in their pedagogy.

Data Analysis

The analysis of the collected data was conducted using thematic analysis to identify and interpret patterns across the open-ended responses. The analysis was carried out without qualitative analysis software because the dataset was manageable and allowed for close reading and iterative interpretation. First, the researcher familiarized herself with the data by reading all responses repeatedly and writing brief analytic notes. Second, initial coding was performed through line-by-line coding to label meaningful segments related to lecturers' tool use, perceived benefits and challenges, academic integrity concerns, and pedagogical strategies. During this stage, the researcher maintained and refined a working list of codes to ensure consistent application across the dataset. Third, codes were collated into candidate themes by grouping conceptually related codes; for example, codes related to efficiency and language support were grouped under perceived benefits, while codes relating to over-reliance and superficial revision informed the theme of integrity and skill-development concerns. Fourth, themes were reviewed and refined by checking their coherence against the coded extracts and the full dataset, ensuring clear distinctions among themes and accurate representation of participants' accounts. Finally, the themes were defined and named, and the results were synthesized to explain both shared patterns and region-specific variations in how lecturers perceive and integrate AI-driven paraphrasing tools while emphasizing originality, critical thinking, and academic integrity. Representative verbatim excerpts are presented in the Results section to demonstrate the linkage between the data and each theme.

FINDINGS AND DISCUSSION

Findings

Experience with Paraphrasing Tools

The survey showed that all 25 participants were familiar with paraphrasing tools, and QuillBot was the one most frequently used. Grammarly appeared less often in their responses and was usually mentioned as a tool for checking grammar rather than rephrasing. Most respondents reported using QuillBot regularly, while a smaller number combined it with other programs to refine their writing. These findings suggest that participants use technology in a practical way, mainly to make their writing clearer and more efficient.

> *"I combine QuillBot for paraphrasing and Grammarly for polishing the grammar." (Participant from Yogyakarta)*

Second, the length of time participants used paraphrasing tools varied significantly. Some lecturers began using these tools as early as 2019, while others were recent users with less than a year of experience. Table 2 summarizes the breakdown of participants' usage duration.

Table 2. Duration of Use of Paraphrasing Tools

Duration of Use	Number of Participants	Statement
Less than 1 year	6	"I think I started to use it 6 months ago." (Participant from Central Java)
1–2 years	12	It was in 2023 (My 2nd semester of PhD study) (Participant from East Java)

Duration of Use	Number of Participants	Statement
3–4 years	5	About 3 years ago (Participant from South Kalimantan)
More than 4 years	2	I think since 2019 (Participant from West Nusa Tenggara)

Perceived Benefits and Challenges of Paraphrasing Tools

The lecturers shared diverse opinions on the use of paraphrasing tools in academic settings. Many acknowledged the tools' usefulness in enhancing students' fluency and writing efficiency. However, they also raised concerns about potential negative impacts on students' originality and academic development. Some participants noted that these tools could boost productivity and improve linguistic accuracy, while others feared that over-reliance on them might hinder independent learning. A summary of these viewpoints is presented in Table 3.

Table 3. Perceived Benefits of Paraphrasing Tools

Perceived Benefits	Statement
Overcoming Writer's Block	"Because there are times as a writer, I get writer's block and need help to get paraphrasing ideas." (Participant from East Java)
Enhancing Linguistic Accuracy	"Paraphrasing tools are needed to help me in polishing the language aspects." (Participant from West Java)
Exploring Alternative Phrases	Because it sometimes gives more options of vocabulary, we never thought of (Participant from Yogyakarta)

Despite the recognized benefits, participants voiced critical concerns about the potential negative impacts of paraphrasing tools. These challenges are summarized in Table 4

Table 4. Challenges of Paraphrasing Tools

Challenge	Statement
Risk of academic dishonesty	"I am afraid I may commit academic dishonesty with it." (Participant from Yogyakarta)
Reduced originality in writing	"but relying too heavily on paraphrasing tools can lead to a lack of critical thinking and originality in your writing. It's always best to use your own words and ideas as much as possible, and only use a paraphrasing tool as a last resort or as a starting point for your own writing." (Participant from East Java)
Contextual Inaccuracy	"Although they use paraphrasing tools, the writer still needs to re-read the text to ensure context appropriateness." (Participant from Sumatra)

Perceptions on Students' Use of Paraphrasing Tools

The lecturers had different ideas about whether or not students should use paraphrasing tools in their academic writing. These opinions showed that they were worried about how to balance using technology with keeping originality and critical thinking. However, some lecturers saw how paraphrasing tools could help students learn better and keep up with new technology.

Table 5. Supportive Perspectives on Students' Use of Paraphrasing Tools

Supportive Perspective	Statement
Foster technological familiarity	"In the technology era, students need to be familiar with the technology that can help them do their work. However, as lecturers, we still need to tell them the weaknesses of such technology". (Participant from West Nusa Tenggara)

Supportive Perspective	Statement
Aid learning and vocabulary	"Fine, because it will help them express ideas in different ways." (Participant from East Java)
Encourage Quality Writing	"A paraphrasing tool can be used to facilitate students as writers to produce writing of quality and to create original content. (Participant from East Java)

Other lecturers emphasized the risks of students becoming overly reliant on paraphrasing tools, potentially compromising their ability to paraphrase independently and critically engage with writing tasks.

Table 6. Critical Perspectives on Students' Use of Paraphrasing Tools

Critical Perspective	Statement
Originality Concern	"It's fine for the student to use it as long as they develop their own ideas in writing and use the tools only to help them to write." (Participant from East Java)
Risk of academic dishonesty / Ethical Concern	"It is fine as long as the student know the boundary or the ethics in using them." (Participant from Yogyakarta)

Lecturers emphasized the importance of preparing students to understand and navigate both the benefits and limitations of paraphrasing tools. The key recommendations are outlined in Table 7

Table 7. Recommendations for Lecturer Preparation

Recommendation	Statement
Raising Students' Linguistic Awareness	"We need to teach students the strengths and weaknesses of these tools and how to use them wisely." (East Java)
Providing Feedback on Original Work	"Positive feedback on original ideas helps students value their creativity over shortcuts." (Kalimantan)
Defining Boundaries for Tool Usage	"Clear rules on when and how these tools can be used help maintain academic integrity." (Yogyakarta)

Teaching Strategies for Promoting Originality

To address concerns about excessive reliance on paraphrasing tools and to foster originality and critical thinking, lecturers implemented a range of teaching strategies, summarized in Table 8.

Table 8. Applied Teaching Strategies

Strategy	Statement
Project-Based Learning (PBL)	"Project-based learning that requires deep reading is still the most recommended strategy to improve students' creative thinking and engagement because they still need to provide logical reasoning when they are writing. (Participant from West Nusa Tenggara)
Problem-Based Learning	"Sure, I always ask my students to be critical readers, as it is necessary to build the authorial voice and argumentations (Participant from West Java)
Authentic Writing Tasks	"The writing task is more authentic and personal to the students." (Participant from Yogyakarta)
Process-Based Approach	"Process approach to writing. The tool is only an assistance." (Participant from Yogyakarta)

Future Use of Paraphrasing Tools

Most lecturers indicated their intention to continue using paraphrasing tools, noting their potential to enhance writing and teaching. However, many stressed the need for selective and purposeful use to ensure these tools complement, rather than replace, the writing process.

Table 9. Future Use of Paraphrasing Tools

Approach to Future Use	Statement
Selective use for refinement and clarity	"I will use these tools only for assuring clarity and grammatical accuracy in writing." (Java)
Training students on responsible use	"We need to educate students on when and how to use paraphrasing tools effectively." (Nusa Tenggara)
Integrating tools with traditional methods	"Combining traditional teaching methods with tool usage is the best approach for balanced learning." (Sulawesi)
Reducing reliance while leveraging benefits	"We aim to reduce over-reliance but still benefit from the tool's assistance." (East Java)

Discussion

This study investigated the experiences and perspectives of university lecturers on the use of AI-driven paraphrasing tools, focusing on their impact on academic writing, originality, and teaching strategies. Drawing on the theoretical framework of Artificial Intelligence in Education (AIED), this discussion contextualizes the findings within broader academic discourses on academic integrity, critical thinking, and regional disparities in technology access**.**

Experience with Paraphrasing Tools

The findings revealed widespread familiarity with paraphrasing tools, particularly QuillBot and Grammarly, highlighting their utility in enhancing linguistic accuracy and productivity. These tools align with the dual nature of AIED described by Holmes et al. (2021), wherein they simultaneously support learning while posing risks to originality. Their ability to aid in language refinement and idea generation underscores their value in facilitating academic writing, particularly for non-native English speakers (Shaik et al., 2023). However, the variance in duration and motivations for tool use indicates differing levels of reliance and integration, highlighting the need for tailored approaches to guide their responsible use in academic practices (Fernando & Li, 2025). This aligns with the emphasis on ensuring that AI tools complement rather than replace cognitive processes essential for developing critical thinking (Rogerson & McCarthy, 2017).

Perceived Benefits and Challenges

The study identified clear benefits of paraphrasing tools, such as improved productivity, enhanced grammatical accuracy, and enriched vocabulary. These benefits support findings in the literature that AI tools can reduce language barriers and enable students and educators to focus on content quality (Kim et al., 2023) However, the challenges, including reduced originality and dependency, reflect the risks highlighted by Rogerson & McCarthy (2017) and Sulistyaningrum (2021). Over-reliance on AI tools can undermine the learning objectives of academic writing, as students bypass critical stages of analysis and synthesis. This underscores the importance of pedagogical interventions that encourage a balanced use of technology while fostering originality and ethical behavior in academic work.

Perceptions on Students' Use of Tools

The mixed perspectives on students' use of paraphrasing tools reflect the dual role of AI in education. Supportive views align with the argument that technological literacy is essential in modern education(Kim et al., 2023). However, concerns about dependency and academic dishonesty echo warnings in the literature about the potential erosion of critical and independent thinking skills (Rogerson & McCarthy, 2017). These findings underscore the

importance of clear institutional guidelines and ethical education to ensure that students use AI tools responsibly and as a complement to their intellectual efforts.

Teaching Strategies for Promoting Originality

The teaching strategies identified in this study, such as project-based learning, problem-based learning, and process-oriented writing, reflect constructivist and experiential learning theories (Grubaugh et al., 2023; Morris, 2019). These approaches emphasize active engagement, reflection, and iterative learning, ensuring that students develop critical thinking and creativity while leveraging technology effectively. The focus on authentic writing tasks aligns with the theoretical perspective that personalized and contextually relevant assignments can mitigate the risks of over-reliance on AI tools (Lei & Mokhtar, 2023). By integrating these strategies, educators can balance the benefits of paraphrasing tools with the need to preserve students' cognitive engagement and originality.

Future Use of Paraphrasing Tools

The participants' advocacy for the selective and purposeful use of paraphrasing tools aligns with Syahnaz and Fithriani (2023) emphasis on balanced integration strategies. By focusing on training and workshops that promote ethical and effective use, institutions can harness the benefits of AI while mitigating its risks (Al-Bukhrani et al., 2025). This approach ensures that AI tools remain supportive resources that enhance learning rather than undermine the development of critical academic skills.

CONCLUSION

This study shows that Indonesian lecturers use a wide range of experiences and methods to incorporate AI paraphrasing tools into their lessons, focusing on originality, critical thinking, and getting students involved. The results show that tools like QuillBot and Grammarly can help people learn languages, but they can also make it harder to be honest in school and slow down skill development. Different parts of Indonesia use and see these tools in different ways. For example, lecturers in Sumatra, Nusa Tenggara, and Kalimantan prefer learning techniques that are based on real-life situations more than lecturers in Java. This shows how important it is to adapt teaching methods to different situations so that AI helps students learn actively instead of taking the place of learning.

The results also show that lecturers and educational institutions have a number of suggestions for how to use AI paraphrasing tools in a way that keeps originality, critical thinking, and academic integrity. First, there needs to be a clear plan for how to use AI, making it clear that these tools should not take the place of independent thought. This can be accomplished by establishing institutional policies that delineate explicit directives for AI utilization in academic environments, prioritizing a balanced approach that enables students to harness AI while cultivating critical thinking abilities.

Furthermore, training programs for lecturers can give the good ideas for how to use AI in the classroom. These programs should emphasize process-oriented writing, project-based learning, and authentic writing assignments that encourage critical thinking and introspection, thereby fostering greater thoughtfulness in students and reducing their dependence on AI for their tasks. Institutions should also use strategies that are specific to each region and take into account different levels of access to technology and cultural differences. By tailoring their teaching methods to the needs of each region, schools can make sure that all students have equal access to learning.

This study also has a number of limitations. First, the sample comprised doctoral students from a singular Indonesian university, thereby limiting the generalizability of the findings. Next, the study utilized self-reported data from open-ended survey questions, which

may be influenced by biases such as social desirability or selective memory. Also, because AI tools change so quickly, these results only show a snapshot in time. The field of AI in education is likely to change a lot, which shows how important it is to do more research to find out what the long-term effects are and what changes need to be made to protect academic integrity and skill development. Therefore, future research may include a broader demographic of participants from multiple universities and regions to deepen our comprehension of how geographical and technological diversity influences AI's role in Indonesian education. Consequently, further investigation is advised to examine the enduring impact of AI on students' academic competencies and integrity, especially in regions with restricted technological access. As AI continues to change, it will be important to look at how it might affect learning outcomes in order to create lasting teaching methods that encourage both technological progress and meaningful student learning.

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